Future of Teaching and Learning Survey Report

February 2026

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Executive Summary

Western Future of Teaching and Learning: Strategic Action Areas will act as a bridge plan to integrate priorities from across existing plans—the Global Engagement Plan, the EDIDA Strategic Plan, Faculty-based plans and *Towards Western at 150*—while addressing a pivotal moment for reflection and action in higher education. Its aim is both aspirational and practical, to enhance teaching and learning within our current environment as we look ahead. Higher education is at a turning point. Technological advances, a constrained fiscal environment, and the recognition of teaching and learning as our core mandate require us to assess our values and priorities.

As we look to use our talent and resources for the greatest impact, we sought input from the campus community through a survey of students, faculty, and staff. This report shares the results of the survey.

The survey affirmed Western's teaching and learning strengths and commitment to experiential learning, active learning (including collaborative learning, inquiry- oriented learning, and lifelong learning), and identified these as areas of priority where we should continue to invest. Additional areas of priority and cross-cutting themes include EDIDA and generative AI in teaching and learning.

Areas of strengths and priorities largely mirror Western's strategic plans, so there is tremendous alignment in our path and direction.

We also sought to learn more about student engagement, including attendance. Findings from the survey can inform our strategies for supporting student engagement across our courses and programs. The survey also sought to learn more about the challenges and teaching and learning realities of our campus community so that action plans can take these into account.

Based on the results of the survey and a review of existing campus plans and priorities, Action Plan Groups (APGs) will be established to develop reports and recommendations in the following areas:

- First-year Academic Transition
- Experiential Learning
- Teaching Excellence
- Assessment
- Common UGRAD Requirements: Essay Courses
- Lifelong Learning
- Graduate education

Cross-cutting themes to be addressed by all APGs include EDIDA, impacts of generative AI on teaching and learning, and alignment with Western Degree Outcomes.

Survey Results

Participant Details

Students

A total of 1485 students completed the survey, representing an overall participation rate of 3.4%. The distribution of students across degree programs and the corresponding participation rates are outlined in Table 1 below. Student demographic information is provided in the Appendix.

Table 1 - Number of Undergraduate, Graduate, and Professional Student Participants and Corresponding Participation Rates

Degree Program	Number of Participants[1]	Participation Rate[2]
Undergraduate program	984	3.0%
Graduate program	385	5.1%
Professional program	111	3.6%
Other / Missing	5	-
Total	1485	3.4%

Note. [1]Number of students in each degree program are based on their response to the first item on the student survey, "In which category of program are you currently enrolled?". [2]The breakdown of participation rates by degree program is an approximation as a small number of students invited to complete the survey were enrolled in more than one academic career, slightly inflating the number of possible respondents.

Faculty

A total of 278 faculty members, including 5 Librarians and Archivists and 11 instructors with WCS, completed the survey, representing a participation rate of 5.1%. Demographic information for the faculty participants is provided in the Appendix.

Staff

A total of 403 staff members completed the survey, representing a participation rate of 4.1%. Of the 403 staff participants, 82 indicated on the first survey item that in their role, they did not support Western's teaching and learning mission in some way and were redirected to the end of the survey[1]. Therefore, 320 staff provided data on the remaining survey items[2].

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[1] These respondents were routed to the end of the survey and then to a separate survey for the prize draw.

[2] Demographic information was not collected for staff.

Reporting Notes

The results from the three surveys are reported below. Results are organized by question and broken down by respondent group where applicable. Responses to the open-ended questions were thematically coded. Any response that listed “none”, “na”, “N/A”, “not applicable”, or otherwise indicated a lack of response (“I don’t know”) were omitted from analysis and not counted as a text response to the question.

Where themes are expressed similarly across question responses, we mention at the outset of the question where the overlap exists. For example, in the question *“What challenges are you currently experiencing in teaching and learning?”* many faculty and staff listed class size, and in the question *“In terms of **undergraduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning?”* many faculty and staff listed reducing class size. These are essentially analogous responses along the same theme, so the idea is expanded upon in one section and briefly commented upon in the subsequent section.

Where student responses were separated by group for comparison purposes (i.e., graduate vs undergraduate), responses from professional students were collapsed into the undergraduate student category because the themes they expressed closely aligned with undergraduate student responses.

Responses to the final question (*“If there is anything else you would like to share about the Future of Teaching and Learning at Western, please do so in the text box below.”*) were consolidated into existing themes and topics that emerged in the survey analysis. However, where there were otherwise uncategorized ideas that surfaced in the response to this question, we reported on these unique themes.

Teaching and Learning Strengths

All respondent groups were asked to select *up to 5 t*eaching and learning areas that they believed are currently strengths for Western from a list of fifteen options, including an "Other" option for which they could specify the strength in a text box. Table 2 provides the percentage of respondents who indicated an area was a strength and the relative rank of each area based on those percentages.

Table 2 - Percent of Respondents who Selected Each Area as a Strength and Relative Rank of Each Area (in brackets) by Respondent Group

Areas	Faculty[1]	Undergraduate students[2]	Graduate students[3]	Professional students[4]	Staff[5]
Experiential learning	**52.1% (1)**	**48.3% (3)**	**35.7% (3)**	**52.3% (2)**	**58.0% (1)**
Graduate supervision	**48.6% (2)**	6.9% (14)	**33.0% (5)**	12.1% (9)	23.7% (8)
Collaborative learning	**36.3% (3)**	**52.3% (1)**	**57.6% (1)**	**58.9% (1)**	**50.5% (2)**
Interdisciplinary learning	**32.4% (4)**	28.2% (8)	**33.2% (4)**	**35.5% (3)**	**35.0% (4)**
Inquiry-oriented learning	**30.5% (5)**	**33.2% (5)**	28.1% (7)	**34.6% (4)**	**31.2% (5)**
Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning	29.7% (6)	**50.2% (2)**	**40.5% (2)**	29.9% (6)	**38.8% (3)**
Research on teaching and learning	20.1% (7)	9.1% (12)	16.2% (12)	11.2% (12)	18.0% (10)
Online learning	16.2% (8)	**36.2% (4)**	30.8% (6)	**34.6% (4)**	24.9% (7)
Assessment techniques	15.4% (9)	29.6% (6)	17.8% (10)	21.5% (8)	12.3% (12)
Lifelong learning skills	15.4% (9)	28.3% (7)	21.9% (8)	28.0% (7)	25.9% (6)
Global and intercultural learning	14.3% (11)	22.2% (9)	18.1% (9)	12.1% (9)	23.0% (9)
Indigenizing teaching and learning	7.7% (12)	7.9% (13)	8.4% (13)	7.5% (14)	9.5% (14)
Other	7.7% (12)	0.0% (15)	0.0% (15)	0.0% (15)	5.4% (15)
Generative AI in teaching and learning	6.9% (14)	9.8% (11)	7.0% (14)	8.4% (13)	12.6% (11)
Students as Partners in teaching and learning	4.6% (15)	13.9% (10)	16.8% (11)	12.1% (9)	10.1% (13)

Note. n_1 = 259, n_2 = 956, n_3 = 370, n_4 = 107, n_5 = 317. The top 5 percentages and rank for each respondent group are bolded and the cells shaded. Because respondents could select up to 5 strengths, percent totals within a column will not add up to 100%.

There was considerable agreement as to the top 5 strengths, with *experiential learning*, *collaborative learning*, *interdisciplinary learning* and *inquiry-oriented learning* being identified by a substantial percentage of at least four of the five respondent groups as a strength, with *equity, diversity, inclusion, decolonization, and accessibility in teaching and learning* being identified as a strength by a large percentage of undergraduate and graduate students and staff; *graduate supervision* by many faculty and graduate students; and *online learning* by many undergraduate and professional students.

Teaching and Learning Priority Areas

All respondent groups were also asked to rank their *top 5* priorities for teaching and learning at Western over the next 5 years in order of importance, including an "Other" option for which they could specify the priority area in a text box. Table 3 provides the percentage of respondents who ranked each priority area within their *top 5* and the relative rank of each area based on those percentages.

