

# Skills *for* Success

**THIRD EDITION - 2025**

A collection of initiatives  
supporting *Skills for Success*  
in Quebec's English-language  
post-secondary education sector.



Consortium of  
English-language  
CEGEPs, Colleges and  
Universities of Quebec

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# Welcome!

Welcome to the **2025 Skills Symposium** hosted jointly by the Consortium of English-language CEGEPs, Colleges, and Universities of Quebec and the Office of the Vice-Provost, Innovation in Teaching and Learning, Concordia University.

## About the Consortium

The Consortium of English-language CEGEPs, Colleges, and Universities of Quebec is an alliance of nine post-secondary institutions in Quebec: Bishop’s University, Champlain Regional College, Concordia University, Dawson College, Heritage College, John Abbott College, Marianopolis College, McGill University and Vanier College.

Funded by the *Secrétariat aux relations avec les Québécois d’expression anglaise* with the support of Bishop’s University, the Consortium is mandated to strengthen research and inter-institutional capacity related to the retention, employment, and success of English-speaking graduates from post-secondary institutions in Quebec.

The Consortium has partnered with Concordia University’s Office of the Vice-Provost, Innovation in Teaching and Learning to help operationalize its mandate by creating opportunities that bring people together from all nine Consortium institutions to share, foster relationships, and identify areas for potential collaboration to advance students’ skills for success.

To learn more about the Consortium of English-language CEGEPs, Colleges, and Universities of Quebec, visit [www.consortiumquebec.ca](http://www.consortiumquebec.ca)

To learn more about Concordia University’s Office of the Vice-Provost, Innovation in Teaching and Learning, visit [www.concordia.ca/provost/about/areas/innovation-teaching-learning.html](http://www.concordia.ca/provost/about/areas/innovation-teaching-learning.html)

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**Secrétariat aux relations  
avec les Québécois  
d’expression anglaise**

Québec 



## About this Booklet

This *Skills for Success Booklet* (third edition) is a compilation of submissions from members of the Consortium of English-language CEGEPs, Colleges, and Universities of Quebec for the Skills Symposium 2025, which is part of a project focused on **Skills for Success in Quebec’s English-language Post-secondary Education Sector**, established in partnership between the Consortium and Concordia University.

## About the Consortium’s Inter-institutional *Skills for Success* Steering Committee

On November 9th, 2023, the Consortium collaborated with the Office of the Vice-Provost, Innovation in Teaching and Learning at Concordia University to host the first annual Skills Symposium.

One of the recommendations to emerge from that event was the establishment of an interinstitutional steering committee to oversee initiatives, exchange information, and provide strategic direction to the Consortium’s work around the Skills for Success project.

**We are grateful to the following individuals from across our English-language post-secondary network for their valuable service on this committee:**

- [Andrea Cooperberg](#), Pedagogical Counsellor, John Abbott College
- [Avery Rueb](#), Dean of Academic Development, Vanier College
- [Bassam Chiblak](#), Experiential Learning Coordinator in Arts, Bishop’s University – Committee Chair
- [Celine Cooper](#), Managing Director, Consortium of English-language CEGEPs, Colleges and Universities of Quebec
- [Chanel Bourdon](#), Coordinator, Promotion and Enhancement of the French Language, Concordia University
- [Claire Elissalde](#), Skills Innovation Lead, Concordia University
- [Clea Corman](#), Organizational Development Lead, Provincial Employment Roundtable (PERT) (*Community Representative*)
- [Daniela Fernandes](#), Pedagogical Counsellor, Champlain – Lennoxville
- [Kim McFadden](#), Career & Employment Advisor, Bishop’s University
- [Max Jones](#), Director of Student Services, Dawson College
- [Susan Ajersch](#), Associate Director, Career and Professional Development, McGill Career Planning Services (CaPs), McGill University

A message from the Managing Director of the Consortium of English-language CEGEPs, Colleges and Universities of Quebec



On behalf of the Consortium of English-language CEGEPs, Colleges and Universities of Quebec, I'm delighted to welcome you to the third annual Skills Symposium and to introduce this year's *Skills for Success* booklet.

The nine institutions that make up the Consortium - Bishop's University, Champlain Regional College, Concordia University, Dawson College, Heritage College, John Abbott College, Marianopolis College, McGill University, and Vanier College - are united by a shared guiding principle: What can we do together that we can't do alone?

With the continued support of the *Secrétariat aux relations avec les Québécois d'expression anglaise (SRQEA)*, the Consortium remains committed to our mandate of strengthening the retention, employment and long-term success of graduates from our member institutions.

This year's Skills Symposium builds on the momentum and recommendations from previous Consortium gatherings, notably sharpening our efforts to broaden participation among faculty and students. The initiatives featured in this booklet illustrate what is possible when skills are understood not as isolated outcomes, but as integrated capacities that help learners flourish and contribute meaningfully to the social, economic, and cultural vitality of their communities here in Quebec.

My sincere thanks go to our dynamite interinstitutional Skills for Success Steering Committee for their dedication, time and energy to our shared work. I would also like to thank the Office of the Vice-Provost, Innovation in Teaching and Learning at Concordia University, especially Vice-Provost Rachel Berger, for such a productive partnership. My gratitude extends to our Skills Symposium 2025 contributors, panelists and presenters for sharing their expertise.

A very special thank you to Claire Elissalde and Jieliu Liu for bringing this event and the booklet you are reading to life.

**Celine Cooper**

Managing Director

Consortium of English Language CEGEPS, Colleges, and Universities of Quebec

Dear Colleagues,

Welcome to this year's Skills Symposium. It is a privilege to join so many dedicated educators and leaders who share a common purpose: preparing our students for success in a world that is changing quickly. This event gives us a chance to connect, exchange ideas, and work together on practical strategies that will shape the future of teaching and learning.

The higher education landscape is changing as new demands are made on public institutions to meet the evolving needs of society. New realities, whether technological, economic, or societal, are impacting how we think about education and the skills our graduates need to thrive. These shifts present challenges, but they also open doors to innovation and creativity. By embracing this, we can ensure that our institutions remain responsive and relevant.

Concordia is proud to carry this responsibility forward, guided by excellence and collaboration, and we are proud to do so in partnership with the Consortium of English-language CEGEPs, Colleges and Universities of Quebec. Together, we share a commitment to creating the conditions that allow our graduates to thrive socially, economically, and professionally, both here in Quebec and beyond. Our adaptability and excellence are reflected in the diversity of our community and the strength of our programs. While our reach is global, our roots remain firmly in Quebec, and this dual perspective positions us to lead with confidence as we navigate change.

Our role as educators is a privileged one. We have the opportunity to shape the formative years of our students' lives, equipping them with the tools, skills, and perspectives they need to thrive and succeed. By collaborating across institutions, our work to create pathways that prepare students for a dynamic future can be more impactful and effective.

I encourage you to make the most of this symposium—connect with colleagues, share insights, and explore new approaches. Together, we can turn challenges into opportunities and ensure that our learners are ready to make a positive impact on the world.

Thank you for your dedication to this vital work. I look forward to the ideas and partnerships that will emerge from our time together.

