

ICED Council and Consortium Meeting

6th & 7th July 2017

Fudan University, Shanghai, China



ICED
INTERNATIONAL
CONSORTIUM FOR
EDUCATIONAL
DEVELOPMENT

Minutes

Consortium Meeting Thursday 6th July 2017 – Strategic Development and Sharing of Experience

Present

Network representatives

Kasturi Behari-Leak, HELTASA, Southern Africa
Ariane Dumont, SFDN, Switzerland
Yaz el Hakim, SEDA, UK
Mona Fjellström, Swednet, Sweden (representing Patricia Staaf)
Allan Goody, HERDSA, Australasia, Vice-President and President Elect
Jakob Ravn, DUN, Denmark (representing Lars Ulriksen) (Day 1 only)
Hiroaki Sato, JAED, Japan, Vice-President Elect
Denise Stockley, STLHE, Canada
Yihong Fan, CHED, China

Officers

Chng Huang Hoon, IJAD Co-Editor
Roz Grimmitt, Administrator
James Wisdom, Treasurer

Observers

Yan Ding, CHED, China
Kayoko Kurita, JAED, Japan
Erika Kustra, Educational Developers' Caucus, STLHE, Canada
Wengting Xing, CHED, China

Apologies

Nitza Davidovich, IOCATHE, Israel, Board member
Peter Felten, IJAD Co-Editor
David Green, IJAD Representative to the Board
Helen Guerin, AISHE, Ireland, President (outgoing)
Annick Hayen, LNO2, Belgium
Deandra Little, POD, USA, Vice-President
Katarina Mårtensson, IJAD Co-Editor
Ivar Nordmo, UHped, Norway
Michele Di Pietro, 2018 Conference Organiser

Patricia Staaf, Swednet, Sweden
Kathryn Sutherland, IJAD Co-Editor
Lars Ulriksen, DUN, Denmark
Benno Volk, SFDN, Switzerland

In the absence of the President, Helen Guerin, the President-elect Allan Goody chaired the meeting.

1. Introductions

The new members, Ariane, Denise and Yaz, were welcomed to Council.

2. Exchange of experience through network reports

Germany - DGHD

There had not been a lot of change since the previous year. The structure of the network was well established, with regular books and conferences. There was a board for research and a board for accreditation. Both institutions and individuals were accredited. Membership numbers had been slowly growing, there were now institutional as well as individual members, and many individuals had shifted across to institutional membership, so one third of all members were now institutions. In 2010 the government funded 186 universities to enhance teaching and learning quality, as a result around 2,000 educational development roles had been created. This had meant the network had received a lot of attention. It was not clear whether membership would hold up when the government funding stopped. There were lots of special interest groups within the network. Last year a position paper was written to try to enhance the visibility of the network's activities. The position paper got some attention from the relevant government ministry.

Comments:

- The Australian government has abolished the central funding body that supporting grants for teaching and learning and national teaching awards and fellowships so this contrasted with the German situation. Allan noted his concern that there were an increasing number of professional bodies focused on teaching and learning in Australia which has the potential to spread scarce resources even more thinly.
- There was a query regarding the evaluation of the impact of the projects funded by the German government. The DGHD position had been that it takes time, at least five years, for the evidence to come through. The German projects did not have evaluation as a criteria but it had been discussed extensively.

Switzerland - SFDN

The network had institutional and individual membership and had 72 members in total. This figure was growing. All universities in Switzerland were members. In Switzerland there was a dual system with applied science universities and universities, the former were more engaged. Those in universities had less power to influence their colleagues than those in applied science universities. A didactical accreditation scheme existed for faculty members of applied science universities. This could bring faculty an 8% salary increase in some cantons.

There was an initiative where one faculty member per institution per year promoted the idea of faculty development. The first SFDN conference took place last year and went very well. The network was hoping to raise its visibility and influence through the 2020 conference.

Hot topics/issues/challenges:

- Communication between the two different types of universities and trying to bring them together.
- Language was also a problem as there were four official languages in Switzerland, so the official language of the network was English, of which no-one was a native speaker.

Japan - JAED

The number of individual members had remained stable. A series of books had been published and JAED was hoping to make a YouTube video to go with one of them. The network had designed a faculty development map and was hoping to get feedback on this.

