Teaching and Learning Institute

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Selkirk College

BEST OF ALL-INQUIRE

Workplan 2013-2017

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1.0   Preamble

The Teaching and Learning Institute (TLI) was established as a two-year pilot from January, 2011 – December, 2012. The pilot had the following Guiding Principles:

- Alignment with Selkirk College Mission, Vision, Values.
- Focuses on and reiterates our commitment to best practices in pedagogy and thus enrolment management objectives.
- Delivers on commitment to engage greater numbers in mentorship, appropriate and meaningful orientation, and recognition to those who have provided exemplary service.
- Develops a "Community of Practice" approach to teacher development and inquiry.

A survey of BCGEU and SCFA employee groups (Appendix 1 – Summary of Results) and an evaluation of the Coordinator demonstrate some successes of the pilot as well as areas that require attention:

Early Successes:

- ✓ More teaching and learning professional development, e.g. high quality teaching and learning workshops at Discovery Day, school-based workshops on critical thinking, assessment, social media, emotional intelligence in the classroom, College-wide attended webinars, and development of an Instructional Skills Workshop.
- ✓ College-wide dialogue on teaching and learning, e.g. book club, debates, student panels
- ✓ Collegiality around teaching and learning, e.g. Learning Fellows meetings/trip to Banff, Instructor Get Togethers, Educational Technology Community of Practice, Indigenisation Community of Practice,
- ✓ Student voice on learning enhanced, e.g. creativity forum, student panel, student advice project
- ✓ Start-up of Learning Region through collaboration with school districts, e.g. livecasting of events, expanding Learning Fellow meetings to include district teachers, TEDx will include municipalities, businesses and other groups

Areas that Require Attention:

- ✓ More promotion of the TLI within the institution particularly around accomplishments, in order to seek greater support and awareness.
- ✓ Seek or advocate for further funding from outside the institution as well. Sustainability of the TLI is certainly an area for address and the TLI coordinator has a key role.
- ✓ Development and support of practical skills and tools and supporting teachers around the challenges and pressures of teaching.
- ✓ Support teachers who are being innovative and encouraging and use teachers to host teaching-based workshops.
- ✓ More communication with the union funders.

2.0 Alignment with Selkirk College's 2012-2017 Strategic Plan

A focus on teaching and learning is clearly essential to the 2012-2017 Strategic Plan. The pillars of the plan provide a framework for future activities of the TLI (examples of future projects provided in forward arrows and explained in more detail in the Proposal section) :

Focus on the Learner	• Classroom Engagement Surveys • Students/Instructors Reflect on Attributes of Great Teaching
Teaching Excellence	• Selkirk Teaching Innovation Research (STIR) Program • Communities of Practice (Service /Community Learning) • Learning Technology Instructors's Fund
Community Engagement	• Learning Region • Open Selkirk
A Healthy Workplace	• Discovery Day/Instructors' Corner • College-wide Innovations in Education Awards (expansion of SCOPE?)
Sustainability of the College	• College-wide Teaching Philosophy Embraces Future of Adult Education

The TLI will play a vital role in achieving the following strategic directions (NOTE: numbering from the strategic plan maintained for easy reference):

2.4 Expand the use of technology and teaching innovations to extend and improve access to our programs, learning opportunities, and services.

3.2 Focus investments on creating world class state-of the-art face-to-face, online, and blended learning environments that are built upon existing exemplary practices within the college and that adopt best practices from the sector.

3.3 Make strategic investments in professional development with respect to the use of technology as a critical feature to our teaching, program delivery, and student life into the future.

4.1 Engage the wider community in learning through community based education, innovative delivery, and strategic partnerships to support workforce development action planning;

4.2 Increase our applied research capacity in ways that support and enhance our core mandate of teaching and learning and collaboration with community;

4.3 Expand service learning and work placement programming to ensure students have the best possible options for transition to work and careers;

3.0   Proposal

The original concept was to develop a peer -administered[1] institute that would be embraced, effectively utilized, and supported by faculty. The pilot project has made excellent steps in achieving this vision and this proposal supports a continuation of this principle. This includes an institutionally supported TLI that supports instructors to collaborate on setting of goals and identifying services to be provided. To date this has included achieving many of the original examples of support including: developing training for colleagues, developing and documenting shared understandings of good teaching practice, developing an appropriate resource library, and aligning the entity with professional development commitments of faculty [2]. The TLI has also supported teacher –student activities, events, reading lists, workshops and raised awareness of the importance of teaching and learning.