Sincerely,

**Dr. Rachel Berger**  
Vice-Provost, Innovation in Teaching and Learning  
Concordia University

# Skills Symposium

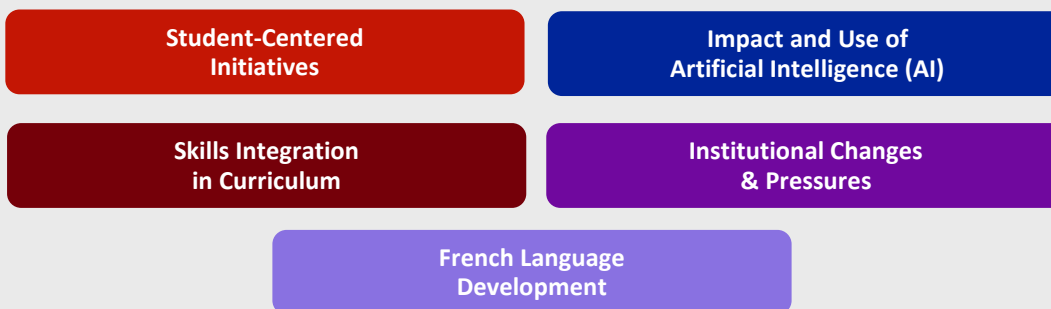
November 25, 2025

This day-long event aims to bring together the nine English-language CEGEPs, colleges and universities within the Consortium network to:

- foster stronger relationships;
- highlight initiatives happening within Consortium-member institutions that have proven successful in supporting students to develop their Skills for Success;
- identify best practices, opportunities, gaps, areas for collaboration, and resource sharing.

## Themes

Leading up to the *2025 Skills Symposium*, Consortium members have been invited to submit initiatives that speak to one or more of following skills-focused themes:



## Lightning Talks

During the morning of the *Skills Symposium*, a selection of Consortium members will give *Lightning Talks* on their submitted initiatives. These short, thought-provoking presentations are designed to share insight and impact, as well as spark conversation and possible collaboration.

## Wifi

To access the guest Wi-Fi at Concordia, use the following credentials. Please note that registration will be required - further [instructions can be found here](#).

- **WIFI NETWORK** = ConcordiaGuest
- **ACCESS CODE** = WAC-skills25

# Agenda

Time	Activity
9:00 - 9:30AM	<b>Registration, Coffee &amp; Pastries</b>
9:30 - 9:45AM	<p><b>Words of Welcome</b></p> <p><a href="#">Celine Cooper</a>, Managing Director, Consortium of English-language CEGEPs, Colleges, and Universities of Quebec</p> <p><a href="#">Rachel Berger</a>, Vice-Provost, Innovation in Teaching &amp; Learning, Concordia University</p>
9:45 – 10:45AM	<p><b>Panel Discussion: Disruption &amp; Change – Exploring Major Shifts Facing English-Language Colleges and Universities in Quebec Over the Next 5–15 Years.</b></p> <p><a href="#">Elizabeth (Liz) Charles</a>, Emeritus Co-Director, SALTISE; Faculty/Researcher, Dawson College</p> <p><a href="#">Camille Joseph Khoury</a>, Director, Programs and Partnerships Development, Colleges and Institutes Canada</p> <p><a href="#">Margaret (Maggie) BK Shepherd</a>, Dean, Williams School of Business, Bishop’s University</p> <p><a href="#">Robert Stephens</a>, Professor, Humanities/Philosophy, AI Initiative Co-Lead, Dawson College</p> <p><a href="#">Shreya Savant</a>, PhD Student, Information and Systems Engineering, Concordia University</p> <p><i>Moderator:</i> <a href="#">Celine Cooper</a>, Managing Director, Consortium of English-language CEGEPs, Colleges, and Universities of Quebec</p>
10:45 - 11:00AM	<b>Coffee Break</b>
11:00 - 12:00PM	<p><b>Lightning Talks</b></p> <ul style="list-style-type: none"> <li> <p><b>Can Soft Skills Boost Your Salary? A Research Initiative Connecting Students, Educators and Employers Around the Benefits of Transversal Skills</b></p> <p><a href="#">Avery Rueb</a>, Dean, Academic Development and Research, Vanier College</p> <p><a href="#">Kevin Casey</a>, Faculty of the Department of Psychology, Vanier College</p> <p><a href="#">Morgan Gagnon</a>, Policy Research lead, PERT Quebec</p> </li> <li> <p><b>Innovative Use of Space: Campus Space as Living Labs.</b></p> <p><a href="#">Céline Zhang</a>, Commerce Social Sciences Student &amp; Founder of Student Innovation Lab, Marianopolis College</p> </li> <li> <p><b>OUI Experience</b></p> <p><a href="#">Sarah Théberge</a>, Director, OUI Experience; Director of the Department of French and Quebec Studies, Bishop’s University</p> <p><a href="#">Marie-Ève Fiset</a>, Coordinator of French Hub, Development of Strategies for Assessing French-Language Competencies, Bishop’s University</p> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Experiential Learning: Turning Client Projects into Public Proof-Of-Work on LinkedIn</b>  <a href="#">Sandrine Hébert</a>, Experiential Learning Coordinator, Williams School of Business, Bishop’s University  <a href="#">Svetlana Davis</a>, Marketing Professor of the Williams School of Business &amp; Leader in Coordinating the program, Bishop’s University</li> <li>• <b>McGill SciLearn Program</b>  <a href="#">Kira Smith</a>, Student Engagement and Learning Manager, Office of Science Education, McGill University  <a href="#">Cyrille Mvomo</a>, Doctoral Researcher, McGill University</li> <li>• <b>Curriculum Integration of Career Readiness + Skills</b>  <a href="#">Julie Johnston</a>, Manager, Curriculum Innovation and Development, Office of the Vice-Provost Innovation in Teaching and Learning, Concordia University  <a href="#">Ying Li</a>, Curriculum Developer, Office of the Vice-Provost Innovation in Teaching and Learning, Concordia University  <a href="#">Claire Elissalde</a>, Skills Innovation Lead, Office of the Vice-Provost Innovation in Teaching and Learning, Concordia University</li> <li>• <b>GenAI QuickStart for Students</b>  <a href="#">Jennifer Banton</a>, Learning Strategist, Student Success Centre Learning Services, Concordia University  <a href="#">Dianne Cmor</a>, Associate University Librarian, Teaching &amp; Learning, Concordia Library  <a href="#">Ali Sohrabi</a>, Learning Experience Designer, eConcordia.</li> </ul>
<b>12:00 - 1:00PM</b>	<b>LUNCH</b>
<b>1:00 - 1:50PM</b>	<p><b>Panel Discussion: What Does "Skills for Success" Mean in Post-Secondary Curriculum?</b></p> <p><a href="#">Alice Cherestes</a>, Associate Dean Academic &amp; Senior Faculty Lecturer, Faculty of Agricultural and Environmental Sciences, McGill University</p> <p><a href="#">Colette Yellow Robe</a>, Tsististas and Suhtai Scholar; Associate Professor, School of Education, Bishop’s University</p> <p><a href="#">Charles Gedeon</a>, Co-Founder and Design Partner, Pragmatics Studio; Lecturer, Concordia University</p> <p><a href="#">Gwenola Grimaudet</a>, Co-Founder and Director, Edu2</p> <p><a href="#">Lidia Kruk</a>, Professor, Information Science Department, John Abbott College</p> <p><i>Moderator: <a href="#">Claire Elissalde</a>, Skills Innovation Lead, Office of the Vice-Provost Innovation in Teaching and Learning, Concordia University</i></p>
<b>2:00 - 2:45PM</b>	<b>Facilitated Discussion and Action Planning</b>
<b>2:55 - 3:00PM</b>	<b>Closing Remarks :</b> John McMahon, Sous-ministre adjoint, Secrétariat aux relations avec les québécois d’expression anglaise (SRQEA) – Ministère des Finances du Québec



# Initiatives

# Academic Integrity and Artificial Intelligence Tools

## MARIANOPOLIS COLLEGE

In response to the growing influence of AI tools on academia, Marianopolis College developed an online guide to educate students on responsible AI use. The guide provides clear definitions of key terms, addresses the limitations of AI tools and major concerns, emphasizes the College's policies regarding academic integrity, and offers practical strategies for students to engage with AI responsibly.

