Chair: Judy Larsen

*Colleen Gingerich	* Nicola Mooney	* Adrianna Bakos	* Maple Melder Crozier
*Eddie Campbell	* Claire Hay	Sandra Smith	Maureen Wideman
Lucy Lee	Rita Atake		*indicates voting member

Regrets: Anna Wauthy, Samarjit Dhillon, Adrienne Chan, Rod McLeod, Daniel Smythe, Molly   Ungar, Lesley Jessiman, Shirley Hardman, Colleen Bell, Joanne MacLean

1. ITEMS FOR ADOPTION
    a. *Agenda* – March 2016

A. Bakos / C. Hay
Approved

    b. *Approval of minutes* – January 2016

C. Hay / C. Gingerich
Approved

2. BUSINESS ITEMS

    a. *Education Plan Goals* – Judy Larsen and Maureen Wideman

    In discussing the Ed Plan Goals, Maureen Wideman and Judy Larsen introduced the goals. In discussion with the committee, it was agreed that it would be impossible to complete a separate TLAC Ed Plan Goals document submission during the meeting. However, the committee decided to discuss the goals and generate ideas for what respective faculties and departments can consider adding to their own goal documents, and once the recommendations are compiled, Judy will send them out for email discussion before finalizing a submission to Eric's office.

TLAC Ed Plan Goal Recommendations draft
TLAC notes collated from Judy and Maureen

Goal 1: Prioritize Learning Everywhere
- As an institution, we need to work together on our systems and structures to enable flexibility, putting the learner and learning first. Our current system structures impede us from being responsive to demands from students.
- Boundaries of time and space should be re-envisioned in as many ways as possible to accommodate the student learning journey. For example, face-to-face class times can be scheduled outside of traditional hours if found to be more suitable for students, and places of delivery can become more flexible.

- A consistent and efficient PLAR policy that helps accommodate learner needs should be in place.
- Communication between faculty and students should be re-envisioned with the use of technology. For example, the use of video conferencing software and apps can be used to maximize communication options with students.
- Space on campus should be designed in a way that will better accommodate learning everywhere. For example, ad-hoc teaching and learning rooms should be available to faculty and students. Classroom space should also provide options for active learning classrooms that have taller tables with footrests, no-chair options, and more whiteboard space so that students can move around and use the space in an active way. Faculty should be supported in best practices for using active learning classrooms.

Goal 2: Commit to Flexibility and Responsiveness

- The institution needs to find ways to make flexible course schedules a possibility. This could include, for example, the possibility to plan a 3-week course. Courses outside of the typical semester scheduling should be considered to accommodate flexible time-planning for students. Hybrid options could include online learning mixed with Saturday classes that occur once per month.
- The current system is not responsive and needs more flexibility. For instance, there are systemic pressures such as the need for maintaining 9 credits within a set amount of time for students seeking financial aid. Such pressures need to be investigated and ways of improving flexibility should be developed.
- The student learning journey should be at the centre of all institutional planning.
- Decisions need to be driven by data collected from students.
- A boot-camp style University 101 or transition program should be developed in order to bridge students into university life.
- A 'transitions' initiative to foster student success when entering university should be supported. This would require an investigation of how we can better prepare incoming students and UFV faculty that teach first year courses to improve student performance and the overall student learning experience. Student, faculty and staff learning should be encouraged and recognized in as many ways as possible.
- Incentives (i.e. badges) for participating in various opportunities for learning (such as University 101, digital learning accomplishments, and research) should be considered.
- Technology should be incorporated in all learning and course planning.
- Programming should be more industry based, which would help with remaining financially positive.
- Flexible faculty workloads should be considered for faculty developing new approaches of delivery.

Goal 3: Collaborate Across Boundaries

- Faculty should consider inviting guest speakers to enhance learning. Guest speakers could be from either the community outside of or within UFV.
- Communication within and between areas of UFV needs to be improved.
- Post-degree diplomas (i.e. in health digital media, in agriculture, etc.) should be considered.

Goal 4: Develop Local and Global Citizenship
- A list of faculty willing to be guest speakers should be arranged.
- Post-degree diplomas should be considered as a way to be more responsive to needs of the community.
- There should be more international education.