This proposal supports the continued close working relationship with the Office of the Vice President Education and Students, Education Council to align its work in supporting excellence in teaching as well as curriculum renewal and development, and appropriate resourcing of the institute. Emerging working relationship with the College Board, Deans and Chairs and other key college initiatives and committees, e.g. Retention and Learning Technology have also supported the integration and alignment of the TLI with teaching and learning needs at the school, program and service levels.

The Institute has sought to effectively engage the whole College teaching and learning community, including both instructional employee groups in the design and on-going implementation of the institute, and across the main campuses.

3.1   Teaching and Learning Institute Goals 2013-2017

Over the next four years it is proposed that the Teaching and Learning Institute have the following goals:

1. Support **instructional development** including: core aspects of excellent teaching as well as specific approaches, e.g. service/community learning, indigenization and distributed learning.
2. Continue to build a **Learning Region** collaboratively with School Districts 8, 10, 20 and 51 and add in municipal governments, business and other non-profit groups concerned with education.
3. Support student recruitment, engagement and retention initiatives through activities that **optimize learning**.

To achieve these goals the Teaching and Learning Institute will be modified and expanded in the following ways:

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[1] Peeke, G (1999). Improving Teaching and Learning in: Further Education Development Agency. London: FEDA
[2] Wallin, D. and C.L. Smith (2005). Professional Development Needs of Full-Time Faculty in Technical Colleges. Community College Journal of Research and Practice (29)

3.2   Modifications to TLI

3.2.1   Learning Fellows

The Learning Fellows are fundamental to maintaining a peer -administered[3] Institute. During the pilot the Learning Fellows worked on establishing their role. The strengths of the Learning Fellows include: providing a communications conduit into the schools as well as back to the Institute on teaching and learning priorities, establishing a College-wide collegiality around teaching and learning, and elevating the importance of excellent teaching practice at the College. Challenges experienced by the Learning Fellows include: identifying why they received an honoraria when members of other committees arenot reimbursed, embracing the idea of becoming a mentor to other instructors and staff and independently implementing or adapting Teaching and Learning initiatives.

In the future the College might want to consider changing the Learning Fellow designation to a volunteer position which after one year leads to the opportunity to apply for the Selkirk Teaching Innovation Research (STIR) program described in more detail below.

 A terms of reference for the Learning Fellows should be developed by the Instructional Deans for the Teaching and Learning Institute and might include:

- Identifying College-wide teaching and learning priorities of the schools and programs which they represent and working with other Learning Fellows to **prioritize College-wide themes** for each school year
- **Supporting and promoting Teaching and Learning initiatives**, for example Developing a College-wide philosophy on teaching
- Reviewing and approving the **STIR applications**

The Learning Fellow volunteers would represent the following schools and departments:

1. School of Hospitality and Tourism
2. School of Environment and Geomatics
3. School of the Arts
4. School of Business and Aviation
5. School of Health and Human Services
6. School of University Arts and Sciences
7. Selkirk International
8. Student Access and Support
9. Distributed Learning, Library, Co-op Education and Employment Services, Community Education and Contract Training
10. School of Industry and Trades Training
11. School of Academic Upgrading and Development

3.2.2   Learning Technology Fund for Instructors

In 2012-13 the Learning Technology Advisory Committee (LTAC) received $x   from the Learning Resource Fund to be provided to instructors who want to innovate in their teaching and require some funding for technology. The Teaching and Learning Institute(TLI) collaborated with LTAC to develop an application as well as a reporting process. Where there were multi applicants for a single technology the Committee will coordinate sharing, e.g. IPADs and vodcasting. It is recommended that TLI and LTAC request this funding for 2013-14, learning from this year's projects and adapting the application and reporting process to optimize the amount of learning that results from these technology pilots as well as sharing amongst staff and the Region.

