

**OFFICE OF THE VICE-PROVOST
(ACADEMIC AND GLOBAL LEARNING)**

Impact Report

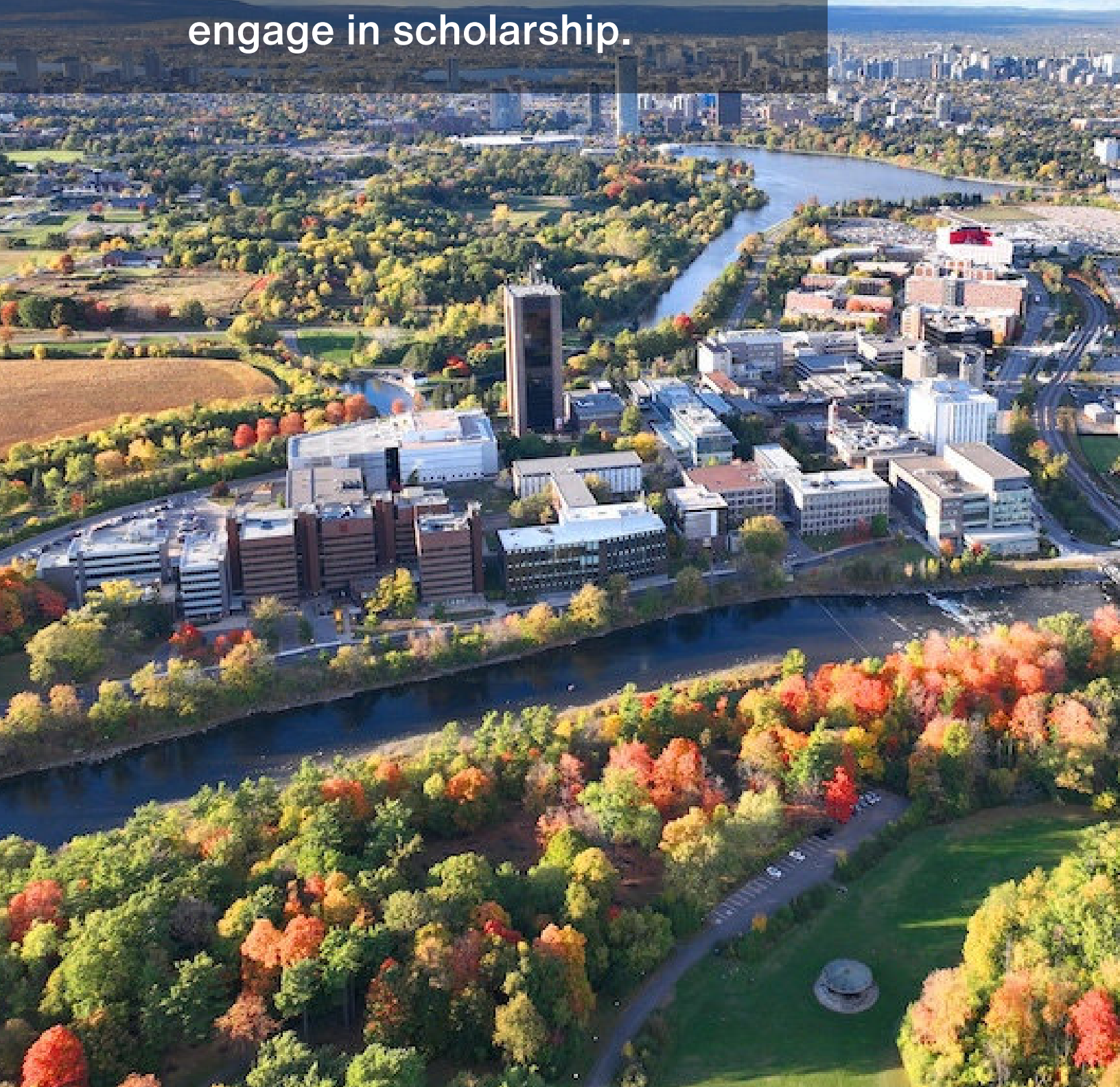
2025-26



Carleton
University



We acknowledge the Algonquin Nation, whose traditional, unceded territory is home to Carleton University and the place where we come together to teach, learn and engage in scholarship.