In conjunction with the online guide, its contents were presented to every incoming student during an academic integrity session. These presentations aimed not only to inform students about the potential uses and limitations of AI but also to foster a culture of academic integrity and provide a forum for open, honest discussion. Feedback from students indicated that the guide and presentation helped clarify expectations around AI use and encouraged thoughtful, ethical engagement with these tools.

This initiative addresses a critical need in the current academic context and serves as a replicable model for other institutions seeking to support students in this rapidly evolving technological landscape. This initiative is being developed into a workshop where students can engage directly with AI tools to learn first-hand about their capabilities, limitations, and ethical implications.

**TARGET AUDIENCE:** Incoming CEGEP students

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED?** YES

The guide and presentation can be replicated at other institutions and tailored to fit an institution's specific context.

## THEMES

Impact and Use of  
Artificial Intelligence (AI)

Student-Centered  
Initiatives

## CONTACT

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# All About Academic Integrity: Online Academic Integrity Modules

## VANIER COLLEGE

To emphasize the importance of academic integrity across the institution, Vanier College has developed and implemented All About Academic Integrity, a series of interactive online modules that are mandatory for all new students. These modules introduce and explain key concepts, such as academic integrity, academic misconduct, plagiarism, and how generative AI relates to these concepts, as well as giving students information about resources available to them.

Each module contains information, short activities, and realistic disciplinary scenarios, ending with students signing an academic integrity pledge. Completion is mandatory and is therefore tracked. While students complete them individually, the modules can also be used in a classroom setting as a teaching tool and can also be used in misconduct review settings.

**TARGET AUDIENCE:** All new students

**ASSOCIATED PARTNERS:** The Pedagogical Support and Innovation Office (Vanier College)

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

The content can be shared, and can be implemented at other institutions.

## THEMES

Student-Centered Initiatives

Impact and Use of Artificial Intelligence (AI)

## CONTACT

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# Budgeting Service

## BISHOP'S UNIVERSITY

The Budgeting Service helps Bishop's University club leaders create clear, realistic budgets and funding requests. It's a student-led initiative that's a learning experience for everyone involved: club leaders gain confidence with budgeting, and budgeting consultants learn how to explain financial concepts in a simple, practical way.

A lot of student leaders have great ideas for events and projects but struggle with the financial side of things. Budgeting can feel overwhelming, especially without a business or accounting background. The Budgeting Service was created to make that process easier and more approachable by offering collaborative, step-by-step support.

Last year, about ten clubs used the service informally, which showed just how much it was needed. This year, it's continuing in a more official way, helping students plan expenses, organize documentation, and find funding opportunities on campus. The service has already improved approval rates, reduced mistakes, and saved time for both students and administrators.

Overall, the initiative builds a stronger campus community by helping students bring their ideas to life while building financial literacy, confidence, and leadership skills. It's a great example of student-driven problem-solving that creates real, lasting impact beyond the classroom.

**TARGET AUDIENCE:** University students involved in clubs, projects, or personal finance who seek guidance or practical experience in financial management.

**ASSOCIATED PARTNERS:** Student affairs of Bishop's University and BU SRC (Bishop's University Student Representative Council)

### POTENTIAL TO BE SCALED UP/REPLICATED? YES

The Budgeting Service has great potential to be replicated at other universities. The service offers personalized guidance and easy-to-use templates that can be adapted to fit different campus systems. Because it's student-led and built around collaboration, it's simple to scale and apply anywhere. This model could help strengthen financial literacy and support student leaders across universities in managing their projects more effectively.

## THEMES

Student-Centered  
Initiatives

Institutional Changes  
& Pressures

## CONTACT

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# Can Soft Skills Boost Your Salary? *A research initiative connecting students, educators, and employers around the benefits of transversal skills*

## VANIER COLLEGE

What if developing your soft skills could literally boost your paycheck? This research partnership between Vanier College and the Provincial Employment Roundtable (PERT) explores the relationship between soft skills—such as collaboration, professionalism, and decision-making—and salary growth across Quebec companies.

In the age of artificial intelligence, as entry-level technical tasks are increasingly automated, the value of human-centered competencies is rising. This project aims to show students that developing soft skills doesn't just make them more employable—it can also make them more money.

Through employer surveys, interviews, and data analysis, the project investigates whether higher proficiency in key soft skills correlates with higher pay. In a paid 45-minute interview, human resource professionals review a soft skills framework that outlines varying performance levels, then indicate whether achieving higher levels typically results in a salary premium for employees in their organization. This process also validates both minimum and expert levels of performance and identifies where mastery translates into tangible compensation gains.

In the end, the findings will inform the creation of an industry-validated Transversal Skills Portrait, mapping the competencies most valued by employers and identifying performance indicators for success. It's also an effort to connect post-secondary institutions, employers, and community organizations through a shared soft skill framework.

**TARGET AUDIENCE:** The primary audience for this initiative is **students**, as the study aims to motivate them to actively develop their soft skills by showing that these competencies can directly influence career success and salary growth—especially in an era where AI is reshaping entry-level work. The project also targets **schools and teachers**, helping them see how embedding soft skills into curriculum design can better prepare students for real-world success. Finally, it engages **companies and HR professionals**, encouraging them to recognize that soft skills can be defined, measured, and rewarded through clear performance levels.

Together, these audiences contribute to a broader goal: creating a Quebec framework of soft skills that makes the development of soft competencies transparent, motivating, and aligned across employers, educators, and communities.

**ASSOCIATED PARTNERS:** The Provincial Employment Roundtable (PERT)

### POTENTIAL TO BE SCALED UP/REPLICATED? YES

The project begins with 20 company interviews funded through our first Entente Canada–Québec grant, focused on validating links between soft skills and salary growth. The next phase will expand this work to additional industries, creating sector-specific lists of transversal skills with defined minimum and expert performance levels.

These results could be anonymized and aggregated to ensure company privacy while building a Quebec-wide framework for soft skills that could be adopted by other post-secondary institutions and employer networks. With additional grant support, scaling this research across colleges and sectors would be both feasible and highly impactful.

## THEMES

Student-Centered Initiatives

Impact and Use of Artificial Intelligence (AI)

Institutional Changes & Pressures

## CONTACT

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<https://capibility.com/>

# Community-Based Internship Program

## CONCORDIA UNIVERSITY

The Community-Based Internship Program connects students with organizations leading social change across Tiohtià:ke (Montréal). More than paid placements, these experiences invite students to build relationships, contribute meaningfully, and grow through shared learning.

Rooted in a non-extractive model, the program prioritizes community needs and ensures that internships contribute to the goals of host organizations. All our partners are community organizations and small grassroots groups, making structured support and longstanding, trust-based relationships key to the program's success.

This program is a collaboration between the Office of Community Engagement and SHIFT Centre for Social Transformation. Together, we support partnerships that develop over multiple years and are grounded in care, trust, and mutual understanding—mobilizing university resources and connections in service of partner priorities.

Since 2021, the program has connected more than 200 students from across disciplines with community organizations advancing social transformation across Tiohtià:ke. Alongside their placements, students participate in workshops designed to foster reflection, connection, and deeper learning.

**TARGET AUDIENCE:** Concordia students across disciplines interested in social transformation and community work. Small, informal community organizations that are involved in socially transformative work and deeply embedded in local communities.

**ASSOCIATED PARTNERS:** The program has multiple community partners; a list can be found here: <https://www.concordia.ca/about/shift/funded-partners.html>

### **POTENTIAL TO BE SCALED UP/REPLICATED? YES**

The program's grounding in long-term partnerships, structured support for partner organizations, and its non-extractive and mutually beneficial approach can be adapted to various programs and contexts.

