British Columbia - Teaching and Learning Council
Meeting Minutes
June 9, 2015, 8:45 am – 3:00 pm, BCIT Downtown Campus, Room 825

Attendees: (27)	Janni Aragon Peter Arthur (Past Chair) Simon Bates Gina Bennett Sarah Bowers Mary Burgess Stephanie Chu (Co-Chair) Susan Crichton Julia Denholm	Beverlie Dietze Susie Findlay (Chair Elect) Heather Fitzgerald kele fleming Vivian Forssman Meg Goodine Grant Gregson Sybil Harrison Tracy Kelly	Liesel Knaack (Co-Chair) Brian Lamb Brent McIntosh Lawrence Parisotto Tim Paul Tracy Penny Light David Porter Heather Smith Theresa Southam
Regrets: (11)	Patricia Cia Teresa Dawson John Royer David Batterham	Steve Eccles Neil Mathur Henry Reiser Kevin Walters	Tannis Morgan Gerry Gauthier Maureen Wideman

Item	Topic	Discussion
A.	Approve Agenda	Peter Arthur reviewed the agenda. There were no questions or additions. **Moved and seconded that the agenda be approved as presented.** **Motion carried.**
B.	June 2, 2014 Minutes	Peter gave members a moment to review the minutes. There were no questions or edits.

		Moved and seconded that the minutes be approved as presented. **Motion carried.**
C.	Business Arising	No items.
D.	Constitution	Liesel Knaack acknowledged Heather Smith's formidable time and effort devoted to researching and drafting the Constitution.
	a) Summary of updates	Liesel explained that the meaning of "ex-officio" in the Constitution includes full participation and voting. Sybil Harrison asked why it was necessary to distinguish ex-officio members from regular members. Liesel clarified that "ex-officio" distinguishes members who are not leaders of teaching and learning centres but who support the work of the Council (e.g., ex-officio members from BCcampus). Liesel reviewed the updates to the June 2015 version of the Constitution. She highlighted items such as the more generic terms for the two face-to-face meetings (now termed Spring and Fall rather than months), the inclusion of the correct link to PSE institutions in a footer, a few typos and the addition of "co-chairs" as an option for the Executive. Stephanie Chu acknowledged the number of people who helped create the Constitution.
	b) Member-at-large discussion	Peter Arthur reviewed article 10a(5), which allows for up to three members-at-large on the Executive Committee and ensures representation of all institutions. Liesel brought forward Tannis Morgan's request to be a member-at-large, representing BC institutes. Lawrence Parisotto suggested inviting Nicola Valley Institute of Technology (NVIT) onto the Council. Liesel confirmed that Neil Mathur is representing NVIT. Heather clarified that including room for members-at-large was also intended to ensure regional representation, not just institutional representation and emphasized the importance of having representation from the north. Vivian Forssman suggested extending membership to Yukon College. Several members agreed that was a good idea. **Moved and seconded that Tannis Morgan be approved as Executive Committee member-at-large with a two-year term.**

		Motion carried.
	c) Summary Chart of Organizations	Stephanie reviewed the summary chart comparing similar organizations and asked representatives to present the highlights of each. As the Vice Chair, Communications of the Educational Developers Caucus (EDC), Stephanie provided a brief summary of the EDC and the Society for Teaching and Learning in Higher Education (STLHE):
		The EDC is a professional group of educational developers with a focus on advancing leadership institutionally as well as provincially and nationally. Its bi-annual institutes draw over 100 participants.
		STLHE began as a grassroots organization of universities. The intention was to bring together a broad group of faculty, educational leaders, and educational developers. STLHE has created several teaching awards and its annual conference draws about 750 attendees.
		Janni Aragon described BCNET as an organization that procures contracts and saves institutions money. She acknowledged that BCNET does not adequately represent teaching and learning or the faculty perspective and encouraged Council members to join its standing committees to have their voice heard. Mary Burgess added that BCcampus is working with BCNET and confirmed that BCNET wishes to work with the BC-TLC but emphasized the importance of Council members' involvement and of communication between our Vice Presidents Academic and our Chief Information Officers, who sit on BCNET's Board of Directors.
		kele fleming described the Educational Technology Users Group (ETUG) as a grassroots organization with 14-16 Steering Committee members. ETUG hosts two workshops per year plus several online lunch & learns in addition to publishing a monthly newsletter. The group began in 1994 and is supported by BCcampus and funded by the Ministry of Advanced Education.
		For the BC Teaching and Learning Network (BCTLN), previously known as University, Colleges and Institutes Professional Development, Heather announced the executive committee members and acknowledged that the BCTLN Constitution is similar to the Council's Constitution. Like ETUG, the BCTLN is a grassroots organization with membership open to all educational developers and practitioners. Heather notified Council of the upcoming spring meeting focusing on shared resources, interaction, and support.