IMPACT AT A GLANCE

The Office of the Vice-Provost (Academic and Global Learning) provides leadership and oversight for Academic Programs and Strategic Initiatives, and Teaching and Learning Services. The office prioritizes student success by fostering a culture of pedagogical innovation and excellence, and continuous improvement of Carleton's academic programs.



132

New SaPP, I-CUREUS
and CityStudio
Ottawa projects



6,935

Students engaged with
Collaborative Indigenous
Learning Bundles



4,438

Students participated in
FUSION and the Global
Citizen Scholar Certificate



2,247

Students used
cuPortfolio



2,289

Students with VR, XR,
and the Experiential
Learning Hub
experience



265

University-wide events
supported through KM
Theatre and Production
Services



419

Unique instructors
participated in TLS events



68

Major modifications to
academic programs



**1.32 million
in new funding**

- \$1 million from the Ministry of Colleges and Universities' Training Equipment and Renewal Fund (TERF) to modernize classrooms and enhance AI literacy. This marks Carleton's fifth consecutive successful application to TERF, totaling more than \$4.25 million in funding over the last five years.
- \$320,000 from Employment and Social Development Canada to extend the FUSION Skills Development Program for students.

"The support offered by TLS helps me improve my teaching over time, network with like-minded peers, find validation and support, and answer important questions about what's possible. This in turn creates a stronger sense of community within and eventually surrounding the Carleton campus."

**-Instructor feedback from the TLS
Support Portal**

IMPACT AT A GLANCE

This year TLS conducted a survey of Carleton's instructors to learn more about how they use TLS programs, services and support and whether these supports are making a difference. The findings offer important insight into what instructors value and where they would like more support.

Instructors who responded¹ to the survey reported that TLS is making a positive difference in their teaching. The greatest impacts were on their use of **educational technology**, increased **confidence in day-to-day teaching**, and **meaningful changes to course design, assessment, and student engagement**. In addition, 60 per cent of respondents noted that being involved with TLS positively impacted their **sense of belonging** to a teaching community.

Looking ahead, instructors showed a strong preference for practical, interactive, and personalized support. Workshops and one-on-one consultations were the highest priorities, with in-person workshops the most appealing format. Instructors also valued opportunities to connect with colleagues, learn from one another, and work directly with TLS staff.

In an environment where academic work can often feel isolating, these opportunities for connection and collaboration can play an important role in strengthening teaching practice and pedagogy.



More than seven in ten respondents indicated that they had already made, or intended to make, changes to their teaching as a result of engaging with TLS, suggesting that the services are translating into practical improvements for many instructors who access them.

[1] The survey had a response rate of 19.45%.

ACADEMIC PROGRAMS AND STRATEGIC INITIATIVES

Academic Programs and Strategic Initiatives works closely with academic units across campus to:



PROPOSE
NEW
ACADEMIC
PROGRAMS

MODIFY
EXISTING
ACADEMIC
PROGRAMS

SUPPORT
CYCLICAL
PROGRAM
REVIEWS

SUPPORT
CHANGES TO
PROGRAM
GOVERNANCE

Major modifications to academic programs are usually undertaken to reflect the ongoing evolution of the discipline, implement the outcomes of a cyclical program review, facilitate enhancement in teaching and learning strategies, or respond to the changing needs of students, society and industry. In total, approximately 68 major modifications to academic programs were completed this year, including program and departmental governance changes and substantive curriculum changes.

As part of Carleton's Institutional Quality Assurance Process, and in accordance with the Quality Council's Quality Assurance Framework, all undergraduate and graduate programs are reviewed on a seven-year basis. This provides an opportunity for instructors, staff and students to identify program strengths and areas for improvement. This year, 11 programs completed their review.

In terms of new programs, the Bachelor of Accounting welcomed its first cohort of students in September 2025. Looking ahead, the Quality Council approved the Masters in Mineral Exploration and Resources Management, which will launch in 2026-27, and the Bachelor of Engineering in Systems Security Engineering, which is planned to launch in fall 2027.