Table 3 - Percent of Respondents who Ranked Each Priority Area within their Top 5 and Relative Rank of Each Area (in brackets) by Respondent Group

Areas	Faculty[1]	Undergraduate students[2]	Graduate students[3]	Professional students[4]	Staff[5]
Collaborative learning	**61.8% (1)**	**71.1% (3)**	**62.5% (1)**	**72.4% (2)**	**67.0% (2)**
Experiential learning	**56.5% (2)**	**77.0% (1)**	**61.0% (2)**	**79.6% (1)**	**73.5% (1)**
Assessment techniques	**50.4% (3)**	**72.1% (2)**	**47.0% (4)**	**66.3% (3)**	**42.5% (5)**
Generative AI in teaching and learning	**46.2% (4)**	26.2% (7)	34.7% (6)	**43.9% (4)**	**47.4% (4)**
Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning	**42.7% (5)**	**53.5% (4)**	**55.3% (3)**	**43.9% (4)**	**53.6% (3)**
Graduate supervision	42.0% (6)	8.7% (12)	33.5% (7)	11.2% (12)	16.0% (11)
Interdisciplinary learning	41.2% (7)	24.5% (9)	33.5% (7)	35.7% (7)	31.7% (9)
Inquiry-oriented learning	39.7% (8)	37.7% (6)	**38.4% (5)**	35.7% (7)	36.9% (7)
Lifelong learning skills	34.0% (9)	**51.8% (5)**	30.7% (9)	37.8% (6)	38.2% (6)
Global and intercultural learning	22.9% (10)	26.2% (7)	30.1% (10)	22.4% (9)	32.4% (8)
Online learning	15.3% (11)	15.8% (11)	14.0% (14)	15.3% (10)	18.0% (10)
Indigenizing teaching and learning	14.9% (12)	7.1% (14)	18.9% (12)	8.2% (14)	14.7% (12)
Research on teaching and learning	14.9% (12)	7.7% (13)	15.5% (13)	11.2% (12)	11.4% (14)
Students as Partners in teaching and learning	11.1% (14)	19.6% (10)	23.2% (11)	14.3% (11)	14.4% (13)
Other	6.5% (15)	1.0% (15)	1.7% (15)	2.0% (15)	2.3% (15)

Note. n_1 = 262, n_2 = 873, n_2 = 349, n_4 = 98, n_5 = 317. The top 5 percentages and rank for each respondent group are bolded and the cells shaded. Because respondents were ranking their top 5 priority areas, percent totals within a column will not add up to 100%.

Similarly to the identified strengths, there was considerable agreement across respondent groups as to the top 5 priority areas, with a substantial percentage of respondents across all groups ranking *collaborative learning*, *experiential learning*, *assessment techniques*, and *equity, diversity, inclusion, decolonization, and accessibility in teaching and learning* as top 5 priorities; with *generative AI in teaching and learning* being ranked in the top 5 by a large percentage of faculty, professional students, and staff; *life-long learning* by many undergraduate students, and *inquiry-oriented learning* by many graduate students

Support for Teaching

Faculty and staff were asked to rate the extent to which several resources would be helpful in supporting them in their teaching (faculty) or in their role as it relates to Western's teaching and learning mission (staff). Table 4 provides the number of respondents and the percentage who rated the resources as potentially *somewhat*, *quite,* or *very helpful.*

Table 4 - Percent of Faculty and Staff who Rated Resources for their Teaching (Faculty) and for their Role Related to the Teaching and Learning Mission (Staff) as Potentially Helpful

Resources	Faculty		Staff	
	n	Helpful	n	Helpful
Teaching and learning workshops	262	81.7%	289	92.0%
Peer collaboration opportunities	261	81.6%	289	93.4%
Recognition in Performance Evaluation	246	79.3%	N/A	N/A
Asynchronous teaching resources	267	70.0%	286	87.4%
Mentorship opportunities	258	68.6%	291	92.1%
Teaching awards	259	64.5%	263	70.7%
Student as Partners opportunities	252	63.1%	271	85.6%

Note. Respondents rated the resources from *Not at all helpful* (1) to *Very helpful* (5). Staff did not rate Recognition in Performance Evaluation. "Helpful" is the total percentage of respondents who rated a resource as being *Somewhat helpful*, *Quite helpful*, or *Very helpful*.

A majority of respondents rated all the resources as potentially helpful, with more than 80% of both faculty and staff rating *teaching and learning workshops* and *peer collaboration opportunities* as helpful and, more than 80% of staff rating *asynchronous teaching resources*, *mentorship opportunities*, and *Student as Partners opportunities* as helpful as well.

Challenges in Teaching and Learning Reported by Faculty and Staff[3]

Question: What challenges are you currently experiencing in teaching and learning?

The following themes were most frequently raised by faculty and staff in responding to this question.

Generative AI

Faculty's most frequently cited challenges regarding generative AI, in order of most frequently cited to less frequently cited, were:

- Misuse in assessment and related concerns around academic integrity.
- Risk of cognitive offloading, the decay of critical thinking and other relevant skills, and bypassing learning.

  "Generative AI has vaporized my ability to set take-home assignments (many of which I used to assign to groups). I can also see a degradation in students' writing, research, and synthesizing skills."
- Inability to detect AI use is limiting the ability to address potential violations of academic integrity.

  "A reoccurring issue has been dealing with students who have clearly used AIs, but professors do not want to go through the hassle of trying to prove it and having multiple meetings, so there are no repercussions."
- Desire for guidance, direction, or policy and time or resources to respond to generative AI. These are compounded with other challenge themes explored in this section (e.g., class size).

  "The need to redesign all courses to account for the use of AI and developing all new assessment techniques and AI literacies is extremely time-consuming but necessary. The time this takes is not considered in our Workload, and the doubling of class sizes over the past decade is also invisible in our Workload despite the significant demands on marking - we do not live in an MCQ or electronic quiz world, so the marking is quite onerous."

Staff echoed a need for guidance and the importance of supporting students in the responsible use of generative AI. Some staff's responses raised student's concerns about generative AI and their perceived misuse in assessment:

> "Students are expressing awareness that course instructors are resorting to more reflection-based and in-class assignments due to the increasing use of AI for course work. Students have expressed disappointment that they are not able to

[3] This question included text responses from 214 faculty and 160 staff (total number of responses = 374).

dig into their actual course materials because they spend a great deal of time proving they are completing their own work”

Resources and Funding

Workload was the most frequently mentioned challenge faculty raised in relation to resources and funding.

- Specific concerns raised by Faculty relate to workload: increased class sizes, the complexity of addressing scholastic offences and student accommodations, unreasonable expectations, gaps in student learning among our incoming students, and growing administrative duties due to staff reductions.

  “By far the biggest challenge is workload: increased class sizes, increasing complexity of academic misconduct cases, accommodating students who have increasingly complex needs and frankly unreasonable expectations, a need to change assignments to adapt to AI-enabled forms of misconduct, addressing student gaps in learning that happened during COVID, increasing demands in service and basic admin (ex. ordering desk copies, organization of research budgets) after staff have been laid off”

- Faculty reported increasing demands to update curriculum and delivery for competing priorities (e.g., UDL and multiple formats, EDIDA, experiential learning, assessment techniques, adapting to generative AI) and the current classroom environment (e.g., growing class size and increasing number of student absences and accommodation requests) while facing decreasing resources (e.g., fiscal resources, administrative support, and TAs) to support those changes.

  “My job is becoming less about teaching and more about administration. Little time is spent answering content questions, developing new materials, etc. Instead, time is spent administering dozens of make-up exams, dealing with countless undocumented absences, meeting with dozens of students to view their exams (because no TAs are available). My past few weeks of this semester have been 80-90 hour work weeks... I don't have the time to innovate and create new ways to engage students.”

- Part-time faculty members report not being financially compensated for developing new material.

  “Too many to mention. I have to bring my own supplies, apparently I have to buy my own exam booklets, I have to copy my exams since the dates for free copying were so very confusingly presented [...]”