Additionally, the program's capacity to integrate students from diverse cultural and geographic backgrounds into local communities could be especially valuable for institutions looking to enhance opportunities for students to engage in local issues.

## THEMES

Student-Centered  
Initiatives

## CONTACT

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# Concordia Learning Inventory

## CONCORDIA UNIVERSITY

The Concordia Learning Inventory is an interactive self-assessment tool developed by Learning Services to help students identify their personal strengths and challenges in academic learning. Adapted from established models such as the Learning and Study Strategies Inventory (LASSI), this version was created specifically for Concordia students navigating the transition to university-level study.

Through a series of short, Likert-style questions, the inventory guides students to reflect on their study habits across key areas such as time management, reading and note-taking strategies, exam preparation, and problem-solving for math-based courses. Upon completion, each student receives an individualized, printable action plan summarizing their results and offering targeted next steps. These include recommended Concordia workshops, online learning resources, handouts, and appointments with a Learning Specialist for additional support.

Designed to be practical, accessible, and action-oriented, the Learning Inventory helps students move from reflection to improvement. It promotes self-awareness, connects students directly to Concordia's in-house academic support network, and encourages proactive engagement with available resources. By combining evidence-based principles with personalized feedback, the Concordia Learning Inventory empowers students to make informed decisions about their learning and to apply effective strategies for success throughout their studies.

**TARGET AUDIENCE:** Students

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED?** MAYBE

While the tool is specific to Concordia University in its design and output and currently available only to Concordia students, the concept could easily be adapted by other institutions. Each university could tailor the model to reflect its own academic support services, learning resources, and student success initiatives.

## THEMES

Student-Centered  
Initiatives

Institutional Changes  
& Pressures

## CONTACT

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# Connecting Instructors Around Gen AI and Assessment: Strategies for Teaching, Learning, and Community Building

## MCGILL UNIVERSITY

As generative AI reshapes the landscape of teaching and assessment, instructors in higher education are seeking practical and sustainable ways to respond by rethinking their assessments and overall course design. At McGill, Teaching and Academic Programs (TAP) have been using multiple access points to explore strategies that bring instructors together to share their approaches to generative AI in teaching and learning. Through a series of guided community conversations and podcast interviews, participants have exchanged concrete teaching approaches and reflected on what responsible generative AI use looks like in their contexts. These discussions highlight a range of strategies: clarifying and effectively communicating expectations around AI use, emphasizing the importance of intentionality when designing AI into—or out of—assessments, and helping instructors build their AI literacy through practice and transparency. At its core, this work is about connection and creating spaces where instructors can learn from one another's experiences and challenges and build a shared understanding of how assessment and pedagogy are evolving. The resulting community continues to grow as a collaborative space for ongoing reflection and practical idea-sharing.

**TARGET AUDIENCE:** Instructors and educational developers interested in assessment, teaching practices, and faculty collaboration around Gen AI.

**ASSOCIATED PARTNERS:** N/A

### POTENTIAL TO BE SCALED UP/REPLICATED? YES

The strategies and community format are easy to adapt in any college or university context. Facilitated discussions, resource-sharing, and short-form storytelling (such as podcasts) offer approachable ways to engage instructors in conversation about Gen AI and assessment. Because the emphasis is on open exchange and community building rather than a fixed model, institutions can tailor the approach to their own teaching cultures while maintaining a shared focus on responsible and reflective Gen AI use.

## THEMES

Impact and Use of Artificial Intelligence (AI)

Institutional Changes & Pressures

## CONTACT

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# Course Registration Nudge AKA How Can I Help?

## CONCORDIA UNIVERSITY

Timely registration is critical for students and academic advisors alike, ensuring access to courses and a smooth start to the term. When we noticed a significant number of students hadn't registered on time, we decided to reach out—not with warnings or reminders, but with care. We sent a short, personal email that was warm and direct. It simply said we'd noticed they hadn't yet registered and asked if we could help.

The response was remarkable. Many students replied with gratitude, surprise, or relief that someone had noticed and cared. Some faced simple barriers which included technical issues, holds, or uncertainty about next steps—issues we could quickly resolve. Others just needed to know the university was paying attention.

As part of the initiative, we gathered data on each interaction and the barriers students faced. Partners across the university collaborated to address these challenges. Together, we not only resolved issues for individual students, but improved processes for future cohorts.

This small act of genuine concern sparked hundreds of conversations and helped bring students back on track. It reminded us that sometimes the most effective student success interventions begin with a single, human message.

Inspired by the work of Dr. Chris Hutt at Kennesaw State University, this project affirms that care, curiosity, and collaboration can move the needle on student success.

**TARGET AUDIENCE:** All students who were not yet registered in courses

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED?** YES

The initiative requires support from a communications team to send the message out, and then a small team to reply to the emails from students, but otherwise it is a low resource, high value activity. We run the initiative centrally; running it from a department or unit would be even simpler.

## THEMES

Institutional Changes  
& Pressures

## CONTACT

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# Curriculum Integration of Career Readiness + Skills

## CONCORDIA UNIVERSITY

Building on Humanities+ (launched in 2021), this initiative embeds transferable skills and career-readiness into academic programs through intentional curricular design. Originally a co-curricular program focused on reflective learning and applied experiences, the project now works directly with departments to make visible the skills inherent in disciplinary study and connect them to contexts beyond the classroom.

Piloted in Theological Studies (2023) and expanded in 2024, our approach begins with listening—identifying existing skills and co-creating entry points aligned with departmental priorities. Strategies include integrating skills into program outcomes, reframing assignments, and designing activities that help students articulate the skills developed through their learning. Applied learning opportunities such as internships, experiential projects, and networking complement this work.

This is not about résumés or duplicating the work of our Career Services team. It is about equipping students with an understanding of their durable, transferable skills, as well as confidence in their professional potential. Faculty benefit from practical resources, a *Transferable Skills Toolkit* and step-by-step design guides, that provide a clear pathway from concept to implementation. The result: stronger student engagement, enhanced employability, and deeper connections between academic learning and life beyond university.

**TARGET AUDIENCE:** Faculty and students

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED?** YES

This approach can be adapted and used in other institutions that wish to embed career readiness and/or skills awareness and development into academic programs. The design of the approach has scalability built into it; the work can be done at a micro scale with individual instructors in specific courses or at a macro scale considering the entire academic program or working with entire departments.

## THEMES

Student-Centered  
Initiatives

Skills Integration  
in Curriculum

## CONTACT

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# Doctoral Peer Mentorship Program

## CONCORDIA UNIVERSITY

The Doctoral Peer Mentorship Program is Canada's first structured, cross-disciplinary peer mentorship model for PhD students, designed to support doctoral students during the pivotal first year. Through mentorship circles led by senior PhD students, the program helps new PhD students build connections, gain confidence, and develop essential skills that contribute to their success and integration.

Moving beyond traditional one-on-one mentorship, this new initiative harnesses the power of community support and shared learning to address challenges such as isolation, hidden expectations, and uncertainty about academic milestones. Through regular group meetings and individual check-ins, mentees receive peer guidance on navigating the hidden curriculum, managing workloads, setting meaningful goals, and accessing campus resources that promote their academic and professional development. Mentors, in turn, enhance their facilitation, leadership, and inclusive communication skills through structured training and reflection.

Together, mentors and mentees engage in a reciprocal learning process that fosters a wide range of transferable skills—such as communication, collaboration, leadership, critical reflection, adaptability, and self-management—that support success both within and outside academia.

Created through cross-campus collaboration and benchmarking with graduate schools across Canada, the program provides a scalable and sustainable model that institutions can adapt to improve doctoral student transition, engagement, and success. It marks an innovative step forward in integrating peer mentorship as an educational tool and practice to build more connected and resilient graduate communities.