TEACHING AND LEARNING SERVICES

Teaching and Learning Services (TLS) strives to create an institutional culture that values, rewards and sustains engagement, innovation and excellence in teaching and learning. Our office promotes outcomes-oriented, experiential learning and high-impact teaching practices that foster deep, lifelong learning and student success.

Various initiatives, programs and services – some of which are highlighted in this report – support the department's priorities of:

STUDENT
SUCCESS

ENABLING
EDUCATORS

TEACHING
EXCELLENCE
AND
INNOVATION

WELCOMING
AND
INCLUSIVE
LEARNING
SPACES



STUDENT SUCCESS

\$3.5M

**GRANTS
AWARDED TO
FUSION
PROGRAM**

81

**COURSES INCLUDED
INDIGENOUS
LEARNING BUNDLES**

121

**STUDENTS
PARTICIPATED
IN CITYSTUDIO
PROJECTS**

FUSION Skills Development

Through FUSION's self-directed online modules, learners build and assess essential skills, such as collaboration, problem solving and communication, that transfer seamlessly across work, education and life. With special attention to inclusion, FUSION's initiatives also seeks to expand access to skill development experiences for equity-deserving students. Over the last three years, this program was awarded more than \$3.5 million in external grants.

The completion rate for FUSION modules is 72.9 per cent. Approximately 2,000 participants who completed a FUSION module also completed an exit survey assessing perceived skill development. Overall, results indicate positive outcomes, with approximately 80 to 88 per cent of respondents agreeing or strongly agreeing with each skill development statement. Participants consistently reported improved ability and confidence in articulating and applying their skills across various contexts, as well as a greater awareness of their own proficiency following module completion.



"I would like to extend my heartfelt gratitude for delivering such an exceptional and enriching course. The program was thoughtfully designed, highly engaging and deeply insightful, offering a perfect balance of practical knowledge and real-world application. It has truly enhanced my skills, broadened my perspective and added significant value to my professional development."

- Student participant in FUSION



SaPP and I-CUREUS

When instructors and students work together through the Students as Partners and I-CUREUS programs, they build strong academic relationships that encourage trust and engagement. These programs also help students develop research and job skills, making it easier for them to move into the world of work. This year, 11 new SaPP projects and 110 I-CUREUS projects were funded. Following the completion of their projects, 30 students participated in the 2026 I-CUREUS and SaPP Showcase, highlighting their skills and sharing how they applied their disciplinary knowledge in an impactful way.

According to the most recent results of the National Survey of Student Engagement (2023), Carleton students are more likely to participate in research with faculty compared to the Ontario consortium average (first year: 4% CU vs. 3% ON; final year: 27% CU vs. 21% ON).

Collaborative Indigenous Learning Bundles

Designed as both a resource for instructors and a learning tool for students to use in the classroom, the Bundles provide the necessary factual and theoretical basis for understanding Indigenous history and politics in Canada, while also prompting students to consider how this knowledge might be applied in their area of study. There are 17 Bundles available to the Carleton community, covering topics that range from Indigenous sciences to Indigenous Peoples' relationships with lands and waters. This year, 81 courses featured one or more Bundles and close to 7,000 students learned from Indigenous academics and Knowledge Keepers.

CityStudio Ottawa

CityStudio Ottawa brings students and instructors from Ottawa's four post-secondary institutions together with employees from the City of Ottawa to explore municipal challenges from different perspectives.

This year, 121 Carleton students participated in 11 City of Ottawa projects focused on areas such as applying AI to improve workflows when navigating data sets, creating new dashboards for residents to explore the city's budget and tools to support better access to the city's Open Ottawa initiative.

Since winter 2024, when Carleton joined CityStudio Ottawa, 518 students from all faculties have participated in the program.

ENABLING EDUCATORS



InspirED 2026

Teaching and Learning Services hosted a one-day symposium on April 28 showcasing the transformative power of relationship-rich education — an innovative approach to student development that emphasizes how a post-secondary learner's relationships with instructors, staff and peers are crucial to both academic success and personal well-being. The event featured more than 30 speakers and panelists and drew close to 200 participants to Carleton's Nicol Building.

