

**A Comprehensive Framework For Teaching  
and Learning at Memorial University  
May 10, 2011**

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## PROCESS OF DEVELOPING A TEACHING AND LEARNING FRAMEWORK FOR MEMORIAL UNIVERSITY

### Organization

The process for developing a Teaching and Learning Framework at Memorial University was sponsored by the Office of the Vice President, Academic (AVPA). The Academic Deans and Directors form the Steering Committee for the Teaching and Learning Framework. The Steering Committee provided oversight to the Working Group, reviewed documentation submitted during the consultation process and approved the final draft of the Framework document before it was forwarded to Senate.

The process of developing the Framework was led by Doreen Neville (Associate Vice-President, AVPA), Albert Johnson (senior instructional designer, Distance Education, Learning and Teaching Support [DELTS]), and a Working Group consisting of:

- two faculty members who have been recognized with Distinguished Teaching Awards and 3M Teaching Fellowships (Andrea Rose and Georg Gunther [Grenfell Campus]);
- a faculty member with research expertise in teaching and learning (Trudi Johnson);
- the Director of Distance Education, Learning and Teaching Support (Ann-Marie Vaughan);
- an undergraduate student (George Furey);
- a graduate student (Sebastien Despres);
- a staff member from the Centre for Institutional Analysis and Planning (Sharon Pippy);
- the Deputy Registrar (Sheila Singleton);
- a representative from Marine Institute (Derek Howse); and
- a representative of Memorial Libraries (Lorna Adcock).

The Working Group established Advisory Committees to provide input on specific aspects of teaching and learning and contribute to the development of this final Teaching and Learning Framework document. The committees have been constituted to support balanced representation from the Arts and Humanities, Science, and Professional Schools and the relevant areas of expertise in the university. A list of the Advisory Committee chairs and co-chairs is provided below:

- **Student-centred Learning** – Joyce Fewer, Instructional Development Office, DELTS;
- **Experiential Learning** – Peter Rans, Director of the Division of Co-operative Education;
- **Academic Support** – Peter Ayres, Associate Dean of Arts, and Kelly Knight, Manager, Academic Advising;
- **Non-academic Advising** – Tom Brophy, Director, Student Success Program, and Angie Clarke, Division of Academic and Student Affairs, Marine Institute;
- **Interdisciplinary** – Ellen Waterman, Director of the School of Music;
- **Critical Thinking** – Shane O’Dea, Professor Emeritus, Faculty of Arts;
- **Diversity on Campus and Abroad** – Sonja Knutson, Director, International Center;
- **Lifelong Learning** – Karen Kennedy, Director, Lifelong Learning;
- **Laboratory Instruction** – Christine Castagne, Laboratory Instructor, Nursing;
- **Program Quality Assurance** – Su Cleyle, Associate University Librarian and Rob Wells, Associate Director, Distance Education, Learning and Teaching Support;
- **Faculty Recognition** – Dale Foster, Associate Professor, Faculty of Business Administration, and Sonja Corbin Dwyer, Professor, Grenfell Campus; and
- **Complementarity with the Memorial Research Plan** – Carrie Dyck, Associate Dean of Arts (Acting).

## Consultation Process

The teaching and learning enterprise at Memorial involves the formal teacher-student interaction, the informal educators – student – staff interaction and the overall learning environment in the university. Essentially, every unit in the university was involved in some way. In keeping with the culture of the university community, the process of developing the Framework was highly consultative, engaging as many units and people as feasible within the timeline of the project.

The Teaching and Learning Framework initiative was launched by a retreat held in early 2011 which brought together over 90 members of the university community (educators, students and staff) to identify the qualities that all Memorial University graduates should demonstrate once they complete their studies at Memorial. This exercise was followed by the development of a Discussion Paper ([http://www.mun.ca/vpacademic/TLF\\_Discussion\\_Paper.pdf](http://www.mun.ca/vpacademic/TLF_Discussion_Paper.pdf)) that was widely circulated within the university and to key external community stakeholders.

A Desire2Learn (D2L) survey was made available to all students registered during the winter semester of 2011. The students were asked to think about their learning experience at Memorial in the broadest possible terms and provide a text-based response to two questions: (1) What are three things that the administration of the university can do to improve your learning experience at Memorial? (you may offer more than three things if you like); and (2) What types of supports or services do you need as a student of Memorial? The Student Survey Summary has been posted on the VPA web site ([http://www.mun.ca/vpacademic/teach\\_learn.php](http://www.mun.ca/vpacademic/teach_learn.php)). The results of this survey will be used to develop a Likert style survey of students during the fall semester of 2011 to help guide the implementation component of the Teaching and Learning Framework initiative.