Hot topics/issues/challenges:

- How to raise money. JAED only had 28 individual members who paid approximately USD100 each. In addition government funding had stopped. JAED had tried institutional membership but it didn't work very well. It was considering partnerships with the private sector, e.g. technology companies, as well as crowd-funding.
- How to create relationships with other departments and units within universities. For example, in Osaka University all new faculty members did training which included teaching and learning; researcher development; leadership and engagement with society.
- Educational development work was expanding beyond teaching and learning to include other areas.

South Africa - HELTASA

The current situation in South Africa had serious implications for how educational development was conceptualised. Universities had been pushed to develop a new theory of change. In the past it had been thought of in terms of looking at students 'deficits' but the students had been challenging this over the past year, pushing the universities to think about what kind of pedagogical alternative could be offered. Universities needed to involve students more and academic developers needed to move towards acting as facilitators. Through looking at the under preparedness of universities to deal with such a diverse body of students, the focus had shifted to curriculum change and development and the universities were no longer looking at the under preparedness of students. It was a good challenge for academic developers to deal with. HELTASA had quite good visibility and the relevant government departments often involved it, in an advisory capacity, in their activities and projects. A recent project on improving the effectiveness of university teachers had involved HELTASA.

Comments:

- HERDSA did not have this level of influence and struggled to link to Vice Chancellors. Part of the problem was the fact that there were multiple organisations.
- The terminology was shifting with more focus on students.

- A common theme coming through was government funding. Governments seemed to be looking for what was the most effective means of improving teaching and learning. But the notion of being effective economically (i.e. employability) was also strong. This had resulted in more focus on the STEM subjects. There was a need to find a way of ensuring that government funded projects and initiatives were translated into something meaningful to educational developers.

UK - SEDA

University tuition fees had tripled over the last few years and students were now paying GBP9,000 per year. The UK government's current HE policy slogan was 'putting students at the heart of the system'. This had served to raise students' awareness of and involvement in their education and the government could not now go back on this position. The UK government had recently created a Teaching Excellence Framework which had caused some disruption in the sector, although the fact that it had put the focus on teaching was considered a good thing.

SEDA had made a surplus during 2016. It had held two very successful conferences, on teaching excellence and learning gain, and innovation and collaboration in higher education. The conferences attracted a lot of new people and SEDA was trying to engage them. SEDA continued to offer publications as part of its membership offering. Some new institutions had been accredited under the Professional Development Framework. SEDA was very dependent on its institutional members, which were its main source of income, and must maintain or increase those numbers. The Executive Committee was looking at collaborations with other similar bodies and was also interested in making stronger links with the government. SEDA often debated whether it was for academic developers or academic development. The latter allowed for a much broader community of members.

Sweden - Swednet

Swednet had been working on improving its website and was getting more members as a result, some of whom were from outside the university sector, e.g. the police academy. The conference was a big success. The theme, 'content matters', had been inspired by the South African ICED conference. Sweden had received a lot of immigrants and refugees from Syria and other countries and so was trying to accommodate and support these people. The new Swednet president had worked in this area. Swedish Vice-Chancellors were aware of educational development and Swednet but the government wasn't interested. The network was trying to find places where it could have influence. Mona had been in a working group with Vice Chancellors to discuss teaching qualifications for HE teachers, the resulting report was linked in the Swednet report. Klara Bolander Laksov had also worked with this group on leadership. A task force including Vice Chancellors, the student union and Swednet would try to talk to the government to push for greater national co-ordination. The government had committed to increased funding for HE so Swednet hoped to receive some of this. It had run a course on strategic educational development which had gone very well and would be run again in Singapore in January 2018.

Hot topics/issues/challenges:

- Funding.

- Co-operation with e-learning staff to ensure their work has a sound pedagogical underpinning.
- Strategic project management – a team-based approach could be a good direction for educational developers. Such projects need an educational development element and are a good way for educational developers to get recognition.
- The advocacy role of the educational developer.
- Whether the term academic development would still be right in the future considering the diversity of roles getting involved.

Comments:

- In Canada, the focus was on how to train educational developers to be more politically astute, influential and able to make the right links.