Symposium highlights included a morning keynote address from Peter Felten, a U.S. education researcher. Drawing on almost 500 interviews with students, faculty and staff in higher education, his session examined how fostering relationships — especially educationally purposeful peer relationships — drives student success. The University of Windsor's Bonnie Stewart led the afternoon plenary. She provided a critical overview of GenAI in education and discussed practical pathways for fostering critical digital literacies.



Generative Artificial Intelligence

We've supported the Carleton community since the early days of GenAI. Over the last two years, we hosted 37 GenAI-focused workshops and a community of practice that saw 448 unique registrants.

AI continues to gain new ground and provides many opportunities to enhance teaching and learning. With that in mind, we launched a new AI Resource Hub, in collaboration with Information Technology Services and the MacOdrum Library, to help the Carleton community explore and experiment with GenAI, while using it safely and responsibly. We also led campus-wide consultations and finalized an AI framework for the university.



Professional Development and Support

TLS continues to support the professional development of Carleton's teaching community through workshops, individual consultations and community of practices. In 2025-26, 296 unique faculty members (28 per cent of all Carleton faculty) and 123 unique contract instructors (15 per cent of all Carleton CIs) participated in 82 TLS events. Twenty-five instructors completed the Certificate in University Teaching, further developing their understanding of pedagogy and enhancing their teaching skills.

TLS also offered pedagogical training for teaching assistants. Close to 3,000 participants attended 30 pedagogical workshops.

Enterprise Educational Technology

Leadership

TLS led a pilot project this year to explore Assign2 as a potential replacement for Scantron in processing paper-based multiple-choice assessments. Scantron is approaching end of life at Carleton, with its proprietary scanners and software no longer sustainable to maintain or replace. The pilot is helping evaluate a modern and sustainable solution guided by instructor feedback. Assign2 is set to become a fully supported enterprise tool as we move toward changes to Scantron services in spring 2027.

Supporting Digital Needs

During the year, 2,863 unique clients (instructors, staff, students and post docs) contacted TLS to get help with educational technology tools. Supported enterprise tools include Brightspace, Zoom, cuPortfolio, Wooclap, H5P and Kaltura.

"The workshop really got me thinking about aspects of my teaching goals and outcomes, as well as the question of the alignment. [...] An inspiring session that left me with concrete ideas to reflect on and apply in my teaching."

- Instructor participant in TLS workshop



IMPACTING LEARNING, ONE COURSE AT A TIME

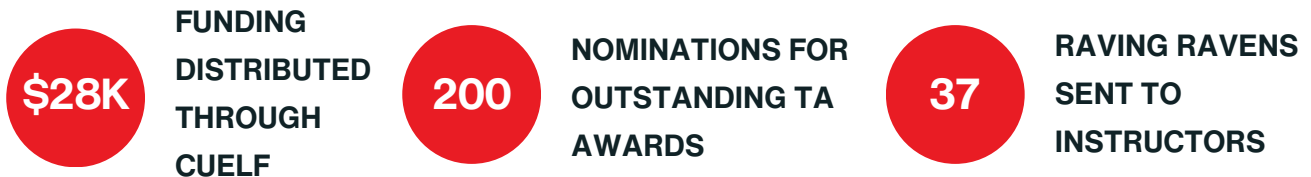
The TLS' Instructional Design team supports teaching excellence and student success at Carleton by making course and training design more inclusive, accessible, efficient and engaging. Through consultations, workshops, shared resources and sustainable Brightspace templates, they help instructors and facilitators choose effective pedagogies, technologies and Brightspace design to enhance learning.

In 2025-26, the team partnered with instructors across disciplines to create or revise credit courses, and supported new in-person programs, such as Nursing, and online programs, such as Mineral Exploration Resource Management. In addition, the team collaborated with instructors, staff and departments to create non-credit modules and training resources for the Carleton community.

Many of these projects have helped advanced priorities from Kinàmàgawin, Equity and Inclusive Communities, and Carleton's Coordinated Accessibility Strategy, strengthening inclusive learning experiences.

The team also supports Sprott's Online Master of Business Administration program, collaborating closely with course developers and instructors to align learning outcomes, assessments and instructional strategies for fully online, asynchronous delivery. This year, 10 courses were fully redesigned to emphasize learner-centred design, constructive alignment and accessibility. These 10 courses collectively support large and recurring student cohorts - reaching an estimated 2,000 learners annually (courses are offered 3-6 times per year).