From February 21, 2011 to April 5, 2011, over 65 consultation sessions were held, including meetings with faculty academic councils, staff and student groups and union groups, and open consultations sessions for members of the university community and the community at large. Reports of these consultation sessions are posted online on the Vice-President Academic website ([http://www.mun.ca/vpacademic/teach\\_learn.php](http://www.mun.ca/vpacademic/teach_learn.php)). Almost 700 participants attended the sessions that are described briefly below.

In the first activity of each session, participants were asked to think of their best teaching and/or learning experience.<sup>1</sup> The experiences that the participants described were remarkably similar, regardless of the point of view from which the experiences were told. Teachers talked about successes that they fostered with students and the positive responses they experienced when they helped their students grow intellectually. Students spoke about teachers who had guided them through difficult concepts, or helped them make meaningful connections with their world.

The majority of the participants talked about **engagement**, for both teachers and students. Their best teaching and learning experiences involved active participation on the part of students, enthusiastic and passionate instructors, and meaningful material. Students said they were engaged when teachers

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<sup>1</sup> Initially, the participants worked in groups of two, three or four, and were asked to tell each other a story about the experience. They were given ten minutes to complete this task. They were then called back to the larger group, where they shared as many of their stories as time allowed. Key elements of what made the experiences positive were recorded.

related experiences from the field and made connections between theory and practice. Participants also talked about personal connections, the building of relationships with teachers and with other students. This frequently occurred when faculty shared their research as part of their instruction. The supportive nature of working collaboratively or in a cohort was mentioned a number of times during the consultations. Teachers also noted how working with their students had been a learning experience for them, and how much they appreciated making connections with their students. Experiences that involved “aha” moments or facilitated critical thinking were also highly prized.

**Flexibility** was a common theme highlighted throughout the consultations. This term had several meanings for the participants. When many of the participants talked about things that needed to be flexible, they were referring to flexibility in scheduling. They noted that some of their best learning experiences happened because the classes were scheduled outside of traditional class times. Several highlighted flexibility in the mode of delivery, indicating that online offerings had made it possible for them to participate in learning experiences. Others considered flexibility in instruction to be an important trait of good teaching. These participants spoke of teachers who were able to vary their teaching styles to accommodate a variety of learners. They noted the significance of media rich content and the integration of work in small groups. Participants indicated that smaller class sizes offered instructors greater opportunity to diversify their approach to teaching. On numerous occasions, participants suggested that flexibility in student evaluation is important. Some of their best learning experiences were in courses where teachers gave them some control over the evaluation scheme. This flexibility allowed them to tailor evaluation components to their individual strengths and encouraged them to engage fully in learning.

For many of the participants, their best teaching and learning experiences were framed in the context of **experiential learning**, often carried out in collaboration with university partners. These individuals spoke enthusiastically about fieldwork, laboratory experiences, internship placements, work terms, or experiences that they have had through both informal and formal learning settings. They highlighted how important these experiences were in helping them make connections between theory and practice, and how making these connections made their learning meaningful.

Of all the experiences related throughout the consultation sessions, the stories that both teachers and students told about being **challenged** were the most emotionally charged. Teachers talked with great admiration about the determination of students to overcome difficulty with content or skills on their way to completing courses and programs. Students relayed equal levels of emotional investment when speaking about experiences where they had successfully met a challenge or a teacher had helped them exceed their own expectations and helped them grow. Teachers spoke enthusiastically about encouraging students to take risks, and students talked about how much it meant to be able to learn in an environment where taking a risk was a good thing to do.

In part two of each session, the participants were asked, given the common elements of the stories that they had heard in part one, to identify conditions for success in teaching and learning. They were asked to describe the environment that would make their best teaching and learning experiences an everyday occurrence.

Almost every group identified the need for **appropriate learning spaces** as a priority. Educators, staff and students said that classrooms needed to be upgraded in order to accommodate accessible and flexible seating, improve lighting and acoustics, provide breakout rooms and provide appropriate technology. They also highlighted the significance of **informal learning spaces**. Gathering space or

“collision space” as students described it, plays a major role in establishing the relationships that are so important in creating a sense of connectedness to the institution and the people that are influential in students’ learning. Participants agreed that students need space to discuss issues that arise in their courses. Many of the participants recalled that their best learning experiences at Memorial had taken place in these informal settings and that making these spaces available again will be critical to the enhanced teaching and learning enterprise at Memorial.

