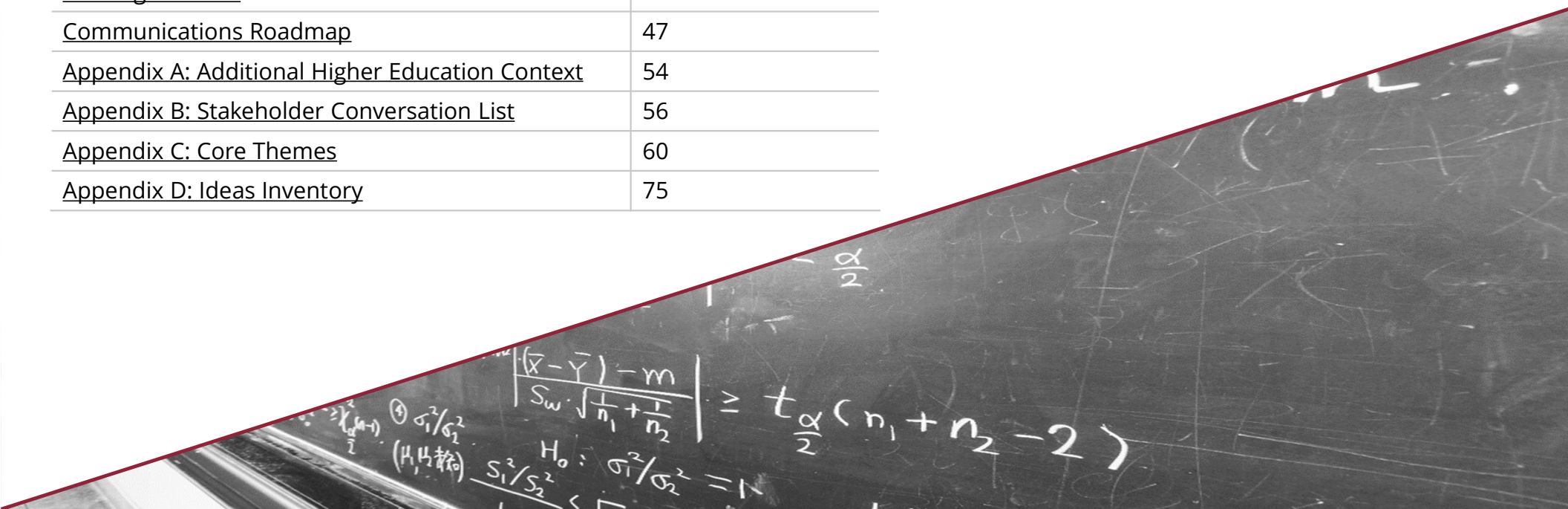




**Concordia University Teaching & Learning Conversation Results Final Report**  
**June 3<sup>rd</sup>, 2022**

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## Document Purpose

This document presents the results and opportunities emerging from the conversations conducted with students, faculty members, staff, and executives. It includes a summary of the process and details feedback received from the Concordia community during the conversation series phase. This document provides a starting point as Concordia continues its journey to develop the Future of Teaching and Learning Strategic Plan.

# 01 | Executive Summary



## Project Objective

Concordia University began a process of reflection during the creation of the 2015 Strategic Directions. The Strategic Directions include two priorities that directly relate to the future of teaching and learning: *Teach for tomorrow and get your hands dirty*. The impact of COVID 19 has created an opportunity to reflect on these strategic directions for the future of teaching and learning. Concordia University outlined the objectives below to respond to the changing environment of two years of remote teaching and learning. They identified the need to move towards developing a robust strategic plan for the future of teaching and learning using the experiences of its community that would be captured through a comprehensive set of conversations.

### OBJECTIVES OF THE PROJECT



Develop a relevant and meaningful conversation plan for the targeted populations and ensure the community's voices are heard.



Facilitate executive interviews, faculty conversations, student conversations, and technician conversations covering 4 priority areas: pedagogies for student success, inclusive teaching, and wellbeing, teaching with technologies, and sky's the limit. Prepare and validate summaries of these conversations.



Build a shared vision for the future of teaching and learning, including opportunities to increase diversity, innovation, and experiential learning with consensus around that vision, built through the conversation series with the community.



Provide a communications plan for the widespread distribution of the results and opportunities from the completed conversations.

# Executive Summary

## SUMMARY

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In conjunction with Deloitte, Concordia leads from each Faculty conducted conversations that explored topics related to future practices in teaching and learning for Concordia, including inclusive pedagogy, the student experience, assessment practices, academic integrity, classroom experience, experiential learning, and educational technologies. Given the significant focus on engaging with members of Concordia's community, the team completed **41 conversations** with executives, technicians, faculty members, and students to gather major takeaways (Pg. 16). The project team employed qualitative analysis to wrestle with some of the tensions revealed when examining takeaways from all conversations. The analysis highlighted specific issues, and that different groups had different perspectives and priorities; for example, both faculty members and students stress the importance of developing skills but differ on which skills are the most important (Pg. 23). Completion of this analysis led **to two additional areas of focus** and **seven core themes**, as listed below. Additionally, Deloitte developed a communications roadmap for **localizing, validating, and sharing** this final report and creating a Teaching and Learning Strategic Plan (Pg. 47).

## AREAS OF FOCUS

---

The project began with four areas of focus based on current institutional strategic priorities: pedagogies for students' success, inclusive teaching, teaching with technologies, and sky's the limit. Key findings include the proposal of two new emerging areas of focus for consideration by the Advisory Committee on Teaching and Learning (ACTL) and Concordia (see [page 43](#)):



Reimagining Student Success



Commitment to Quality

## CORE THEMES

---

The key findings from this project include defining core themes for the future of teaching & learning. The definitions (see [page 27-28](#)) of each theme emerged from what was heard from across the community and are specific to the Concordia context.



Valuing Teaching



Infrastructure



Programs & Curricula



Student Success



Learning Experience



Teaching Experience



Community & Belonging

# The Future of Teaching & Learning Model

The analysis process of the core themes highlighted their interconnected nature. To represent these relationships and how they collectively support a vision for teaching & learning, the Teaching and Learning Model was developed.

## INTERCONNECTED ELEMENTS

Through discussions, the Project Team noted the interconnected nature of the Core Themes which provide a framework with 3 key elements (see [page 29](#)):



### Foundation

A starting point for future Teaching & Learning initiatives working to support every other core theme.

#### Core Themes:

- Community



### Drivers

Key components in the model that directly create and deliver value to improve teaching & learning.

#### Core Themes:

- Valuing Teaching
- Teaching Experience
- Student Success
- Learning Experience



### Enablers

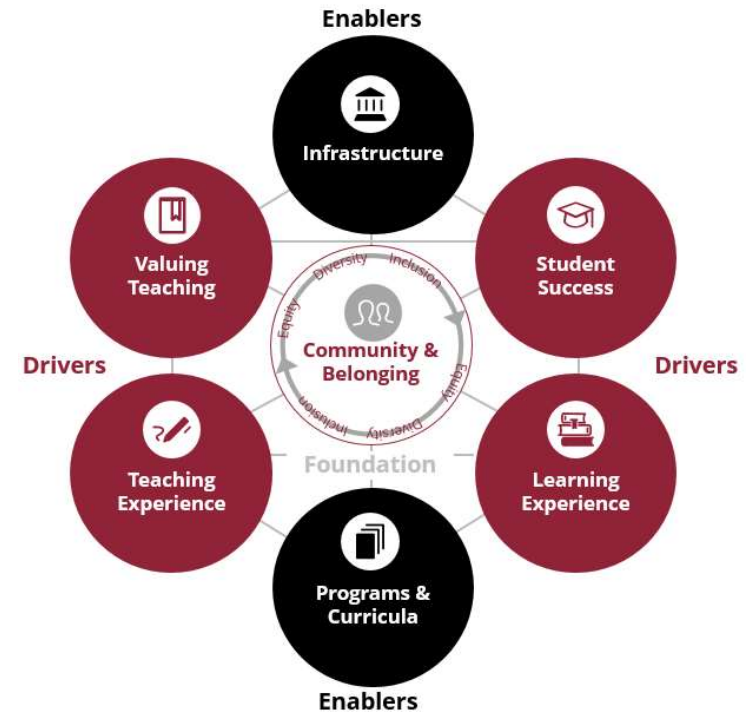
Individually and collectively support teaching and learning drivers.

#### Core Themes:

- Infrastructure
- Programs & Curricula

## TEACHING & LEARNING MODEL (Pg. 30)

Further analysis of the **7 core themes and their interconnected elements**, led to the development of a model for the future of teaching & learning at Concordia, illustrated below:



## Potential Vision For The Future of Teaching & Learning Plan

Through discussions with the ACTL Leads surrounding the Teaching and Learning Model, a potential vision to ground the strategic plan was collectively identified.



The Future of Teaching & Learning Model is a framework of core themes that support Concordia learners in achieving their full potential. Features of student potential include becoming autonomous in thinking and actions, developing a sense of agency and becoming active, contributing members of society. Concordia is successful when its students are successful. The future of teaching & learning is one that addresses the whole student's growth and success according to their goals. The model demonstrates the interconnected nature of the themes and how the themes operate in relationship to each other – a key aspect to building the future strategic plan.





## Key Opportunities Emerging from the Conversations

The outcomes of these conversations have undergone detailed analysis to develop the core themes and an overall model that will form the basis for developing a Teaching & Learning Strategic Plan that reflects the complex needs of future students. The following institutional opportunities outlined are for Concordia's consideration as it develops a robust Teaching & Learning Strategic Plan to fulfill its mission of innovation and excellence:

### INSTITUTIONAL OPPORTUNITIES

- |  |   |   |
|--|---|---|
|  Increase classroom interactivity                            |  Support continuous innovation for staff and faculty members       |  Increase experiential learning  |
|  Enhance the teaching toolkit                                |  Promote agile and engaging class design                           |  Increase peer institution collaboration                                 |
|  Reimagine the physical classroom, laboratories, and studios |  Prioritize meaningful interactions with faculty members and staff |  Reimagine programs and offerings for a multi-modal future               |
|  Reduce bureaucracy and create institutional efficiencies    |  Leverage the flexibility of digital tools & technologies          |  Focus on student needs and supporting their journey                     |
|  Develop an institutional repository of resources            |  Incentivize and support a culture of innovation                   |  Seek and value student input  |
|  Engage students in a range of ways                         |  Enable cross faculty collaboration and idea sharing              |  Concentrated support for equity deserving students                     |
|  Design courses that are more relevant and accessible      |  Improve teaching and course evaluations                         |  Provide focused academic advising and student support to all students |
|  Teach skills for success                                  |  Recognize and reward commitment to teaching                     |  Create collaborative learning experiences                             |
|  Decolonize the curriculum                                 |  Focus on student outcomes                                       |  Invest in co-curricular student interactions                          |
|  Adopt inclusive teaching approaches                       |  Develop focused programming for skills development              |  Develop a physical & digital community network                        |
|  Reimagine student belonging & inclusion                   |   |   |

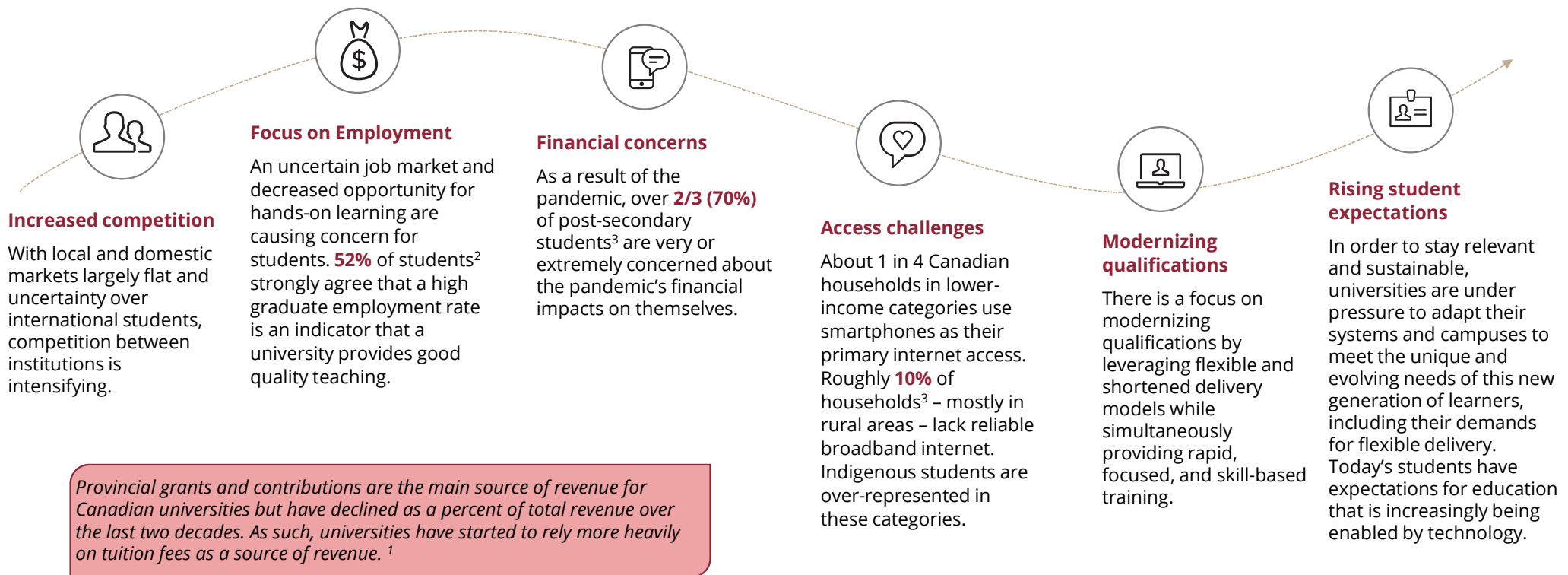
# 02

## Project Purpose & Overview



# **Why Concordia University needs a Teaching & Learning Strategy**

# Higher education is in a period of disruption, driving the strategy and operational realities of all institutions



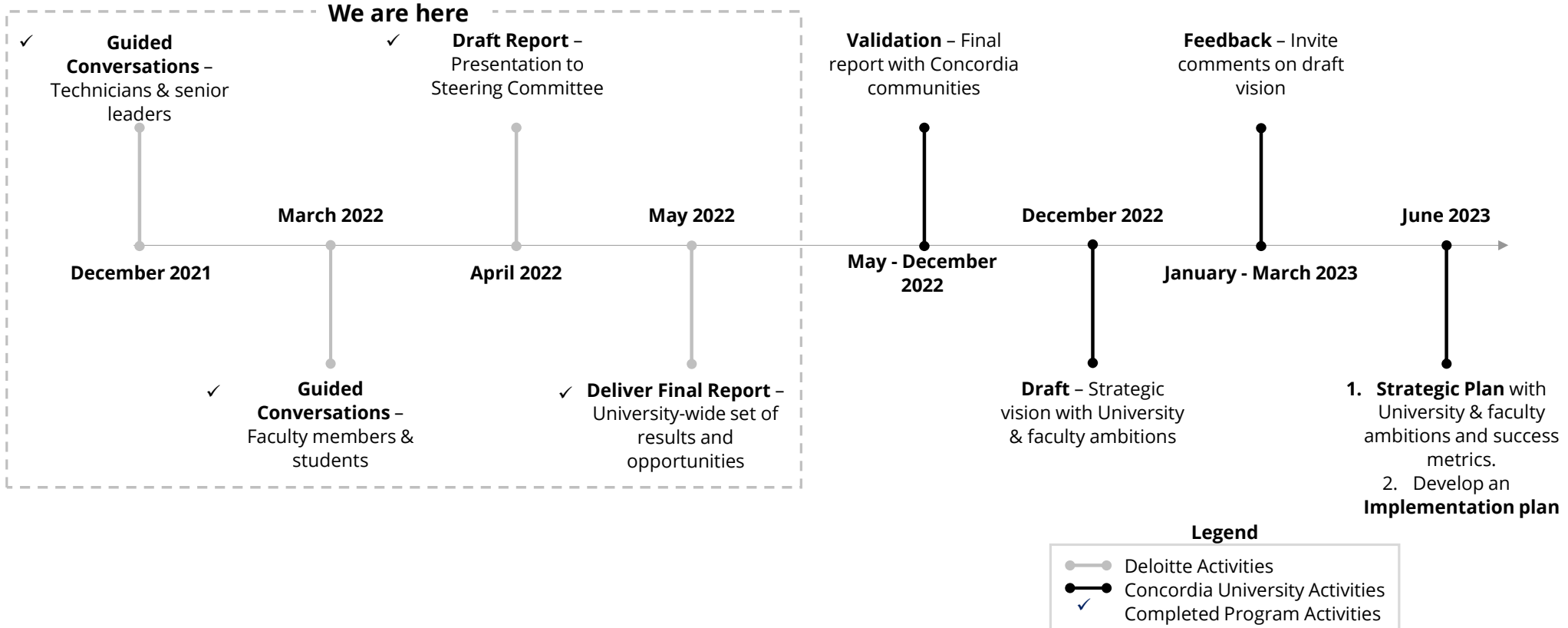
1. Statistics Canada, 2021  
2. Times Higher Education, 2020  
3. RBC, 2020