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[3] Peeke, G (1999). Improving Teaching and Learning in: Further Education Development Agency. London: FEDA

3.2.3   Learning Region

Learning regions facilitate lifelong learning in individuals and communities, build capacity for social and economic development, and create healthy, sustainable societies.

Norman Longworth, a leading proponent of lifelong learning in the UK says a Learning region comes together "through the provision, justification and active promotion of learning opportunities for all its citizens."[4]

Selkirk College is committed to building capacity for learning in individuals, community groups, organizations, Regional networks as well as national and international networks to which we are connected through our College courses and through ,many programs, including:

- Teaching and Learning Institute (TLI)
- Community Education (CE) programs
- Rural Development Institute (RDI)
- MIR Center for Peace
- Co-op Education Program

The Teaching and Learning Institute encourages community members to work across sectors and adapt to changes in education through learning by participating in TLI initiatives like:

- Book Clubs
- TEDx Series
- Public Debates, Symposia and Workshops
- Open College

3.2.4   Discovery Day

For many years, Selkirk College has set aside a day in February, in reading week , when most students are catching up on homework, for staff to receive professional development, work on activities that require College-wide consultation, e.g. renewing the Strategic Plan, and to network with each other.

In the past three years the Teaching and Learning Institute has participated in the planning of Discovery Day including:

2011   Making a Mark Webinar on Student-Centred Philosophy and World Café on Belonging
2012   IPAD App seminar, Stephen Brookfield on Emotional Intelligence in the Classroom, Teaching Squares
2013   Instructional Skills Workshop, Vodcasting, TEDx, Creativity Forum, Jay Roberts on Experiential Education and IPADs

It is proposed that the TLI continue to collaborate with the Discovery Day committee.

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[4] Longworth, Norman. *Learning Communities for a Learning Century*. International Handbook of Lifelong Learning . Springer International Handbooks of Education, Volume 6, 2001, pp 591-617.

3.2.5   Indigenization

In 2012 the Teaching and Learning Coordinator began working for Student Access and Support part-time to support Aboriginal Services. This has resulted in the development and current implementation of an indigenization plan for the College. It is recommended that this activity continue until elements of the plan have been incorporated in the responsibilities of other staff at Selkirk.

3.3   New to TLI:

3.3.1   Selkirk Teaching Innovation Research (STIR)

The funding saved through the Learning Fellow honoraria as well as additional funding raised through the Rural Development Institute could be applied to release time for 4-5 instructors annually to conduct applied research leading to innovative education practices. Selkirk's Teaching Innovation Research program (STIR) would be adapted from Mount Royal's Nexen Scholars' Program and informed by Thompson River University's Scholar's Program including its four retreats focused sequentially where instructors:

1.   Share bibliographic research and hone their research question,
2.   Share challenges and successes of implementation and data collection,
3.   Discuss data analysis and findings;
4.   Discuss publishing, changes in teaching and sharing results internally.

3.3.2   Selkirk Open College

Open educational resources (OERs) are freely accessible, openly formatted and openly licensed documents and media that are useful for teaching, learning, education, assessment and research purposes. It is the principles of OER and the way in which the internet has radically changed access to information that has led to the development and success of projects such as MIT's Open Courseware, which makes virtually all MIT courses materials available online for free and iTunes U, which distributes educational content. This was followed recently by massive open online courses (MOOCs), a type of online course aimed at large-scale participation and open access via the web. MOOCs are a recent development in the area of distance education, and a progression of the kind of open education ideals suggested by open educational resources.

MOOCs originated from within the open educational resources movement and connectivist roots. More recently, a number of MOOC-type projects have emerged independently, such as Coursera, Udacity, edX, and Marginal Revolution University.[1] The prominence of these projects' founders, contributing institutions, and financial investment helped MOOCs gain significant public attention in 2012.[2] Some of the attention behind these new MOOCs center on making e-learning more scalable either sustainable or profitable.