**Pedagogical support for educators** is another critical component required to create a positive teaching and learning environment that would foster student participation and engagement. Participants indicated that in order to establish this environment, class sizes should be smaller, particularly at the first year level. They requested that educators be given time, space (including office space for graduate students engaged in teaching) and support to advance their teaching. They suggested that teachers need access to learning space outside of the classroom setting to facilitate experiential learning and foster student engagement. They asked that teaching quality be as valued and as recognized as research in the promotion and tenure process.

The vast majority of the sessions also highlighted **student support** as a component of success. They suggested that student services be integrated, providing students with streamlined accessibility to academic and holistic support. Others suggested service providers actively engage in activities to promote awareness of the scope of help that is available to them. Participants in numerous sessions also noted the need to improve student preparedness. They indicated that many students struggle with the transition from high school to university and the expectations and rigor of the academy. Still other participants highlighted the need for flexibility in curriculum design to address the variety of learning needs of a very diverse population. The student population is noted to be diverse in terms of culture, background, level of academic preparedness and learning styles.

Students and educators alike noted that **program quality** is critical for a positive educational experience. They observed that effective teachers are the foundation of the teaching and learning enterprise at Memorial. They indicated that consistency across sections of the same course and continuity in program design are important aspects of quality. Both educators and students also mentioned the importance of integrating teaching, research and community engagement to produce a high quality education.

Several groups noted the importance of **streamlining administrative processes** to support the academic mission of the university. They indicated that risk management constraints are erecting barriers to various types of experiential learning. They also indicated that some administrative practices create unnecessary delays, making it difficult to maintain the physical infrastructure of the university.

While these are the most often mentioned responses from the consultation sessions, a more complete list is contained in the reports from the consultation sessions. These have been posted online on the VPA website ([http://www.mun.ca/vpacademic/teach\\_learn.php](http://www.mun.ca/vpacademic/teach_learn.php)).

### **Advisory Committees**

Twelve Advisory Committees were established to investigate various components of the teaching and learning enterprise at Memorial. These Advisory Committees provided written reports addressing the implications of their topic for the Framework. The reports of these Committees can be found in Appendix A.

### **Brainstorming Sessions**

Two Brainstorming sessions were held with members of the Working Group and Advisory Committees to develop and respond to key proposed elements for the Framework identified through the Discussion Paper, Consultation process and Advisory Committee reports. A summary of these sessions is provided in Appendix B.

### **Summary**

Data from the Discussion Paper, consultation sessions, Advisory Committee Reports and two brainstorming sessions were compiled to: (1) commence development of an inventory of current strengths at Memorial University with respect to teaching and learning; and (2) summarize the main suggestions for improvement of teaching and learning that were made by participants during the process of developing the Teaching and Learning Framework. These are presented in Appendix C.



## TEACHING AND LEARNING FRAMEWORK

### Introduction

*Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service. We recognize our special obligation to the people of Newfoundland and Labrador. Memorial welcomes students and scholars from all over the world, and contributes knowledge and shares expertise locally, nationally and internationally.<sup>2</sup>*

The university fulfills this mission through the teaching and learning enterprise, through research, scholarship and creative activity and through the engagement of our educators, students and staff with the community at large. Memorial University has completed a Research Plan that notes that teaching and learning and research are complementary activities.<sup>3</sup> The development of a Teaching and Learning Framework for the university helps to ensure that this complementarity is preserved and enhanced.

### The Teaching and Learning Context at Memorial University

At Memorial University we want to attract 21<sup>st</sup> century explorers, students who are willing to pass by many other institutions on their way to a place that offers unique experiences, opportunities and challenges. We want to help our students find their way to become confident adventurers and independent thinkers, and who are curious and self-directed. We want to inspire them to become leaders who will help push the boundaries of a multitude of disciplines and professions. We want undergraduate and graduate students who are eager to use their creativity and ingenuity to make a difference.

As the only university in Newfoundland and Labrador, Memorial has a special obligation to provide access to a university education for the people of this province. Historically and currently, the greatest number of new undergraduate and graduate students each year comes from Newfoundland and Labrador. However, as the high school population in the province continues to decline, and we cultivate new national and international markets from which to attract both undergraduate and graduate students, our incoming class is drawn from diverse backgrounds and cultures and includes students with varied degrees of academic preparedness. In addition, the student attending our university is no longer exclusively the traditional learner who enters an undergraduate program immediately after high school or a graduate student who has just completed a first degree. Changing career goals, evolving credential requirements, continued personal development and non-mandatory retirement have resulted in the prospective and current student profile expanding to include a wide variety of learners who enter Memorial's programs and courses through different life paths. We work to ensure that our approaches to teaching and learning support the needs of the diverse student population we attract to our university.

