Centre for Teaching and Learning 2025 – 2026 Annual Report

Higher education continues to experience profound transformation. New technologies, evolving student needs, and changing expectations around teaching and learning are reshaping our work in important ways. In times such as these, it is more important than ever to remain grounded in our vision, mission, and values. At the Centre for Teaching and Learning, our commitment to collaboration, learner-centred education, evidence-informed practice, culturally diverse ways of knowing and doing, and Indigenous Decolonization provides a clear foundation for navigating change with purpose and integrity. Over the past year, these values have guided our efforts to support innovative, accessible, equitable, and impactful teaching and learning experiences across Concordia University.



John Paul Foxe, Senior Director of the Centre for Teaching and Learning

Throughout 2025–2026, the CTL worked alongside faculty, staff, students, and academic units to strengthen our teaching community, advance evidence-informed educational practices, expand support for teaching with Generative AI, foster inclusive and respectful learning environments, and further Concordia's commitments to decolonization and Indigenization. This report highlights many of these accomplishments, but more importantly, it reflects the power of partnership and shared commitment that makes this work possible. I am continually inspired by the creativity, generosity, and dedication of our community, and I look forward to continuing our work together to imagine, create, and transform teaching and learning at Concordia.

To contact the CTL, please email us at teaching@concordia.ca

VISION

The CTL strives to inspire and empower educators to transform learning, fostering innovative, accessible, equitable, and collaborative education.

MISSION

The CTL advances innovative and impactful approaches to teaching and learning for the Concordia community. Our work is guided by principles of collaboration, learner-centred education, evidence-based practices, culturally diverse ways of knowing and doing, and Indigenous Decolonization.

VALUES IN ACTION

Throughout the past year, the CTL focused on strengthening collaboration across Concordia University to advance effective and impactful approaches to teaching and learning. Through partnerships with faculty and academic units, the CTL supported inclusive, learner-centred, evidence-informed, and innovative teaching practices, aligned with its mission and vision of fostering equitable, accessible, and collaborative learning experiences.

Collaborative Teaching Community

The CTL works to cultivate a vibrant and engaged teaching community through strategic initiatives, faculty partnerships, and collaborative learning.

Winterfest teaching and learning festival 2026: Designing meaningful learning experiences

This year, the CTL collaborated with IITS-Moodle, curriculum developers in the Office of the Provost, and eConcordia to host Winterfest 2026.

This event brought together faculty and staff from Concordia and across the higher education teaching and learning community to explore effective strategies for online teaching, including student engagement, feedback practices, course redesign, and educational technologies.

Faculty Interest Groups (FIGs)

The CTL supported the development of two new faculty-driven initiatives: Faculty Interest Groups (FIGs) on Alternative Assessment and Pedagogy and Exploring Trauma-Informed Pedagogy and “Healing Centered Engagement” in Higher Education, as well as a Caribbean Pedagogies series led by graduate students.

Additionally, the CTL continued its offerings of existing FIGs on Contemplative Pedagogy and Teaching with GenAI. Driven by faculty interests and needs, these initiatives created ongoing opportunities for collaboration, experimentation, and peer exchange while bringing forward diverse perspectives and community-led scholarship.



Winterfest 2026 opening panel, *From remote teaching to intentional online learning: Lessons that last*, at 4th Space

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Online sustainability course (LOYC 260: Introduction to Environmental Sustainability: Cosmologies, Principles, and Issues)