# **Project Purpose and Overview**

PROJECT PURPOSE & OVERVIEW

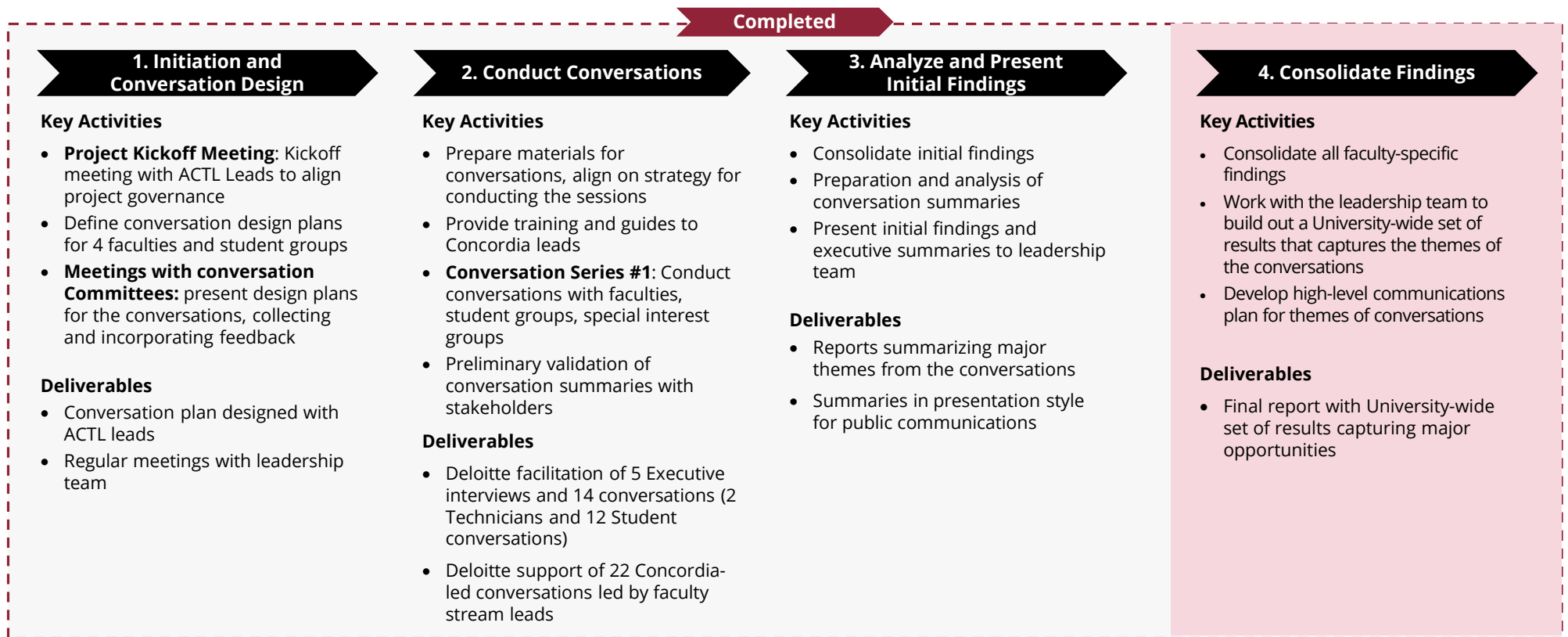
# Strategic Plan for the Future of Teaching & Learning

Concordia sets its sights further and more broadly than others as a next-generation university. At this pivotal time in the institution's history, it is an opportune time to reflect on learnings from the pandemic experience and pre-pandemic experiences and use this knowledge to effectively shape the institution's future. This project is the beginning steps in the comprehensive process to build a set of strategic directions regarding the future of teaching and learning. The following represents the pathway to building a strategic plan for the future of teaching and learning at Concordia:



# Project Approach

The illustration below outlines the four phases of the project approach. Co-creation grounded our approach with Concordia, designing the conversation materials with ACTL and building out the conversation summaries that supported capturing major opportunities to inform the Teaching and Learning Strategic Plan.



PROJECT PURPOSE & OVERVIEW

# Hearing From Concordia's Community

To uncover takeaways about what teaching & learning at Concordia should look like, the Project Team completed extensive stakeholder conversations with members across the Concordia community. The conversations engaged those who teach at Concordia, those who learn at Concordia, and those who govern the academic sector and are responsible for some core services.



5

## Executive Team Interviews

President, Provost Team, Facilities Executive Team, 5 Deans



2

## Technician Conversations

Conversations held with technicians across various institutional faculties



19

## Faculty Conversations

FAS, FOFA, GCS, JMSB, Indigenous Faculty, Disabled Faculty\*, Black & Racialized Faculty



15

## Student Conversations

Graduate, Undergraduate, International, 1<sup>st</sup> year, Indigenous, Disabled Students\*, Black & Racialized Students

### Engagement Factoids

3

Train the Trainer Sessions



37

Summaries Produced



207

Takeaways Analyzed



250+

Participants



2

Validation Workshops



\* We recognize that some faculty members and students prefer to self identify using people-first language and others prefer to use identity-first language.



03

Conversation Results



# Conversation Design & Guiding Questions

## Crafting Concordia's Community Conversations

Deloitte and Concordia co-created the conversation guides used during conversations. The Project Team consulted the ACTL Leads to ensure that the questions and methodology aligned with the overarching vision, guiding principles, and priority areas of Concordia. Concordia and Deloitte facilitated the conversations. Concordia leads were responsible for discussions of faculty members and equity deserving groups; the Deloitte team was responsible for all student conversations apart from marginalized student discussions.

### 1

#### Working Together

- Training was available for each faculty member in charge of leading a session, giving leads the opportunity to participate in a Deloitte led *"Train the Trainer"* session with a question period to make sure they understood their role and ways to manage the conversation.
- A Deloitte analyst was present during every conversation to maintain third party independence and consistency in delivering and capturing takeaways.

### 2

#### Conversation Methodology

- The guided conversation was hosted virtually through Zoom, inviting participant ideas and feedback that were collected and facilitated through Klaxoon, a visual collaboration tool.
- Facilitators led attendees through a series of questions to gather feedback from the participants via a digital Klaxoon whiteboard. During discussions, the Deloitte analyst captured points directly to Klaxoon when participants were sharing ideas orally. Following discussions and posts, participants upvoted ideas to demonstrate agreement. The Klaxoon board was left open for 8 hours post-session to invite further reflection and asynchronous feedback.

## Guiding Questions – Executive Interview

Below are the key questions that were co-created with the Concordia Project Team and Deloitte and covered in the conversation sessions for Concordia Executives:

### Guiding Questions – Executive Interviews

#	Question
1	What would you define as your unit's top priority for the future of teaching & learning at Concordia?
2	As you reflect on the pandemic and the shift to remote delivery, what are critical lessons from the shifts in delivery that could inform Concordia's future plan for teaching & learning? What worked well and what did not?
3	This project has identified four areas of focus: Inclusive Teaching, Digital Teaching, Pedagogies for Student Success, Teaching & Learning Innovation. These areas were selected because they represent shared values and institutional commitments already made by Concordia. In which one of the areas should Concordia be leading in? Why?
4	What do you think is the biggest strength across each area of focus for your unit specifically and Concordia broadly? What is the biggest gap?
5	What are the current challenges and potential future risks to transforming teaching & learning at Concordia? What could impact your unit's ability to address these challenges and risks? How will you ensure progress on future teaching & learning goals or targets?
6	In what niche/strategic areas can Concordia distinguish itself from its Canadian and international peers in the next 5 years?
7	Success for this project is defined as enabling a collective vision for teaching & learning at Concordia that prioritizes improved student outcomes and enhanced pedagogical tools and support. Describe for us what success looks like after this work?
8	What is needed to enable that vision of success? (Consider people, process, and technology)
9	Is there anything else you would like us to consider to shape the future of teaching & learning at Concordia?

## Guiding Questions – Faculty and Technicians

Below are the key questions that were co-created with the Concordia Project Team and Deloitte and covered in the conversation sessions for faculty members and technicians:

### Guiding Questions – Faculty & Technicians

#	Question
1	<p>Describe the kind of university you hope your child / neighbor / friend / colleague might enter in 5-7 years' time. How do you hope that person would be taught?</p> <p>By way of prompts here are some areas you might think about:</p> <ul style="list-style-type: none"> <li>• how spaces for teaching would be enhanced to support student outcomes</li> <li>• how teaching would occur (for example: practices &amp; pedagogies used, tools available to teach and learn with, etc.) that supported student learning</li> <li>• the supports (for you as a faculty member, and for the future learner) that would be needed to achieve this vision</li> <li>• how diverse students would be included in your teaching (by diverse you may consider race, Indigenous, disabilities, cultures, ages, educational experiences, etc.)</li> <li>• what innovation would you most want to see in that university</li> <li>• what supports &amp; tools would you like students to have to help manage their learning (e.g., Student Success Centre / GradPro Skills courses, Moodle refinements)</li> </ul>
2	Flexibility seems to be a key element that appears in literature on the future of Higher Education broadly and teaching & learning specifically. How can greater flexibility in teaching & learning be achieved at Concordia?
3	Think about your peers at other universities. What is one thing that you've seen or heard of at a different institution that Concordia can learn from?
4	As you reflect on the discussion, do you feel as though there are additional areas that should be in focus? What do you think is missing from our current groupings?

## Guiding Questions – Students

Below are the key questions that were co-created with the Concordia Project Team and Deloitte and covered in the conversation sessions for students:

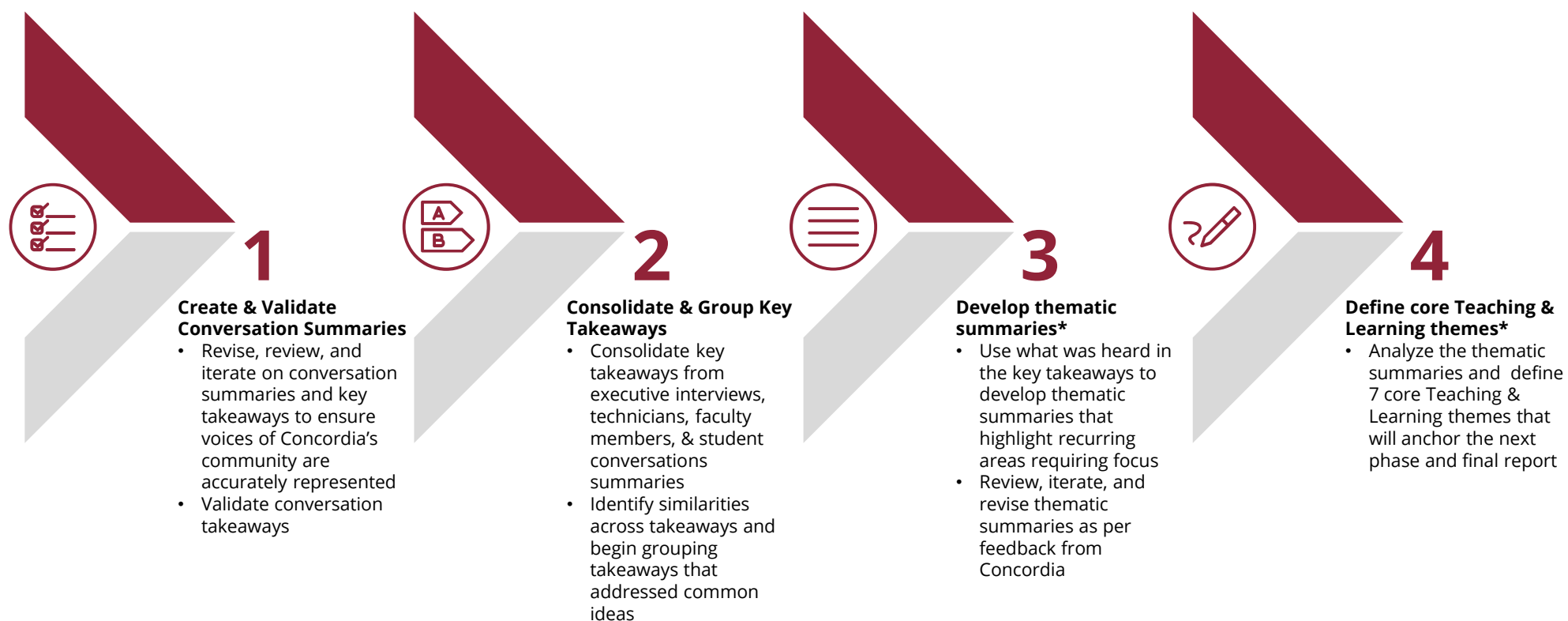
### Guiding Questions - Students

#	Question
1	As we work together to build a shared vision for future learning experiences at Concordia, we would like you to think back to some of your favourite classes. Why do you think these classes were memorable? In what ways did they support your learning?
2	How does Concordia currently support your success, both in and out of the classroom? How should this change in the future?
3	Imagine you return to Concordia 5 years from now. What would be a positive change from this project that you would hope to see, inside or outside of classrooms? Please list a change for each area of focus: <ol style="list-style-type: none"><li>1) Pedagogies for Student Success</li><li>2) Inclusive Teaching</li><li>3) Teaching with Technologies</li><li>4) Sky's the Limit</li></ol>
4	As you reflect on the conversation, do you feel as though there are additional areas that should be in focus? What do you think is missing from our current groupings?

# Conversation Takeaways Qualitative Analysis Methodology

## Defining Thematic Summaries

The qualitative data collected as takeaways from the widespread conversations were analyzed using thematic analysis. Although there are various approaches to thematic analysis, validated conversation takeaways were first linked by a common idea allowing for their categorization leading to the development of thematic summaries and subsequent definition of core themes. Working together with the Concordia Project Team, the process of determining core themes from validated takeaways was completed as follows:



\*See detailed overview of methodology on [page 25](#)



## Detailed Review of Qualitative Analysis Methodology

Validating the summary takeaways and consolidating and categorizing the data were key steps in the qualitative analysis of the conversations. To facilitate the identification and development of a University-wide set of results highlighted in this report, the main objective of the analysis was to develop and define core themes. Below is a detailed review of the methodology for developing the 7 core themes.