  “Although I love being able to teach a variety of course across Western campuses, developing new material is very time and energy-consuming, and not rewarded for part-time faculty. Very discouraging not to see the fruit of our efforts, especially with a rotation of courses from one year to the next.”

- Funding for the arts and continuing to fund arts and humanities.
- Staff echoed these concerns, also regularly noting being understaffed or under-resourced to support current and growing demands.

> "Staff cuts have been incredibly challenging - many front-line student-facing staff positions have been cut and students are not receiving the excellent support they once had"

Current Student Attributes and Grade Inflation

- Many faculty commented on the current cohort of students being disengaged or just there as a means to an end (i.e., to get the grade, pass the course, etc.), unmotivated, and/ or poorly prepared from high school. This is linked to an increase in absenteeism. A few attribute this as an effect from the pandemic.
- Concerns were raised about the increasing numbers of students with accommodations who are potentially abusing the system to avoid developing "life skills" of resiliency, time management, or other skills related to "being a student."
- Misuse of generative AI as a way to circumvent learning.

> "Engagement and motivation. Students seem apathetic, disengaged, and unwilling to take responsibility for their learning. The use of AI is a symptom of their apathy and their learned helplessness."

> "Changes in student cohorts in recent years (esp. COVID generation) where students are underperforming compared to earlier cohorts… Trying to figure out how to adapt teaching for a post-AI world. I don't think that simply forbidding the use of AI (which is impossible anyway) is viable. But how to we make sure we're not producing generations of students that can't think for themselves?"

- **Grade inflation** regularly surfaced when faculty and staff commented on the current student population and their expectations around grades, some noting pressures (from the institution or otherwise) to modify content to meet students where they're at.

> "Post-Covid student emotional immaturity. Grade inflation from high school and students thinking mediocre work is worth an A and that deadlines don't apply and they should get make up assessments when they don't get an A on an exam [...]"

> "Persistent pressure to satisfy institutionally reinforced student expectations for easier content, higher grades, and ever-expanding accommodations."

Class Size

Faculty frequently identified class size as a challenge and noted that it is often a compounding factor to other challenges they face. For example, including more experiential learning, supporting a changing student demographic, reimagining assessment in the age of generative AI, and reduced TA numbers are all made more challenging as class sizes increase.

> "Teaching faculty- especially those teaching 2nd-year large classes have very little support. The teacher/student ratio approaches 1/500+ per semester, across 4 teaching sections, with no TA support. This makes it near impossible to facilitate an engaging learning environment."

> "Increasing class sizes, decreasing faculty complement increasing workload. Supporting the wider variety of students who are now able to come to graduate school; e.g., much more neurodiversity, mental illness, disability, gender, ethnocultural and racial diversity, which is a great thing. It just takes work to learn how to support everyone."

Other Challenges

Other challenges surfaced by some faculty and staff include:

- Siloed faculties and departments that make interdisciplinary or collaborative work difficult to accomplish. The decentralized campus model can also lead to inconsistencies in approaches to situations.
- Current lecture spaces are insufficient or outdated. Some classrooms have fixed chairs and tables which reinforce didactic teaching; others need major repair and/ or take too long to be cleaned.

Action Areas for Undergraduate Education Reported by Faculty and Staff[4]

Question: In terms of **undergraduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning?

The immediate action areas suggested for undergraduate education often reflected the challenges expressed in the previous question:

- **Decrease class size.** This was the most frequently mentioned action area.
- **Respond to generative AI, specifically for assessment:** As noted in the challenges section, faculty and staff are looking for action in the form of

[4] This question included text responses from 217 faculty and 201 staff (total number of responses = 418).

leadership, guidance, bans, policies, or strategy around generative AI, specifically in assessment. While many call for a ban on generative AI, others recognize that action as being unrealistic.

- Hire personnel in the form of TAs, faculty, librarians, and support staff (or reverse proposed cuts to budgets for these personnel). These comments echo the challenge of limited resources and funding identified in the previous section.
- Improve resourcing of physical exam environments (e.g., more proctors, reduce printing costs, equip exam rooms with digital terminals)
- Reduce the administrative burden on faculty (e.g., streamlining processes for accommodation, makeup exams, alternative assessments) in order to address workload concerns.
- Increase Active and Experiential Learning Opportunities, including case-based learning, “play” or creative spaces, small group work, discussion-based, inquiry-based, undergraduate research opportunities, and work in the field (e.g., internships, paid practicums, and co-ops). For many, these are linked to maintaining the human element of learning in the age of AI.

  > “Ensure students have realistic, problem based and experiential learning opportunities, particularly as assessments, as a way to maintain academic integrity in the world of AI. Also, find valid and constructive ways for students and teachers to use AI, but in a limited way that does not erode or remove the human learner and teacher. Also, more opportunities for community-based learning, internships, and projects that go beyond the classroom.”

  > “Focus on Quality by improving quality of teaching. Faculty raised the importance of expending effort in improving teaching and that the institution should recognize and reward excellence in teaching. Staff raised concerns about not actioning student feedback (i.e., through SQCTs) and the need for mandatory training for faculty to create a standardized or baseline expectation of instruction.”

  > “How can we offer a positive student experience when we do not show that we value teaching? How can we educate students as global citizens to make a positive contribution when we are more concerned with keeping the faculty happy than we are the students who pay a lot of money to come here?”

- Create a culture that fosters learning as opposed to achieving grades.
- Reinforce consequences for academic misconduct
- Enact stricter grading standards to combat grade inflation

Other Action Areas

Other identified action areas, though not the predominant focus of most responses, included:

- Engage students as partners and work with them to better understand their needs (e.g., method, flexibility) and help them reach their goals
- Expand available student resources to include more one-on-one supports, study and writing skill development, and mentorship and coaching
- Increase accessibility to classes through increasing hybrid or online modality offerings. The opposite (de-emphasize online learning) was also frequently mentioned as an action area to support the challenge of class attendance.
- Increase support, resources, incentives, and recognition for implementing EDIDA principles into teaching and learning
- Decolonize and Indigenize approaches to teaching and learning
- Improve physical classroom and lab spaces. This includes the development of more active learning classrooms, maintenance of existing classroom spaces, and greater availability of lecture halls that accommodate >700 people.

Attendance and Motivation

Faculty and undergraduate and professional students were asked to rate the extent to which several strategies are effective in encouraging their students' attendance (faculty) or their own attendance (students) in their classes. Table 5 provides the number of respondents and the percentage who rated the strategies as *somewhat*, *quite,* or *very effective* in encouraging attendance.

Table 5 - Percent of Faculty, Undergraduate Students, and Professional Students who Rated Strategies as Effective in Encouraging their Students' (Faculty) and their Own (Students) Attendance in their Classes

Strategies	Faculty		Undergraduate students		Professional students	
	n	Effective	*n*	Effective	*n*	Effective
In-class quizzes	181	90.6%	941	86.1%	97	78.4%
Opportunities for active learning (e.g., case method, group discussions)	242	88.4%	956	84.4%	107	88.8%
Assigning grades for class attendance	199	85.9%	959	84.0%	104	79.8%
Posting course material other than lecture notes on the OWL course site	221	57.5%	913	86.9%	103	83.5%

Posting lecture notes after class on the OWL course site	189	48.7%	945	75.6%	102	67.6%
Posting lecture notes in advance of class on the OWL course site	226	41.6%	936	84.1%	102	80.4%

Note. Respondents rated the strategies from *Not at all effective* (1) to *Very effective* (5). "Effective" is the total percentage of respondents who rated a strategy as being *Somewhat effective, Quite effective,* or *Very effective*.

Overall, most respondents rated the strategies as effective, with only a sizeable percentage of faculty rating *posting lecture notes after class on the OWL course site* and *posting lecture notes in advance of class on the OWL course site* as effective.

Undergraduate and professional students also ranked the *top 3* things that motivate them to be engaged in their education, including an "Other" option for which they could specify the motivating factor in a text box. Table 6 provides the percentage of respondents who ranked each potential motivating factor within their top 3 and the relative rank of each area (in brackets).