	d) Mission and Purpose	Vivian suggested adding an applied research focus to the Constitution. On behalf of those attending at a distance, Tracy asked if there was any interest in combining ETUG and the BCTLN. Heather described their different memberships, acknowledging members' similar needs but different areas of expertise and suggested there might be opportunity for discussion. Sybil and Heather agreed that discussion would have to take place within those two groups. kele confirmed the many commonalities of the two groups from the ETUG perspective and noted the evolution of institutional roles from specialists to generalists. Members agreed with kele's observation. Theresa Southam suggested a meeting in Nelson to pursue the idea of merging ETUG and BCTLN. A discussion was held about the value and prioritization of teaching and learning and the possibility of affiliating with decision-making bodies (e.g., RUCBC, BCAIU, BC Colleges). Julia Denholm emphasized the importance of an organizational structure that supports teaching and learning centres and the need for teaching and learning centre leaders to report directly to the Vice President Academic. **Moved and seconded that the Constitution be approved as presented.** **Motion carried.**
E.	Member Feedback: Highlights of Successful Practices	Council members reviewed survey results, asked questions and elaborated on specific survey responses: Susie Findlay asked David Porter to elaborate on SFU's faculty development in flipping the classroom. David described the use of Stephanie's educational media approach and applied research framework. Educational Media staff support faculty in developing course media rather than developing media for them. Stephanie intentionally builds long-term relationships and partnerships with faculty and creates self-sustaining networks. Theresa Southam elaborated on Selkirk College's Learning Fellows project, which has created synergies across campuses among programs and learning, and referred to similar development across school districts. She also reported that six scholarly research projects are nearing completion

		attributing it to attendance at Mount Royal University's annual symposium on the scholarship of teaching and learning. Theresa also suggested that Selkirk's Rural Development Institute and Columbia Basin Trust as potential supporters of research. Heather reported on UNBC action groups that survey departments and engage them in conversations to establish baselines and identify exemplars and champions. The purpose is to support data-driven academic planning, which is significant for an institution that values research.
F.	Action Group Topics	Liesel facilitated the group activity and subsequent discussion of resulting themes. The activity required each member to record an idea for an initiative that could be completed in one year. Using a randomizing process, each idea was ranked five times on a scale of 1 to 5 where "5" reflected strong support for the idea for a total possible score of 25. Liesel presented the ten highest ranked ideas together with the five themes from the online survey and the four ideas from online colleagues Theresa Southam, Gina Bennett, and Brian Lamb. See Appendix for the complete list of action item ideas and themes. Through the facilitated discussion, members collectively extracted the top five themes: 1. Advocacy (aboriginal, role of teaching and learning, strong voice in BC) 2. Evidence-based research (research, HEQCO for BC, resources) 3. Sharing/working together (resources, offerings, practices, inventory/snapshot, conference, teaching and learning centre reviews) 4. Faculty development program (conferences, workshops, intensives, provincial support/offered; multiple means, multiple access points, links to collaborations) 5. Quality Assurance (learning outcomes, program review, curriculum review, practices, support) From the list of five, members identified three themes around which to form working groups: 1. Advocacy 2. Sharing resources 3. Faculty development (later enhanced to Professional Learning to include more than just faculty members and instructors)
	Action Group Work	The three groups worked together to summarize the details of their respective initiative and to identify

| | | activities, next steps, roles, and resources. |
| | Wrap Up | Liesel thanked members for their generous and collaborative contribution today and their commitment to the continued work in advancing Council's mandate. She assured them that all materials from today's meeting will be posted to the BC-TLC website. |

Appendix: Action Item Ideas and Themes

Online Survey Themes:

1. Snapshot of BC Teaching and Learning people, places, practices

2. Build collaborative relationships and interrelated activities with existing groups

3. Quality assurance and quality enhancement

4. Advocacy for teaching, learning, and technology in post-secondary education

5. Professional learning in post-secondary education

Ideas from Online Colleagues During June 9 Meeting:

1. External reviews of Teaching and Learning Centres (each other)

2. Coordinated set of FIPPA resources for Teaching and Learning

3. Faculty Development – engage new faculty and contract faculty

4. Various and more effective methods to give feedback to instructors

Action Group Top (Eleven) Ideas/Initiatives from June 9 Brainstorming/Rating Activity:

Rating	Idea/Initiative
23	Creation of casebook of practice exemplars that outline aspects of a model for flipped/adaptive, competency-based, open pedagogy (e.g., 20 cases a year)
22	Develop a repository of successful faculty development models/initiatives (e.g. SFU's flipped classroom) to help newer Teaching and Learning Centres and educational developers
22	Shared mentoring of teaching and learning best practices across our institutions
21	Streamline provincial organizations into a coherent structure that is easy for faculty, educational leaders, educational developers, IDs, and educational technologists to navigate and access shared T+L resources, opportunities for skills growth and professional development (coherent connections between BCTLN, BCTLC and ETUG)
21	Development of a provincial teaching and learning conference - faculty to disseminate their SoTL, opportunity for CTL staff to

	share and learn, faculty development
21	Inventory or roles and compensation in our respective departments. The purpose of this is to better understand capacity, potential for sharing and use as evidence based approach when negotiating with HR departments
20	Collection of strategies used across province to encourage faculty to engage in SoTL and opportunities to connect faculty across institutions to create and produce SoTL (beyond November workshop)
20	Research into the affects of specific pedagogical practices on multilingual students - developing a survey instrument that could be rolled out across institutions to assess learning experience of multilingual students and what activities and practices that they find most helpful
19	Develop a collaborative research project that would produce evidence of impact on student learning and retention - eg. portfolios to bridge and curricular/co-curricular learning, value and impact of OER
18	A single spot where all workshops and conferences are so others can be aware and they are open for all to attend. Bring attention to the work we do. Help our communities connect.
18	As this group has established itself - think we need to something that will demonstrate the value to our respective VPAs. A position paper on a topic of mutual interest (to us) that is timely for institutional leadership to be considering. E.g. future direction of learning technology.

Final Top 5 Themes

1. Advocacy (aboriginal, role of teaching and learning, strong voice in BC)
2. Evidence-based research (research, HEQCO for BC, resources)
3. Sharing/working together (resources, offerings, practices, inventory/snapshot, conference, teaching and learning centre reviews)
4. Faculty development program (conferences, workshops, intensives, provincial support/offered; multiple means, multiple access points, links to collaborations)
5. Quality Assurance (learning outcomes, program review, curriculum review, practices, support)

Action Group Remaining (Twelve) Ideas/Initiatives

Rating	Idea/Initiative
17	Coordinate a provincial working group to explore the potential for a digital badge "ecosystem" for faculty/student skills or competencies such as information literacy, online facilitation, global citizenship, sustainability
17	Compile and share institutional resources, effective practices & strategies for supporting culturally diverse students (and faculty who teach them)
17	Work with BCCAT to launch a "core outcomes" project for high-demand courses
17	Ensure the ministry of advanced ed is aware of work being done in institutions to support learner-centred teaching & learning environments by collecting, compiling, analyzing and reporting on both the activities and their efficacy
17	Provincial conference that brings teaching, learning, technology, research together with college and university relevance (applied research on those topics)
16	Pool any/all courses/course ideas/course outlines at graduate level that would help graduate students, TAs, new instructors improve their teaching that would ultimately inform the development of a Certificate in Higher Education
15.5	Implement competency-based education pilots for trades, health care and other program areas (e.g., business)
15	Create a cross-institutional and multi-level network to define, develop, and nurture hybrid course delivery and flexible learning spaces that included a faculty, administrator, support staff, and student perspective
15	Determine core resources of interest/benefit that we could share (e.g., workshops/materials on facilitating learning outcomes with faculty & departments)
13	Create a province-wide badging accreditation. Badges could be added to LinkedIn profiles, institutional profiles, etc. and combined from different institutions, community engagement, volunteering, etc.
12	Work together about learning spaces
9	Use our collective power to address need for change with FIPPA