### Development of Thematic Summaries

Following the validation and categorization of the data, conversation key takeaways were analyzed to identify patterns. The patterned ideas formed the basis for the thematic summaries.

A final review and comparison of the original takeaways ensured the thematic summaries accurately represented the data and no key ideas were missing.

The Concordia Project Team reviewed the thematic summaries to ensure that the data aligned. Additionally, the Project Team was able to edit the summaries to make them more valuable and accurate.

Following this, the Project Team codified thematic summaries to the four areas of focus outlined by the ACTL:

1. **Pedagogies for students' success**
2. **Inclusive teaching**
3. **Teaching with technologies**
4. **Sky's the limit**

### Defining Core Themes

Once the list of summaries was thematically analyzed and reviewed, the Concordia Project Team created names for the overarching core themes where these summaries could reside.

The Project Team carried out multiple review cycles to validate core themes and confirm their alignment with the data collected to ensure the themes reflect the conversations with executives, staff, faculty members, and students.

The core themes and thematic summaries illustrate how Concordia can rethink, grow and transform, forming the basis of a University-wide set of results.



Through qualitative analysis, the Project Team identified two additional areas of focus, **Commitment to Quality** and **Reimagining Student Success** (see [page 42](#) for definitions).

# Summary of Core Themes

## Core Themes Defined (1/2)

The core themes have specific topics that helped develop thematic summaries to highlight recurring ideas heard during conversations with stakeholders. The core themes are defined as follows:



### Infrastructure

Diversified and interconnected physical and digital institutional environments enable a better teaching and learning experience. Infrastructure includes classroom/studio design, laboratory spaces, social spaces, digital spaces, and technologies that facilitate effective teaching and curate an impactful learning environment. Effective communication of available supports and services to faculty members, staff, and students that enable institutional priorities are symbolic of a cohesive infrastructure.



### Programs & Curricula

Programs are the collection of courses and experiences that lead to specific outcomes and credentials. Curriculum refers to what is taught and what students do within these programs. Programs and curricula as a theme include diversifying the curriculum, experiential learning in program design, and program flexibility. Programs and curricula look to bridge the gap between cutting-edge research and everyday teaching to enhance student learning.



### Student Success

Student success is a broadly encompassing theme which includes supporting students at each stage of their journey, in the classroom and beyond. Salient features of student success include embedded supports for building foundational university skills and career/life skills, early identification of at-risk students, ensuring access to critical services, and supporting student mental health well-being.



### Valuing Teaching

Valuing teaching refers to institutional support provided to faculty members and staff to bolster their sense of appreciation and reward for their efforts. Valuing teaching includes an environment of continuous improvement focused on quality of teaching, institution-wide professional development opportunities for faculty members and staff, and reimagined incentive structures that reward teaching innovation and provide clear mechanisms for identifying and rewarding excellence.

## Core Themes Defined (2/2)

The core themes have specific areas of focus that helped develop thematic summaries to highlight recurring ideas heard during conversations with stakeholders. The core themes are defined as follows:



### Learning Experience

Learning experience extends beyond the content of a course or program. It centres on the learner's changing needs as they seek to gain knowledge, skills, or competency in a given field or area. Learning experiences are opportunities for pursuing knowledge in both formal and informal ways, inside and outside the classroom. Carefully designed learning experiences recognize learner variability, offer varied opportunities to learn, and allow learners to demonstrate their mastery of knowledge, skill, and competencies in various ways. A meaningful learning experience connects students to diverse and relevant research and expertise in the field and grows critical thinking and knowledge-building capacity in learners.



### Teaching Experience

A great teaching experience undertakes the pursuit of knowledge by students and faculty members, in partnership. Teaching can take various forms, from formal instruction to co-construction of knowledge to mentorship. The teaching experience includes sharing expertise, opportunities for students to learn from mistakes, adaptability to the needs of students, empathy, and articulated expectations. The teaching experience is enhanced when instructors are well supported in their continuous development and growth, their adoption and use of various teaching tools, and they are recognized and rewarded for their successes and have access to peer support in a collegial environment.



### Community & Belonging

Community relates to a collective of individuals who develop a sense of belonging beyond the classroom through shared experiences, shared interests, and more. Fostering a sense of belonging within Concordia's communities supports achievement and promotes mental well-being. It is essential for students and faculty members alike. The community at Concordia includes safe, collaborative social and cultural spaces for students on-campus, mentorship programs, cultural events, and partaking in student-run initiatives.

# Key Elements of The Future of Teaching & Learning Model

The core themes developed from all conversations are interconnected with 3 key elements: Foundation, Enablers, Drivers.



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## Foundation

The Foundation is the starting point for future **Teaching & Learning** initiatives; it works to support every other core theme within the Future of Teaching & Learning model to define and deliver value.



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## Drivers

Drivers are key components in the model that **directly create and deliver value** to **improve the overall teaching** (faculty members, teaching staff) & **learning** (students) **experience**.



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## Enablers

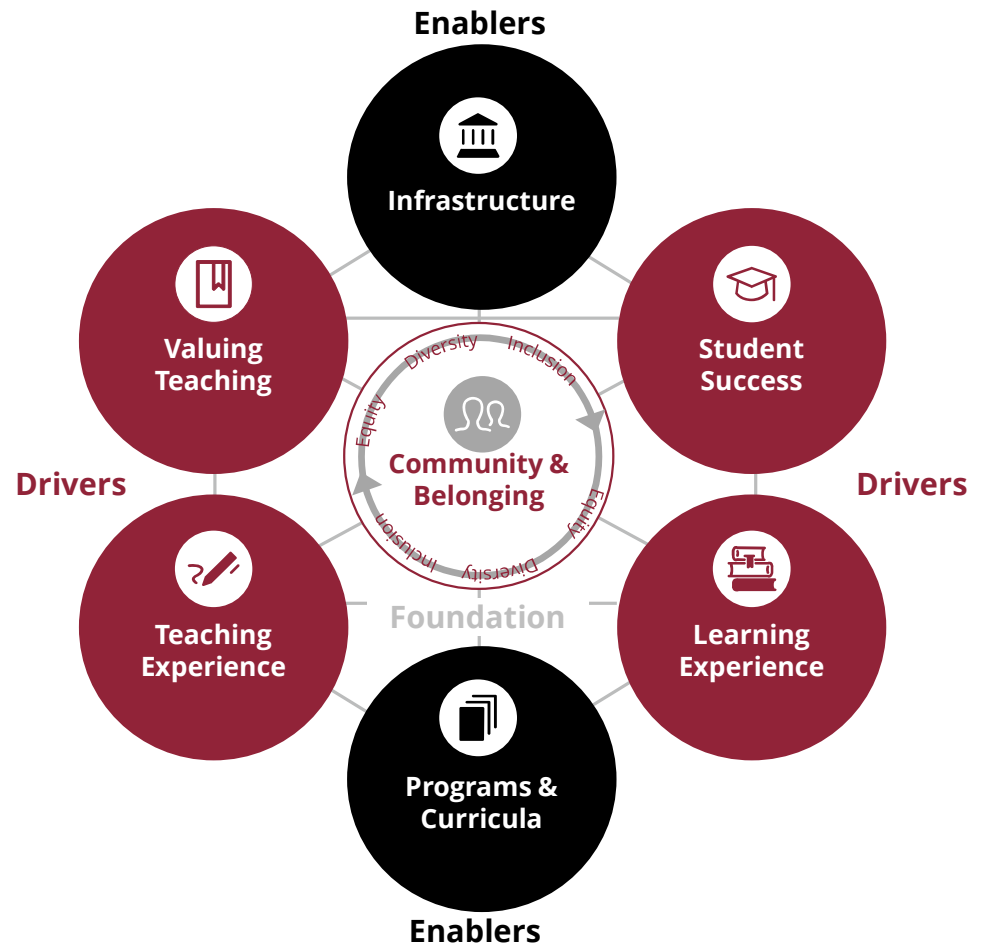
Enablers **indirectly deliver value in** the Future of Teaching & Learning model, **individually and collectively supporting teaching and learning drivers** to better the entire experience for students, staff, and faculty members.

# From Core Themes to The Future of Teaching & Learning Model

The organization of key takeaways from stakeholder conversations led to the development of 7 interconnected core themes for the future of teaching and learning at Concordia.

## Potential Vision for the Future of Teaching & Learning Plan

The Future of Teaching & Learning Model is a framework of core themes that support Concordia learners in achieving their full potential. Features of student potential include becoming autonomous in thinking and actions, developing a sense of agency and becoming active, contributing members of society. Concordia is successful when its students are successful. The future of teaching & learning is one that addresses the whole student's growth and success according to their goals. The model demonstrates the interconnected nature of the themes and how the themes operate in relationship to each other – a key aspect to building the future strategic plan.



04

Looking Forward



# Institutional Opportunities





# Reviewing Institutional Opportunities

**Problem Statement:**

The problem statement is a concise description of the issues highlighted during conversations. It identifies the different situations currently faced by Concordia, leading to unfulfilled desires and dreams of community members that the institution can address with the strategic planning process.

## Opportunities

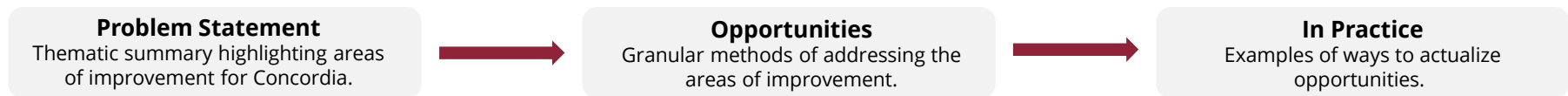
As Concordia prepares to craft a strategic plan, ACTL will need to reflect on which opportunities will best enable the path forward. The "Opportunities" outlined are a combination of suggestions or hypotheses for Concordia to research further as it develops teaching & learning for the future. The Project Team developed opportunities by reviewing the ideas heard during conversations with the community and analyzing key takeaways and thematic summaries. The Strategic Choice Cascade on [page 45](#) can be a valuable tool in reflecting on the next steps.

NOTE: opportunities are presented without any ranking by priority.

## In Practice

The "In Practice" section lists example solutions/ programs/ practices heard during the conversations that Concordia can consider in the following strategic planning phase.

The ideas presented in this section are not exhaustive, and not all ideas as heard within the conversations are included in this report. The following "In Practice" suggestions were highlighted across conversations and merit further analysis.





# Community & Belonging (Foundation)

As weeks of the pandemic turned into two years, increasing levels of isolation were described by students, faculty members, and staff. Students and faculty members shared feelings of deeply missed interpersonal connections, spontaneous interactions with peers, and a diminished sense of belonging and community around the pandemic-induced virtual campus. After returning to campus, students and faculty members noted challenges associated to building and curating a sense of belonging and promoting community at the University.

## Opportunities



### Create collaborative learning experiences

Implement collaborative learning experiences such as small group learning, high-impact learning practices, and interdisciplinary learning to foster a desire to learn. Enhance knowledge-building through exchange between peers.



### Invest in co-curricular student interactions

Foster peer-to-peer, co-curricular interactions that are key to building a strong Concordia student community, sense of belonging, and enabling lifelong connections. Additional investments in current student-run initiatives can amplify the positive impacts on the community.



### Develop a physical & digital community network

Connect students, alumni, external community, and industry partners through a physical and digital ecosystem.



### Reimagine student belonging and inclusion

Expand the adoption of equity, diversity, inclusion, and accessibility programs and practices that promote student well-being across the institution through inclusion. Bring students into the conversation to learn about their needs.

## In Practice



- Provide students the chance to develop rapport and group cohesion through team-building and reflection exercises
- Increase spaces for social and academic exchange between students



- Dedicate institutional support for student-run initiatives, like The People's Potato
- Promote student clubs on all platforms for visibility



- Create networking events
- Establish Homeroom/ Cohort model by faculty, program



- Ensure services are accessible to all students and adequately meet their needs
- Offer multiple methods to access critical student support services



# Learning Experience (Driver)

Students, faculty members, and staff described the learning experience as lacking flexibility for students. Indigenous students, specifically, desire greater flexibility to balance the unique community and family obligations they have with learning to support success and persistence. There is also a clear desire to broaden options for teaching delivery while strategically stressing the importance of in-person learning. Areas for institutional improvement described by participants include decolonizing the curriculum, empowering staff and faculty members to have more say in student learning experiences and incorporating agility into the institutional culture moving forward. These ideas specifically align with innovation and excellence as articulated within the University's mission.

## Opportunities



### Engage students in a range of ways

Create a culture that facilitates both online and in-person learning and allows all students to thrive by servicing a variety of learning needs, incorporating student input, and allowing students to receive information in different ways.



### Teach skills for success

Offer more curricular and co-curricular skills-based learning that help students to transition into the university setting, develop foundational academic skills, as well as social, emotional and professional skills. Skills development that supports clear communication, collaboration, networking, and project management are key for success inside and beyond the classroom.



### Design courses that are more relevant and accessible

Support faculty members to use their expertise to review, enhance, and design course curriculum and pedagogy to engage students through relevant and accessible courses with flexible delivery approaches.



### Decolonize the curriculum

Reconceptualize the curriculum by de-centering colonial knowledge systems and including Indigenous histories and pedagogies. Evaluate whose perspectives are missing within current course designs and craft decolonized curriculum.

## In Practice



- Adopt greater use of flipped classrooms where asynchronous teaching can facilitate self-paced learning, while increasing meaningful interactions in the classroom, and hands-on learning
- Leverage Open Educational Resources



- Support for faculty members to organize experiential learning opportunities, cross-faculty collaboration, etc.
- Explore opportunities where skills can be integrated into the curriculum



- Restructure methods of assessment to be more authentic, flexible, and less punitive
- Facilitate Universal Design for learning
- Enhance eConcordia offerings to ensure impactful online learning



- Provide faculty members development opportunities that focus on decolonization of the curriculum including greater reflection on Indigenous ways of knowing
- Require training for all Concordia community members on issues impacting Indigenous issues and histories



# Teaching Experience (Driver) (1/2)

Delivering multiple teaching modalities and increased flexibility led to an increase in workload for faculty members and staff during the pandemic. The workload increases have reduced available professional development time for faculty members and staff to focus on pedagogical innovation and craft new supports for the nuanced needs of diverse learners. Additionally, faculty members and staff noted a sense of rigidity and a tiring amount of approval steps required for innovation.

## Opportunities



### Adopt inclusive teaching approaches

Provide opportunities for staff and faculty members to better understand learner variability and differences in learner backgrounds in order to create inclusive learning experiences, teach inclusively, and respond appropriately if challenging situations emerge.



### Support continuous innovation for staff and faculty members

Empower staff and faculty members with the necessary support and space to innovate to enhance student experiences. Provide professional development opportunities to staff and faculty members to continuously advance innovative mindset and skills.



### Promote agile and engaging class design

Facilitated by support to build foundational skills, faculty members can devote time to designing meaningful interactions inside and outside the class that enhance their teaching approach. Provide platforms that encourage idea-sharing of teaching practices, including student engagement within in-person and virtual “classrooms,” and managing difficult conversations.