Canada - STLHE

The society was funded through institutional membership, the idea being that the members bought into the aims and objectives of the society. It started out in 1984 as an educational development society but had grown significantly to include other staff. Educational developers now only made up a quarter of the membership. The society had large reserves so there was no need to keep building these up; so conferences, for example, only needed to break even. The society had become very stable so could do some exciting things. The Educational Developers' Caucus ran an institute each year to train educational developers and it also gave out grants. The first Vice President of Teaching and Learning was an educational developer but these posts were generally no longer held by educational developers. The society's 3M national fellowship award was very prestigious – recipients didn't receive money but recognition. The green guides series was continuing. The innovation award was open to anyone in the world and not just restricted to members – the prize was a free conference place. Council members were encouraged to look into applying. The society also offered a distinguished leadership award, educational developer accreditation and webinars.

Hot topics/issues/challenges:

- Cross-pollination across the various groupings and networks.
- Vulnerability of centres.
- Being more proactive rather than waiting for government to act.
- How to deal with 'truth and reconciliation'.
- Funding.
- Governance.

Denmark - DUN

The network was stable thanks to the institutional membership scheme, which had provided a reliable source of income. There were two people working in the secretariat who had stayed for a couple of years and this had made it easier for the Board to function. The main activities of the network included:

- Annual conference – this was in good shape with high quality submissions
- Special interest groups – there were 19 in total, 15/16 of which were active. They met a couple of times a year, published together and reported back to the board. New themes were suggested to the board and if there were interested people then a group

would be formed. The groups invited their own members and the network provided them with administrative support. They could apply for funds from the Board for specific activities or travel etc. Themes included assessment; academic development; e-learning; online and blended learning; scholarship of teaching and learning; directors of pedagogical centres. They didn't sit on the Board.

- Journal – this was getting a good quality and quantity of submissions. The quantity was growing.

Hot topics/issues/challenges:

- Visibility – especially in relation to the political landscape. DUN was not having any influence at the political level but would like to. It was not that well known among the institutions, even though the institutions were funding it through membership.
- The group was a fairly small community with a lot of the same faces reappearing. Thus it would like to expand.
- The political agenda is very focused on quantitative measures, e.g. retention and employability. DUN would like to see the use of qualitative measures too.
- The political scene was very rapidly shifting, e.g. there had been eight different ministers in the last five years, each with a different agenda. This was very wasteful of resources. DUN would like there to be more political stability.
- E-learning. There were a lot of resources available in this area. DUN wanted to be able to frame this work to make sure it was pedagogically orientated.
- Governance – relationship between the SIGs and Board for example.

Comments:

- SEDA was able to tell ministers how government policies could be implemented on the ground. SEDA had a personal connection through the personal assistant of the relevant minister and suggested that it might be better to make the connections with the permanent civil servants rather than the politicians.
- Deputy Vice Chancellors were an important link. Some people who used to be educational developers were taking those senior roles so making connections with these people was also important.

China

A presentation was given by Wenting Xing. CHED was established as an NGO in 2014 and currently had 113 institutional members. There had been three conferences so far, attended by 400 (2014), 700 (2016) and 700 (2016) delegates, with numbers having to be limited at the 2016 one due to lack of space. The 2017 conference would also be very well attended, by approximately 800 delegates, again with spaces having to be limited as over 1200 had applied to attend. Every year the institutions are invited to join CHED according to a set of joining criteria. The CHED Council goes over the applications to decide which ones can join.

Faculty Development was a growing area and there was a lot of interest in the work. This development had been government-led and universities had had to respond to the government agenda. There was a very clear and specific plan in place with annual targets to meet. E-learning was very important and a lot of effort was going into this area but universities needed people with the right skills to do the work. Therefore educational developers and

educational technologists needed to work together. HE research had looked at structures but paid little attention to teaching and learning. There was a combination of a bottom up push plus a strong government agenda. The Chinese HE Academy had been focusing on teaching and learning and was inviting collaboration from educational development people. Their conference had attracted 1200 delegates so there was a huge amount of interest in the field. CHED was looking for collaboration opportunities, if other networks were interested.

