Comments on Core Themes as They Relate to Mission and Vision

	Unedited Comments From Focus Groups	Area
1)	Quite General – not specific to universities – could apply to a lot of institutions or businesses.	A&S
2)	"Community" should be shown as the context for "opportunity" and "learning". In this way, Cap asserts itself as a Centre for Excellence in social change/democratic agency	B&P
3)	"Confident" learners can still assume a passive role in learning. Want inquisitive, explorative, engaged students.	EH&HD
4)	A lot of these are backwards. At least sometimes (ex. While learning can lead to discovery, it can also be the other way around)	STAFF
5)	Action-based teaching at least as much as problem-led teaching. The world is not the same as we portray it in "exercises". At some point, the student must be able to apply his/her knowledge in a context where the 'end' is not clearly discerned.	F&AA
6)	Allow students to encounter different analytic perspectives in their undergrad years. Youth is hardwired to grasp constructivism. Their future problems will not stem from lack of facts and information; they will stem from incompatible or inflexible social constructs (utilitarian perspective, right-wrong thinking, lack of cultural tolerances).	F&AA
7)	but the 6 words in white boxes, much as I like them, don't fit sequentially/xxx ?? at all	EH&HD
8)	Community – must get some students to even realize that they are part of a broader community – walk before run!	B&P
9)	Community: the reverse is also true – communities provide experience and challenges that enrich and enhance learner' experience both on and off campus/	EH&HD
10)	Contributions to "community":	EH&HD
11)	Core Themes seem like empty metaphors and are not	F&AA
12)	Design a system to measure learner and instructor capacity that is not reliant upon antiquated systems of testing.	B&P
13)	exploration is a pathway to application	EH&HD
14)	Flexible classroom space: Put the teacher at the periphery and the syllabus at the periphery for select courses in higher level studies. Let the course be action-led/practice-led and let students identify what gaps need to be learned.	F&AA
15)	I think this would be a great trademark for Capilano if it were happening in the classroom.	B&P
16)	In arts-based practice we are capable of showing the student in concrete and particular ways the value of emergence. 'Right' and 'wrong' take a back seat to 'engaging' and 'challenging-my-presumptions'	F&AA
17)	Include other text shown elsewhere under "learning" – eg. "shape the university culture by"	G&CS
18)	Intellectual Rigor analysis critical thinking understanding challenge the status quo as a university. This should be primary.	A&S
19)	Learning (right-hand box) – should this include knowledge plus skills and attitudes?	G&CS
20)	Learning is discovery and creativity. Many people feel that creativity is in the hand of a few special people. Apple + 100 usually have 'vision meetings' where they invite tech, management, a philosopher, a cellist, a poet, and an accountant. We think that this is forward-thinking but what if it is really backward-thinking. Why do we assume a cellist is more creative than an accountant? People are not functions.	F&AA
21)	Loosen course outline requirements so course content can respond to emerging opportunities in the same way as we want them to do. E.g. modified content to address TRC is a radical and deep manner, other community issues-problems-platforms.	F&AA

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22)	Make schematic clear	G&CS
23)	Maybe not unique enough? Wouldn't most post-secondary institutions share these themes?	B&P
24)	Maybe try asking for ideas without a colour-coded indication of where each idea came from. Sometimes knowing the source colours the perception of the idea…	F&AA
25)	Measure retention of students as a % of starting class but compare to % at other institutions	A&S
26)	More cultural competence. I encountered racism during TRC week. Try hosting an international youth theatre performance/live art festival	F&AA
27)	Opportunity: learners explore and are inspired by the community and wider world; the community has the opportunity to influence and learn from/at the university. Opportunities are provided to a wide spectrum of learners with many different needs and contributions.	EH&HD
28)	Our learners are confident and empowered innovators, explorers and leaders	F&AA
29)	Our learners are connected, engaged with, and care about community, and make positive contributions to community	F&AA
30)	Our learners use creativity and critical thinking to apply and build on the experiences they have acquired	F&AA
31)	Our particular ability to offer interdisciplinary connections, generalist, not specialist	A&S
32)	Purpose and intent of 3 columns for each row	G&CS
33)	some scientists xxx ?? artists are interested in information and use (development of skill – community isn't the only value	EH&HD
34)	Somewhat "motherhood" statements – easy to make anything/everything fit	F&AA
35)	Student evaluations to report how much of this they experience in their courses	B&P
36)	the grey boxes/words, a l & r fit together ???	EH&HD
37)	The idea that we can evaluate our "output" and the "transformation" that might occur at Cap does not make reference to who we attract, where they come from and why they choose to come here. These themes could be used to recruit intentionally, looking for those that already have something to contribute to our community. This should be reflected in the core themes.	STAFF
38)	These core themes imply so much hands on, active and dynamic learning	B&P
39)	This has to do with self-image and values. Students become engaged once they are empowered to 'design' their experience. This sounds 'airy fairy' but I have had success with this whether teaching dance or Internet technology. It is 'teachable' and is also a good management skill.	F&AA
40)	This is too many words! Words that are disconnected despite their placement on the page – perhaps the three sections – opportunity, learning and community could have clearer statements encompassing the rest of these concepts?	F&AA
41)	This model could look at movement both directions, and be less linear. Community especially requires an integrated model.	EH&HD
42)	Watch out for our own tendency to create binaries: hard vs. soft skills; artistic vs. practical application. These are constructs that are currently being displaced by new methods that acknowledge the continuum of actions.	F&AA
43)	We can't teach all the content in our disciplines. We can teach them how to explore knowledge, use it until it doesn't work, and explore again. Knowledge is meant to solve problems, but problem solving doesn't stop the flow of events. It simply diverts it.	F&AA

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	Problems will inevitably arise and as we accelerate our application of knowledge, we must also be agile.	
44)	We need a vision statement that inspired and leads	F&AA
45)	What about something to do with a global world view?	G&CS
46)	Will these themes affect the classroom experience?	A&S