**Memorial University's unique strength is its culture of connectedness and community building.** For over 500 years, trust in and reliance on one's neighbour has been essential for survival in the challenging

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<sup>2</sup> Memorial University Strategic Plan, Mission Statement

<sup>3</sup> Memorial University Research Plan, 2010

environment of Newfoundland and Labrador. A culture of connectedness and community is the foundation of the legendary resiliency of its citizens – the capacity to face and overcome challenges, bounce back in the face of tragedy and harness the collective resources available to create opportunity.

An appreciation for the importance of connection and community permeates the culture of the university that calls Newfoundland and Labrador home. We recognize the importance of connection to the community in our mission statement. Our educators, students and staff are involved in countless activities that connect them to communities locally, nationally and internationally. We offer an extensive range of opportunities that help people make the connection between their formal learning and the real life applications of their skills.

We are known for our ability to successfully bring people together, to connect them to each other, in the pursuit of common goals. We build community within the university, the province, the nation and the world.

### **Foundational Statement**

Teaching and learning at Memorial University connects learners and educators to each other, our community and our world, in the service of knowledge generation and exchange and the advancement of society.

### **Vision for Teaching and Learning**

Students of Memorial University are 21<sup>st</sup> century explorers - independent thinkers, adventurous, confident, creative, and open-minded. These explorers are supported on their personal journeys of discovery through teaching and learning experiences that are learner-centered, innovative and informed by evidence and experience. The curriculum, shaped and continually renewed by the results of research inquiry and the experience and perspectives of educators and students, challenges the intellect “to range and speculate.”<sup>4</sup> The learning environment, within the classroom and across all manners of learning spaces, encourages the communication of thought and interaction among students, educators, staff and the community. Information and communication technology tools are employed appropriately to enhance the quality of the teaching and learning experience, and to facilitate access for all students.

### **Qualities of Graduates**

Each faculty and school has specific standards or intended outcomes for learning that students will be expected to meet, and specific knowledge and skills that students will be expected to attain and apply. There are, however, qualities that all of Memorial’s students should demonstrate after they complete their studies at Memorial University.

As a launch to the development of our Teaching and Learning Framework initiative, 90 members of the university community, including deans and directors, educators, students, and staff, met to identify

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<sup>4</sup> Modern History Sourcebook: John Henry Newman: The Idea of a University, 1854.  
[www.fordham.edu/hallsall/mod/newman/newman-university.html](http://www.fordham.edu/hallsall/mod/newman/newman-university.html)

these qualities. That group<sup>5</sup> determined that our province and the global community need Memorial University graduates to:

- be knowledgeable and competent in their field;
- be critical and practical thinkers;
- be responsible citizens;
- demonstrate ethical, moral and intellectual integrity;
- appreciate diversity and promote equity;
- be creative and responsive problem solvers;
- have enthusiasm for learning;
- be supportive collaborators with particular regard to diversity of interests;
- communicate effectively with others; and
- be passionate and industrious individuals.

### **Core Values and Principles For Teaching and Learning**

Core values for teaching and learning represent standards of behaviour – they are the ideals to which we (educators, students and staff) aspire in teaching and learning at Memorial. Principles are how we make our values come alive – they establish the ground rules for how we conduct ourselves.

#### ***Core Values***

The values presented below are based on those identified in the Memorial University Strategic Plan and refined through discussions during the consultation process and the brainstorming sessions.

**Collegiality:** engaging others with respect, openness and trust in pursuit of a common purpose

**Inclusiveness:** recognizing and engaging with individual and group diversity

**Responsiveness:** being receptive to the learner and the communities the institution serves

**Integrity:** being honest and ethical in all interactions

**Respect:** having regard for individuals, ideals and the institution as a whole

**Accountability:** accepting responsibility for one's role in the achievement of common goals and objectives

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<sup>5</sup> The findings of that gathering are listed below, in the original unedited text as created at that meeting.

## ***Principles of the Teaching and Learning Community at Memorial University***

The principles outlined below are derived from: (1) the values identified above; (2) our current understandings of best practices in teaching and learning that have emerged from educational and discipline-specific research on effective university teaching; (3) the experience and knowledge of Advisory Group members; and (4) feedback received during consultation and brainstorming sessions with the university community. These principles articulate our current and/or desired approaches to building a Teaching and Learning Community at Memorial University.