## In Practice



- Train faculty members, and staff to revise curricula and make classroom environments more inclusive
- Mandatory EDI training for all students and instructors



- Enable faculty members to experiment in the class with teaching approaches, use of new technologies, and increased peer collaborations
- Increase faculty member support through the CTL and by increasing TA positions
- Create incentives for faculty members to publish their teaching innovations and classroom interventions



- Offer more support through the CTL on effective course design and “classroom” management to support active student engagement, regardless of delivery mode
- Support class design that promotes student well-being



## Teaching Experience (Driver) (2/2)

Delivering multiple teaching modalities and increased flexibility led to an increase in workload for faculty members and staff during the pandemic. The workload increases have reduced available professional development time for faculty members and staff to focus on pedagogical innovation and craft new supports for the nuanced needs of diverse learners. Additionally, faculty members and staff noted a sense of rigidity and a tiring amount of approval steps required for innovation.

### Opportunities



#### **Prioritize meaningful interactions with faculty members and staff**

Facilitate the necessary support to create spaces that allow faculty members to devote time to conducting meaningful interactions inside and outside the class that enhance their teaching approach.



#### **Leverage the flexibility of digital tools & technologies**

Equip staff and faculty members with the knowledge of digital tools & technologies available to them to deliver a robust teaching experience, no matter the mode of delivery.

### In Practice



- Seek and value student input to create a safe space for broad conversations on sensitive topics
- Support greater integration of faculty member research in the classroom



- Increase tools & technology workshops and knowledge modules for effective use of these tools
- Provide new technology seminars for faculty members and staff and increase IT Support, especially in the classroom



# Valuing Teaching (Driver)

In these conversations, the Concordia community mentioned a need to provide effective institutional support to faculty members and staff to bolster their sense of appreciation and reward for their effort. Additional challenges noted include non-transparency between current faculty members and course evaluation methods that disproportionately impact women and members of equity deserving groups due to unconscious biases. Additionally, faculty members noted limited support or incentives for faculty members to pursue teaching innovation as current policies/practices impede a culture of continuous improvement.

## Opportunities



### Incentivize and support a culture of innovation

Provide institutional support and funding for staff and faculty members to continuously improve teaching practices through research and workshops to better the student experience.



### Improve teaching and course evaluations

Reimagine teaching and course evaluations to remove bias so all faculty members can be evaluated equitably. Expand course evaluations to account for student experiences in courses with new, innovative, or experimental pedagogical approaches.



### Enable cross faculty collaboration and idea sharing

Promote cross-faculty sharing of course materials and successful teaching approaches that can be leveraged by colleagues and embedded in their classrooms and teaching methods.



### Recognize and reward commitment to teaching

Update promotion and recognition mechanisms for faculty members (full-time and part-time) and teaching staff. Acknowledge and reward their demonstrable commitment to teaching, and leadership in program and curriculum development.

## In Practice



- Increase access to CTL instructional designers
- Support faculty member research and publications on their teaching innovations
- Support communities of practice to drive innovation



- Work at the local and university-level to recognize shared characteristics of teaching effectiveness based on evidence-based practices
- Create mechanisms to recognize when new pedagogies are adopted that will not penalize innovation



- Increase faculty member networking events and workshops
- Launch cross-faculty classroom shadowing




- Develop a clear pathway to promotion through leadership in curriculum development and teaching excellence for tenure-track faculty members
- Provide greater support in creating teaching dossiers that provide meaningful evidence of teaching effectiveness
- Develop opportunities to recognize and celebrate inclusive excellence in part-time and teaching staff





# Student Success (Driver)


Students and faculty members expressed concerns that students have varied experiences across the community, and many are not receiving the right amount of support early on in their academic careers from dedicated student centres. Students noted other gaps, including the extensive response times for critical services, lack of mental health support, and the need to embed curricular and co-curricular support for building foundational university skills early on. Additionally, equity-deserving groups consulted from across Concordia’s community cite equity and accessibility issues in the teaching and learning experience.

## Opportunities

- 





**Focus on student needs and supporting their journey**  
Provide a healthy, secure, and respectful learning environment through effective and easily-available student services, both in-person and online.
- 

**Seek and value student input**  
Ensure student voices are heard through active participation in the classroom for deeper learning and by providing input on course and program design.
- 

**Concentrated support for equity-deserving students**  
Provide the necessary and relevant support for marginalized groups of students to ensure they feel included in the campus and their concerns are legitimately heard.
- 

**Provide focused academic advising and student support to all students**  
Provide students continued academic advising and student support throughout their student journey to ensure struggling students have help to succeed in their studies from the beginning.

## In Practice

- 
  - Prompt access and availability of services for mental health, academic assistance, and other student needs
  - Increase data collection that documents student needs, benchmarks key success indicators and can be used to measure the efficacy of programs put in place to support student needs
- 
  - Incorporate the student voice into the learning experience through interactive means
  - Involve students as partners in their learning through collaborative re-design of courses and programs
- 
  - Increase funding to Black Perspectives Office for additional resources
  - Hire racialized faculty members and staff to increase and diversify available supports
- 
  - Review current student support and academic advisors to learn best practices and incorporate them for all advisors
  - Increase hiring and training of academic advisors to meet student support demand, where needed



# Infrastructure – (Enabler)

Participants with differing perspectives highlighted concerns related to current infrastructure. Participants described infrastructure that did not match the needs of students, faculty members, and staff. Students and faculty members expressed frustration with disconnected student communications, the tools and technologies employed, and an institutional culture described as stagnant and not focused on their needs. Additionally, staff and faculty members expressed a need to refresh infrastructure policies in order to stay true to the commitment to innovation and excellence in education, research, creative activity, and community partnerships captured in Concordia's mission.

## Opportunities



### Increase classroom interactivity

Design courses with increased student interactions and collaborative learning using a variety of tools and techniques in updated physical classroom spaces on campus and in the digital learning environment.



### Enhance the teaching toolkit

Equip staff and faculty members with the teaching tools needed to deliver an exceptional and seamless learning experience, which requires investments in tools that are easy to use, with high functionality, and the necessary training to use them effectively.



### Reimagine the physical classroom, laboratories, and studios

Redesign physical learning spaces on campus to maximize flexibility and support innovative teaching and learning experiences.



### Reduce bureaucracy and create institutional efficiencies

Review and reevaluate policies & procedures to understand and adapt to student, faculty, and staff needs.



### Develop an institutional repository of resources

Review and reimagine communication of available resources for ease of access to information across the University, for all.

## In Practice



- Increase number of active learning and modular classrooms
- Use platforms and other technologies to increase real-time student engagement during class, especially collaboration



- Upgrade exam evaluation platforms
- Enhance Moodle to improve the user experience including ease of use, design, functionality, and range of available tools
- Create an easy to use and transparent process for recommending new software for teaching



- Review access to space and enhance students' access to space outside of office / instruction hours
- Invest strategically in flexible classroom, lab and studio design. Design for collaboration and connectivity.



- Create more efficient approval processes for curriculum changes



- Leverage Concordia App, Moodle, social media platforms, newsletters, and in-person meetings for effective resource communication





## Programs & Curricula (Enabler)

Students and faculty members who were part of the conversation series mentioned their interest in greater skill development, but students would prefer to focus on workforce/ industry skills (transition out), and faculty members would like to focus on foundational university skills (transition in). Both communities highlighted the need to invest in innovative, interdisciplinary, experiential and flexible programs and curricula to set Concordia apart from other universities. Bridging the gap between cutting-edge research and everyday teaching was also noted as a challenge.

### Opportunities



#### Focus on student outcomes

Articulate learning outcomes for all programs and align assessments and course activities with learning objectives. Prioritize activities that deepen grasp of learning outcomes.



#### Develop focused programming for skills development

Provide opportunities to students for skills development through short-form courses and programs available online and in-person.



#### Increase experiential learning

Reimagine programs and curricula to provide students, across all programs, with increased access to structured experiential learning through internships, research, etc.



#### Increase peer institution collaboration

Foster relationships with peer institutions to expand course offerings and flexibility to students, allowing students to take program requirements or electives for credit at partner institutions.



#### Reimagine programs and offerings for a multi-modal future

Update programs to include more cutting-edge research, offer more flexibility for online delivery, and more interdisciplinary learning opportunities.

### In Practice



- Increase collaborative learning activities
- Vary methods of assessment focusing on understanding of concepts rather than memorization
- Launch initiative to ensure courses and programs have clearly articulated outcomes



- Implement basic software skills courses
- Design peer-to-peer writing workshops
- Offer more micro-credentials that focus on in-demand skills



- Strengthen industry partnerships for increased experiential learning opportunities
- Create institutional experiential learning opportunities



- Create external partnerships with institutions to unlock a vast catalogue of courses that students desire
- Increase opportunities to bring research into the classroom



- Enhance eConcordia courses by professionally producing and incorporating interactive activities
- Integrate interdisciplinary learning opportunities across different Faculties

# Institutional Opportunities Summary

FOUNDATION	DRIVERS	ENABLERS
<i>OPPORTUNITIES</i>		
<ul style="list-style-type: none"> <li>• Create collaborative learning experiences</li> <li>• Invest in co-curricular student interactions</li> <li>• Develop a physical &amp; digital community network</li> <li>• Reimagine student belonging and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Engage students in a range of ways</li> <li>• Teach skills for success</li> <li>• Design courses that are more relevant and accessible</li> <li>• Decolonize the curriculum</li> <li>• Adopt inclusive teaching approaches</li> <li>• Support continuous innovation for staff and faculty members</li> <li>• Promote agile and engaging class design</li> <li>• Prioritize meaningful interactions with faculty members and staff</li> <li>• Leverage the flexibility of digital tools &amp; technologies</li> <li>• Incentivize and support a culture of innovation</li> <li>• Enable cross faculty collaboration and idea sharing</li> <li>• Improve teaching and course evaluations</li> <li>• Recognize and reward commitment to teaching</li> <li>• Focus on student needs and supporting their journey</li> <li>• Seek and value student input</li> <li>• Concentrated support for equity deserving students</li> <li>• Provide focused academic advising and student support to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Increase classroom interactivity</li> <li>• Enhance the teaching toolkit</li> <li>• Reimagine the physical classroom, laboratories, and studios</li> <li>• Reduce bureaucracy and create institutional efficiencies</li> <li>• Develop an institutional repository of resources</li> <li>• Focus on student outcomes</li> <li>• Develop focused programming for skills development</li> <li>• Increase experiential learning</li> <li>• Increase peer institution collaboration</li> <li>• Reimagine programs and offerings for a multi-modal future</li> </ul>

## Looking Forward: Two New Priority Areas

The completion and analysis of key takeaways from all conversations presented opportunities. Many involve reviewing and reevaluating existing practices and programs or amplifying processes going well. In addition, the conversation summaries analysis proposed two additional priority areas: **Reimagining Student Success** and **Commitment to Quality**.



### Reimagining Student Success

Student success is critical to Concordia's future. Concordia has previously committed to pedagogies for student success aimed at pedagogical interventions to increase student success. However, in today's context, institutions need to reimagine student success by adopting a student-centric approach that provides holistic care and well-being, including decolonizing education; supporting social, mental, and economic student well-being; and creating communities fostering a sense of belonging for all students. Additionally, benchmarking and data collection can help support this holistic view of student success. Concordia should strategically include a holistic view of student success as it works to define future strategic priorities.



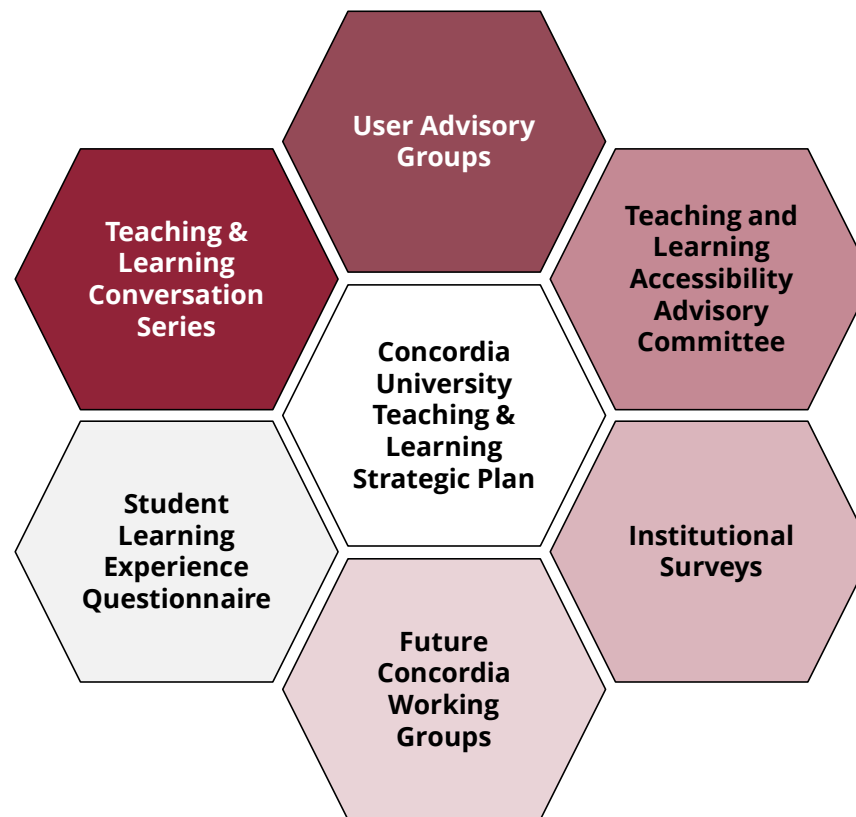
### Commitment to Quality

Commitment to quality refers to consistency in the quality of instruction regardless of modality, reevaluating the impact of teaching while providing professional development to increase the quality of education, and reimagining the traditional university student as the demographics continue to change. Concordia should tactically focus on commitment to quality through data collection to improve overall institutional effectiveness and support the needs of its diverse student and staff body. This priority area further emphasizes the shared responsibility required to enable a future Teaching and Learning Strategic Plan.