The proposal for Open Selkirk College is a means of building on our Learning Region and recruiting students to Selkirk College. The proposal is to make a handful of courses freely accessible, e.g. Instructional Skills Workshop, Introduction to Tourism, Introduction Five Hottest Multimedia Applications, etc. with the option of enrollment, payment and assessment of learning for certification.

3.3.3   Instructor Reflection/Student Feedback/ College-wide Philosophy on Teaching

At the Applied Research conference in Banff, November, 2012, the TLI Coordinator and five Learning Fellows learned of a program at Norquest College where community members, staff and students identified over a multi-year focus group iterative process the attributes of a great teacher. Projects like these can provide a framework for instructors and students to voluntarily reflect on what constitutes great teaching and learning. It is recommended that Selkirk develop a process for community members, staff and students to discuss what constitutes great teaching and learning and eventually to develop a College-wide philosophy on teaching and learning. This process could be informed by the current Student Engagement Survey at Selkirk, perhaps utilizing Classroom Learning Assessment of Student Satisfaction and Engagement and integrating with the STIR program.

3.3.4   Service/Community Learning CoP and 2013-14 Theme?

The Teaching and Learning Institute will be conducting an inventory of existing service/community learning at the College and sharing that inventory with College staff, the Board and regional community partners. In 2013, TLI will host a workshop by Jay Roberts who has written a book on the importance of place-based and service learning.

In 2013-14 it is proposed that one of the book club selections be related to service and community learning and that a reading list is developed and shared with College staff. It is also recommended that one of the first research projects in STIR be a community service learning project and that this project involves a collaboration with the Rural Development Institute (RDI).

3.3.6   Awards

Currently excellent teaching and learning is recognized through the National Institute for Staff and Organizational Development (NISOD) and the Standing Committee on Professional Excellence (SCOPE). NISOD is an US-based organization dedicated to the professional development of faculty, administrators, and staff; and to the continued improvement of teaching and learning, with the ultimate goal of student success. Every year Selkirk nominates a handful of delegates as NISOD recipients and encourages them to attend the conference. SCOPE is a project of the Selkirk College Faculty Association and as such only nominates and recognizes within that instructional union.

It is proposed that the Teaching and Learning Institute, under the direction of the Learning Fellows begin to develop criteria for a regional award focused on teaching and learning excellence and innovation. This award would have categories for post-secondary, K-12, business, community learning and so on and be part of the Learning Region inititiave.

3.3.7   Instructors' Corner on MySelkirk

The Instructional Skills Workshop Moodle course site will address many of the basic elements of excellent teaching. Resources that are specific to teaching and learning at Selkirk such as class schedules, marks entry, and other internal resources will be placed on the My Selkirk site under Instructors' Corner.

3.4   Resourcing

The Institute should continue to be financially supported in a partnership between Selkirk College, and the two instructional unions BCGEU and SCFA through their college administered PD funds. Other internal partners (see table 1) including the schools and programs and existing institutional resources (i.e. Human resource training funds and the Distributed Learning Centre) could be expected to provide in-kind contributions. External partners may also contribute as has emerged with in-kind partnerships with School District 8. An opportunity seek external funds could also be initiated. Sustainability of TLI and investment of annual financial resources will be influenced by the achievement of TLI outcomes and annual budget planning.

The College and employees currently resource the development of teaching practice in several ways: professional development funds, awards (such as SCOPE and NISOD) and recognition, membership in key organizations (such as the Society for Teaching and Learning in Higher Education (STHLE) and the National Institute of Staff and Organizational Development (NISOD), and the creation of the Distributed Learning Centre. These are summarized in table 1 below.

Table 1: Partners

Entity
SCFA Employee and Employer directed PD funds
BCGEU Employee and Employer directed PD funds
Discovery Day and other Training Days sponsored by VP Education and Students, Human Resources and others
School Districts 8, 10, 20 and 51
Student Retention Committee
In service Continuing Education
College Library
Distributed Learning Centre
Rural Development Institute
Columbia Basin Trust and others on Learning Region?
Learning Technology Advisory Committee
Other?