Goal 5: Integrate Experiential Learning
- International exchange opportunities should be incorporated into learning at UFV.
- Community partnerships should be explored for ways in which they can add to an authentic learning environment.
- Co-op should become a four-year degree option rather than a short temporary option because the short term nature of it makes it unattractive for students. More institutional support for co-op is needed in general. Faculty should mentor students to help them see the benefits that outweigh the risks of pursuing a co-op placement.
- A stronger support mechanism for faculty learning is required so that they are more willing to take risks, which are necessary for innovation. This would include a way for faculty to attempt innovative teaching approaches without it impacting performance reviews.
- There needs to be a professional development course release option to accommodate faculty learning.
- Programming should be more industry-based, which would help with remaining financially positive.
- Co-curricular record needs recognition to improve the chances of students gaining experiential learning opportunities.
- Experiential learning should be available in all areas. Some ways for this to happen would be through field trips, having field-related people come on campus to provide their expertise (e.g. ethics workshop put on by engineers), and by having more authentic assignments in classes.
- A process for experiential learning needs to be developed and its value should be communicated to students.
- Co-op and industry-based post-diplomas should be tied to the needs of the local and global community.
- Current pedagogies can improve experiential learning inside the classroom and should be explored and promoted.

b. ***Teaching Competencies Tool: Next Stages*** – Maureen Wideman
   Tabled to April meeting.

c. ***Disabilities Module Presentation*** – Maureen Wideman
   UFV & NVIT received a grant to produce a training module for students with disabilities in the Trades. There are five units with various components, video clips and interactive activities. The module is open for anyone to try and if you complete it and write the one page paper at the end, you will get a letter of completion that can go in your teaching dossier. Access the module here http://www.ufv.ca/buildingstrengths

d. ***Facilities Discussion Continued*** – Maureen Wideman

Maureen reported that in December 2015, 15 new eRoom lites were installed on the Abby Campus. The response has been quite negative with problems ranging from hooking laptops up to the slow bandwidth in the classrooms.

The committee discussed ways to improve eRoom lites and other classrooms in general:
- make renting laptops more accessible to faculty
- more training for eRoom lites
- updating laptops that faculty currently have
- make more classrooms active where tables and chairs can be moved easily to accommodate flexibility in learning
- survey faculty to get their feedback on the flexibility of C1015

Action Item: Maureen to approach Facilities and request more active classrooms

e. *PD Day Update* – Claire Hay
Claire reported that there are 31 unique sessions being offered with something for everyone. The day will start at 8:30 am with registration and a light breakfast with opening remarks by Eric Davis and a keynote session with Jan Unwin, Superintendent of Graduation and Student Transitions, Ministries of Education and Advanced Education. After the keynote, there will be two blocks of breakout sessions and then lunch at 12 noon. After lunch, there will be two more breakout sessions and then a complimentary wine/closing comments and connections at the end of the day. The goal is to go live Mar 21.

Claire is hoping for specific reps on the TLAC to promote the event at their Faculty Council meetings. She reminded everyone to upsell the event and to let their areas know. HR will send out a directive so all staff know they can attend and posters will be sent out to every area.

3. REPORTS

a. *TLC Report* – Maureen Wideman
Maureen reported on some opportunities in our Teaching & Learning Centre and some other opportunities across BC. For more information on items listed, see report pages 7 & 8.
i. Building Strengths: Learning that supports all students – *New training module*!
ii. PD day May 4 – Connect/Learn/Grow
iii. Festival of Learning, June 6 – 9, Burnaby, BC
iv. Faculty Survey on Student Engagement (FSSE)
v. Digital learning Module-now live!
vi. Instructional Skills Workshop – April, June and August, 2016
vii. UFV Teaching Matters Workshops – March and April 2016

b. ***RAC Report*** – Andrea Hughes

- ***Student Research Day*** – Thursday, April 7
- ***Student Poster Presentations***, April 7, 12:30 to 2:30 in SUB Great Hall, prizes to be awarded at 3:00pm in the Great Hall. Registration deadline was Monday, March 7
- UFV is hosting the ***BC Undergraduate Research Conference***, April 7, 2016, in conjunction with our own Student Research Day, April 7, 2016 – our students will be eligible for prizes from both events. Small universities from all over BC have been invited to attend.

**We require faculty judges for student research day. If anyone would like to judge the posters please contact Kelly Tracey. Can you also pass on this information to your colleagues?

- **Poster workshop being held by Samantha Pattridge and Michelle Riedlinger** on **Friday, March 11 from 10:30 to 12:00pm in B164** (Kipp Lab) for students to get tips on how to create a poster **- PLEASE TELL YOUR STUDENTS.**

c. ***ETS Report*** – Gordon Jang
Gordon was away so Maureen Wideman reported on his behalf.

Maureen reported that historically, when a faculty wanted a Blackboard shell created for their course, they had to submit a request to ETS. Starting in May 2016, there will automatically be a Blackboard shell created for every course offered in the calendar. Students will see the Blackboard course in their course listing in myUFV.

4. ADJOURNMENT   4:40 pm

Next meeting: April 5, 2016, 2:30 pm – 4:30 pm, A225