Table 6 - Percent of Undergraduate and Professional Students who Ranked Each Motivating Factor in their Top 3 and Relative Rank of Each Factor (in brackets) by Respondent Group

Motivating Factors	Undergraduate Students[1]	Professional Students[2]
Engaging lectures	**57.7% (1)**	**54.7% (2)**
Relevance to my future career	**54.7% (2)**	**63.2% (1)**
Grades	**52.6% (3)**	29.5% (5)
Choice in what I am learning in my courses	32.3% (4)	21.1% (6)
Supportive instructors	29.1% (5)	34.7% (4)
Choice in assessment format in my courses	23.2% (6)	16.8% (8)
Meaningful feedback	23.2% (6)	**41.1% (3)**
Sense of community in my courses	11.3% (8)	18.9% (7)
Relevance to my lived experience	5.6% (9)	7.4% (9)
Opportunities for peer collaboration	4.7% (10)	5.3% (10)
Supportive teaching assistants	4.6% (11)	4.2% (11)
Other (please specify)	1.0% (12)	3.2% (12)

Note. n_1 = 913, n_2 = 95. The top 3 percentages and ranks for each respondent group are bolded and the cell shaded. Because respondents could select up to 3 motivating factors, percent totals within a column will not add up to 100%.

A sizeable percentage of both undergraduate and professional students ranked *engaging lectures* and *relevance to my career* as top 3 motivating factors, with undergraduate students also emphasizing *grades* and professional students emphasizing *meaningful feedback*.

Action Areas for Graduate Education According to Faculty and Staff[5]

Question: In terms of **graduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning?

Increase Funding or Support

Faculty expressed the need for the institution to:

- Hire more full-time faculty to support more graduate student supervision
- Increase the 6-student limit
- Provide better hours and financial support for TAs
- Recognize graduate teaching within workload

> "Graduate students need financial resources for research and day to day survival so that they can apply their enthusiasm for research and learning to create opportunities for a positive future for themselves and the planet."

> "Graduate education at Western is being significantly strained by chronic underfunding and recent cuts to graduate student support. The most impactful immediate action Western could take is to address this erosion of funding, which directly undermines the quality and competitiveness of our graduate programs."

Improve Quality of Supervision

Faculty and staff stressed the need for high quality supervisory experiences for students. To meet this goal, specific actions were identified:

- Diversify the type of mentorship (e.g., development of a team of mentors, recognize librarians as mentors, connection to industry professionals)
- Develop clearer requirements for engagement between a supervisor and their student(s) or formalizing mentorship standards, and systems or policies to support the standards/ requirements (e.g., training for supervisors)
- Create protected time for supervisors to engage in feedback and mentorship of their student(s)
- Ensure accountability (through greater oversight) for supervisor's behaviours towards their student(s)

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[5] This question included text responses from 177 faculty and 163 staff (total number of responses = 340).

> “Quality of graduate education depends on quality of research (in the sciences) and strong mentorship from supervisors. One of the greatest hindrances to supervisor-student relationships is a lack of understanding of expectations. A standard "expectations interview", where both parties discuss what their expectations are for common graduate work experiences and reach a mutual agreement within the first two weeks of starting, which is then revisited after 1 year, would potentially have a major positive impact in preventing conflicts from arising.”

Increase Active and Experiential Learning Opportunities

Faculty and staff expressed similar desires to incorporate active and experiential learning opportunities for graduate students as they did for undergraduates. Differences include:

- More emphasis on interdisciplinarity and collaboration across departments and Faculties
- Broaden the skills to beyond academia and foster those transferable skills within experiential learning opportunities
- Many staff noted the need for graduate students to develop teaching expertise

> “Many PhD graduates ultimately transition into faculty positions; however, there is often a lack of cohesion across departments in the type, quality, and extent of teaching experience provided during their graduate training. This inconsistency can leave new academics unevenly prepared for the pedagogical responsibilities that accompany faculty roles. Standardizing and strengthening teaching opportunities through formalized training, supervised classroom experience, or mentorship in instructional design would better support students in developing the skills needed to translate their research expertise into effective teaching practice. Such alignment would not only enhance individual professional development but also contribute to more consistent and high-quality instruction across the institution.”

Other Action Areas

Other action areas unique to the graduate student group and that were less frequently mentioned included:

- Mandatory training for TAs
- Eliminate course minimum requirements to keep graduate courses small
- More emphasis/ focus on professional and course-based graduate programs
- Different formats for dissertations

- Reduce the skill gap between undergraduate and graduate education through training (i.e., how to shift towards self-directed learning and research skill development)
- Generative AI use in research: desire for a policy and supervisors to coach students on use of the tool effectively
- Have a graduate student centre (e.g., UCC but for graduate students)

What Makes Graduate Supervision Successful, According to Students

Graduate students ranked the *top 3* factors that, for them, make graduate supervision successful from eight options, including an "Other" option for which they could specify the factor in a text box. Table 7 provides the percentage of graduate students who ranked each factor within their top 3.

Table 7 - Percent of Graduate Students who Ranked each Factor that Makes Graduate Supervision Successful in the Top 3

Factors	Percent
Clear communication	64.4%
Supportive supervisor	60.9%
Meaningful feedback	56.6%
Clear expectations	55.2%
Respectful interactions	29.0%
Regular meetings	19.3%
Flexible deadlines	12.9%
Other	1.7%

Note. n = 348. Because graduate students could select up to 3 factors, percent totals within a column will not add up to 100%.

Most graduate students ranked *clear communication*, *supportive supervisor*, *meaningful feedback*, and *clear expectations* within the top 3 factors that, for them, make graduate supervision successful.

Action Areas for Student Learning Reported by Students[6]

Question: What immediate action could Western take that would have the greatest positive impact on your learning?

Similarities in Responses Across Both Undergraduate and Graduate Students

[6] This question included text responses from 760 undergraduate and 291 graduate students (total number of responses = 1051).

More Experiential Learning

Students expressed a desire for more experiential learning (often named specifically as such), including opportunities for internships, co-op resources and opportunities, and for research experiences.

For **graduate students**, this included a desire for more scholarship opportunities (research, teaching, conference etc.)

For **undergraduate students**, this included:

- Desire for non-didactic learning experiences, such as more hands-on learning, case-based activities, applied learning, and more interactivity.

  > "Better experiential learning opportunities and life-long learning/real world skills-based curriculum."

- Increased opportunities for labs, discussions, and tutorials because these support their learning

  > "One immediate action Western could take to positively impact my learning is to expand access to smaller, discussion-based learning environments—whether through additional tutorial sections, more seminars, or structured peer-learning sessions. While lectures provide essential foundations, I learn best when I can actively engage with material, ask questions in real time, and hear how other students are interpreting the same ideas. Smaller learning spaces create room for deeper conversation, clarification, and collaboration, which makes the material more meaningful and helps me retain it more effectively."

Improved or Varied Course Options

Students indicated that changes to course modality and course enrollment options (schedule, course availability, flexibility in course enrollment) would positively impact their learning.

Course Modality

Between graduate and undergraduate students there was an almost equal split of responses indicating the desire to see either **more in-person courses or more online courses** (with more graduate students indicating a desire for more in-person course options). While most comments indicated a preference for either online or in-person learning, several also indicated a desire for hybrid course options.

- Students with in-person preferences cited engagement with peers and more motivation to learn.
- Students expressed frustration when online was the only modality offered for required courses.

> “Limiting the number of online courses. It is a marginal approach to learning, quite boring and there is very limited interaction between students to build shared understanding.”

- Students with online preferences indicated schedule (other commitments, commuting), or positive online experiences as reasons for this preference. Some suggested a desire for synchronous online courses to satisfy the additional desire for engagement in courses.

> “One immediate action Western could take to positively impact my learning is to offer more synchronous online courses. I took one in my first year and found the real-time interaction much more engaging and effective than fully asynchronous formats.” [...]