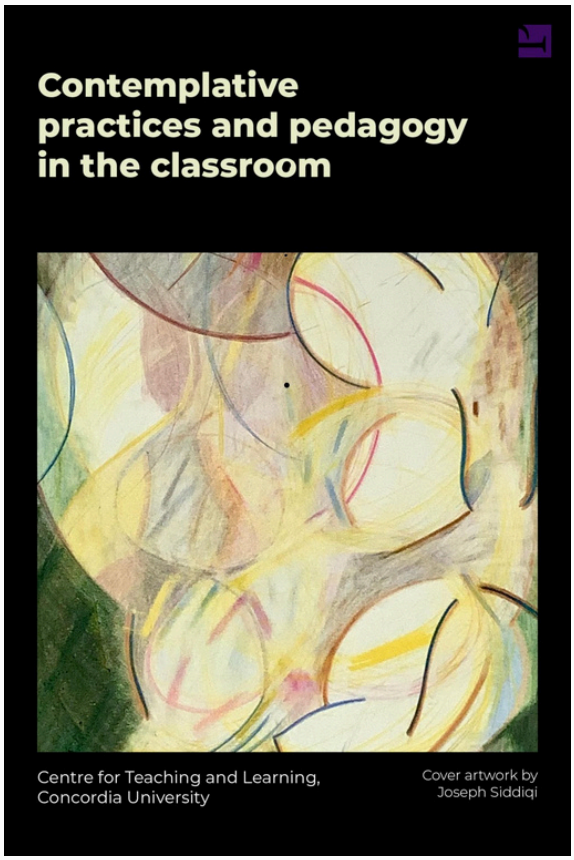
The CTL and the ODICP team partnered with faculty to co-design an online undergraduate course on environmental sustainability launching in Winter 2027 through eConcordia and the Loyola College for Diversity and Sustainability. The course includes different modules developed by 19 faculty subject-matter experts from the university and beyond, including Indigenous faculty, and will be open to all students across the university. The CTL collaborated with the faculty leads to develop a high-level course design and assessment plan for this high-enrolment course and ensured the integration of interdisciplinary and diverse perspectives.

Open educational resource (OER)

The CTL co-developed the Contemplative Pedagogies Open Educational Resource (CP OER) with 24 faculty and external contributors to support culturally aware, trauma-informed teaching. The ongoing project is a Contemplative Pedagogies faculty interest group initiative that includes co-writing and peer review of 33 contributions, multimedia teaching examples, and student-partner mentoring. Findings were shared through conferences and workshops, raising Concordia's visibility within the higher education community. This project was funded by Quebec's Ministère de l'Enseignement supérieur, through the Canada-Québec Agreement on Minority-Language Education and Second-Language Instruction.

Contemplative Pedagogies Summit

- Secured a $150,000 Entente Canada–Québec (ECQ) grant to support contemplative pedagogy initiatives.
- Hosted the Contemplative Pedagogies Summit (Fall 2025) with 256 participants from across Canada and internationally. The summit featured 10 workshops led by CTL staff and faculty, fostering interdisciplinary dialogue and capacity building.



Evidence-Informed Teaching Practices

The CTL continues to promote evidence-based teaching through our programming, resources, and graduate student development.

Resource development for CTL website

To adapt to the changing teaching and learning landscape and emerging university priorities, website content was developed to promote awareness of CTL's professional development opportunities and services for faculty, graduate students, and staff, as well as evidenced-based teaching and learning practices.

Digital teaching

Divided into two phases, the first phase of a comprehensive site redesign began this year to prioritize support for online and hybrid teaching, with a focus on guiding faculty through core principles, best practices, course design and implementation, and institutionally supported tools for course delivery. New pages in the revised Digital teaching section include a glossary found in Definitions for digital teaching, a review of the Essentials for digital teaching, and self-directed Starter guides for online and hybrid teaching and learning. Publication of more than twenty new or updated web resources is planned for September and December 2026.

Faculty development and TA support

This year we offered a new multi-session program intended for faculty members seeking to develop a compelling teaching dossier for the purpose of applying for a teaching award. CTL resources to support your teaching dossier are available on our website.

Teaching support

Resources were updated to guide faculty in preparing course outlines (Course outline guide) and teaching with GenAI (Guidelines for teaching with GenAI). Other updated resources inform faculty about preparing teaching dossiers, tenure and renewal guideless, and interpreting course evaluations (on Carrefour).

Assessment resources

Enhanced support was made available in a new section of the CTL website dedicated to Assessment and grading. Divided into three sections, assessment planning, assessment design, and grading and feedback, 17 distinct website resources in the section were updated or newly developed. Notable pages include "Explore alternatives to exams", "Develop authentic assessments" and the five pages that make up "Navigate assessment design and GenAI."

Workshops and consultations

The CTL continued to provide professional development opportunities through workshops and personalized consultations for faculty Our team offered teaching consultations with instructors at all levels and across all Faculties to support both individual and unit needs as well as to inform our programming and planning. Assessment and GenAI, course design, inclusive teaching support and teaching dossiers and evaluation interpretation were the main topics for which instructors requested support. These tendencies point to instructors seeking to positively impact their teaching through improved course design, gaining skills for classroom management and student engagement, and promoting assessments centred on learning.