***As ACTL reflects on next steps, consideration should be given to the role these emergent priority areas may play and how they intersect with the four current areas of focus.***

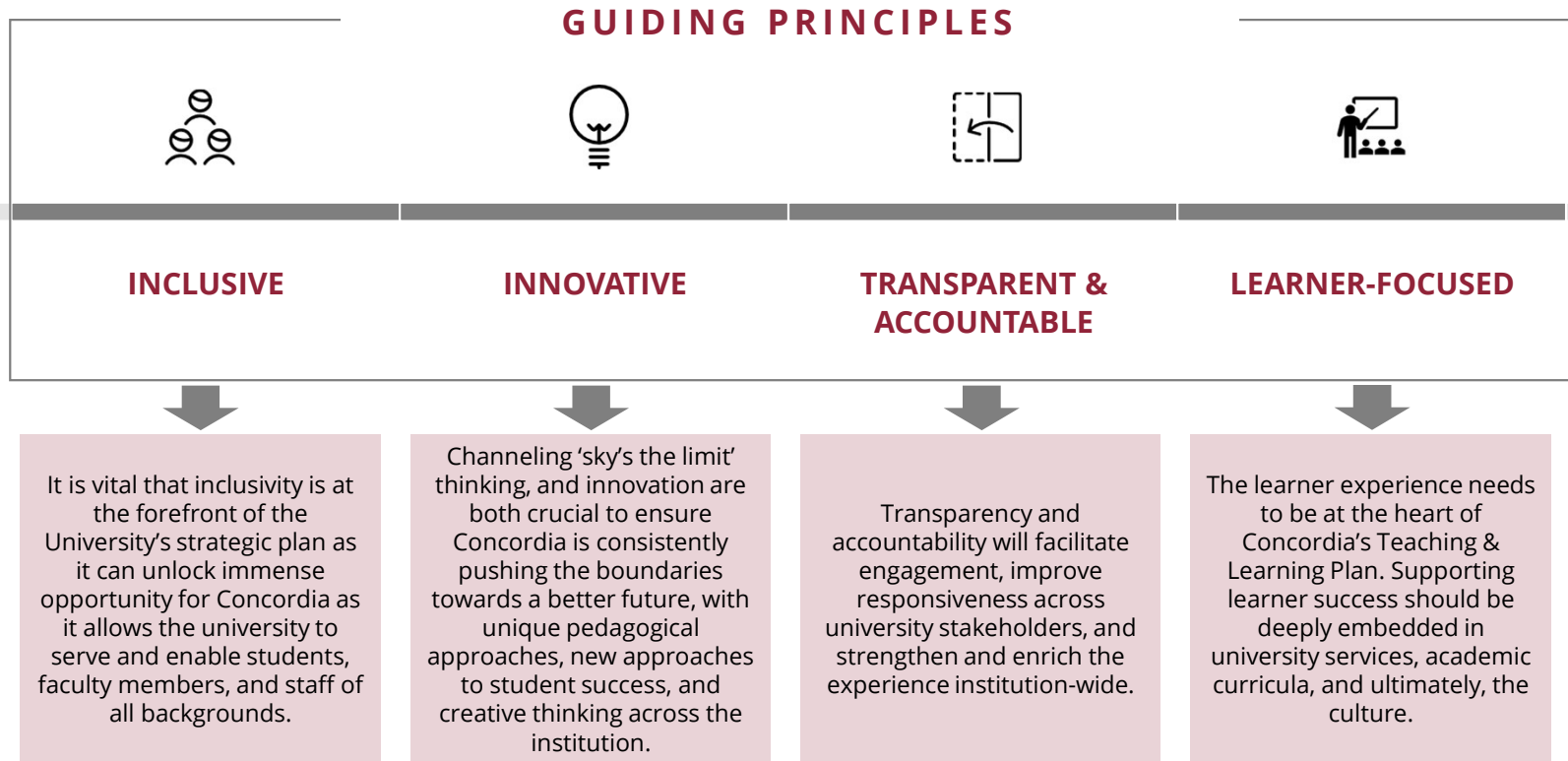
## Ongoing Teaching & Learning Initiatives Across Concordia

The totality of the data that Concordia will be analyzing to determine the best path forward and create its strategic plan is not limited to this set of Concordia community conversations on the future of teaching & learning. Across Concordia, various simultaneously occurring conversations about services, experiences, and strategies are taking place and should inform the strategic planning process for teaching and learning.



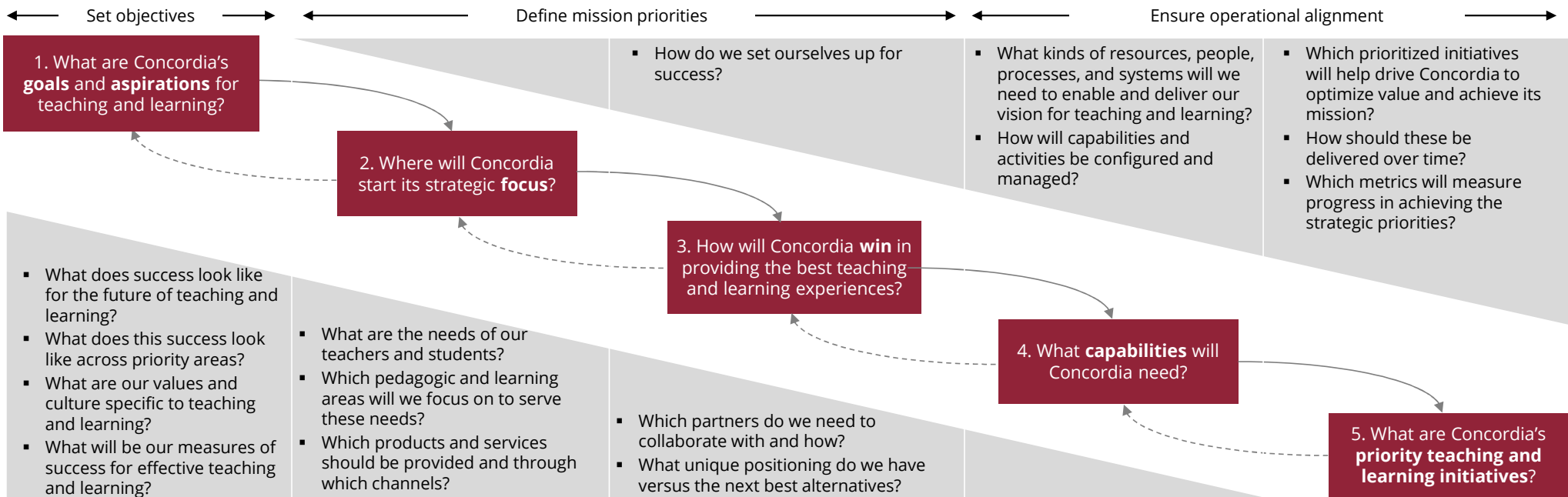
## Strategic Plan – Proposed Guiding Principles

To inform the development of Concordia's future Teaching & Learning Strategic Plan, the institution can consider the following guiding principles to help achieve its vision of being a top-five comprehensive University in Canada in the next decade.



# Looking Forward: Next Steps

Further validation of the core themes and opportunities with the broader community can support Concordia University in further refining the emerging opportunities as it prepares to develop an effective strategic plan. Deloitte's Strategic Choice Cascade can assist Concordia to stride forward and develop a practical approach to prioritizing which opportunities can anchor the Teaching & Learning Strategic Plan to enable innovation and excellence as per the institutional mission.



05

Communications  
Roadmap



# High – Level Communications Roadmap



## University-Wide Communications Roadmap - Overview

To enable consistency and drive compelling messaging across the Concordia community, we have established the following communication guiding principles to support the widespread dissemination of the final report. The guiding principles have been developed based on our conversations with the community. Participants stated that information presented through multiple pathways has been effective in the past and should be repeated. A proactive approach of pushing information to community members was identified as impactful and was appreciated by faculty members rather than having to search for information. It is essential to maintain momentum as the Institution will build the strategic plan over the next year. The following guiding principles provide a general framework for the recommended communications activities that Concordia can leverage:



### Multi-Channel Approach

Leverage a diverse range of communication channels (e.g., emails, MS teams channels, Moodle, Social Media, etc.) to ensure that the full community receives information via various channels that reinforce the key report messages.



### Tactical Communications

Take a tactical approach to plan report communications to ensure that the **right message** is delivered to **the right people at the right time**. This includes meeting people where they are to ensure information is shared with the right message and approach for them.



### Institution Wide Focus

There needs to be a University wide focus with the understanding of cultural nuances of the faculty members, teaching staff and students, where possible, to ensure that key report messages are delivered directly to highly-impacted or influential stakeholders.



### Maintain Momentum

Continue communication activities after publishing the report, highlighting progress and reinforcing the value derived to ensure the successful adoption of a new Teaching and Learning Strategic Plan.

# University-Wide Communications Roadmap

## PROJECT

Concordia is developing a Teaching and Learning Strategy to plan future technologies, spaces, and people investments. The Vice-Provost, Innovation in Teaching & Learning, is working closely with the Future of Teaching & Learning Steering Committee, comprised of representatives from the faculties and the student body to develop this. The process of developing this strategy includes consulting widely with students, faculty members, technicians, and leadership via more than 40 guided conversation sessions. As a next step in this journey, the Project Team is publishing a final report to share the conversation results and opportunities for Concordia to consider.\*

## CONCORDIA COMMUNITY



STUDENTS



FACULTY



STAFF

## GOALS & OBJECTIVES

- Broad distribution of the final report is recommended in the following two work streams: 1. Targeted communication with all registered participants of the conversations to ensure they feel heard and have insight into the outputs of their contribution 2. Broader communications with entire Concordia community, in particular any new members, to build engagement and awareness in the overall Teaching & Learning Strategic Plan development process.
- To begin building a shared vision for the Future of Teaching & learning that will profoundly impact and improve the experience of everyone in the Concordia community as a whole.

## COMMUNICATION PRODUCTS

### STUDENTS:

- Web content: The Future of Teaching & Learning web page
- Social media: Facebook, Instagram & Twitter
- Student newsletters: Placement in graduate & undergraduate newsletters
- Student Hub landing page: Announcement of final report
- Digital screens on campus
- In-Person activities as campus reopens (townhalls, ideas café, etc.)

### FACULTY, STAFF:

- Web content: The Future of Teaching & Learning web page
- Faculty & Staff newsletters
- Manager's In The Know bulletin
- Email communications
- Carrefour: Nudge on "Services & Resources" page to promote the final report
- Online information sessions with Chairs, Research Directors, Directors, and Managers
- Digital screens on campus
- In-Person activities as campus reopens (Ongoing Faculty Meetings)

\* Translation of final report to French will be completed by University Communications Services

# University Wide Communications Roadmap

The following is a high-level communications roadmap to share the results of the conversations completed across a diverse group of stakeholders. The University community is broader than the people within the walls of Concordia's buildings to meaningfully communicate the results across diverse groups both internally and externally the following steps are recommended:



## LOCALIZING



## VALIDATING



## SHARING



## STRATEGIZING

### Description

The local sharing of the final report will occur in the following work streams: 1. Targeted communication with all registered participants of the conversations 2. Broader communications with entire Concordia community. This will be done to ensure broad alignment with identified results and opportunities. Insights gathered will inform validating phase.

Prioritize activities to validate what was heard with student facing staff, students and other stakeholders as defined. This step will ensure the final report has University-wide input and buy-in.

Leverage a diverse range of communication channels (e.g., emails, MS Teams, Moodle, Social Media and the Concordia Teaching & Learning website for the publishing of the final report to the Concordia community.

Validating, sharing, and localizing the University-wide set of results are the final refinement activities to prepare Concordia for developing its Teaching & Learning Strategic Plan.

### Proposed Activities

- Workshop with Associate Deans to share final report
- Email communications for Associate Deans and Chairs to cascade report to their faculty members
- Email communications & townhalls to inform students of final report

- Validation workshops with student facing faculty members to share final report and refine insights as needed
- Citizen Lab will be used to validate and provide feedback for all conversation summaries and deliverables

- Publish the final report on student and staff facing web sites
- Post stories on social media pages
- Student, Faculty, and Staff newsletters to announce the publishing of the report

- Use feedback and develop strategic vision with University & Faculty ambitions
- Prepare strategic plan and implementation plan

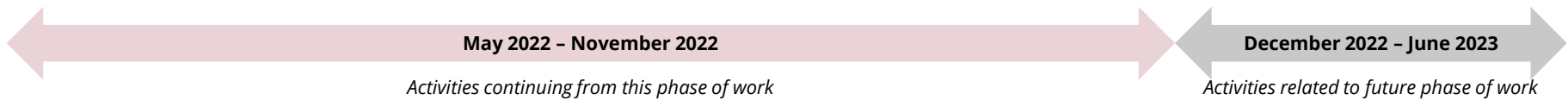
### Community Members

- Associate Deans
- Concordia students, faculty, and staff

- Concordia students, faculty, and staff

- Concordia students, faculty, and staff

- Vice Provost Office
- Associate Deans
- Faculty members



\* University Communications Services to create granular communications plan

**THANK YOU**

06





Appendix



# **Appendix A: Additional Higher Education Context**

## The Changing Higher Education Landscape

The following are considerations impacting Canadian higher education in 2022.

 <b>COVID -19</b>	<p>COVID-19 has reshaped global campus design. A survey <b>suggests over 40% of students are struggling</b> with current absence of face-to-face engagement.<sup>1</sup></p>
 <b>Teaching &amp; Learning</b>	<p>According to a 2021 survey by Cengage, <b>nearly three-quarters (73%)</b> of students would prefer some <b>classes to be delivered fully-online.</b><sup>2</sup></p> <p>As institutions moved online during the pandemic, many <b>struggled to ensure integrity</b> of online examination.</p>
 <b>People &amp; Process</b>	<p>Institutions are seeking <b>comprehensive student, faculty, and staff records</b> to address enrollment and retention challenges and demands for <b>high-quality, flexible learning.</b></p> <p>Institutions are demanding comprehensive information systems built from a set of <b>integrated modules</b> from single or partnered vendors.</p>
 <b>Digital Differentiation</b>	<p>CIOs find it <b>difficult to quickly support modifications</b> for on premises legacy solutions and dynamically respond to the immediate need of 100% virtual and remote service.</p> <p>Higher education institutions consistently report among the <b>highest level of cybersecurity incidents</b> among Canadian sectors (only being beat out by banking), with 46% of universities reporting incidents.<sup>3</sup></p> <p>Growing digital workplace <b>expectation for supporting modernization</b> of both customer facing and internal business process applications.<sup>4</sup></p> <p>30% of Gartner CIO Survey data respondents report that they had <b>invested in AI chatbots</b> in 2021.</p>

1. Inside Higher Ed, 2020  
 2. Gartner, 2020  
 3. Statistics Canada, 2017  
 4. IDG Connect, 2019

## **Appendix B: Stakeholder Conversation List**



STAKEHOLDER CONVERSATION LIST

## Faculty, Student & Technicians Conversations (1/3)

A wide array of faculty, students and technicians were consulted to gain their viewpoint on the future of Teaching & Learning; below is a list of the attended stakeholders consulted.

Summary ID	Stakeholder Conversation	Categorization	Meeting Date
1	Provost Team	Executive Interview	
	President: Graham Carr	Executive Interview	
	Anne Whitelaw	Executive Interview	
	Facilities Executive Team	Executive Interview	
	5 Deans	Executive Interview	
2	Technicians Session #1	Technicians	December 17, 2021
3	Technicians Session #2	Technicians	December 20, 2021
4	FAS SCI #1	Faculty Conversation	February 28, 2022
5	GCS #1	Faculty Conversation	February 28, 2022
6	JMSB #1	Faculty Conversation	March 2, 2022
7	FAS SOC #1	Faculty Conversation	March 2, 2022
8	GCS #2	Faculty Conversation	March 7, 2022
9	FAS HUM #1	Faculty Conversation	March 7, 2022
10	FOFA #1	Faculty Conversation	March 8, 2022
11	FAS SOC #2	Faculty Conversation	March 9, 2022
12	GCS #3	Faculty Conversation	March 9, 2022

STAKEHOLDER CONVERSATION LIST

## Faculty, Student & Technicians Conversations (2/3)

A wide array of faculty, students and technicians were consulted to gain their viewpoint on the future of Teaching & Learning; below is a list of the attended stakeholders consulted.