Course Enrolment Options

- Students indicated that course options or course availability was limited, or that enrolling in courses required for their program could be challenging.

> “Improving course availability and registration would have the biggest impact on my learning. It’s frustrating not being able to get into courses that are required or directly relevant to my program, and ensuring more predictable access to these classes would make academic planning much smoother and less stressful.”

- Information about course or program schedules and options is not easy to find or is not shared in a way that promotes the ability to plan appropriately.

> “information about upcoming courses available earlier to allow for better course planning”

Smaller Class Sizes

- Smaller class size was often identified as an opportunity to improve the learning experience. It was mentioned either as a standalone comment or in addition to other learning preferences, such as citing that smaller class sizes might improve opportunities for discussion or allow more engagement.

> “Fostering more community involvement in classes. Growing the community environment to get students more comfortable around peers, as well as gaining interest in the topics. (I come from small class sizes >40).”

Quality of Teaching and Courses

- Students identified a desire for “high quality” teaching and courses, either noting they had poor experiences or that they appreciated positive experiences of *engaging* teaching.

> "Ensure the instructors you are hiring are actually enjoying the subject that they teach and can do so in an enthusiastic way that keeps the class attentive and actually learning."

- Students either noted they felt there was a lack of accountability for "poor teaching" or expressed the desire for their feedback to be actioned or taken more seriously when provided.

> "Western could implement stronger oversight of teaching quality by regularly reviewing professors' instructional methods. This would help ensure they are effectively engaging students and not making course material harder to learn than necessary."

- In some cases, students indicated that ineffective teaching could be improved by further "teacher" training (of either faculty and/or TAs) or indicated the desire for more "Teaching Faculty" (as opposed to hiring faculty who were primarily interested in research).
- Desire to see improved consistency in and between courses. Students indicated that they would like to see OWL being used consistently in their courses to support their own organization and planning.

> "One area I can think of is increasing the clarity and consistency of course organization across OWL and other platforms. In larger classes, having a standardized structure for weekly modules, assignment instructions, due dates, and announcements would reduce confusion and help me stay on track."

Responses Unique to Undergraduate Students

Availability of Course and Study Materials

- Undergraduate students expressed a strong desire to have course materials available to them before or after lectures, including posting materials such as lecture slides and recorded lectures. While not all students provided reasoning for their suggestion, those that did indicated that the availability of lecture notes and recordings allows them to learn or prepare for assessment in their preferred style, meets accessibility needs, and reduces stress from unexpected absences from class.

> "Make it mandatory for professors to post their annotated slides/lecture recordings on OWL so students aren't coming to class sick because they fear missing content."

> "Making all courses have mandatory recordings and subtitles available. I found myself many times going to class while extremely sick, just because there was NO other way to get the lecture material. I also had

> teachers threaten to stop posting their lectures because of low attendance. As someone who always attended and re-watched EVERY lecture, this caused extreme stress and led to my eventual switching of programs”

- Undergraduate students also expressed desire for materials related to exam or test preparation, additional “study” resources, and for clarity of expectations from instructors regarding assessment (such as the desire for rubrics).

> “An immediate action that would have the greatest positive impact on my learning is improved consistency and clarity in course organization and communication. When weekly materials, assessments, and expectations are presented in a structured and predictable format, it reduces unnecessary confusion and allows students to focus more effectively on the course content itself.”

- Students also expressed the desire for more supports / resources, including support or resources for improving or developing “academic skills” (i.e. writing support, study skill support, study guides, tutors).

Improving or Reimagining Assessment

- Decreased emphasis on high-stakes tests and exams.
- Assessments need to be designed to better “test” learning and/or that they should be more applied (i.e. project based, collaborative, “more than multiple choice”).

> “Re-evaluating assessment techniques. Not everyone is able to show their learning and knowledge the same way.”

> “Encourage instructors to spread out the weights of marking on projects, quizzes and tests rather than just have one or 2 assessments that dictate the entire grade. This not only encourages spaced repetition for actual retention but also allows students to focus on learning the material rather than stressing out about just passing tests. Also if possible make those assessments be as close to as they can to a real application on the related field such as writing a paper on the specific format needed to submit to a journal for publication.”

- More frequent and high-quality feedback, including opportunities for smaller low- or no-stakes assessments for feedback or “practice”.

> “Increase opportunities for timely formative feedback including short check-ins, low-stakes quizzes, or quick comments on drafts. Immediate feedback helps students adjust their learning strategies while there’s still time to improve.”

Responses Unique to Graduate Students

Improved Supervisor Experiences

Graduate students expressed a desire for better experiences with their supervisors. Those that responded to this question with supervisor feedback indicated there is often a lack of clarity of expectations and support from their supervisors. There is also sentiment that they desire their supervisors to be evaluated or held accountable to higher standards in their supervisory duties.

> "For my learning, stronger supervision would make a significant difference. Many PhD supervisors in my department have heavy workloads and large numbers of students, and unfortunately they don't always have the time or energy to fully support my learning. As a result, I often feel quite alone in my studies."

> "More active overseeing of graduate student supervisors to ensure that grad students are receiving proper mentoring. Assess supervisor capabilities via asking current lab members and alumni questions about their experience with that supervisor."

More Funding

Graduate students also indicated the need for more funding or issues of affordability as important for their learning experience. This commentary was also present in responses by staff and faculty in other questions – that a lack of funding for graduate students was a challenge.

> "As a graduate student, ensure that we have appropriate funding. We do a considerable amount of teaching/research work and should have funding packages that adequately support us not having to work multiple jobs on top of our full-time research commitments. As an institution that prides itself on being research-intensive, that research cannot occur and move forward without graduate students."

Changes Western Should Make, According to Faculty and Staff[7]

Question: If there were no constraints or limitations, what changes should Western make to achieve your desired future of teaching and learning? *(Faculty and Staff only)*

[7] This question included text responses from 215 faculty and 178 staff (total number of responses = 393).

Responses to this question overlap considerably with responses to previous questions. The most common themes raised in this question were:

- Investing in what to do next with generative AI (includes: invest in an AI tool; support research involving AI; AI expertise and guidance needed; teach students to use AI in their processes; institutional refusal of AI and policies to support that decision)
- Improve resources and funding in the form of hiring, workload balance, and improvement of physical spaces
- Decrease class sizes
- Increase and support the administration of active and experiential learning opportunities

Unique themes raised in this question included:

- Decrease the student population to allow for more direct mentorship and collaboration with students
- Return to the original mission of the university to reemphasize the value of a university degree
- Eliminate degree programs that do not lead directly to employment
- Shift institutional funding to those dealing with challenges
- Ensure donor funding does not come from sources engaged in practices out of alignment with the institution (e.g., climate destruction, support colonization, war and weapons)
- Reduce presence and size of central administration

Future of Higher Education, According to Faculty and Staff[8]

Question: Over the next decade, higher education will continue to be shaped by factors such as generative AI, public conversations about the value of a degree, and resource constraints. What changes do you think lie ahead for higher education in the next 10 years, given these factors? *(Faculty and Staff only)*

Generative AI continues to be the most frequent theme within responses to this question, with a continued mixed sentiment between a threat, opportunity or neutral factor in the future of higher education.

[8] This question included text responses from 225 faculty and 213 staff (total number of responses = 438).

The next most frequent theme within responses to this question related to **Value Proposition**:

- There is concern that the value or integrity of a university education is in question – that more needs to be done to either redefine or promote its value. Technology (including GenAI) is cited as an opportunity or resource for the improvement of higher education or positioned as an inevitability.
- The quality of teaching was also indicated as a value proposition.

  > "I remain hopeful, but I think there needs to be a huge effort to raise public awareness of the value of a university education."
  >
  > "There needs to be shift back to valuing education for the sake of education. Every degree and learning opportunity is valuable. We are seeing a rise in Arts and Humanities studies across Asian countries - these programs have value. We need to communicate why this learning has value. It's not just STEM that is important."
  >
  > "I hope that as technology takes over some elements of teaching and learning that it creates space for deep learning across a range of areas (disciplinary, social engagement, value of learning, etc.) Enhancing focus on arts and humanities is absolutely required to help create and sustain a well-rounded citizen who values knowledge and experiences outside of the academic (and job related) bubble."
  >
  > "Degrees and teaching that don't differentiate from low cost online alternatives will not survive. Only highly practical and applicable programming with differentiated and truly outstanding teaching will be around."