Evidence-Informed Teaching Practices

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Two notable examples of faculty support:

- Support for the Co-op program: co-development of a revised assessment method for the experiential learning of the internship program which sees between 600-1000 students enrol each term.
- Collaboration with faculty in FFAR 248/249, a mandatory course for all Fine Arts students: co-development of a pedagogy training program for its 20 tutorial leaders, focusing on topics such as Universal Design for Learning, navigating challenges in the classroom, contemplative pedagogy and writing a teaching philosophy statement.

Instructional Skills Workshop (ISW)

The CTL hosted two Instructional Skills Workshop (ISW) sessions for Concordia faculty in August 2025 and March 2026, with participants from across faculties.

The ISW is a three-day intensive workshop that helps educators enhance their teaching through experiential learning by exploring core teaching strategies and fostering a supportive and collaborative learning environment through peer feedback.

Some participants shared the following feedback regarding their experience:

"It was really great to see other people teach and work with teachers from other disciplines. It was done in a supportive environment where we were asked to apply things to our teaching in a low-stakes lab environment."

- Participant, March 2026

"The most valuable aspect of the ISW was the opportunity to get feedback from peers who want to help you grow as a teacher and a safe place to explore."

- Participant, August 2025

Teaching assistants and graduate student development

The CTL, in collaboration with GradProSkills, continued to support teaching assistants and graduate students from all the faculties through a variety of professional development opportunities for teaching assistants such as our TA Orientations for all disciplines, focused workshops on responsibilities for TAs and our Graduate Seminar in University Teaching (GSUT).

"As someone who would love to teach one day, this was the best introduction to teaching, to the role of a professor, and to being a part of academia. The seminar progressed in such a way that it was easy to learn and to absorb a large quantity of information, all the while having meaningful engagements with colleagues. The coursework and evaluations were incredibly helpful as reflections on my own learning and as preparation for job applications. I especially appreciated the reflective quality of the teaching, it was so helpful to see certain activities and approaches in action!"

-GSUT Participant, April 2026

Culture of Curiosity and Respect

The CTL supports a culture of curiosity and respect through inclusive teaching practices that encourage the exchange of diverse perspectives.

Inclusive Pedagogy Resources

The CTL reinforced its commitment to inclusive teaching environments and respectful classroom dynamics through the development of digital resources focused on inclusive pedagogy.

This included the *Dealing with Challenging Moments in the Classroom* micro-lecture series, featuring short instructional videos, practical strategies for navigating complex classroom situations, and tools to support inclusive and respectful dialogue. These resources are designed to help instructors foster safe and equitable learning environments while addressing challenging teaching contexts.

This work was informed by ongoing engagement with faculty, TAs, and staff, which identified key challenges and needs.

Common issues:

- Student resistance in the classroom, building confidence as instructors
- Specific needs: Identifying and managing burnout, resources for responding to student resistance to EDI-related topics

Interests: Support spaces for faculty discussions and resource sharing

In response, CTL curated a bank of external resources (available Fall 2026) to support continued learning and well-being, including:

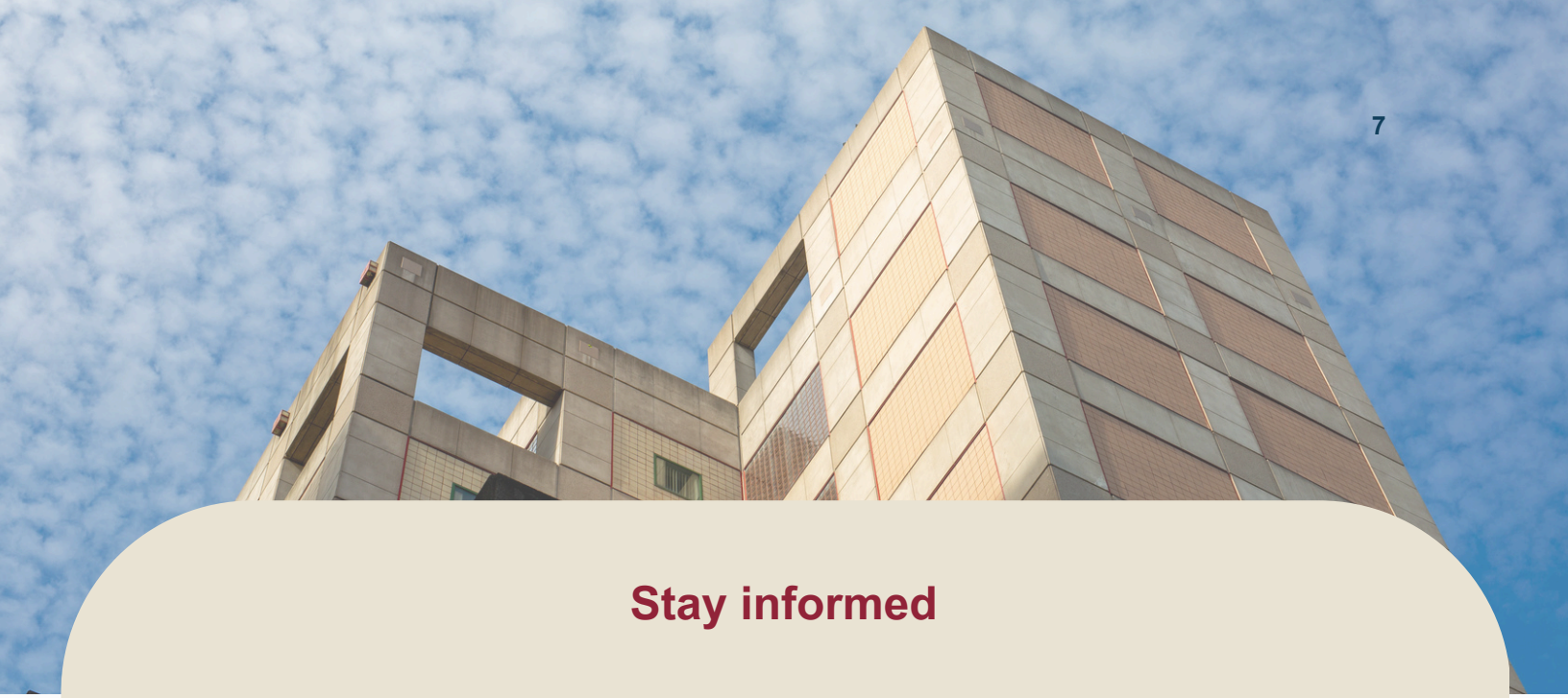
- Faculty burnout and sustainable teaching practices
- Strategies for integrating Black scholarship into the curriculum

Decolonization and Strategic Learning Initiatives

The ODICP team advanced Concordia's priority to integrate Indigenous perspectives and knowledges into curricula, teaching, and student learning through decolonization and Indigenization processes. This year, we supported faculty and programs through workshops and collaborative consultations, offering Indigenous evidence-based research, tools, and resources to guide the meaningful (re)framing of courses, curricula, and pedagogical practices across disciplines.

With support from various partners including the Chamandy Foundation and Indigenous Climate Action, we coordinated Indigenous-led, land-based learning initiatives that created opportunities for faculty, staff, students, and broader community to learn on the land and from Indigenous scholars, Knowledge Keepers, Elders, artists, and community leaders engaged in environmental leadership, climate action, and land-based education.





Stay informed

CTL news

- Educational Developer in Inclusive Pedagogies was awarded a grant from Pôle interordres de Montréal (PIM) in the amount of $60,000 and received an additional mini grant from SALTISE in the amount of $5,000. Both grants were to support experiential learning opportunities for instructors to practice responding to challenging classroom scenarios.
- Watch recordings from Winterfest teaching and learning festival 2026 and from the Symposium on Indigenous land-based educational practices.

Communications corner

- Follow us on LinkedIn for workshop announcements, news, and teaching and learning updates.
- Check out our blog featuring an increasing number of contributions from faculty and graduate students. If you are interested in contributing to the blog, please email teaching@concordia.ca.
- Subscribe to the CTL newsletter.
- Check out our upcoming programming and professional development opportunities.