TEACHING EXCELLENCE AND INNOVATION



Future Learning Innovation Fellowship

The Future Learning Innovation Fellowship supports instructors in exploring and implementing new and innovative teaching and learning practices. Fellows receive funding and priority support from TLS and share their work with colleagues across the university once their projects have been completed.

The six recipients of this year's fellowship are focused on integrating immersive technology, such as digital storytelling, mixed reality, simulations and 360-degree video, into their courses to address teaching and learning challenges, and enhance student engagement and academic success. The recipients are Manjeet Birk (Feminist Institute of Social Transformation), Mehdi Eshaghi (Department of Mechanical and Aerospace Engineering), Eva Kartchava (School of Linguistics and Language Studies), Lama Mourad (Norman Paterson School of International Affairs), Mike Murphy (School of Linguistics and Language Studies) and Jesse Stewart (School for Studies in Art and Culture: Music).

Carleton University Experiential Learning Fund (CUELF)

In 2025-26, more than \$28,000 in funding was distributed through the Carleton University Experiential Learning Fund (CUELF) to create hands-on learning opportunities for students in 12 courses. The projects range from students applying business skills to help a non-profit client address real-world challenges, to visiting local Indigenous communities to build productive journalistic relationships with Indigenous Peoples, to connecting green building design theory and practice through hands-on activities with sample materials and equipment—such as solar technologies, insulation and lighting.

CUELF supports institutional goals and the university's Strategic Mandate Agreement (SMA) with the province - metric indicator data shows the vast majority of students graduate with experiential learning components, exceeding SMA targets.

Immersive Learning

In partnership with Prof. Janet Jull's *Not Deciding Alone* research project, the Experiential Learning Hub is producing a series of 360-degree films detailing the challenging experiences faced by Inuit Medical Travellers as they receive treatment in Ottawa. The focus of the project is to build empathy and understanding in provincial medical practitioners, and to inform how they approach the treatment and care options they offer to Inuit Medical Travellers. These immersive films also seek to promote the use of shared decision making when developing patient treatment plans, to ensure that Medical Travellers' voices are being heard, and their treatment preferences are being incorporated into the care they receive.



"I previously thought that to be a good teacher, you just had to pass on the knowledge and it was the recipient's responsibility to receive the content. I now understand that teaching is much more active than that. A good teacher should guide the student to the answer and help them along their journey so that they can learn at their own pace and value the content more. In the classroom, I am now much more likely to ask probing questions or help a student arrive at an answer instead of directly stating it. I also try to make lectures more interactive and include opportunities for participation and practising class content as a group."

- Instructor feedback from TLS survey



RECOGNIZING EXCELLENCE

Carleton University Teaching Awards

These awards recognize faculty and contract instructors dedicated to sustained excellence in teaching, scholarship of teaching and learning, and educational leadership. In 2025-26, nine instructors and two learning support staff members were honoured across four award categories.

Outstanding TA Awards

These awards celebrate the role TAs play in establishing a positive learning environment. Five TAs were selected from a pool of over 200 nominations this year.

Achievement Awards

These awards are presented in recognition of the research and teaching distinction of Carleton's academic staff. This year, 26 instructors and researchers were honoured across the six award categories.

Raving Ravens

This initiative provides an avenue for students to thank educators who have made an impact during their time at Carleton. During the reporting period, students sent thank you messages to 37 instructors for making a difference in their learning experience.

WELCOMING AND INCLUSIVE LEARNING SPACES

38

**CLASSROOMS
RENEWED**

3,702

**CLASSROOM
SUPPORT AND
ORIENTATION
REQUESTS**

265

**CAMPUS-WIDE
EVENTS
HOSTED**

Classroom Renewals

During the reporting period, 38 classrooms and departmental rooms were renewed and updated, including multiple spaces for the Nursing program at Carleton's Clinical Skills and Simulation Centre located in Kanata.

Classroom Orientations

Our Learning Spaces support team received 3,702 urgent classroom support and classroom orientation requests from instructors.

Events Support

Our Production Services team supported and technically produced 265 campus-wide events, including high impact hybrid events, such as convocation and performances in the Kailash Mital Theatre.



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