Professionally trained academic developers didn't really exist in China so at the moment the work was being done by enthusiastic teachers, who tended to be younger and often from the field of HE research or instructional design. There would be a special interest group for the training of faculty developers. The Chinese HE Academy did research into what was happening. The Chinese government was not pressuring CHED to show results yet.

Comments:

- James explained the importance of a robust promotions policy for good teaching as well as good research. This wasn't yet fully functioning in the UK yet.
- Teachers in China realised that they had to change otherwise the students would lose interest, especially in the light of so much smart phone use, which made it difficult to get their attention and interest.

Australasia - HERDSA

The membership was 800-900. The 2017 conference theme was curriculum transformation and the event, in Sydney, had been successful. The HERDSA Guides continued to sell well. HERD, the HERDSA journal had a new editorial team. The outgoing team led by Barbara Grant, had greatly enhanced the journal leading to a significant increase in its impact factor. The editors had a good relationship with Taylor and Francis who were very helpful. HERDSA now offered the journal electronically as the default option to their members. The fellowship scheme for individuals was going well. The UK's Higher Education Academy was making inroads into the Australian market and 20 of the universities in Australia had signed up with them. The HERDSA scheme was equally good and there was ongoing discussion about how the schemes could complement each other.

A new initiative to support new scholars in teaching and learning was the development of a set of modules on SoTL. More academics were taking teaching focused positions and they were expected to engage with the scholarship of teaching and learning. Some changes had been made to the HERDSA constitution to clarify the membership of the executive and allow the appointment of officers with specific roles e.g. conference liaison, SOTL modules and grants and awards. New scholars and fellowships portfolios were being merged to create a 'professional development' portfolio. The government had abolished its Office for Learning and Teaching and the various grants, fellows and awards it offered. This had led to a lack of clarity about which organisation amongst many would take a leadership role in representing teaching and learning, with various organisations trying to have a say. Therefore more collaboration across those organisations was required. In New Zealand, the situation was a bit more stable. Their central government funded unit, Ako Aotearoa, had been maintained so Australia often looked there for a lead.

Hot topics/issues/challenges:

- Effects of government funding – the loss of project grants may result in a decline in conference proposals
- Visibility
- Outreach – use of branches for the states, territories and other countries. If a branch ran a conference and made a surplus then they could use a portion of that surplus for their own activities. The branch system worked quite well and they were being better integrated into the organisation.
- Sustainability was not currently an issue, the funding was in a better situation and the conferences were doing well (these were the main source of income). The conferences were generally held in hotels/convention centres as they were no cheaper than universities. However financial sustainability needed to be kept on the agenda.

Comments:

- HERDSA had been going since 1972. It was felt that having strong teaching and learning centres was key to its success. Some countries have quite deeply entrenched teaching and learning cultures which some of those newer to the field, e.g. in Asia, don't have.
- HERDSA didn't have institutional members, although they had been thinking about it but felt that universities might not want to join yet another association. In the UK, there were quite a lot of organisations which universities had to join, e.g. QAA, HEA etc. Some of the organisations would be merging to cut down on all these mandatory subscriptions. SEDA was lucky because it was independent of government.

“Hot Topics” Round Table

The following topics were discussed, as summarised below:

Sustainability

The following would help to ensure ICED's long-term sustainability:

- Funding
- Knowledge – institutional, sector, organisational, community - and how it is transferred from existing to new people
- Strategic vision which allows for growth and sustainability
- Good governance to provide continuity and security
- Profile – whilst having a very high profile is not always a good thing, sometimes making an organisation more vulnerable to negative publicity, it was felt that ICED's profile should be raised
- Regional clusters might allow for more frequent discussion through web-based tools. This could allow additional individuals to participate in ICED's work.

There was a discussion about how ICED could turn sustainability into growth. One idea was to start producing conference proceedings in order to further disseminate the themes and discussions from conferences. ICED would need to find resources to do this. Perhaps a small payment could be made to students from the host institution to work on the conference proceedings.