**Build Relationships** – Memorial University establishes connections among educators, students, staff and members of the broader community. These connections develop into positive and robust relationships because they are founded in our values of collegiality, inclusiveness, responsiveness, integrity, respect and accountability. These relationships provide the foundation for an engaged teaching and learning community.

**Engage People** – Memorial University recognizes that engagement is important in all settings where teaching and learning occur. Engagement, founded on relationships, requires purposeful and meaningful participation by all stakeholders. The university fosters engagement by developing a shared understanding of and commitment to goals and objectives and building partnerships that contribute to these desired outcomes.

**Create Synergies** – Memorial University maximizes the benefits that occur when various components of the teaching and learning enterprise come together. Students are provided with experiences in different fields through interdisciplinary teaching and learning. The institution assists students with the integration of learning from the classroom setting, informal learning experiences and practical applications. Connectivity between teaching and learning, research and both university and wider community engagement is promoted to encourage knowledge co-creation.

**Focus on the Learner** – Memorial University engages its students, educators and staff to develop curricula, programs, support services and spaces that address learner needs and support achievement of clearly identified learning outcomes. The university communicates to students, in a respectful and inclusive manner, the availability of supports and guidance.

**Provide Support** – Memorial University supports educators, staff and all students it admits by aligning its policies and procedures with the distribution of resources to advance teaching and learning.

**Commit to Quality** – Memorial University provides high quality curricula and learning experiences that are current, relevant, creative, innovative and appropriately challenging. The university enhances the quality of its courses, programs and instruction through continuous evaluation.

**Foster Transformation** – Memorial University provides a supportive and inclusive environment that fosters individual transformation. Students, educators and staff are safe (intellectually, physically, spiritually and emotionally) to take risks and experiment. The institution offers holistic educational experiences for our students that contribute to the development of the qualities that all Memorial graduates should demonstrate.

**Value Contributions** – Memorial University recognizes and values the contributions of all individuals who are involved in the teaching and learning enterprise. Teaching, as an equal partner of research, is celebrated and rewarded in a manner that is both concrete and public. Community engagement informs both teaching and research. Educators in all instructional roles are respected and supported with access to pedagogical professional development.

**Acknowledge Responsibility** – At Memorial University, educators, students, staff and the institution as a whole share responsibility and accountability for effective teaching and active learning. Students assume responsibility for their own learning. Educators are responsible for effective teaching and evaluation. The university is responsible for providing the appropriate guidance and support.

**Support Lifelong Learning** – Memorial University models enthusiasm for continuous learning. It invests in the co-creation of new knowledge through research, the teaching and learning enterprise and community engagement. The University is committed to the continuous personal and professional development of its members (students, educators and staff) as well as members of the wider community. It offers institutional and community-based learning opportunities that respect various learning styles, are responsive to community needs and are inclusive.

## THE TEACHING AND LEARNING COMMUNITY AT MEMORIAL

As we spoke with students, educators and staff in the consultations sessions, we were struck by the stories that were told and the dynamic nature of the university. Even though there was great diversity in the details, the similarities at the heart of the stories were compelling. Almost all participants told us about being engaged, a sense of belonging and being supported within a community. In their aggregate, these narratives described something that is quite organic, an entity that has a life of its own. This idea encouraged us to look at the Teaching and Learning Community as a living and dynamic organism which led to the question, what is the makeup of a vibrant teaching and learning community?

The essence of our Teaching and Learning Community is **engagement** and **support**. *Engaged and Engagement* showed up in our consultations more than any other concept. Engagement is the key to the teaching and learning process. It happens when students and educators are invested in the learning process and when learning is meaningful, intense and rewarding. Everyone in a Teaching and Learning Community also requires support. Educators need support and recognition to help them become the best teachers they can be. Students need support to achieve learning outcomes and become well-rounded, holistic individuals who demonstrate the desired attributes of a Memorial graduate. The institution has to provide this support to ensure that meaningful teaching and learning takes place.

At Memorial, the Teaching and Learning Community supports 21<sup>st</sup> century explorers on their personal journeys of discovery and fosters a commitment to lifelong learning. This community is outcomes-oriented, responsive, inclusive and committed to discovery.