Summary ID	Stakeholder Conversation	Categorization	Meeting Date
13	JMSB #2	Faculty Conversation	March 10, 2022
14	JMSB #3	Faculty Conversation	March 11, 2022
15	Indigenous Faculty	Faculty Conversation	March 11, 2022
16	FOFA #2	Faculty Conversation	March 14, 2022
17	GCS #4	Faculty Conversation	March 14, 2022
18	FAS SCI #2	Faculty Conversation	March 15, 2022
19	FAS HUM #2	Faculty Conversation	March 16, 2022
20	Black and Racialized Students	Faculty Conversation	March 16, 2022
21	Students with Disabilities	Faculty Conversation	March 17, 2022
22	FAS All Sectors	Faculty Conversation	March 18, 2022
23	Black and Racialized Faculty	Faculty Conversation	March 21, 2022
24	Indigenous Students	Faculty Conversation	March 22, 2022
25	Faculty with a Disability	Faculty Conversation	March 23, 2022
26	Graduate Students	Student Conversation	February 23, 2022
27	Undergraduate Students	Student Conversation	February 24, 2022
28	Undergraduate Students	Student Conversation	March 7, 2022

## STAKEHOLDER CONVERSATION LIST

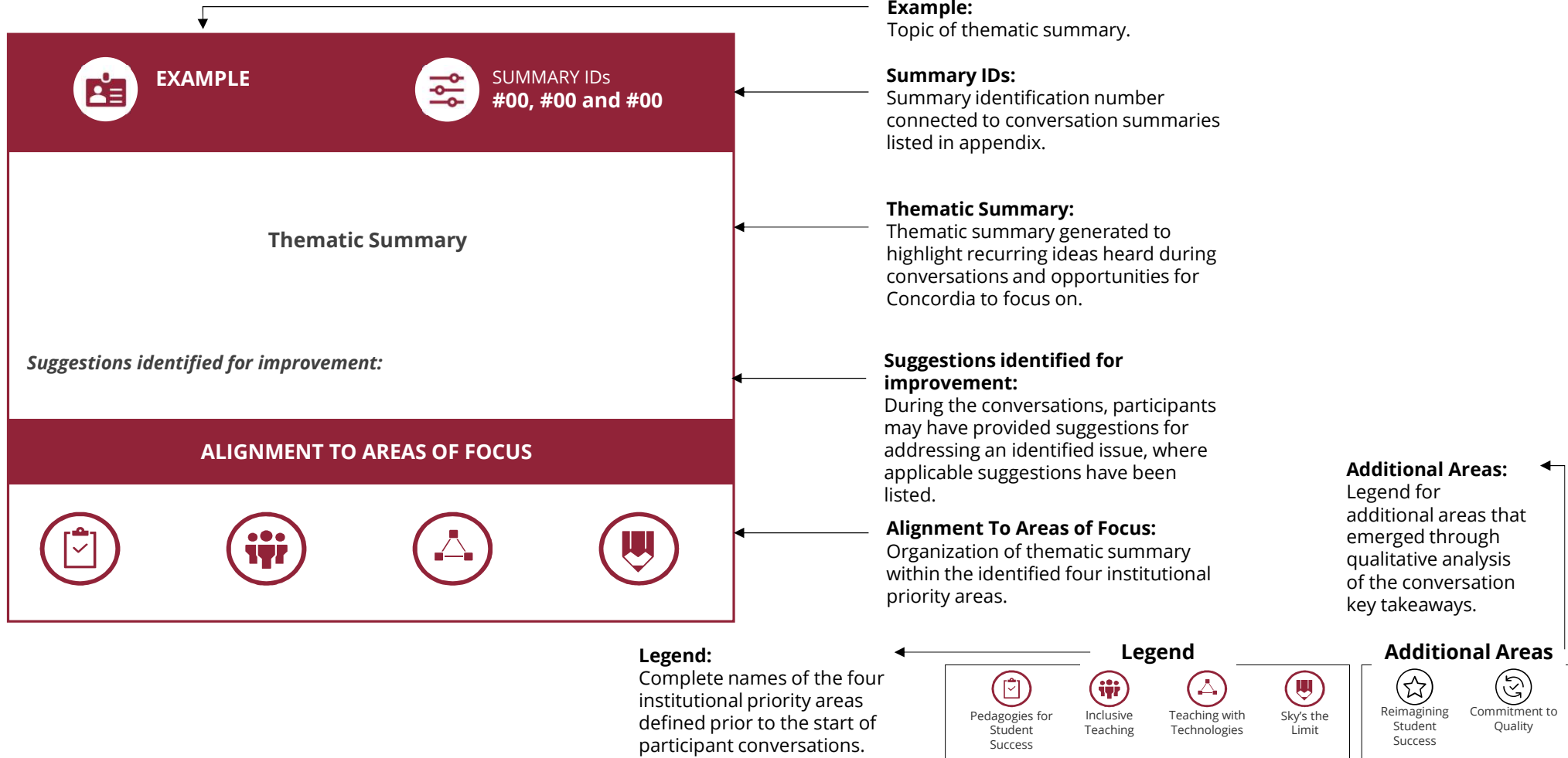
# Faculty, Student & Technicians Conversations (3/3)

A wide array of faculty, students and technicians were consulted to gain their viewpoint on the future of Teaching & Learning; below is a list of the attended stakeholders consulted.


Summary ID	Stakeholder Conversation	Categorization	Meeting Date
29	1 <sup>st</sup> Year Student	Student Conversation	March 7, 2022
30	Undergraduate Students	Student Conversation	March 8, 2022
31	Undergraduate Students	Student Conversation	March 14, 2022
32	International Students	Student Conversation	March 14, 2022
33	Undergraduate Students	Student Conversation	March 15, 2022
34	Graduate Students	Student Conversation	March 16, 2022
35	Undergraduate Students	Student Conversation	March 17, 2022
36	Undergraduate Students	Student Conversation	March 22, 2022
37	Undergraduate Students	Student Conversation	March 24, 2022

# Appendix C: Core Themes


# Reviewing Core Themes



# Core Theme #1 – Infrastructure



**DIGITAL & PHYSICAL SPACE**





SUMMARY IDs  
1, 2, 3, 7, 12, 14, 17, 18, 22, 37


Faculty, technicians, and students articulated concerns about the lack of support for innovation in teaching and learning within the University's current physical and digital infrastructures. Faculty and staff noted the potential to add more classrooms and active learning classrooms equipped with functioning and varied forms of supporting digital technology and more modular classrooms.


**Suggestions identified for improvement:** Participants identified a need to effectively integrate enrolment and infrastructure planning to align with the necessary digital and physical requirements.

ALIGNMENT TO AREAS OF FOCUS










**TEACHING TECHNOLOGIES**





SUMMARY IDs  
3, 11, 12, 14, 15, 19, 30


Faculty and staff expressed a desire for new teaching technologies to enable more streamlined, seamless, and user-friendly digital learning experiences. Faculty and staff identified features such as automated evaluation platforms, enhanced use of Moodle, and better in-person bi-modal teaching technologies around campus.

**Suggestions identified for improvement:** Participants identified evaluating existing and adopting new teaching technologies to support innovative pedagogy and student engagement.


ALIGNMENT TO AREAS OF FOCUS










**Legend**


  
Pedagogies for Student Success


  
Inclusive Teaching

  
Teaching with Technologies


  
Sky's the Limit

**Additional Areas**


  
Reimagining Student Success

  
Commitment to Quality

# Core Theme #1 – Infrastructure



**EFFECTIVE RESOURCE COMMUNICATION**





SUMMARY IDs  
16, 20, 24, 26, 27, 29, 35, 36


Students expressed challenges finding the information they need when they need it. Staff noted a sense of bureaucratic burden on students to navigate the various systems on campus. Students and staff reported a desire for a more centralized repository of academic resources and student support information that they can access as needed.


**Suggestions identified for improvement:** Participants suggested a need to reimagine communication of resources through its website, Moodle, and social media outlets to inform students and ensure they receive the necessary information.


ALIGNMENT TO AREAS OF FOCUS












**POLICIES & PROCEDURES**





SUMMARY IDs  
5, 6, 8, 9, 10, 13, 14, 15, 21, 22, 24, 29, 34

There is confusion across faculty, staff and students around how Concordia develops, updates and implements University policies and procedures, especially those related to EDI. Some participants expressed resentment that EDI was not as prioritized as they believed it should be by the University. Others stressed greater flexibility in current policies and procedures governing infrastructure.


**Suggestions identified for improvement:** Participants suggested reevaluating the alignment of current policies with its institutional priorities to put more intention, strategy, and movement behind these increasingly essential initiatives, such as the Anti-Black racism taskforce and decolonization of curricula.


ALIGNMENT TO AREAS OF FOCUS







**Legend**


  
Pedagogies for Student Success


  
Inclusive Teaching

  
Teaching with Technologies


  
Sky's the Limit

**Additional Areas**


  
Reimagining Student Success

  
Commitment to Quality

## Core Theme #2 – Learning Experience



**UPDATED  
TECHNOLOGY SUITE**





SUMMARY IDs  
1, 3, 4, 5, 10, 12, 13, 16, 18,  
22, 23, 25, 27, 29, 30, 31, 32,  
37


Students expressed a desire for integrated University technologies that enhance their learning experience while also developing their skills for employability post-graduation. Students and staff noted that current University technologies are limited in accessibility and misaligned with modern, industry-leading technologies.


**Suggestions identified for improvement:** Participants expressed a need to explore accessible technologies used in industry and provide students with a chance to use them in classrooms and meet the demands of the workforce more directly.

**ALIGNMENT TO AREAS OF FOCUS**










**ASSESSMENT**





SUMMARY IDs  
3, 8, 11, 17, 30, 35

Student and Faculty participants mentioned flexible, compassionate, and varied approaches to traditional methods of assessments. Participants emphasized the desire to evaluate effective learning rather than overwhelming students with traditional assessment forms. Students expressed that current methods such as conventional examinations are rigid and unhelpful in aiding student learning.

**Suggestions identified for improvement:** Participants identified need to revisit academic policies implemented during the pandemic, such as the pass/fail option, which students described as more flexible, less punitive, and more student-centric.


**ALIGNMENT TO AREAS OF FOCUS**





**Legend**

  
Pedagogies for Student Success

  
Inclusive Teaching

  
Teaching with Technologies

  
Sky's the Limit

**Additional Areas**

  
Reimagining Student Success

  
Commitment to Quality



## Core Theme #2 – Learning Experience



### MODALITIES OF TEACHING & LEARNING



SUMMARY IDs  
2, 3, 4, 5, 15, 24, 26, 27, 32, 34

Student participants appreciated the flexibility that increased asynchronous and synchronous learning options afforded them. They indicated that accessible remote learning opportunities allow them to learn at their pace and virtually connect with faculty and students frequently. Faculty members noted decreased student engagement due to increased flexibility.

**Suggestions identified for improvement:** Participants expressed a need to reimagine its current approach, students attending in person are looking for engaging and collaborative activities, while students online appreciate the flexibility. Explore supporting flexibility through different modalities of teaching and learning to meet the needs of learners

#### ALIGNMENT TO AREAS OF FOCUS



### METHODS OF TEACHING



SUMMARY IDs  
1, 2, 3, 5, 8, 10, 14, 16, 17, 25, 28, 32, 34

Students, faculty and staff noted a strong desire for alternative approaches to lecture-based instruction with more experiential, hands-on, and active learning opportunities. Students indicated a need to diversify their skills with learning activities that closely approximate a working environment. *Currently, students note that a traditional lecture-based teaching method does not prepare them for the collaborative working environments experienced in the workforce*

**Suggestions identified for improvement:** Participants expressed a need to explore innovative alternative approaches to traditional lecture-based teaching methodologies..

#### ALIGNMENT TO AREAS OF FOCUS



#### Legend



Pedagogies for Student Success



Inclusive Teaching



Teaching with Technologies



Sky's the Limit




Reimagining Student Success




Commitment to Quality

## Core Theme #2 – Learning Experience



**CURRICULUM REVIEW**





SUMMARY IDs  
1, 2, 3, 15


Students identified the missing viewpoints of marginalized groups of people within the curriculum. The faculty also expressed this view. Concerns included a sense that equity-deserving groups are left unheard and underrepresented, and the curriculum is not reflective of the current goals of decolonization and diverse curricular perspectives.


**Suggestions identified for improvement:** Participants suggestion for Concordia can look to address this issue is to critically review the curriculum with an equity, diversity, and inclusivity lens to integrate marginalized groups' various viewpoints and representation in conjunction with the efforts to decolonize the curriculum.


**ALIGNMENT TO AREAS OF FOCUS**












**FACULTY SUPPORT /  
WORKLOAD / STUDENT  
SUCCESS**





SUMMARY IDs  
1, 2, 3, 4, 6, 7, 9, 10, 12, 13,  
14, 18, 22

Faculty and staff expressed the burden of being asked to do more than ever while finding it difficult to support student success and learning effectively. Faculty expressed concern over the current allocation of resources and support staff to help provide the best learning experiences at Concordia.

**Suggestions identified for improvement:** Participants suggestion for Concordia to address this issue is to hire additional faculty and staff members while also increasing Teaching Assistant positions and hours and providing access and resources or training for newly implemented technologies.

**ALIGNMENT TO AREAS OF FOCUS**





**Legend**

  
Pedagogies for Student Success

  
Inclusive Teaching

  
Teaching with Technologies


  
Sky's the Limit

**Additional Areas**


  
Reimagining Student Success

  
Commitment to Quality

# Core Theme #3 – Teaching Experience



**MODALITIES OF TEACHING & LEARNING**





SUMMARY IDs  
15, 18, 19, 21, 22


Faculty noted concern over the increased workload associated with delivering asynchronous and synchronous teaching. This increased workload led to decreased quality of education and learning. Additionally, faculty noted lower student engagement from students. A dichotomy exists between faculty and students as they appreciate the flexibility with increased teaching modalities.

**Suggestions identified for improvement:** Participants expressed need to provide faculty members with the necessary resources, access to technologies, and personnel to support Bi-modal teaching and assist with student engagement.

**ALIGNMENT TO AREAS OF FOCUS**









**FACULTY TRAINING & DEVELOPMENT**



SUMMARY IDs  
13, 19, 21, 23, 27, 32, 35, 36

Faculty expressed a desire to provide adequate support for students while adapting to the needs of different types of learners. Both faculty and students expressed the need for ongoing professional development and educational opportunities to continue developing leading practices that support the nuanced needs of diverse learners.

**Suggestions identified for improvement:** Participants identified need for faculty to be given the necessary and relevant opportunities for EDI and Accessibility training and development to better support different types of learners.

**ALIGNMENT TO AREAS OF FOCUS**












**Legend**


  
Pedagogies for Student Success


  
Inclusive Teaching

  
Teaching with Technologies

  
Sky's the Limit

**Additional Areas**

  
Reimagining Student Success

  
Commitment to Quality

## Core Theme #3 – Teaching Experience



**SPACE FOR INNOVATION**



**SUMMARY IDs**  
1, 15, 36

Faculty indicated that pedagogical innovation have slowed down due to the pandemic, and students expressed a desire for more innovative approaches to teaching and learning. Faculty members desire a space to innovate and additional flexibility, and less bureaucratic processes to support and create the necessary space for teaching innovation.

**Suggestions identified for improvement:** *Participants identified need to reevaluate the current supports and resources provided to assist Faculty with the chance to innovate concerning syllabus changes, modality choice, and course design, to name a few.*

### ALIGNMENT TO AREAS OF FOCUS



### Legend



Pedagogies for Student Success



Inclusive Teaching



Teaching with Technologies



Sky's the Limit

### Additional Areas



Reimagining Student Success



Commitment to Quality

# Core Theme #4 – Valuing Teaching



## EVALUATIONS & PROMOTION/ TENURE



SUMMARY IDs  
4, 6, 20, 31

Student and faculty participants noted teaching and course evaluation processes are not working well. Both groups noted challenges such as evaluation bias. Students and faculty discussed the desire to provide a more transparent teaching evaluation, while faculty discussions indicated that adopting innovative teaching practices is not rewarded within the current faculty evaluation and incentive structures.

**Suggestions identified for improvement:** Participants identified the need to reimagine teaching and course evaluations to effectively collect data from students and employ it during faculty review for promotions or tenure.

### ALIGNMENT TO AREAS OF FOCUS



## CONTINUOUS IMPROVEMENT



SUMMARY IDs  
4, 5, 23

Students, faculty and staff noted the desire to continuously improve the quality and impact of teaching to enable student success. Faculty and staff said challenges included low amounts of support for the professional development of staff and faculty to facilitate improvement and decreased value of teaching. Additionally, they cited the University's traditional policies and structures as barriers to continuous improvement that warrant revisiting.