The group felt that they would like more than just abstracts, perhaps 1500 word extended abstracts or even PowerPoint presentations would be appropriate. Denise described a model used by STLHE whereby people applied to be editor of the conference proceedings and were paid CAD4,000 to do the work. However, this amount did not cover the full cost so any such model would have to be used with caution. Allan described a process whereby people choose whether to submit abstracts or full papers to be peer reviewed and then accepted full papers are published in a conference publication. ICED would need to be cautious about competing with IJAD for articles if it went down this route. In Bangkok the organisers requested papers in advance to be published on a CD because they felt that people wouldn't attend if their papers weren't published in conference proceedings. However, many people would prefer their papers to be published in a well-known reputable journal and therefore would be reluctant to have them go into the conference proceedings.

The current website was very limited, making it difficult to get a sense of what had been discussed at conferences over the past few years. Conference proceedings would be a way of enhancing what was available from ICED. Perhaps the ICED website could contain a repository of past conference programmes and abstracts/papers/PowerPoints. Currently these are contained on separate websites which are set up by the conference hosts. They are not obliged to maintain those pages so the links often get lost over time. Could there be a dedicated IJAD special issue related to the conference? This would be difficult because journal space is very limited and the editors wouldn't want an issue devoted to one theme only.

Actions:

- **Board to discuss a means of ensuring conference history is not lost**
- **Board to talk to conference organisers about ensuring that post-conference papers or PowerPoints are put online**
- **Board to discuss the idea of producing conference proceedings.**

Changing role of academic developers – capacity building

Hiro's Faculty Development Map was discussed. Japan had imported the idea of faculty development from the USA and educational development from the UK thirty to forty years ago. Hiro and his colleagues now wanted to create their own concept. They had borrowed the idea of micro, middle and macro levels from Canada and had also brought in researcher development (also from the UK), leadership development and community engagement.

SEDA saw its role as improving student learning not just improving academics' teaching. This idea included a wider range of staff, as many people had an impact on student learning. So SEDA's professional development framework was devised with improving student learning in mind. The community engagement agenda was having an impact as new people with different demands were getting involved in educational development, as was happening in South Africa. Leadership development was about appropriate development at appropriate times.

ICED used the term educational development but IJAD used the term academic development. Council members wondered what the difference was. In the UK there was a political

difference - 'academic development' came into use to better fit in with the aims of the older research focused universities. It was a broader term thus diluting the teaching and learning focus and allowing for things like researcher development to be brought in. However, it was noted that in Canada 'educational development' was seen to be broader. The IJAD team had had a lot of discussions about whether they were dealing with academic development or academic developers but had decided that it was both. Huang Hoon reported that even the word development had become tricky as it could be seen as patronising, and therefore engagement was preferred. There was also debate about the use of the terms 'professional development' and 'staff development'. The terminology varied considerably across languages too, for example in French the term 'pedagogical adviser' was used.

The idea behind Hiro's model was to put the student at the centre. The discourse of the student as the customer was an interesting one, causing some tensions particularly in South Africa. Good learning can make students feel uncomfortable and challenged, which clashes with the idea of the customer always being right.

The German network had initially researched the socialisation of students at the start of their studies, exploring whether they were socialised as intended, whether they were learning in the way intended and also whether they were learning what the universities wanted them to learn. They looked at the differences between the various discipline cultures. Therefore they had done much of the theoretical conceptualisation work at the outset and people were now going back to this research.

Governance, visibility and students

This group came up with an idea to create a template for each network to complete which would be made available on the ICED website. It could include when the network was founded, networks' values, missions, structure, governance, how the board was elected/appointed and constitutions etc. Then the annual reports would not need to include all this detail. . There was a discussion about whether to publish important documents from the member networks if they were in other languages. If there was a seminal piece in another language then perhaps the main points could be summarised in English.

Action: Allan and Denise to draw up a template for Networks to complete as a way of describing the Network using a set of descriptors (e.g. structure, governance, membership).

3. Processes of development: capacity building with smaller national networks

Council discussed how ICED could support its smallest and newest networks as well as how the more established networks had grown and developed into full national networks.

Hiro had mapped JAED to Tuckman's Team Developmental Model which identified various stages of development, including: forming, storming, norming, performing and adjourning. A key question for ICED's networks is how to spend more time in the performing stage. Perhaps the networks could share their stories. It was noted that an organisation could be in all the stages at once and could go back to previous stages time and time again. HERDSA had a guide to forming a new network, which might be useful.