**TARGET AUDIENCE:** First-year PhD students

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED?** YES

The model's scalability lies in its flexible and low-resource design. The mentorship circles can be adjusted in size and frequency to suit different departments or degree levels (master's, PhD, and undergraduate students).

## THEMES

Student-Centered  
Initiatives

## CONTACT

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# Enabling Engineers to Tackle ELSEE (Ethical, Legal, Socio-Economic & Environmental) Challenges in Project Design & Problem Solving

## CONCORDIA UNIVERSITY

How can instructors support students in better linking technological skills to projects that are responsibly and ethically designed? One instructional approach employed by the Centre for Engineering in Society (CES) at Concordia University, involves trying out an ‘ELSEE framework’ approach in undergrad engineering classes. This talk will briefly explain how the ELSEE framework has been embedded into a 13-week, semester-long course.

The ELSEE framing employed by Concordia CES involves teaching a crosscutting, integrated set of skills that builds Ethical, Legal, Socio-Economic and Environmental (ELSEE) professional competencies into the design of engineering projects, prototypes and processes. The ELSEE approach exposes students to understanding the history of science and engineering failures or disasters. Students are also encouraged to reflect upon and reframe their *in-situ* project design solutions to better address the cross-cutting impacts of technologies and infrastructures. Some students even directly consider tackling wicked global and local challenges such as climate and environmental change, poverty and socio-economic inequalities directly in their projects, processes or prototypes.

The ELSEE approach developed in my “ENGR 392—Social Impact of Technology” classes, has drawn-upon in-class lectures, workshops, and team-based weekly labs (linked to related readings and testing). The approach scaffolds student learning and skills-building with an early focus on an individual technology assessment assignment and later a final month-long collaborative team-based project that applies ELSEE dimensions in assessing emergent technology systems (such as artificial intelligence, robotics, nanotech, etc.). The monthlong project features a team-developed proposal, showcase presentation, final report and team / self-reflective evaluation.

Overall, the ELSEE approach has included a focus on critical engineering and technology student skills such as teamwork, problem/project definition, systems design, integrated thinking, simulation and scenario responses, public policy analysis and designing strategies for assessing and tackling legal and ethical dilemmas, as well as complex socio-economic and environmental challenges.

**TARGET AUDIENCE:** Students and instructors (Particularly those in STEM fields.)

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED?** YES

The project could have potential to be applied in various STEM or technical disciplines.

## THEMES

Student-Centered  
Initiatives

Skills Integration  
in Curriculum

## CONTACT

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# Experiential Learning: Turning client projects into public proof-of-work on LinkedIn

## BISHOP'S UNIVERSITY

At the Williams School of Business, approximately 90% of courses are delivered through experiential learning (EL), with client projects embedded to bridge theory and practice. Aligned with the Skills for Success framework, these engagements let students apply classroom concepts to real business challenges while developing transferable skills—communication, problem solving, teamwork, adaptability—and building digital literacy to use technology responsibly and anticipate AI's impact. This approach provides meaningful exposure and fosters lifelong learning, so graduates are not only career-ready, but ready to lead at the intersection of human insight and technological innovation.

To take EL one step further, we move from the old model—private recommendation letters and unsearchable résumé bullets—to a new model that turns client projects into public, verifiable proof-of-work on LinkedIn. Using a standardized, five-step posting template from faculty or school accounts, each showcase:

1. Names the partner and objective,
2. Identifies the student contributors and their roles,
3. Summarizes key actions and methods/tools,
4. Reports concrete results—one or more metrics (e.g., assets delivered, engagement, views, ranking, turnaround) plus a brief qualitative outcome (e.g., acceptance, feature, invitation to present), and
5. Links to the artifact (report, deck, reel, or live asset) with appropriate gratitude and tagging.

These posts function as authentic digital portfolios and credible hiring signals that employers can verify in seconds. By translating client-project outcomes into visible signals, this initiative helps students stand out in the job market and reinforces EL as both an educational and professional accelerator. The template also prompts reflection, strengthens digital literacy, and develops self-marketing and personal branding. In sum, we move from telling to showing—publishing verifiable results via five-step posting template that scales across courses and partners—so skills are not just taught but seen and valued by students, programs, employers, and the wider community.

**TARGET AUDIENCE:** Faculty, students and external partners

**ASSOCIATED PARTNERS:** WSB professors, Bishop's Alumni Association, local community organizations, and local businesses.

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

This project is highly scalable and easily replicable because of its framework that can be shared and replicated to any types of EL projects.

## THEMES

Student-Centered Initiatives

Impact and Use of Artificial Intelligence (AI)

Skills Integration in Curriculum

## CONTACT

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# FUSION Skills Development Curriculum

## CONCORDIA UNIVERSITY

The [Future Skills Innovation Network \(FUSION\)](#), currently funded by ESDC Canada, is a collaborative network of Canadian universities focused on exploring inclusive and innovative learning approaches to foster skill development and prepare university students across the country for their futures.

Since 2021, FUSION has been developing a *Skills Development Curriculum* - a collection of 13 modules that have been carefully researched and created in collaboration with subject matter experts. These modules help students develop skills that will set them up for success at school, at work, and in life, and align with the skills sought after by employers.

The online modules that make up the curriculum provide students the opportunity to intentionally learn and apply these skills in a flexible manner through 4-hour online modules. These easy-to-use modules can be engaged in at any time, in a self-directed OR facilitated manner, and applied to school, volunteering, work, or personal life.

The skill modules are currently in use within our 5 partner institutions in a wide variety of contexts (curricular and co-curricular). To learn more, check out the [FUSION Curriculum Overview Slide Deck](#) or explore examples on the [University of Calgary page and facilitation guide](#).

FUSION is actively seeking to share the modules and the curriculum with other institutions! The modules are FREE to use and are licensed under a Creative Commons license ([BY-NC-SA 4.0](#)). We encourage anyone who is curious or interested to reach out to us!

**TARGET AUDIENCE:** Students

**ASSOCIATED PARTNERS:** Future Skills Innovation Network (FUSION); I.e., Carleton University, University of Calgary, University of Saskatchewan, Memorial University of Newfoundland. Also, ESDC (project funder)

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

These modules and supporting tools are designed to be used in any post-secondary institution. While the current focus is adoption and use within post secondary, there is also a goal of expanding the use to other organizations (non-profit, for-profit) as well as making them available to the general public through a web interface.

## THEMES

Student-Centered  
Initiatives

Skills Integration  
in Curriculum

## CONTACT

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# GenAI QuickStart for Students

## CONCORDIA UNIVERSITY

In universities and colleges, with the rapid integration of generative artificial intelligence (GenAI) into academic life, students are increasingly using tools such as ChatGPT and Gemini. However, many do not understand the implications and responsibilities that come with their use. In response, Concordia University has developed a five-module, self-paced learning program to help students understand how to use GenAI ethically, effectively, and in alignment with academic integrity practices.

Developed collaboratively with the Library, Learning Services, Centre for Teaching and Learning, Graduate Studies, Student Advocacy Office, and eConcordia, the modules combine guidance with practical, scenario-based learning. The short, interactive units introduce student characters who model common dilemmas around GenAI use in studying, writing, research, and presentations. Learners follow these characters through situations involving choices around use, acknowledgement, and critical evaluation of AI outputs.

The series includes:

1. GenAI tools: when, which, how – consider types of tools and critically evaluate output
2. GenAI and learning – use GenAI as a learning aid without compromising learning
3. GenAI and academic integrity – understand common academic integrity pitfalls
4. GenAI and professors' expectations – navigate instructors' expectations and academic responsibilities
5. GenAI and graduate research – explore thoughtful, ethical use for graduate-level work.

Each module includes activities and quizzes. The program's design emphasizes accessibility, clear visuals, and student-friendly language, and is openly designed and licensed in order to be used in any institution of higher learning.