Table 2: Memberships

Entity
Society Teaching and Learning in Higher Education institutional membership
IBM Awards? https://www.ibm.com/developerworks/university/innovation/index.html
SCOPE - http://scope.bccampus.ca
UPCID - http://kwantlen.ca/TD/TD.1.2/TD.1.2_Macpherson_Faculty_Learning_Communities.htm
Ashoka U - http://ashokau.org/exchange/
ISW Network - http://iswnetwork.ca/

Table 3: Proposed Annual Funding Sources for the Teaching and Learning Institute: a shared endeavour [5]

Funding Source	Amount/annum
Selkirk College	$
SCFA Employer Directed (Common or "0.6") PD Fund	$
BCGEU Employer Directed (Common or "0.6") PD Fund	$
RDI	$
CBT and others on Learning Region and Open Selkirk?	$
Total	*$*

Table 4: Expenses

Activity	Budget/annum
One - 50% Coordinator (from GEU and SCFA membership) – representing GEU and SCFA	$
Selkirk Teaching Innovation Research Fellows (5 releases per year @ $x).	$
Operating budget/ teaching resource acquisitions, activities	$
Total	*$*

3.5   Roles

3.5.1   Administration

The TLI operates within the office of the VP Education and Students and is directly supervised by the Dean of HHS, SEG and Applied Research and Dean of ITT, SOTA and HOT. The deans, through their supervision of the coordinator provide strategic and operational support to the achievement of TLI goals, alignment with its guiding principles, and provide support for the successful implementation of operational plans and work of the TLI.

3.5.2   Coordinator

While the role continues to and should emerge based on instructor needs and guiding principles some responsibilities should include:

- Developing and supporting an aligned strategic direction for the institute
- Schedule and host regular meetings of the Fellows (Deans ex offisio)
- Administer STIR
- Coordinate Selkirk Open
- Develops a resource library/website for via the Instructional Skills Workshop and My Selkirk
- Develops an operational plan each year that indicates major initiatives of the TLI and accomplishments from the previous year
- Review and coordinate recognition of teaching and learning Region-wide
- Supports the development of a Learning REgion

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[5] Contributions from GEU and SCFA Employer Directed funds is a proportion based on relative amounts generated annually on average

3.5.3   Learning Fellows

The Teaching fellows with the leadership of the TLI Coordinator and feedback from school instructors will:

- Act as the teacher resource person for a school(s) or department(s)
- Support the development and delivery of activities that fit with the annual operational plans of the TLI
- Support the mentorship of new instructors (may need some relief resources for GEU Fellows to be flexible in this aspect of the role)
- Stay abreast of new approaches to teaching and research on pedagogy and extends to colleagues
- Provide encouragement and inspiration to colleagues in their goals to improve their teaching practice
- Are seasoned instructors recognized for their excellence and achievement in teaching

3.5.4   Stakeholders and consultations:

Stakeholder	Consultation
Management Committee	February, 2013
Deans and Directors	February, 2013
SCFA and BCGEU Executives	February, 2013
Learning Fellows	March, 2013
Education Council	March, 2013

3.5.5   Potential for Partnership
Most post-secondary institutions now have in-house departments/institutes mandated to support teaching and learning expertise development and provide other services such as targeted seminars, conferences, and support strategies. UBC's "TAG" [i] , Douglas College's "Centre for Academic and Faculty Development"[ii], and Okanagan College's "Institute for Leadership in Learning and Teaching"[iii] are examples.

The Teaching and Learning Institute at Selkirk College having developed resources that are available to the larger community may have opportunities for Regional partnerships with businesses, the Rural Development Institute, College of the Rockies and Columbia Basin Trust.

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[i] See: http://www.tag.ubc.ca/
[ii] See: http://www.douglas.bc.ca/cafd.html
[iii] See: http://www.okanagan.bc.ca/about/ILLT.html