Members wondered whether the networks were being scholarly about themselves, i.e. were they looking into their own development and history. Organisations need to maintain a history so they can look back and learn from past experience. For example it might be helpful for them to identify what they would do differently if they could start over. James suggested that starting with Vice Chancellors might have been a better approach than focussing on front-line lecturers. This would have helped prevent the same work being repeated again and again and also would have helped with visibility. This could be an interesting area to do some research on.

Council could explore ways to give new networks a window of opportunity to ask questions of existing networks. The current process is to bring them along to Council meetings but perhaps there should be a more clearly defined opportunity to ask questions. This could be done through an email listserve for example.

Action: Board to pursue ways to support new networks.

4.1 Transnational Networks and their relationship with ICED

James had prepared a report on allowing transnational networks to join ICED. This issue had arisen out of the SAULT Forum's request to join ICED. At present the SAULT Forum is constituted as a special interest group of HELTASA so it might be a bit early for it to join in its own right. In addition, the idea behind the SAULT Forum was for networks to develop within the member countries. HELTASA wished to consider this before any decision was taken and it would return to the Board with a response before the Atlanta Council meeting. There was no reason why members of the SAULT Forum couldn't attend Council as observers. If another transnational network requested to join in the meantime then the Board will return to the issue.

There were other anomalies amongst the current member networks, for example HERDSA encompassed several countries including Australia, New Zealand and Hong Kong. In Canada the STLHE was a broad network which encompassed the Educational Developers' Caucus, which was the educational development network. It was felt that each member organisation must make their own decisions about who is sent to meetings.

Action: HELTASA to consider the SAULT request to become a member of ICED and to report back to the Board prior to the Atlanta meeting.

Decision: observers from SAULT to be allowed to attend Council meetings.

4.2 Collaborations and Collaborators

Item not discussed.

Council Meeting Friday 7th July – Reports and Administration

5. Governance

5.1 Minutes of ICED Council 2016 Meeting

The minutes were accepted as a true and accurate record of the meeting.

Matters arising not covered elsewhere on the agenda:

Item 3

- **David and Deandra to follow up the work on re-framing ICED's objects and values and identifying a definition of educational development.**
- **Allan and Denise to pursue the template idea from the 2017 Council meeting** (this would be a start to the work on support for new networks which was suggested at the 2016 Council meeting).
- Roz had tried to set up an email listserve using JISCmail but it had not been possible as the membership needed to be predominantly UK-based. **Action: Roz/Yaz to identify a listserve provider and set up an ICED listserve**
- **Roz to continue to work on adding links to networks' listserves to the website.**

Position papers

Council discussed how to take forward the idea of ICED position papers raised at the 2016 meeting. This would be very challenging for ICED in terms of finding both the time and an agreed position. Perhaps it would be better to focus on ICED's co-ordination and communication potential because through ICED's networks many important and influential people could be reached very quickly. This could make ICED very attractive to bodies like the EU, UNESCO and ASEAN as it would allow them to gauge views very easily. The issue then would be to try to make these bodies aware of ICEDs' existence so that it does get asked for its views, which it currently doesn't.

Marianne reported that the German network had put a lot of time and effort into preparing a position paper and it had paid off. People might be looking to ICED for leadership and analysis, so a bit more than just a communication channel, but in order to do this it would need to define its purpose very clearly. In Canada writing groups on specific topics were created as part of the conference, perhaps ICED could do a similar thing. Members wondered whether this could be connected to the IJAD collaborative writing group idea, although it was acknowledged that this group was more about encouraging people to write for IJAD.

Members wondered whether ICED could draw up some core principles/values on teaching and learning. Perhaps the webpages could be restructured to make the information on the networks more accessible rather than being buried in the annual council meeting minutes. A section on best practice could be added, including case studies of good practice. A Wikipedia page for ICED could be created. The template idea, discussed the previous day, would provide a start for redeveloping/restructuring the website.

A working group could be set up to start working on a draft position paper. This might be a way of engaging other individuals in the work of ICED. The Board had limited capacity so it was hoped that Council members would volunteer for actions such as these.

Action: Allan to contact Peter Felten regarding the collaborative writing group to see whether any connection could be made.