This initiative not only supports students' immediate understanding of GenAI use but also aims to build digital literacy and critical thinking skills. By situating academic integrity at the heart of AI literacy, this project models a forward-thinking, educational approach that balances innovation with responsibility.

**TARGET AUDIENCE:** College and university students at all levels in all disciplines.

**ASSOCIATED PARTNERS:** McGill University Library; eConcordia; and Concordia University: Library, Learning Services, Student Advocacy, Centre for Teaching and Learning, and GradProSkills

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

The GenAI Quickstart for Students modules were intentionally conceptualized and designed as an open educational resource (OER) from the beginning of the project. They are institutionally-agnostic with no mention of specific institutions or policies. Files are available to be downloaded from the Concordia website for integration into other institutionally branded websites. SCORM packages are also available for LMS integration. The series is licensed under Creative Commons Attribution 4.0 International. A French version is forthcoming.

## THEMES

Student-Centered Initiatives

Impact and Use of Artificial Intelligence (AI)

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# Innovative Use of Space: Campus Space as Living Labs

## MARIANOPOLIS COLLEGE

Campus Space as Living Labs is an innovative proposal to repurpose underused indoor and outdoor campus areas into student-designed “third spaces” and super-curricular research sites. The goal is to improve well-being in a multidisciplinary way and embed *Skills for Success* into real coursework. Third spaces for students: ergonomic seating, quiet nooks, and outdoor study zones that reduce stress and increase time on task.

1. Increase outdoor, curriculum-linked research: allow students to immerse themselves by conducting research studies across disciplines (e.g., engineering, biology, psychology, commerce, and health). *Example:* a research project that combines a student survey, a petition to improve amenities, and a biodiversity count comparing campus results to a known reference site (e.g., Mount Royal Park). This is an innovative approach to skills integration in curriculum and assessment.
2. Public art with local relevance: small installations or murals that make learning visible and connect to Montreal’s culture, supporting student-centered initiatives.
3. Indigenous recognition and co-creation: land acknowledgements that lead to action, such as co-designed plantings, signage, or programming with Indigenous students and partners. This helps align campus priorities and catalyzes sector-wide action.

**TARGET AUDIENCE:** Faculty and course instructors across all disciplines (e.g. Social Science, Biology, Psychology, Commerce, Health, Pure and Applied); Administration, Marianopolis College Environmental Certificate students; Indigenous student services; Sustainability Committee and Facilities (e.g., bike racks, seating, plantings); student unions/associations; campus art/public art committees.

**ASSOCIATED PARTNERS:** Professor Jean-Michel Cohalan. Social Science Program Coordinator. [j.cohalan@marianopolis.edu](mailto:j.cohalan@marianopolis.edu)

### POTENTIAL TO BE SCALED UP/REPLICATED? YES

The model grows from the Zone Zen mindful study space at Collégial international Sainte-Anne, which showed how ergonomic, student-designed environments promote well-being and reduce stress. This initiative led by student Céline Zhang is recognized by the Journal de Montréal, the Rideau Hall Foundation, and the national charitable organization Children First Canada.

## THEMES

Student-Centered Initiatives

Skills Integration in Curriculum

Institutional Changes & Pressures

## CONTACT

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# McGill SciLearn Program

## MCGILL UNIVERSITY

The SciLearn Program equips students to succeed at university and beyond using the neuroscience of learning. By helping students learn how their brains work and empowering teaching staff to leverage neuroscience-informed teaching practices, we're nurturing a culture of collaborative, neuroscience-informed learning and teaching at McGill University. The program has three components:

- 1) Guest lectures: We collaborate with professors to understand the demands of core courses in the Faculty of Science and equip students for success using neuroscience-informed learning strategies.
- 2) Collaborative learning space: We facilitate a daily, drop-in learning environment for students to study and connect with peers, mentors and teaching staff, and to try out neuroscience-informed learning strategies.
- 3) Community events: We host audience-specific events to foster a culture of neuroscience-informed teaching and learning (e.g. workshops for instructors and TAs on leveraging neuroeducation principles for next-level teaching).

**TARGET AUDIENCE:** Primarily undergraduate students in the Faculty of Science. To cultivate broader engagement in neuroscience-informed teaching and learning, and to ensure that our messages are reinforced by all community members, we also work directly with graduate students, instructors, staff, prospective university students, and the public through social media.

**ASSOCIATED PARTNERS:** Faculty of Science

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

We have already met many individuals who are interested in learning about this initiative and implementing it in their own contexts. Our focus on building institutional knowledge and developing streamlined processes means that the program has been easy to scale and can be run by other individuals (e.g. we have process guides which we can share!)

## THEMES

Student-Centered  
Initiatives

Skills Integration  
in Curriculum

## CONTACT

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# McGill SCS Cloud Security Micro-credential

## MCGILL UNIVERSITY

The McGill School of Continuing Studies Cloud Security Micro-credential is an eight-module, fully online, part-time program designed to equip any professionals with the knowledge and skills required to address contemporary challenges in cloud security. Developed collaboratively by academic experts and industry practitioners and supported by the National Cybersecurity Consortium (NCC)-Government of Canada, the program provides a comprehensive and flexible pathway for learners from both technical and non-technical backgrounds.

The first two self-paced modules introduce fundamental cloud and cybersecurity concepts for participants with limited prior experience. Modules 3 through 8 are instructor-led and focus on advanced topics through practical labs, applied case studies, and live interactive sessions. Upon completion, participants receive digital badges recognizing their level of achievement: Cloud Security Fundamentals, Cloud Security Practitioner, or Cloud Security Expert, depending on the number of modules completed.

This program prepares learners for a wide range of professional roles, including Cloud Security Analyst, Cloud Security Architect, Risk Assessment Auditor, and Cloud Security Manager. Its modular design allows working professionals to balance ongoing career commitments while enhancing their expertise in cloud security. Furthermore, the curriculum aligns with leading industry certifications, such as CCSK ensuring that graduates are well-positioned to meet the evolving needs of the digital economy.

**TARGET AUDIENCE:** Individuals from diverse professional backgrounds who are interested in developing foundational or advanced expertise in cloud security.

**ASSOCIATED PARTNERS:** Supported by The National Cybersecurity Consortium (NCC)-Government of Canada and developed in collaboration with Ateko (formerly FX Innovation), a Bell Canada company.

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

The School of Continuing Studies (CSC) is open to collaborations with other institutions. The modular approach used in the Cloud Security Micro-credential provides a flexible and adaptable framework.

## THEMES

Student-Centered  
Initiatives

Skills Integration  
in Curriculum

## CONTACT

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# Microcredentials: Integrating Skills Development for Future-Ready Graduates

## CONCORDIA UNIVERSITY

Concordia University has recently been developing and offering microprograms, with a significant acceleration in the past five years, particularly in response to the COVID-19 pandemic. This initiative aims to provide flexible, skill-based learning for working adults and address industry demands, supported by funding from the Quebec government to develop programs for upskilling and reskilling workers. Examples of these funding programs include the *Programme d'aide à la relance par l'augmentation de la formation (PARAF)*, which supports the upskilling and reskilling of Quebec's workforce in a rapidly changing labor market. Additionally, there have been multi-million-dollar investments in the IT sector, support for internships and research-industry partnerships, and specific programs to address labor shortages in priority sectors such as health and technology.