- Some commentary suggested that "value" is (or should be) positioned relative to how well a Western education is preparing students for the job market.
- Experiential learning was positioned as a value proposition for the university and cited as being a potential positive factor for the future of higher education.

  > "Higher ed has to make its case. Saying a university education matters is great, but it's not clear why. Already, an undergraduate degree is not valued (students feel they must go on to graduate or professional degrees) to be competitive in the job market."
  >
  > "AI will be a challenge as it reduces the student's ability to think independently and learn to do research. There is already plenty of literature on this. The value of a degree will be predicated on what kinds of jobs students get when they graduate. Western does relatively well in this placement I believe, but we are rarely generating the stars that the

top universities in the world or the top corporations in the world are looking for."

"Over the next decade, higher education will likely move toward more flexible, technology-supported learning. Generative AI will become a common tool for research, writing, tutoring, and administrative support, which will require updated academic integrity policies and new approaches to assessment. Institutions may need to demonstrate the practical value of a degree more clearly through experiential learning, industry partnerships, and career-focused programming. Resource constraints will push universities to streamline services, adopt hybrid learning models, and prioritize programs that show strong student demand and community impact.

- There was concern that the workload demands, lack of support/ resources, and lack of recognition of high-quality educators is overlooked and therefore a threat to the value of a degree:

  "I think the biggest challenge is the value of a degree. With so many free-learning resources out there, why should one pay to be taught in a distracting classroom, when they can self-teach or learn for free or a fraction of the price?"

  "Resource allocation further complicates this issue, as the stark pay disparity between highly compensated senior administrators and the instructors who actually deliver the education raises serious questions about institutional priorities. If the value of a degree depends on the quality of instruction, educators should be compensated accordingly."

Outcomes of Education at Western, Reported by Students[9]

Question: What do you hope to gain from your education at Western? *(Students only)*

Students referenced multiple desired outcomes of their education, summarized in themes below. Graduate and undergraduate students tended to share the same overall themes, with some nuance.

[9] This question included text responses from 756 undergraduate and 286 graduate students (total number of responses = 1042).

Knowledge, an Education and/or Skills

- Desire for a positive educational experience, knowledge, understanding, and skills. Some students indicated a more general expression of their outcomes, while others indicated specific details of what they believed “education” to be.

  “An education that is recognized globally.”

  “Knowledge from course material. Skills to perform critical analyses of new information, skills to find reliable resources on different types of information. Networking to develop social circles with experts in different fields.”

  “I hope to gain a strong foundation in my field, along with the practical skills and professional confidence to apply what I learn in real settings. I also hope to develop the ability to think critically, collaborate with others, and continue growing as a learner long after I finish my program.”

Career and/or Advancement

- Desire to gain employment, a better career (generally) or a specific career in a desired field.

  “At this stage, I’m mainly hoping to strengthen my learning skills and build a solid academic foundation. But I also feel the pressure that many students face about future employment. So I hope that my education at Western can give me support beyond just resume-building, and something that helps me gain real, practical experience and confidence for the workplace. I want to develop both the skills I need for my studies now and the hands-on experiences that will help me transition into a career later on.”

- Desire to succeed or contribute positively to the workforce or their field.

  “An education that facilitates my effectiveness in the workforce.”

  “I hope to gain both practical and research experience that I can apply directly to my future jobs. This includes field courses, and individual projects that allow me to explore topics that I'm passionate about.”

Experience, Networks and Relationships

- Desire to have positive overall experiences that often include the development of strong connections or networks with their peers, faculty or professionals in industry.

  “Friends, industry connections, experience, and learning how to be a more resilient person.”

- Desire for practical experiences.

  > “I hope to gain real-world and hands on experience. In a professional program I am looking to leave feeling prepared to handle real situations and I want to gain the skills to do so. This would include more team-based, interdisciplinary learning.”

- Graduate students (more frequently than undergraduate students) specifically mention doing research, developing research skills, or gaining knowledge specifically for the purposes of research.

  > “Research skills and other professional skills (giving talks/presenting etc.)”

  > “I have gained what I wanted to gain from Western — a stimulating, collegial environment, and the intellectual freedom to take risks in my research. I feel satisfied with what this institution helped me achieve. With that said, Western did not directly help me with my work as an institution, although it created an environment within which those discoveries could happen.”

Other

Other themes identified in the responses to this question include:

- Desire for a degree or credential, sometimes citing the desire for such from a reputable institution.

  > “A degree/certification that is recognized/respected worldwide, and can take me anywhere I want to go.”

- Desire to gain a sense of personal accomplishment, growth or fulfilment from their education.
- Ability to make an impact either in their chosen field or in society / a community or the world.

  > “Go through intellectual stimulation, and grow from being pushed academically.”

  > “I want my time at Western to give me both knowledge and clarity, not just in the subjects I’m studying, but in who I want to become. I hope to leave with strong academic skills, confidence in my abilities, and a sense of direction for my future. I also want to grow as a person: build connections, develop discipline, learn how to balance life and school, and discover what I’m genuinely passionate about. I want my degree to open doors, but I’m also hoping the experience shapes me into someone capable, grounded, and ready for whatever comes next”

> "As I am about to graduate, I feel as though I have continued to learn grip and perseverance, through the process of completing my education here at Western. As much as you learn things from your professors about the area you have interest in, I personally think the growth I have had as an individual is irreplaceable."

Open Feedback[10]

Question: If there is anything else you would like to share about the Future of Teaching and Learning at Western, please do so in the text box below. *(Faculty, staff, and students)*

Comments left in this final question were weaved into existing themes elsewhere in the report to avoid redundancy. Themes were often shared across responses to open-ended survey questions, including when asked if there was anything else to share. Responses continued to comment on generative AI, the desire for high quality teaching, commentary on student attributes, and positivity toward experiential learning. Unique themes not captured elsewhere in this report are summarized here.

- Respondents took the opportunity in this question to express general sentiment toward their experience at Western or their impression of the future of teaching and learning, with a mix of generally positive and generally negative sentiments.

  > "I am enjoying Western so far, and am interested in hearing about new developments in the future of teaching and learning at Western!"

  > "Why bother creating a teaching/learning strategy when the resources are not available to support it? It comes across as disingenuous. You'll just have faculty and staff running around doing things that will have a limited impact on learning outcomes for students."

- Responses also reflected the sentiment that the teaching and learning experience should be student-centered, where students are supported in their learning experience, and have opportunities to engage with their peers and their instructors outside of the classroom.

  > "I believe the future of teaching and learning at Western should continue to focus on flexibility, accessibility, and meaningful hands-on learning. Students succeed when they feel supported academically and personally […]"

[10] This question included text responses from 67 faculty, 58 staff, and 174 undergraduate and 98 graduate students (total number of responses = 397).

“As Western continues shaping the future of teaching and learning, I think it’s important to prioritize approaches that meet students where they are—especially in large, content-heavy programs. Strengthening online learning, investing in clearer course organization, and incorporating more interactive, student-centered teaching methods would make a noticeable difference. Students benefit most when expectations are transparent, learning materials are accessible, and instructors have the support they need to use technology effectively. Overall, I hope Western continues moving toward a more flexible, engaging, and well-supported learning environment that helps students succeed regardless of course format.”

“I think the future of teaching at Western should focus on truly understanding how students learn today. University is getting harder to balance with everything else in life, work, mental health, and just trying to stay afloat. Small shifts, like more flexible pacing, clearer communication from instructors, and using technology in ways that actually support learning instead of complicating it, would go a long way.