An **outcomes-oriented** teaching and learning community (students, educators and staff) defines its direction by first identifying the qualities it wishes graduates to exhibit and the knowledge and skills they need to acquire. Curriculums and instructional practices are developed to support the achievement of these outcomes. The synergies among teaching/learning, research and community engagement are valued in the development of high quality curriculums. Continuous improvement processes ensure that the objectives and the instructional strategies to achieve them are revised as needed.

A healthy teaching and learning community is **responsive**. Dynamic interactions between educators and students are a feature of the teaching and learning experience. Timely and high quality feedback to students provides them with insight to affirm and improve their learning. Input from students helps educators to guide the teaching and learning process. Flexibility in programs, modes of delivery and scheduling meet the diverse needs of our educators and learners. The university is accountable for addressing issues and challenges that impact teaching and learning.

A teaching and learning community is **inclusive**. The diversity of our students, educators and staff contributes to a vibrant teaching and learning community. Being equipped to engage with diversity, difference and inclusion is important in the creation and dissemination of knowledge. Memorial values the diversity of the disciplines that form the institution. We encourage multi- and interdisciplinary cooperation to harness the resources of varied disciplines in the development of our Teaching and Learning Community.

A teaching and learning community that is **committed to discovery** fosters critical thinking and creativity. Formal, informal and experiential settings maximize opportunities for learners, educators, researchers, staff and community members to engage in conversations about the knowledge we possess today and the strategies we can use to advance knowledge and innovation in the future.

## **A WAY FORWARD**

The development of the Teaching and Learning Framework has captured the imagination and enthusiasm of the Memorial University community, as evidenced by the high level of participation in the consultations and brainstorming sessions. Findings from the consultations reinforced the literature, indicating that a strong teaching and learning community is engaging, supportive, outcomes-oriented, responsive, inclusive and committed to discovery. The consultations also provided many suggestions for actions that could strengthen the teaching and learning community at Memorial University.

The Framework above highlights the desired qualities of Memorial graduates, articulates the core values and principles of teaching and learning and describes the characteristics of a vibrant teaching and learning community at Memorial University. The Framework establishes the criteria against which innovations in teaching and learning at Memorial University can be evaluated. Now that the Framework has been proposed it is important to consider the next steps. This section suggests a way forward to: (a) address some of the key suggestions that build on current strengths and could be pursued in the shorter term; and (b) explore the most feasible course of action in areas where more than one approach has been suggested. Our recommendations are as follows:

1. The university identify people and structures responsible for realizing the Teaching and Learning Framework and enhancing the teaching and learning community at Memorial University. A member of the senior administration must be responsible for leading the initiative in collaboration with the university community. The Steering Committee, Working Group and Advisory Committee structures that guided the development of the Framework provide a foundation upon which to build. The continuous engagement of the University community is required.

2. The university develop and implement strategies to address the areas identified during the consultations as requiring immediate attention. These include:
  - a. Student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning spaces, interaction with inspiring people and ideas);
  - b. Comprehensive student support services that are integrated and coordinated;
  - c. Instructional design and delivery support available to all educators;
  - d. Assistance for students who are experiencing academic challenges, especially in first year;
  - e. Comprehensive orientation for all students;
  - f. Appropriate orientation for all incoming educators;
  - g. Recognition of teaching quality (including in the promotion and tenure process, in the establishment of University awards and Chairs and the support of research in the scholarship of teaching and learning);
  - h. Recognition of the contribution of all educators and partners in the teaching and learning enterprise;
  - i. Informal gathering/learning spaces for all members of the university community;
  - j. Flexibility in course scheduling, delivery methods and evaluation strategies to accommodate the needs of our diverse learners and programs;
  - k. Course and program evaluation strategies to measure achievement of learning outcomes;
  - l. Opportunities for engagement among students, educators and the community at large; and
  - m. A teaching and learning plan that includes a monitoring and evaluation framework.

## **Conclusion**

The teaching and learning framework initiative is an ongoing endeavour. It is important that the conversation continues and planning commences. We have a strong foundation but there is much work to be done.

# APPENDIX A

## Advisory Committee Reports

- Academic Support
- Complementarity with Research
- Critical Thinking
- Diversity on Campus and Abroad
- Experiential Learning
- Faculty Recognition
- Interdisciplinary
- Laboratory Instruction
- Lifelong Learning
- Non-Academic Student Support Services
- Program Quality Assurance
- Student-centred Learning



# **APPENDIX B**

## Reports from the Brainstorming Sessions

- Brainstorming Session I – March 15, 2011
- Brainstorming Session II – April 7, 2011

# **APPENDIX C**

Findings from the Consultation Process: Strengths and Suggestions