**Timeline:** In 2021, the Faculty of Fine Arts launched its first two 9-credit microprograms in Screenwriting and Film, as well as Web Design and User Interface. The Faculty of Fine Arts also introduced its third microprogram, Fundamentals in Digital Filmmaking. These microprograms represent the first phase in creating a larger program that allows students to combine three or four predetermined microprograms. The combination of these qualifications will fulfill the requirements for a full 30-credit Undergraduate Certificate in Film Production. The Faculty of Arts and Science also introduced three microprograms: the Microprogram in Indigenous Land-based Education (Fall 2023), Microprogram in Sustainability Principles (Fall 2025), and Microprogram in Innovation Mindset (Fall 2025). Concordia is also offering microprograms at the graduate level, including Applied Artificial Intelligence, Curatorial Studies, and Sustainability Perspectives.

### Purpose:

- **Employer Demand:** There is a strong focus on designing programs that provide specific, in-demand skills—both technical and broad—that employers seek.
- **Target Audience:** Universities are creating these shorter credentials to attract working adults and individuals looking to upskill or reskill, often in collaboration with industry partners.
- **Flexibility:** Microprograms offer a more flexible and shorter-term alternative to traditional degrees, making education more accessible to those with time constraints.
- **Workforce Preparation:** They are designed to bridge skills gaps and prepare graduates for the workforce more effectively and quickly than traditional degrees.

**TARGET AUDIENCE:** 1) Students currently enrolled or interested in microprograms; 2) Non-traditional students with diverse academic backgrounds seeking accessible educational opportunities; 3) Mid-career professionals interested in upskilling or reskilling; 4) Faculty and academic administrators interested in curriculum innovation and skills integration; 5) Representatives from post-secondary institutions within the consortium network; 6) Industry partners seeking to collaborate with educational institutions; 7) Individuals involved in the development and implementation of microcredentials

**ASSOCIATED PARTNERS:** N/A

### POTENTIAL TO BE SCALED UP/REPLICATED? YES

The microprogram model offers a structured approach to skills-focused education that can be readily adapted and replicated. A key element is the collaboration with industry partners to identify specific employment market needs and co-design a curriculum that directly addresses those needs. By "repackaging" existing courses and incorporating industry expertise, institutions can create nimble, responsive microprograms. The success of microprogram pilot projects at Ontario colleges and universities, often supported by eCampusOntario and featuring strong industry partnerships, demonstrates the potential for scalability and collaboration within the consortium network, ensuring programs remain relevant and aligned with workforce demands.

## THEMES

Skills Integration  
in Curriculum

## CONTACT

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# OUI Experience

## BISHOP'S UNIVERSITY

OUI Experience is a remodeled campus-wide French immersive experience that focuses mostly on the 'francisation' of newly admitted international and out-of-province students that are at the beginner/intermediate level in French. The goal of this immersive experience is to offer freedom, confidence, and greater empowerment to non-French-speaking students by equipping them with interactional, linguistic and intercultural competencies needed to better connect with the surrounding francophone community, whether in a cultural, academic or professional context. The OUI Experience's various components support students in learning French as an additional language. This can be done in many ways through courses, cultural outings, workshops (mostly offered at the French Hub), linguistic modules (language lab) and experiential learning activities.

**TARGET AUDIENCE:** Newly admitted non-resident students (Quebec) and the Bishop's University's community in general.

**ASSOCIATED PARTNERS:** Ministère de l'enseignement supérieur (MES)

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

French-language requirements apply across all post-secondary institutions, and our project can serve as an example of how to consolidate initiatives launched on the same campus.

## THEMES

Student-Centered  
Initiatives

French Language  
Development

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# Projet Renfort

## MARIANOPOLIS COLLEGE

The Projet Renfort aims to help students in French Writing Support courses develop strong grammatical reflexes as they write. To achieve this, we use the Écriture zéro faute (Zero Mistake Writing) method (<https://zero-faute.ccdmd.qc.ca>), practiced both in class and with the support of Learning Center tutors. Originally developed for French Help Centers, this method has been adapted to the classroom context.

Each tutor is paired with a student, observing their writing process and asking questions in real time to prompt reflection—for example, encouraging the student to consider whether they are certain about what they have just written. This approach cultivates productive self-doubt, leading students to consult reference materials as they write rather than only during a later revision stage.

As a result, students are able to produce texts free of grammatical and spelling errors during the activity itself, and they come to recognize that, by asking themselves the right questions, they can independently and significantly reduce the number of mistakes in their written work.

**TARGET AUDIENCE:** Students enrolled in the Written French Support courses, tutors from the Learning Center and instructors of the Written French Support courses.

**ASSOCIATED PARTNERS:** French Help Center / Learning Center

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

We launched the Projet Renfort two years ago. Depending on the semester, the tutors participated in the French Writing Support courses between one and four times per term. The project is now well established at our college and clearly has the potential to be implemented elsewhere, in remedial courses at other CEGEPs.

It would also be interesting to explore how this approach could be applied in other subjects (for example, by having tutors work in remedial mathematics courses).

## THEMES

Student-Centered Initiatives

French Language Development

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# Re-imagining the Career Fundamentals Program: A UDL-Informed, AI-Enhanced Approach to Student Skills Development

## CONCORDIA UNIVERSITY

The Career Fundamentals Program at Concordia University's Institute for Co-operative Education, in collaboration with eConcordia, is being re-designed to better support diverse learners and evolving skills needs in today's rapidly changing employment landscape. Specifically, it equips learners with the knowledge, confidence and skills to navigate their first job search term successfully. Grounded in the principles of Universal Design for Learning (UDL), the initiative emphasizes accessibility, flexibility and engagement. Each module enables self-paced exploration and completion, interactive learning and multiple ways to participate. With clear navigation, progress indicators and varied assessment options, the Career Fundamentals Program reduces barriers and strengthens motivation, persistence and retention.

In addition, it integrates both interactive résumé and cover-letter builders and AI-supported tools that guide students in developing professional job application materials. While the builder tools support structured learning and reduce cognitive barriers, the AI tools are introduced as reflective supports that promote critical thinking, self-awareness and responsible technology use. Together, these resources foster inclusion, skill integration and learner autonomy by helping students build confidence, articulate their strengths and align their job applications with employer expectations to maximize their chances of securing internships.

Looking ahead, the project is exploring the development of an AI learning agent designed to offer personalized feedback, deliver adaptive learning prompts and respond to frequently asked questions, enhancing self-directed learning. By merging inclusive pedagogy with emerging technologies, this initiative models how institutions can embed AI literacy, skills integration and student-centered design into large-scale curricular innovations that prepare learners for the world of work.

**TARGET AUDIENCE:** Participants include undergraduate and graduate students in the Institute for Co-operative Education from all faculties

**ASSOCIATED PARTNERS:** eConcordia

### **POTENTIAL TO BE SCALED UP/REPLICATED? YES**

The collaborative relationship between the Institute for Co-operative Education and eConcordia offers a transferable model for cross-unit partnership in digital learning innovation. The initiative demonstrates how institutional teams can combine complementary expertise - content development, learning design and technology integration - to co-create inclusive, skills-integrated learning experiences. This partnership model can be replicated across other institutions to strengthen collaboration between units, promote knowledge sharing and build sustainable digital infrastructure that supports consistent, high-quality learning at scale.

## THEMES

Student-Centered Initiatives

Skills Integration in Curriculum

Impact and Use of Artificial Intelligence (AI)

Institutional Changes & Pressures

## CONTACT

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# Teaching and Learning with Generative AI: A Week of Guided Exploration and Shared Learning Experiences at McGill University

## MCGILL UNIVERSITY

In August 2025, McGill University hosted a generative AI week, which included a series of online sessions designed to help participants engage with emerging AI technologies in teaching and learning. The week offered a scaffolded progression of events combining guided exploration, hands-on practice, and community building. The objective was to offer low-barrier opportunities to experiment with AI while offering a critical perspective on its implications for learning and assessment.