Appendices

Appendix 1 – Student and Faculty Demographic Information

Table A 1 Student Demographics

	Undergraduate students	Graduate students	Professional students
Faculty / Academic Unit	*n*=984	*n*=385	*n*=111
Arts and Humanities	6.8%	10.4%	0.0%
Don Wright Faculty of Music	2.0%	1.3%	0.0%
Education	4.7%	15.1%	13.5%
Engineering	11.0%	7.5%	0.0%
Health Sciences	16.4%	20.0%	6.3%
Information and Media Studies	2.1%	7.0%	0.9%
Ivey Business School	3.6%	4.7%	0.9%
Law	0.0%	0.5%	21.6%
Schulich School of Medicine & Dentistry	5.3%	9.4%	51.4%
Science	24.0%	13.0%	0.0%
Social Science	23.9%	10.6%	0.9%
Western Continuing Studies	0.0%	0.3%	3.6%
Other	0.3%	0.3%	0.9%
Year of Program	*n*=983	*n*=384	*n*=109
Year 1	39.0%	46.9%	42.2%
Year 2	18.7%	27.9%	26.6%
Year 3	19.5%	7.3%	12.8%
Year 4	16.9%	8.3%	11.9%
Year 5 or more	5.9%	9.6%	6.4%
Graduate Degree Program		*n*=382	
Master's program	-	55.2%	-
Doctoral program	-	44.0%	-
Other	-	0.8%	-
Past or Current Teaching Assistantship		*n*=375	
Yes	-	54.9%	-
No	-	45.1%	-

Table A 2 - Faculty Demographics

Faculty / Academic Unit	*n*=274
Arts and Humanities	12.4%
Don Wright Faculty of Music	2.9%
Education	4.4%
Engineering	4.0%
Health Sciences	10.9%
Information and Media Studies	2.9%
Ivey Business School	2.9%
Law	1.5%
Schulich School of Medicine & Dentistry	13.9%
Science	12.0%
Social Science	25.2%
Western Continuing Studies	4.0%
Western Libraries	1.8%
Other	1.1%
Primary Appointment	*n*=270
Adjunct Professor	4.4%
Assistant Professor (Limited Duties)	5.6%
Assistant Professor (Limited Term)	7.4%
Assistant Professor (Tenure / Continuing track)	10.7%
Associate Professor (Limited Term)	0.7%
Associate Professor (Tenured / Continuing)	23.7%
Lecturer	10.4%
Librarian / Archivist	1.9%
Professor (Tenured / Continuing)	28.9%
Professor (Limited Term)	2.2%
Professor Emeritus	1.1%
Other	3.0%

Appendix 2 – Staff, Student and Faculty Survey Questions

Table A 3 Faculty Survey Questions

Q1	In which Faculty or academic area do you primarily work? o Arts and Humanities o Don Wright Faculty of Music o Education o Engineering o Health Sciences o Information and Media Studies o Ivey Business School o Law o School of Graduate and Postdoctoral Studies o Schulich School of Medicine & Dentistry o Science o Social Science o Western Continuing Studies o Other (please specify)
Q2	What is your primary appointment at the university? o Lecturer o Assistant Professor (Tenure / Continuing track) o Assistant Professor (Limited Duties) o Assistant Professor (Limited Term) o Associate Professor (Tenured / Continuing) o Associate Professor (Limited Term) o Professor (Tenured / Continuing) o Professor (Limited Term) o Librarian / Archivist o Other (please specify)
Q3	From the list below, please select up to 5 teaching and learning areas you believe are currently strengths for Western. o Assessment techniques o Collaborative learning (e.g., discussion, group work, peer learning) o Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning o Experiential learning (e.g., community engaged learning, internships, labs, research) o Generative AI in teaching and learning o Global and intercultural learning (i.e., students exercising social, political, and environmental responsibility both locally and globally) o Graduate supervision o Indigenizing teaching and learning o Inquiry-oriented learning (e.g., case-based learning, inquiry-based learning, problem-based learning) o Interdisciplinary learning o Lifelong learning skills o Online learning o Research on teaching and learning (i.e., Scholarship of Teaching and Learning; SoTL) o Students as Partners in teaching and learning (i.e., students collaborating with instructors to co-create curricula, assessments, teaching approaches, research on teaching, etc.) o Other (please specify) _____

Q4	From the list below, please rank your top 5 priorities for teaching and learning at Western over the next 5 years in order of importance (please drag and drop your top priority in the first spot on the list, your second priority in the second spot on the list, etc.). _____ Assessment techniques _____ Collaborative learning (e.g., discussion, group work, peer learning) _____ Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning _____ Experiential learning (e.g., community engaged learning, internships, labs, research) _____ Generative AI in teaching and learning _____ Global and intercultural learning (i.e., exercise social, political, and environmental responsibility both locally and globally) _____ Graduate supervision _____ Indigenizing teaching and learning _____ Inquiry-oriented learning (e.g., case-based learning, inquiry-based learning, problem-based learning) _____ Interdisciplinary learning _____ Lifelong learning skills _____ Online learning _____ Research on teaching and learning (i.e., Scholarship of Teaching and Learning; SoTL) _____ Students as Partners in teaching and learning (i.e., students collaborating with instructors to co-create curricula, assessments, teaching approaches, research on teaching, etc.) _____ Other (please specify) _____
Q5	Please rate the extent to which the following would be helpful in supporting you in your teaching. (Rate as: Not at all helpful, Not very helpful, Somewhat helpful, Quite helpful, Very helpful, Don't know) o Asynchronous teaching resources (e.g., online modules, web content) o Mentorship opportunities o Peer collaboration opportunities o Recognition in Performance Evaluation o Student as Partners opportunities (i.e., collaborating with students to co-create curricula, assessments, teaching approaches, research on teaching, etc.) o Teaching and learning workshops o Teaching awards o Other (please specify)
Q6	Please rate the extent to which the following strategies are effective in encouraging student attendance in your classes. If you have not used a strategy, please select Not Applicable (N/A). (Rate as: Not at all effective, Not very effective, Somewhat effective, Quite effective, Very effective, Not Applicable) o Assigning grades for class attendance o In-class quizzes o Opportunities for active learning (e.g., case method, group discussions) o Posting lecture notes after class on the OWL course site o Posting lecture notes in advance of class on the OWL course site o Posting course material other than lecture notes on the OWL course site o Other (please specify)
For the questions below, please provide any context that you feel is relevant in your answers (e.g., class size, undergraduate/graduate courses, online/face-to-face courses).	
Q7	In terms of **undergraduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning? _____

Q8	In terms of **graduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning? _____
Q9	What challenges are you currently experiencing in teaching and learning? _____
Q10	Over the next decade, higher education will continue to be shaped by factors such as generative AI, public conversations about the value of a degree, and resource constraints. What changes do you think lie ahead for higher education in the next 10 years, given these factors? _____
Q11	If there were no constraints or limitations, what changes should Western make to achieve your desired future of teaching and learning? _____
Q12	If there is anything else you would like to share about the Future of Teaching and Learning at Western, please do so in the text box below. _____

Table A 4 Staff Survey Questions

Q1	In your role, do you support Western's teaching and learning mission in some way? o Yes o No o I do not know *Skip to the end of the survey If "Q1 In your role, do you support Western's teaching and learning mission in some way?" = No*
Q2	From the list below, please select up to 5 teaching and learning areas you believe are currently strengths for Western. o Assessment techniques o Collaborative learning (e.g., discussion, group work, peer learning) o Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning o Experiential learning (e.g., community engaged learning, internships, labs, research) o Generative AI in teaching and learning o Global and intercultural learning (i.e., students exercising social, political, and environmental responsibility both locally and globally) o Graduate supervision o Indigenizing teaching and learning o Inquiry-oriented learning (e.g., case-based learning, inquiry-based learning, problem-based learning) o Interdisciplinary learning o Lifelong learning skills o Online learning o Research on teaching and learning (i.e., Scholarship of Teaching and Learning; SoTL)