**Suggestions identified for improvement:** Participants suggested employing a continuous improvement and accountability framework that can support connecting strategies with action.

### ALIGNMENT TO AREAS OF FOCUS



### Legend



Pedagogies for Student Success



Inclusive Teaching



Teaching with Technologies



Sky's the Limit




Reimagining Student Success




Commitment to Quality

# Core Theme #5 – Programs & Curriculum



**FLEXIBILITY / SKILLS DEVELOPMENT**





SUMMARY IDs  
22, 25, 31, 37


Students expressed a desire for more flexibility overall and revisiting of optional and mandatory courses. They indicated flexibility, including increasing the number of comprehensive courses offered, bi-modal delivery, and more elective course options were important to their success. Students and faculty indicated a need for some basic workforce skill development courses, such as 'basic Excel,' and classes that would emphasize topics they deemed necessary, such as Indigenous rights, inclusion, and sustainability.

**Suggestions identified for improvement:** Participants suggest designing and offering desirable courses for skills development.


ALIGNMENT TO AREAS OF FOCUS







**EXPERIENTIAL LEARNING**





SUMMARY IDs  
1, 4, 10, 13, 14, 28, 33


Faculty and students feel that there are currently not enough experiential learning opportunities available, indicating research positions are challenging to find and described the jobs/job boards available as inadequate. There was broad interest in integrating more experiential learning within program design across all programs/faculties.

**Suggestions identified for improvement:** Participants identified need for Concordia to form industry partnerships to increase available experiential learning opportunities and evaluate experiential learning and career services management platforms.


ALIGNMENT TO AREAS OF FOCUS










**Legend**


  
Pedagogies for Student Success


  
Inclusive Teaching

  
Teaching with Technologies


  
Sky's the Limit

**Additional Areas**


  
Reimagining Student Success

  
Commitment to Quality

## Core Theme #6 – Student Success



**FOUNDATIONAL UNIVERSITY SKILLS**





SUMMARY IDs  
4, 7, 10, 17


Faculty members and students expressed concern over the lack of core student foundational university learning skills, including writing, research, analysis, collaboration and communication.


**Suggestions identified for improvement:** Participants suggest introducing a general education/mandatory course to better support student success in the summer, before the first year, or during the first year. Additionally, students and faculty suggested a dedicated writing center as well.

ALIGNMENT TO AREAS OF FOCUS










**STUDENT WELL - BEING**





SUMMARY IDs  
18, 27, 28, 29, 32

Students and faculty indicated concerns about current mental health service offerings at the University, describing them as inadequate and not effectively supporting their learning experience. They expressed Concordia is failing to meet student needs on a timely basis and there is a need to improve current services.

**Suggestions identified for improvement:** Participants expressed the need to review current mental health services offered institution-wide while making them more readily available to all students in various modalities and reducing the bureaucracy to access these services.


ALIGNMENT TO AREAS OF FOCUS







**Legend**


  
Pedagogies for Student Success


  
Inclusive Teaching

  
Teaching with Technologies

  
Sky's the Limit

**Additional Areas**

  
Reimagining Student Success

  
Commitment to Quality

## Core Theme #6 – Student Success



### STUDENT TRANSITION: POST GRADUATION



SUMMARY IDs  
3, 22

Students expressed a desire to focus and emphasize the tools and support required for life after graduation. Skills mentioned included resume writing, job hunting, and exploring path-finding and options following graduation.

**Suggestions identified for improvement:** Participants suggest Concordia provide students with graduation transition support through training and access to resources and professionals to either find employment or consider graduate studies options.

#### ALIGNMENT TO AREAS OF FOCUS



### AT RISK STUDENTS / ADVISING



SUMMARY IDs  
6, 27, 33, 34

Faculty noted challenges in identifying at-risk students early on in their academic journey, so faculty and staff can give just-in-time support and resources at a yet-recoverable stage. The participants felt that integrating the student's voice and investing in understanding what additional/new resources students want and need can make a significant impact.

**Suggestions identified for improvement:** Participants suggest exploring technology that provides just-in-time support to make a real impact on this issue. Additionally, reimagining communication of student resources to help students in their academic journey, including the Student Success Centre and academic advisors.

#### ALIGNMENT TO AREAS OF FOCUS



#### Legend



Pedagogies for  
Student  
Success



Inclusive  
Teaching



Teaching with  
Technologies



Sky's the  
Limit




Reimagining  
Student  
Success




Commitment to  
Quality



## Core Theme #6 – Student Success



**EQUITY**





SUMMARY IDs  
15, 20, 21, 23, 24, 25, 30


Marginalized and racialized students expressed a desire for a more equitable student experience at Concordia. Faculty and staff noted that not all students experience or can access Concordia in the same ways for reasons outside the control of students; examples cited were accessibility issues for students with a disability or the burden of loss experienced by Indigenous students.


**Suggestions identified for improvement:** Participants suggested Concordia change its current approach to embed inclusion from inception of all initiatives, policies and procedures, explore activities that shift to a culture of accessibility and equity becoming a shared responsibility (e.g., professional development, training).

**ALIGNMENT TO AREAS OF FOCUS**










**ACCESS & AVAILABILITY OF SERVICES**





SUMMARY IDs  
7, 8, 10, 14, 16, 19, 21, 24, 26, 29, 32, 35


Students expressed concern about gaining access to timely support from the Student Success Center (SSC) or the Access Centre. Students noted a sense of burden upon them to continuously advocate for essential support.

**Suggestions identified for improvement:** A suggestion for Concordia to address this issue is to bolster the Student Success Center and Access Center in terms of resources, staffing, and information to become important enablers for students to feel prepared and supported in their learning at the University.





**ALIGNMENT TO AREAS OF FOCUS**










**Legend**

 Pedagogies for Student Success	 Inclusive Teaching	 Teaching with Technologies	 Sky's the Limit
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**Additional Areas**

 Reimagining Student Success	 Commitment to Quality
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# Core Theme #7 – Community and Belonging



**COMMUNITY BUILDING**




SUMMARY IDs  
1, 2, 8, 10, 15, 17, 19, 21, 28, 33, 34, 37

Students and faculty emphasized community as critical to their Concordia experience. The themes expressed connected to students' sense of community included accessible, cultural and physically safe spaces, mentorship programs, smaller class sizes, dedicated spaces for social/academic interaction between students, and events showcasing the uniqueness of individuals within the Concordia community. Faculty expressed interest in developing a cohort/"homeroom" model for peer support.


**Suggestions identified for improvement:** Participants identified need to understand how to enable faculty and students to effectively build connections either through the classroom or the campus experience.

ALIGNMENT TO AREAS OF FOCUS










**LIFE OUTSIDE THE CLASSROOM**





SUMMARY IDs  
3, 30, 33, 35


Students applauded the many student-run initiatives at Concordia but expressed concern over a perception of limited institutional support to continue, expand, or amplify such initiatives. Students expressed appreciation for and a desire to participate in predominantly student-run initiatives – noting such participation contributed to a holistic student experience.

**Suggestions identified for improvement:** A suggestion for Concordia to address this issue is to enhance institutional support through funding and increased approval for student-run initiatives and student community initiatives such as frequent departmental events.


ALIGNMENT TO AREAS OF FOCUS










**Legend**


  
Pedagogies for Student Success


  
Inclusive Teaching

  
Teaching with Technologies

  
Sky's the Limit

**Additional Areas**

  
Reimagining Student Success

  
Commitment to Quality

# Appendix D: Ideas Inventory

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
1	Teaching with Technologies	Open Stax / Open Source Textbooks & Course Materials	9	-Technicians 1 -Technicians 2 - UG Students -FAS HUM 1 - FOFA 2 - International Students - Undergraduate Students - Undergraduate Students - Undergraduate Students	12/17/2021 Dec 20, 2021 Feb 24, 2022 3/7/2022 3/14/2022 3/14/2022 2/24/2022 3/8/2022 3/7/2022
2	Pedagogies for Student Success	Systematic public student feedback post course completion to track student outcomes and use data collected for course preparation	6	- FAS SCI 1 -FAS SOC 2 - Black and Racialized Faculty - FAS SCI 2 - FAS All Sectors - Undergraduate Students	2/28/2022 3/9/2022 3/21/2022 3/15/2022 3/18/2022 3/14/2022
3	Pedagogies for Student Success	Increased frequency of In Person labs as the provide a better quality learning experience for students than virtual labs	5	- FAS SCI 1 - GCS 1 -Technicians 1 - Undergraduate Students	2/28/2022 Dec 17, 2022 3/7/2022
4	Pedagogies for Student Success	Systematic way of collecting data to analyze and track outcomes/KPIs of UGRD and Grad students to assess impact of institutional and departmental implemented strategies	8	- FAS SCI 1 - GCS 1 -JMSB 1 -Technicians 2 - Executive Interviews	2/28/2022 3/2/2022 12/20/2021

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
5	Teaching with Technologies	Flexible Learning - Pre-recorded online lectures and course materials beneficial to students providing them flexibility to attend as they can	12	- FAS SCI 1 - GCS 1 -Technicians 1 -Technicians 2 -GCS 3 - 1st Year Students - Graduate Students - International Students - Undergraduate Students - Undergraduate Students - Undergraduate Students - Undergraduate Students - Undergraduate Students	2/28/2022 12/17/2021 12/20/2021 3/9/2022 3/7/2022 3/16/2022 3/4/2022 2/24/2022 3/8/2022 3/24/2022 3/17/2022 3/22/2022
6	Inclusive Teaching	Increased support for international students due to first year struggles to enhance student retention	3	- FAS SCI 1	2/28/2022
7	Pedagogies for Student Success	Smaller class sizes to help with enhanced student learning experiences and provide an open forum for student discussion	6	- FAS SCI 1 -Technicians 2 -FAS SOC 2 -JMSB 3 - FAS HUM 2	2/28/2022 12/20/2021 3/9/2022 3/11/2022 3/16/2022
8	Pedagogies for Student Success	Increased TA support for faculty to incorporate flexibility in the classroom with the use of in class technology and student discussion support	8	- FAS SCI 1 -FAS SOC 2 -FAS HUM 1 -JMSB 2 - Graduate Students -Faculty with a Disability - FAS HUM 2 - FAS SCI 2	2/28/2022 3/2/2022 3/7/2022 3/10/2022 2/23/2022 3/23/2022 3/16/2022 3/15/2022
9	Pedagogies for Student Success	Homeroom/ Cohort model	4	- FAS SCI 1 -GCS 2 -GSC 4 - Undergraduate calendar	2/28/2022 2/28/2022 3/14/2022 3/15/2022

IDEAS INVENTORY

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
10	Sky's the Limit	Hiring staff members to specifically source increased experiential learning, CO-OP job postings, and co-curricular activities	7	- FAS SCI 1 -GCS 3 - Executive Interviews - Graduate Students	2/28/2022 3/9/2022 3/16/2022
11	Inclusive Teaching	Development of micro credentials	6	- FAS SCI 1 -FOFA 1 -Technicians 2 -FAS SOC 2 - Executive Interviews - FAS All Sectors	2/28/2022 3/8/2022 12/20/2021 3/9/2022 3/18/2022
12	Inclusive Teaching	Flexible methods of course assessments and delivery with a connection to online & in-person in order to engage students	11	- FAS SCI 1 -Technicians 2 -FAS SOC 2 -GCS 3 -JMSB 2 -GCS 4 -FOFA 2 - Faculty with a Disability - FAS HUM 2 - Undergraduate Students - Undergraduate Studnets -Undergraduate Students	2/28/2022 12/20/2021 3/9/2022 3/9/2022 3/10/2022 3/14/2022 3/14/2022 3/23/2022 3/16/2022 3/8/2022 3/15/2022 3/17/2022
13	Teaching with Technologies	Updated, Streamlined, and enterprise licensed technologies with proper support (CrowdMark, Canvas, Perusall)	6	- FAS SCI 1 - GCS 1 -FAS HUM 1 -FOFA 1 - Black and Racialized Faculty - FAS SCI 2	2/28/2022 3/7/2022 3/8/2022 3/21/2022 3/15/2022
14	Pedagogies for Student Success	Students have expressed desire to return to in-person learning	1	- GCS 1	2/28/2022
15	Teaching with Technologies	Enterprise licensing for Remote Desktop	2	- GCS 1 - Undergraduate Students	2/28/2022 3/14/2022
16	Pedagogies for Student Success	Access to labs for UGRD students outside of Office Hours	1	- GCS 1	2/28/2022

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
17	Pedagogies for Student Success	Development of mini capstones for students to gain project based industry experience	4	- GCS 1 -Technicians 1 -GCS 3	2/28/2022 12/17/2021 3/9/2022
18	Pedagogies for Student Success	Developing a systematic approach to evaluating junior professors/ assistant professors/professors and their quality of teaching throughout the course	7	- GCS 1 -FAS SOC 2 - Indigenous Faculty - FOFA 2 - Executive Interviews - Black and Racialized Students	2/28/2022 3/9/2022 3/14/2022 3/16/2022
19	Pedagogies for Student Success	Creating early writing intensive courses to enhance student foundation for University writing.	5	-FAS SOC 1 -Technicians 1 -FAS SOC 2 - FAS All Sectors - Undergraduate Students	3/2/2022 12/17/2021 3/9/2022 3/18/2022 3/15/2022
20	Pedagogies for Student Success	Development of Peer writing programs to assist students training to become strong student writers inspired by the "The writing fellows Program"	6	- FAS SOC 1 - FOFA 2 -Graduate Students - FAS SCI 2 - Graduate Students	3/2/2022 3/14/2022 2/23/2022 3/15/2022 3/16/2022
21	Inclusive Teaching	Reevaluating curriculum design to align with Concordia's mission of inclusive and accessible education with diversity in the curriculum and representation of different demographics	9	-FAS SCI 1 -GCS 1 -FAS SOC 1 -FAS HUM 1 -FOFA 2 - Black and Racialized Students - Graduate Students - Undergraduate Students	2/28/2022 2/28/2022 3/2/2022 3/7/2022 3/14/2022 2/16/2022 3/16/2022 3/8/2022
22	Pedagogies for Student Success	Faculty Autonomy in deciding the modality of instruction that works best for their course.	1	-FAS SOC 1	3/2/2022

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
23	Sky's the Limit	Increased number of active learning classrooms and collaborative spaces that suit collaborative nature of course work with student centrist at the core.	15	-FAS SOC 1 -GCS 2 -FOFA 1 -Technicians 1 -FAS SOC 2 -GCS 3 - Executive Interviews - FAS HUM 2 - Students with a Disability - FAS SCI 2 - FAS All Sectors - Undergraduate Students - Undergraduate Students	3/7/2022 3/8/2022 12/17/2021 3/9/2022 3/9/2022 3/16/2022 3/17/2022 3/15/2022 3/18/2022 3/8/2022 3/7/2022
24	Inclusive Teaching	Finding the balance and understanding the working student for better support and lower chance of burnout.	2	-FAS SOC 1	3/2/2022
25	Inclusive Teaching	Increased support for students for mental health services and student physical well being support.	10	-FAS HUM 1 -FOFA 1 - Graduate Students - 1st Year Students - Students with a Disability - FAS SCI 2 - FAS All Sectors - Undergraduate Students - Undergraduate Students -Undergraduate Students	44627 3/8/2022 2/23/2022 3/7/2022 3/17/2022 3/15/2022 3/18/2022 3/7/2022 3/17/2022 3/22/2022
26	Teaching with Technologies	Increasing bimodal classes to effectively continue hybrid teaching.	4	-FAS HUM 1 -JMSB 3 - FAS HUM 2 - Undergraduate Students	3/7/2022 3/11/2022 3/16/2022 3/22/2022
27	Pedagogies for Student Success	Providing students training on proper communication techniques for peer - to - peer communications.	1	-FAS HUM 1	3/7/2022



# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
28	Sky's the Limit	Increasing experiential learning opportunities to diversify student learning.	10	-FAS HUM 1 -GCS 2 -Technicians 1 -Technicians 2 -GCS 3 -JMSB 2 -JMSB 3 -GCS 4 - Undergraduate Students - Undergraduate Students	3/7/2022 3/7/2022 12/17/2021 12/20/2021 3/9/2022 3/10/2022 3/11/2022 3/14/2022 2/24/2022 3/8/2022
29	Pedagogies for Student Success	Providing more opportunities Graduate students to work as novice teachers under professors and provide additional support as required.	1	-FAS HUM 1	3/7/2022
30	Pedagogies for Student Success	Review and reevaluate admissions requirements for CEGEP & non-CEGEP to support enrolment growth.	2	-GCS 2 -Technicians 2	3/7/2022 12/20/2021
31	Pedagogies for Student Success	Facilitating sessions, workshops, and seminars for general fundamental student skill development.	8	-GCS 2 -FOFA 1 -Technicians 1 -FAS GOC 2 -GCS 3 - International Students -Undergraduate Students	3/7/2022 3/8/2022 12/17/2021 3/9/2022 3/9/2022 3/14/2022 3/24/2022
32	Sky's the Limit	Realignment of faculty with the institutional strategic plan.	1	-GCS 2	3/7/2022
33	Pedagogies for Student Success	Increased institutional value of teaching.	3	-GCS 2 -FOFA 1 -Technicians 1	44627 3/8/2022 17/12/2021
34	Sky's the Limit	Sourcing live industry experiences in classrooms to engage students.	3	-GCS 2 -Technicians 1 -GCS 4	3/7/2022 12/17/2021 3/14/2022
35	Sky's the Limit	Increased administrative support for Faculty to decrease non-teaching related workload.	1	-GCS 2	3/7/2022

IDEAS INVENTORY

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
36	Pedagogies for Student Success	Developing a co-teaching cohort model to learn from professors in other departments.	2	-FOFA 1 - FAS All Sectors	3/8/2022 3/18/2022
37	Pedagogies for Student Success	Streamling resources and processes and communications so students do not have to engage multiple platforms for information.	12	-FOFA 1 -Technicians 1 - FOFA 2 - Graduate Students - Indigenous Students - 1st Year Students - FAS All Sectors - Graduate Students - Undergraduate Students - Undergraduate Students - Undergraduate Students - Undergraduate Students	3/8/2022 12/17/2021 3/14/2022 2/23/2022 3/22/2022 3/7/2022 3/18/2022 3/16/2022 2/24/2022 3/14/2022 3/17/2022 3/22/2022
38	Sky's the Limit	Forming institutional partnerships for exchange programs that are credited and recognized.	1	-FOFA 1	3/8/2022
39					
40	Sky's the Limit	Reevaluate traditional program architecture to meet changing industry needs.	1	-Technicians 1	12/17/2021
41	Sky's the Limit	Provide students space to attend online classes at campus.	1	-Technicians 1	12/17/2021
42	Pedagogies for Student Success	More flexibility from IITS Security and decreased wait times for installation of softwares.	2	-Technicians 1 -Technicians 2	44547 12/20/2021
43	Pedagogies for Student Success	Providing students with the knowledge and skills to job hunt.	1	-Technicians 1	12/17/2021
44	Inclusive Teaching	Review and revise traditional policies.	2	-Technicians 2 - Graduate Students	12/20/2021 3/16/2022
45	Inclusive Teaching	Providing technicians a better salary and a quality working environment.	1	-Technicians 2	12/20/2021

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
46	Inclusive Teaching	Making mandatory a "Citizen" training and various other DEI trainings to better promote an inclusive institution.	6	-Technicians 2 - Executive Interviews - Indigenous Students - 1st Year Students - Faculty with a Disability - Black and Racialized Faculty	12/20/2021 3/22/2022 3/7/2022 3/23/2022 3/21/2022
47	Teaching with Technologies	Provide funding for faculty and staff to update home hardware.	2	-Technicians 1 -Technicians 2	-12/17/2021 -12/20/2021
48					
49	Sky's the Limit	Recognizing students prior learning and providing them an opportunity to enter programs at the appropriate stage in their learning journey.	1	-Technicians 2	12/20/2021
50	Pedagogies for Student Success	Support students with adequate resourcing in the Student Success Center to meet student needs	6	-FAS GOC 2 - 1st Year Students - Undergraduate Students - Undergraduate Students - Undergraduate Students	3/9/2022 3/7/2022 2/24/2022 3/8/2022 3/14/2022
51	Inclusive Teaching	Bring in guest speakers, support study abroad, research, field work, etc.	5	-FAS GOC 2 -GCS 3 -JMSB 2 -GCS 4 - undergraduate Students	3/9/2022 3/9/2022 3/10/2022 3/14/2022 3/7/2022
52	Sky's the Limit	Explore non-traditional grading systems	2	-FAS GOC 2 - Undergraduate Students	3/9/2022 3/22/2022
53	Inclusive Teaching	Increasing resources to assist with hybrid learning, faculty-student events and student support	7	-FAS GOC 2 -GCS 3 -JMSB 2 -GSC 4 - FOFA 2	3/9/2022 3/9/2022 3/10/2022 3/14/2022 3/14/2022
54	Teaching with Technologies	Update IT infrastructure and invest into IITS tools	1	-FAS GOC 2	3/9/2022

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
55	Pedagogies for Student Success	Develop training for TA's to provide them with an opportunity to succeed and enhance the student experience and support faculty and staff	4	-GCS 3 -JMSB 2 - Graduate Students	3/9/2022 3/10/2022 3/16/2022
56	Teaching with Technologies	Review exam proctoring software and seek out newer and more efficient software	3	-GSC 3	3/9/2022
57	Teaching with Technologies	Conduct exams on campus computers in a controlled environment	1	-GCS 3	3/9/2022
58	Teaching with Technologies	Automatic grading for assignments, text, quizzes, and exams using Moodle	1	-GCS 3	3/9/2022
59	Teaching with Technologies	Enhance process for technology adoption and approval	6	-JMSB 2 - 1st Year Students - Black and Racialized Students - FAS All Sectors - Undergraduate Students - Undergraduate Studnets	3/10/2022 3/7/2022 3/21/2022 3/18/2022 3/14/2022 3/17/2022
60	Teaching with Technologies	Improve accessibility for students through institutional funding to offset technology-related	1	-JMSB 2	3/10/2022
61	Inclusive Teaching	Assistants that directly help faculty with administrative tasks	1	-JMSB 2	3/10/2022
62	Pedagogies for Student Success	Hiring technology TA's to assist with technology issues, training students within class technology	2	-JMSB 2 - FAS All Sectors	3/10/2022 3/18/2022

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
63	Sky's the Limit	Review more flexible program delivery such as taking electives in other departments, co-teaching modes for a theoretical perspective, explore smaller 5 credits courses	4	-JMSB 2 -JMSB 3	3/10/2022 3/11/2022
64	Pedagogies for Student Success	Create clean, inviting spaces, smart/agile classrooms equipped with appropriate technology to enable active learning as the norm	2	-JMSB 3	3/11/2022
65	Sky's the Limit	Increase classroom availability and create shared workspaces	3	-JMSB 3 -GCS 4	3/11/2022 3/14/2022
66	Inclusive Teaching	Increase resourcing requirements for faculty and staff to assist with capacity concerns and course planning and logistics	4	-JMSB 3 - Executive Interviews	3/11/2022
67	Inclusive Teaching	Reevaluate course development to allow greater flexibility for students and enhance student engagement	3	-JMSB 3 -GCS 4	3/11/2022 3/14/2022
68	Pedagogies for Student Success	Develop courses to introduce new students to their departments, University Life, and the Student Success Center	3	-GCS 4	3/14/2022
69	Pedagogies for Student Success	Create student spaces for different and different programs	1	-GSC 4	3/14/2022
70	Pedagogies for Student Success	Develop a method to ensure academic integrity with online examinations	2	-GCS 4	3/14/2022
71	Sky's the Limit	Offering land based courses to share Indigenous knowledge	1	-Indigenous Faculty	3/11/2022

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
72	Inclusive Teaching	Hiring diverse faculty and moving away from solely hiring based on academic credentials	8	-Indigenous Faculty - Executive Interviews - Black and Racialized Students - Indigenous Students - Black and Racialized Students - Students with a Disability - FAS All Sectors - Undergraduate Students	3/11/2022 3.16.2022 3/22/2022 3/21/2022 3/17/2022 3/18/2022 3/7/2022
73	Teaching with Technologies	Bringing education to remote Indigenous communities through well produced online courses	2	-Indigenous Faculty - Indigenous Students	3/11/2022 3/22/2022
74	Inclusive Teaching	Implementing Indigenous sharing circles and knowledge in-class	2	-Indigenous Faculty - Undergraduate Students	3/11/2022 3/7/2022
75	Sky's the Limit	Reimagine guidelines for Band Funding	1	-Indigenous Faculty	3/11/2022
76	Pedagogies for Student Success	Inter faculty collaboration for idea sharing on best practices and student engagement initiatives	3	- FOFA 2 - FAS HUM 2 - FAS SCI 2	3/14/2022 3/16/2022 3/15/2022
77	Inclusive Teaching	Empowering student sense of belonging and community building through in-person and online event.	4	- Executive Interviews - FAS SCI 2 - Graduate Students - Undergraduate Students	3/15/2022 3/16/2022 3/15/2022
78	Pedagogies for Student Success	Workshops on resume writing, job finding, and graduate student success.	1	-Graduate Students	2/23/2022
79	Pedagogies for Student Success	For field that are racially specific, professors should be specialized and understand the nuanced needs of the racial minority	1	- Black and Racialized Students	3/16/2022
80	Inclusive Teaching	Self identification of student of color should trigger direct communication from minority group resources	2	-Black and Racialized Students - Indigenous Students	3/16/2022 3/22/2022

IDEAS INVENTORY

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
81	Inclusive Teaching	Creation of BIPOC Faculty page	1	- Black and Racialized Students	3/16/2022
82	Inclusive Teaching	Black Perspectives Office requires more resources and funding.	1	- Black and Racialized Students	3/16/2022
83	Inclusive Teaching	Indigenous student hub to provide socialization, events, smudging, community, and resources	1	- Indigenous Students	3/22/2022
84	Inclusive Teaching	Highlight Indigenous Students Center on the website and provide support	2	-Indigenous Faculty - 1st Year Students	3/22/2022 3/7/2022
85	Sky's the Limit	Increased financial aids and bursaries for students	3	- 1st Year Students - International Students - Undergraduate Students	3/7/2022 3/14/2022 3/15/2022
86	Inclusive Teaching	Universal Design training should be mandatory	1	- Faculty with a Disability	3/23/2022
87	Inclusive Teaching	Making the University more accessible by wheelchair	1	- Faculty with a Disability	3/23/2022
88	Inclusive Teaching	Need to better integrate institutional strategic priorities with ongoing initiatives regarding EDI	1	- Black and Racialized Faculty	3/21/2022
89	Inclusive Teaching	Compassionate professors are much appreciated by students	8	- Students with a Disability - International Students - Undergraduate Students - Undergraduate Strudnets - Undergraduate Students - Undergraduate Students -Undergraduate Stduents	3/17/2022 3/14/2022 2/24/2022 3/7/2022 3/14/2022 3/17/2022 3/22/2022
90	Inclusive Teaching	Students with disability should not have to constantly prove & validate their disabilities	1	- Students with a Disability	3/17/2022
91	Inclusive Teaching	Developing an interdisciplinary space for student with disabilities - Disability Culture Center	2	- Students with a Disability	3/17/2022

IDEAS INVENTORY

# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
92	Inclusive Teaching	Creating a mentorship program and advising programs for all students	2	- Students with a Disability - International Students	3/17/2022 3/14/2022
93	Pedagogies for Student Success	Developing methods to reinforce and solidify knowledge and skills for incoming students regarding remedial skills support	2	- FAS All Sectors	3/18/2022
94	Inclusive Teaching	Need for early warning and understanding of students risk from Accessibility & Student Success Centers	1	- FAS All Sectors	3/18/2022
95	Pedagogies for Student Success	Flexible approaches to syllabi and interactive learning with open door policies	4	-Graduate Students - Undergraduate Students -Undergraduate students - Undergraduate Students	3/16/2022 3/24/2022 2/24/2022 3/17/2022
96	Teaching with Technologies	Single Sign On for all technology used	1	- Undergraduate Students	3/8/2022
97	Teaching with Technologies	Update Schedule Builder to become more robust	1	- Undergraduate Students	3/8/2022
98		Providing students support to map program requirements	1	- Undergraduate Students	3/8/2022
99		Assisting students with prerequisites completed at other institutions and applying them to Concordia Courses	2	- Undergraduate Students	3/14/2022
100	Inclusive Teaching	Incorporate group work for study and developign a team culture with the choice to work individually and with learning specialists	3	- Undergraduate Students - Undergraduate Students	3/24/2022 3/15/2022
101	Pedagogies for Student Success	Engaging professors who care about their students, have a more controversial style of teaching, responsive to student needs and open to new ideas	1	- Undergraduate Students	3/24/2022
102	Pedagogies for Student Success	Institutional Support for student - run initiatives	3	- Undergrduate Students - Undergraduate Students - Undergraduate Students	3/7/2022 3/15/2022 3/17/2022



# Ideas Inventory

Item #	Area of Focus	Ideas Inventory	Number of times it appears in conversations	Conversation Names	Conversation Date
103	Teaching with Technologies	Concordia should become a teaching and learning hub for different emerging technologies and platforms	1	- Undergraduate Students	3/24/2022
104	Teaching with Technologies	Assignments and projects that ask for creativity with technology	1	- Undergraduate Students	3/24/2022
105	Inclusive Teaching	Time extension for learning & physical disabilities	2	- Undergraduate Students - Undergraduate Students	3/24/2022 3/14/2022
106	Inclusive Teaching	More paid internships, summer courses, scholarships, and bursaries	1	- Undergraduate Students	3/24/2022
107	Pedagogies for Student Success	Mandatory class on Indigenous peoples, and at least one sustainability course for all students	1	- Undergraduate Students	3/24/2022
108	Pedagogies for Student Success	Develop courses focused on technology, such as Excel courses, financial modeling, advanced digital marketing etc.	3	- Undergraduate Students	3/24/2022
109	Inclusive Teaching	Increasing Concordia's infrastructure to increase the quality of student life and enhance inclusion	4	- Undergraduate Students	3/24/2022
110	Inclusive Teaching	More cultural activities for international students and information about visas and immigration	1	- Undergraduate Students	3/24/2022
111	Sky's the Limit	More support for student associations and students with disabilities	1	- Undergraduate Students	3/24/2022
112	Inclusive Teaching	More opportunities for undergraduate research, and displays/expos for engineering and art Students	1	- Undergraduate Students	3/24/2022
113	Sky's the Limit	Introduction of new courses to keep up with market	1	-Undergraduate Students	3/14/2022

# Ideas Inventory

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114	Pedagogies for Student Success	Increasing academic advisors to decrease response times for student support	2	-Undergraduate Students - Undergraduate Students	3/15/2022 3/22/2022
115	Sky's the Limit	Students do not want any more automatic addition of extra fees into their fees	1	-Undergraduate Students	3/22/2022