The series began with an introductory session on using Microsoft Copilot, guiding participants through core functions such as text summarization, image generation, and basic prompting. The following day featured an intermediate session where participants were guided through examples and teaching-related scenarios to help them explore advanced prompting techniques.

A webinar on *(Re)Designing Assessments in the Age of AI* encouraged participants to examine how assessment strategies can evolve, either to include AI as a collaborative tool or to design authentic assessments that minimize its influence. The week concluded with a Teaching and Learning Community (TLC) event, where participants shared examples of AI use in their courses and reflected on its role in higher education.

By combining structured exploration, pedagogical application, and reflective dialogue, *Teaching and Learning with Generative AI Week* fostered a thoughtful, institution-wide conversation about how AI can be integrated intentionally and ethically to enhance teaching and learning at McGill. Participant feedback was positive, indicating strong engagement and relevance, and we anticipate running the series again to build on this success.

**TARGET AUDIENCE:** Instructors, instructional designers, academic staff, and anyone curious about how generative AI is reshaping teaching and learning.

**ASSOCIATED PARTNERS:** IT Services

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

Teaching and Learning with Generative AI Week offers a scalable framework for introducing faculty to emerging technologies through hands-on, reflective practice. The scaffolded model, progressing from guided exploration to applied redesign and community dialogue, can be easily adapted at other institutions by integrating their specific AI tools and teaching priorities. Its online format ensures inclusivity and broad participation while fostering shared learning and responsible integration of generative AI across disciplines.

## THEMES

Skills Integration  
in Curriculum

Impact and Use of  
Artificial Intelligence (AI)

## CONTACT

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# Teaching Inclusive Design in Engineering

## UNIVERSITÉ SHERBROOKE

The *Teaching Inclusive Design in Engineering* project aims to strengthen the skills of future engineers in designing engineering projects and in understanding the societal impact of these projects. The objective is to train undergraduate students to carry out a differentiated impact analysis based on diversity factors when they design different types of projects (software, infrastructure, buildings, physical products, and processes). At each stage of the design process, the choices made influence the development of solutions and can therefore promote the inclusion or exclusion of certain realities.

Inspired by Gender-based Analysis Plus (GBA+), we developed an inclusive design tool intended to support future engineers in reflecting on their design choices and broadening their range of considerations. First, they are invited to reflect individually and collectively on the biases that could potentially influence the design of a solution in relation to the issue presented. Then, an analytical grid (inclusive design tool) is provided, depending on the type of design work, to guide them—through a wide range of questions—in assessing the risks associated with including or excluding certain diversity factors. Concrete examples also encourage them to identify the impacts of their blind spots in order to propose more innovative, inclusive solutions that are respectful of different realities.

A training component supports students and instructors in acquiring the necessary skills to use the inclusive design tool. Topics addressed include the foundations of equity, diversity, and inclusion; understanding the impacts of excluding certain realities from our decision-making framework; and how (and why!) to question assumptions throughout the design process using case studies.

**TARGET AUDIENCE:** Faculty and course instructors, undergraduate female and male engineering students, and engineers.

**ASSOCIATED PARTNERS:** Pedagogical Innovation Fund (UdeS), Giverny Robert, PhD, Prof. Ève Langelier from the Chair for Women in Science and Engineering (CFSG), Prof. Nathalie Roy, Audrey Boucher-Genesse, Eng., Charles Plantes, Eng., Mathieu Boutin, Eng., Valérie Rosa-Paradis, Eng., the students who agreed that their major design project be used as a reference example and case study, as well as the professionals from the Faculty of Engineering and the industrial partners who supported the review of the tools.

### **POTENTIAL TO BE SCALED UP/REPLICATED? YES**

We are working to develop inclusive design tools as well as open educational resources so that other engineering programs, or any other program with an interest in design, can adopt and adapt this approach within their teaching. The objective is to offer more inclusive and equitable instruction in design and in the impact of projects on society, while taking diversity into account.

## THEMES

Student-Centered  
Initiatives

Skills Integration  
in Curriculum

## CONTACT

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# UNI 101: Foundations for Academic, Professional, and Personal Success

## BISHOP'S UNIVERSITY

At Bishop's University, the transition *into* and *out of* university are two of the most challenging phases in a student's journey. UNI 101 – Creating a Foundation for Success was designed to ease both transitions by helping students develop the academic, professional, and personal skills essential for success.

Originally conceived as a first-year transition course, UNI 101 now also welcomes second- and third-year students who have faced academic challenges or been placed on academic probation. Advisors and Deans recommend it as an intervention course to help students rebuild confidence, skills, and self-efficacy.

The course integrates experiential and reflective learning. Early in the semester, students complete the SuccessFinder assessment to identify their strengths, growth areas, and career interests. In teams, they select topics linked to their stress points or low self-efficacy (e.g., time management, communication, motivation), co-designing discussions and activities around them.

UNI 101 also connects students with campus resources (Career Services, Writing Centre, Mental Health Support, Librarians), building early help-seeking behaviours and social support. The semester culminates in a Personal Success Plan, where students research a skill to develop and present practical "life hacks" and SMART goals for growth.

By empowering students to take ownership of their learning journeys, UNI 101 helps them transform academic challenges into opportunities for long-term resilience and success.

**TARGET AUDIENCE:** Faculty, Student Services, Academic Advisors, Chairs, Experiential Learning

**ASSOCIATED PARTNERS:** Student Services

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

UNI 101 is highly scalable across post-secondary institutions because it is built around adaptable frameworks rather than fixed content. Its experiential, student-driven design allows each institution to tailor topics to its own student population, available support services, and resource context. The integration of a validated behavioral assessment (SuccessFinder) ensures evidence-based self-awareness and employability skill development, while the modular "Personal Success Plan" can be embedded in first-year seminars, probation support programs, or career readiness initiatives. The course's combination of academic skill-building, self-reflection, and applied learning makes it easily transferable to colleges and universities seeking to strengthen student retention and success.

## THEMES

Student-Centered Initiatives

Skills Integration in Curriculum

Impact and Use of Artificial Intelligence (AI)

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# What Can I Do With My Degree? Web Database

## CONCORDIA UNIVERSITY

This initiative was updated this year to better reflect the skills-based outcomes of undergraduate programs and introduce students to career exploration tools and opportunities at our university. The new version places particular emphasis on specific ways students can develop transferable career skills through their coursework and experiential learning.

Career options were streamlined, focusing on a smaller set of examples that collectively represent the diversity of potential career directions related to each undergraduate program. The accompanying career exploration resources were also redesigned to highlight how students can clarify interests, strengthen key skills, and build professional networks throughout their studies. Some suggestions are program-specific, while others apply to students across the university.

By introducing students earlier to how their academic program connects with future career paths, we aim to support more intentional academic and career planning. Our hope is that helping students make these connections early can foster a stronger sense of purpose, improve retention, and increase their awareness and use of the university's many career resources.

Early student feedback indicates the updated pages are more engaging, easier to navigate, and more relevant than the 2018 versions, supporting a clearer understanding of how academic experiences connect to future career possibilities.

**TARGET AUDIENCE:** Current and prospective undergraduate university students.

**ASSOCIATED PARTNERS:** N/A

**POTENTIAL TO BE SCALED UP/REPLICATED? YES**

The updated "What Can I Do with My Degree?" pages present a model that can be easily adapted by other institutions with similar academic programs. While the ways in which transferable skills are developed and the career options highlighted are likely comparable across universities, internal experiential learning and skill development opportunities will naturally vary. This model can be replicated and customized to reflect each institution's unique context and resources, but requires collaboration with academic departments for more impactful results

## THEMES

Student-Centered  
Initiatives

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[www.concordia.ca/students/success/career-planning/paths.html](http://www.concordia.ca/students/success/career-planning/paths.html)

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**Secrétariat aux relations  
avec les Québécois  
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