	○ Students as Partners in teaching and learning (i.e., students collaborating with instructors to co-create curricula, assessments, teaching approaches, research on teaching, etc.) ○ Other (please specify) _____
Q3	From the list below, please rank your top 5 priorities for teaching and learning at Western over the next 5 years in order of importance (please drag and drop your top priority in the first spot on the list, your second priority in the second spot on the list, etc.). _____ Assessment techniques _____ Collaborative learning (e.g., discussion, group work, peer learning) _____ Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning _____ Experiential learning (e.g., community engaged learning, internships, labs, research) _____ Generative AI in teaching and learning _____ Global and intercultural learning (i.e., exercise social, political, and environmental responsibility both locally and globally) _____ Graduate supervision _____ Indigenizing teaching and learning _____ Inquiry-oriented learning (e.g., case-based learning, inquiry-based learning, problem-based learning) _____ Interdisciplinary learning _____ Lifelong learning skills _____ Online learning _____ Research on teaching and learning (i.e., Scholarship of Teaching and Learning; SoTL) _____ Students as Partners in teaching and learning (i.e., students collaborating with instructors to co-create curricula, assessments, teaching approaches, research on teaching, etc.) _____ Other (please specify) _____
Q4	Please rate the extent to which the following would be helpful in supporting you in your role as it relates to Western's teaching and learning mission. (Rate as: Not at all helpful, Not very helpful, Somewhat helpful, Quite helpful, Very helpful, Don't know) ○ Asynchronous teaching resources (e.g., online modules, web content) ○ Mentorship opportunities ○ Peer collaboration opportunities ○ Recognition in Performance Evaluation ○ Student as Partners opportunities (i.e., collaborating with students to co-create curricula, assessments, teaching approaches, research on teaching, etc.) ○ Teaching and learning workshops ○ Teaching awards ○ Other (please specify)
For the questions below, please provide any context that you feel is relevant in your answers (e.g., class size, undergraduate/graduate courses, online/face-to-face courses).	
Q5	In terms of **undergraduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning? _____

Q6	In terms of **graduate** education, what immediate action could Western take that would have the greatest positive impact on teaching and learning? _____
Q7	What challenges are you currently experiencing in your role as it relates to Western's teaching and learning mission? _____
Q8	Over the next decade, higher education will continue to be shaped by factors such as generative AI, public conversations about the value of a degree, and resource constraints. What changes do you think lie ahead for higher education in the next 10 years, given these factors? _____
Q9	If there were no constraints or limitations, what changes should Western make to achieve your desired future of teaching and learning? _____
Q10	If there is anything else you would like to share about the Future of Teaching and Learning at Western, please do so in the text box below. _____

Table A 5 Student Survey Questions

Q1	In which category of program are you currently enrolled? o Undergraduate program (e.g., BA, BSc) o Graduate program (e.g., Master's, PhD) o Professional program (e.g., LLB/JD, MD, DDS) o Other (Please specify) *Display Q2 If: "Q1 In which category of program are you currently enrolled?" = Graduate program (e.g., Master's, PhD)*
Q2	Of the following, in which of the graduate programs are you currently enrolled? o Master's program (e.g., MA, MSc, MPEd) o Doctoral program (e.g., PhD, EdD) o Other (Please specify) *Display Q3: If "Q1 In which category of program are you currently enrolled?" = Graduate program (e.g., Master's, PhD)*
Q3	Have you ever held, or do you currently hold, a Teaching Assistantship? o Yes o No
Q4	In which year of your academic program are you registered? o Year 1 o Year 2 o Year 3 o Year 4 o Year 5 or more

Q5	Of the following, which is your primary Faculty / academic unit of registration? o Arts and Humanities o Don Wright Faculty of Music o Education o Engineering o Health Sciences o Information and Media Studies o Ivey Business School o Law o Schulich School of Medicine & Dentistry o Science o Social Science o Western Continuing Studies o Other (please specify)
Q6	From the list below, please select up to 5 teaching and learning areas you believe are currently strengths for Western. o Assessment techniques o Collaborative learning (e.g., discussion, group work, peer learning) o Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning o Experiential learning (e.g., community engaged learning, internships, labs, research) o Generative AI in teaching and learning o Global and intercultural learning (i.e., students exercising social, political, and environmental responsibility both locally and globally) o Graduate supervision o Indigenizing teaching and learning o Inquiry-oriented learning (e.g., case-based learning, inquiry-based learning, problem-based learning) o Interdisciplinary learning o Lifelong learning skills o Online learning o Research on teaching and learning (i.e., Scholarship of Teaching and Learning; SoTL) o Students as Partners in teaching and learning (i.e., students collaborating with instructors to co-create curricula, assessments, teaching approaches, research on teaching, etc.) o Other (please specify) _____

Q7	From the list below, please rank your top 5 priorities for teaching and learning at Western over the next 5 years in order of importance (please drag and drop your top priority in the first spot on the list, your second priority in the second spot on the list, etc.). _____ Assessment techniques _____ Collaborative learning (e.g., discussion, group work, peer learning) _____ Equity, diversity, inclusion, decolonization, and accessibility in teaching and learning _____ Experiential learning (e.g., community engaged learning, internships, labs, research) _____ Generative AI in teaching and learning _____ Global and intercultural learning (i.e., exercise social, political, and environmental responsibility both locally and globally) _____ Graduate supervision _____ Indigenizing teaching and learning _____ Inquiry-oriented learning (e.g., case-based learning, inquiry-based learning, problem-based learning) _____ Interdisciplinary learning _____ Lifelong learning skills _____ Online learning _____ Research on teaching and learning (i.e., Scholarship of Teaching and Learning; SoTL) _____ Students as Partners in teaching and learning (i.e., students collaborating with instructors to co-create curricula, assessments, teaching approaches, research on teaching, etc.) _____ Other (please specify) _____
Q8	*Display Q8: If "Q1 In which category of program are you currently enrolled?" = Undergraduate program (e.g., BA, BSc)* ***OR*** *Q1 = Professional program (e.g., LLB/JD, MD, DDS)* ***OR*** *Q1 = Other (Please specify)* Please rate the effectiveness of the following strategies in encouraging your attendance in your classes. (Rate as: Not at all effective, Not very effective, Somewhat effective, Quite effective, Very effective, Not Applicable) o Assigning grades for class attendance o In-class quizzes o Opportunities for active learning (e.g., case method, group discussions) o Posting lecture notes after class on the OWL course site o Posting lecture notes in advance of class on the OWL course site o Posting course material other than lecture notes on the OWL course site o Other (please specify)
For the questions below, please provide any context that you feel is relevant in your answers (e.g., class size, undergraduate/graduate courses, online/face-to-face courses).	
Q9	What immediate action could Western take that would have the greatest positive impact on your learning? _____

Q10	What do you hope to gain from your education at Western? _____
Q11	*Display Q11: If "Q1 In which category of program are you currently enrolled?" = Undergraduate program (e.g., BA, BSc)* ***OR*** *Q1 = Professional program (e.g., LLB/JD, MD, DDS)* ***OR*** *Q1 = Other (Please specify)* From the list below, please rank the top 3 things that motivate you to be engaged in your education (please drag and drop your top priority in the first spot on the list, your second priority in the second spot on the list, etc.). _____ Choice in assessment format in my courses _____ Choice in what I am learning in my courses _____ Engaging lectures _____ Grades _____ Meaningful feedback _____ Opportunities for peer collaboration _____ Relevance to my future career _____ Relevance to my lived experience _____ Sense of community in my courses _____ Supportive instructors _____ Supportive teaching assistants _____ Other (please specify)
Q12	*Display Q12: If "Q1 In which category of program are you currently enrolled?" = Graduate program (e.g., Master's, PhD)* From the following list, what, for you, are the top 3 factors that make graduate supervision successful (please drag and drop your top priority in the first spot on the list, your second priority to the second spot on the list, etc.). _____ Clear communication _____ Clear expectations _____ Flexible deadlines _____ Meaningful feedback _____ Regular meetings _____ Respectful interactions _____ Supportive supervisor _____ Other (please specify)
Q13	If there is anything else you would like to share about the Future of Teaching and Learning at Western, please do so in the text box below. _____