Queen's Learning Outcomes Framework

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Preface:

Among Queen's highest aspirations is achieving an authentically inclusive learning environment for students, where underrepresented identities, experiences and perspectives are reflected in the curriculum, and where inclusive pedagogies and universal design enable access for all students across race, ethnicity, gender identity, gender expression, sexual orientation and ability. Queen's has played an important role in creating, disseminating and preserving knowledge, and it is also incumbent upon the university to question assumptions about which knowledges are included in the curriculum and which ones are absent or underrepresented. We are committed to recognizing hidden bias in our pursuit of evidence, acknowledging our colonial history and respecting traditional Indigenous knowledge and ways of knowing. For these reasons, the Framework emphasizes the importance of including multiple forms and sources of knowledge and opportunities to enhance intercultural competence.

The Queen's Learning Outcomes Framework is both foundational and aspirational.[1] It encompasses Queen's core values and presents ambitious challenges. It is a blueprint for students, staff and faculty to plan, document and collate the richness of the student learning experience at Queen's.

Queen's prides itself in being a balanced academy, offering a transformative student learning experience in a research-intensive environment. At Queen's, learning takes place in courses and programs, in classrooms, libraries, labs, field studies, internships, and more. Valuable learning also takes place through engagement in volunteerism, student government, co-curricular programming, international experiences, athletics, clubs and residences.

In an effort to strengthen the learning environment, the university is articulating learning from a student's perspective, reflecting the knowledge, skills and habits of mind that are gained through successful completion of a program. Through the Council of Ontario Universities Quality Council, University Degree Level Expectations are mandated for undergraduate and graduate study, and all programs at Queen's now have identified learning outcomes. The framework has been aligned to all accreditations and has been kept deliberately sparse so that it applies broadly across all programs of study. It is important that prospective students and graduates be able to anticipate and articulate their learning experiences and skill development over the course of their degree, assimilating learning across academic programs, in experiential learning and through co-curricular activities.

While the Queen's Learning Outcomes Framework is meant to encompass the vast diversity of learning, it also attempts to differentiate and specify the comprehensive learning experience at Queen's. The aim is to guide the unique characteristics of a Queen's degree by identifying the specific attributes and capacities of Queen's graduates. Transformations in the educational landscape mean that Queen's now has many degree-seeking students who learn in a fully online environment. It is vital that distance students see themselves reflected in the learning vision for Queen's and have access to rich academic and co-curricular learning experiences and experiential learning opportunities.

The outcomes are divided into five themes, each with several subcategories of transferable skills ranging from critical thinking and knowledge discovery to ethical conduct and intercultural competence. At the

foundation of the Framework are core values like integrity and social responsibility that motivate our students to become collaborative leaders and engaged citizens serving public interests.

During the consultation process, the Learning Outcomes Working Group heard that the broader learning environment and the rich experiential and co-curricular opportunities available to students enables them to develop skills in self-management and interpersonal communication. The group also heard that the research-intensive learning environment facilitates deep and engaged learning, especially at the graduate level. With almost one third of Queen's undergraduates pursuing further education, it is fitting to emphasize knowledge creation and discovery, hence the category: "Research-Focused | Practice-Oriented".

Broad consultation, evidence gathering and analysis undertaken in the development of the learning outcomes framework confirmed these attributes as valued characteristics of Queen's graduates. Graduate students at Queen's have a unique perspective on learning, often immersed in research at a very deep level in collaborative and discipline-based learning communities. Graduate students value their role in knowledge creation and dissemination, and are also keen to develop professional skills to prepare them for a variety of career options.

The Queen's Learning Outcomes Framework is meant to guide the development of learning outcomes in courses, programs and co-curricular learning, in alignment with existing program-level outcomes and accreditation requirements. There are a great number of ways in which the framework can be used, including:

- to inform the development of learning outcomes for academic and co-curricular programs as well as experiential learning
- to promote equity, diversity, inclusivity and indigeneity in the curriculum and in the learning environment
- to enable students to develop a learning plan and to track and articulate their skill development throughout their degree and as they prepare to enter the labour market
- to inform strategic planning and programming
- to enhance the QUQAP Cyclical Program Review

Queen's Learning Outcome Framework

INTEGRITY

- Initiative, persistence and resilience
- Nurturing self and others
- Academic and professional integrity
- Personal responsibility and accountability

Take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of integrity, empathy and equity.

KNOWLEDGE AND INTELLECTUAL CAPACITIES

- Disciplinary and interdisciplinary knowledge
- Diverse sources and forms of knowledge, and expanded world-views
- Indigenous knowledge and ways of knowing
- Critical and creative thinking
- Information literacy
- Qualitative and quantitative literacy

Critically engage with diverse materials and global worldviews to develop informed and historically contextualized judgements while considering the conditions of knowledge production and the need for ongoing learning.

RESEARCH-FOCUSED | PRACTICE-ORIENTED

- Foundations of lifelong learning
- Application of knowledge and methodologies
- Knowledge creation, discovery and dissemination
- Inquiry and analysis
- Ethical conduct

Engage with learning and discovery, transferring knowledge and skills to new situations, experiences and environments while adhering to research ethics protocols and respectful community engagement, including OCAP Principles.[2]

PERSONAL AND INTERPERSONAL CAPACITIES

- Self-management
- Disposition to improve
- Ethical reasoning
- Collaboration
- Oral and written communication

Contribute meaningfully in group environments using both oral and written communication and inclusive language, recognizing the need to self-manage and situate their values, beliefs and experiences.

SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT

- Engaged citizenship
- Inclusive leadership
- Local and global learning
- Intercultural competence
- Promoting the public interest and social wellbeing
- Environmental sustainability

Make meaningful contributions, both locally and globally, and develop skills and attributes through academic and experiential opportunities that support appropriate interactions in diverse contexts.

Approved by Senate April 2016, revised December 2018

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[1] In light of recommendations made in the Final Report of the Principal's Implementation Committee on Racialization, Diversity and Inclusion, the Provost's Advisory Committee on Teaching and Learning struck a working group to revise the Queen's Learning Outcomes Framework. The working group was also guided by the recommendations of the Final Report of the Truth and Reconciliation Task Force.

[2] The OCAP principles, which stand for ownership, control, access and possession, are a set of standards that establish how First Nations data should be collected, protected, used or shared. OCAP asserts that First Nations have control over data collection processes in their communities, and that they own and control how this information is used.