5.2 ICED Annual Report 2016

The annual report, which had been prepared by Helen, was received. The UK Charities Commission required ICED to produce an annual report. These reports could be used to show other bodies, e.g. funding bodies, what ICED did.

Actions:

- **Networks to consider tabling the ICED Annual Reports at their own board meetings to help raise awareness of ICED and its work**
- **To add a list of member networks to the ICED Annual Report.**

5.3 Elections and appointments to the Board

A report prepared by the Election Committee was received.

Helen Guerin would stand down as ICED President one year early at the end of this meeting. The Election Committee had therefore sent out a call for nominations for the role of President for the one-year period from the end of this meeting to the end of the 2018 Conference. One nomination was received, for Allan Goody of HERDSA, Australasia, therefore Allan would become President at the close of this meeting.

In addition, Allan Goody's second term as Vice-President would finish at the end of this meeting. The Election Committee had sent out a call for nominations the role of Vice-President of ICED for the two-year period from the end of this meeting to the end of the 2019 Council meeting. One nomination was received for Hiro Sato of JAED, Japan, therefore Hiro would become Vice President at the close of this meeting.

Appointments

Hiro Sato had been appointed to the Board from the end of the 2016 Council meeting until the end of the 2018 conference. As Hiro would now become Vice-President, a replacement Board member was needed. The next network on the alphabetical list of networks was LNO2 of Belgium. Therefore the Election Committee had invited Annick Hayen to serve on the Board from the end of this meeting to the end of the 2019 Council meeting. Annick had agreed to join the Board but would not be able to join until October 2017 due to parental leave.

Decisions:

- **David Green's nomination to the Board as IJAD representative was approved**
- **James Wisdom's nomination to the Board as Treasurer was approved pending another nomination from Council coming forward.** James would be happy to step aside should another nomination be approved (Allan to follow up).
- **Benno Volk's nomination to the Board as 2020 conference representative was approved**
- **Mona Fjellström to replace Klara Bolander Laksov on the election committee for a two year period. Helen Guerin to replace James Wisdom as past-president.**

Members sought clarification regarding the membership of the Board and the following points were confirmed:

- Council members are individuals nominated by their networks to serve on Council. They do not have to be Presidents of their networks.
- If a Council member becomes a Board member (as President, Vice-President or appointed member) then they can nominate an Associate Council Member from their network to be a non-voting member of Council.
- The President, Vice-President and appointed members from the A-Z list have to be Council members.

5.4 Governance – resilience of the Board

Elections come round very often and the pool of possible nominees is small, only 24, so ICED may need to reconsider the term length at some point.

6. Budget and Accounts

6.1 2016-17 receipts and payments account

The accounts for 2016 and the first part of 2017 were received.

6.2 Budget 2017 – 2020

James presented the budget for the next three years. The surplus generated by the Cape Town conference was felt to be extremely good, especially considering the difficult circumstances in which the conference took place. The negotiations regarding the conference budget had resulted in an agreement that HELTASA be able to take out its annual membership fees from the surplus, as it usually did. HELTASA had failed to do this in its initial calculations of the surplus, so ICED had gone back to them to remind them and hence the surplus had gone down a little.

The important figures in the three-year budget were the Atlanta and Zurich conference surpluses. They had been predicted conservatively but may end up being higher or lower, which will have an impact on the overall figures. The other main variable was the membership subscription income. ICED was not planning on repeating the Victoria type event so no income had been put into the budget under this.

The Atlanta conference was now seen as a much higher risk due to the fact that the Trump administration was putting people off travelling to the USA. Therefore the budgeting was being done much more conservatively and the predicted surplus of GBP10,000 was felt to be realistic. There had been a conversation between Michele and one of his colleagues and the Board and the conference price and surplus had come down significantly during the course of that conversation. The Board was feeling reasonably confident about the Atlanta conference, although it was acknowledged that conferences were always a risk, for example the 2006 Sri Lanka tsunami had meant the conference had to be moved to the UK.

James had mapped out predictions to reality over the years and reassuringly the reality had tended to surpass the predictions.

Overall ICED's finances were in a good state due to the Stockholm and Cape Town conferences as well as the annual subscriptions.

6.3 Risk Register

James explained that holding a risk register is an element of good governance. The Trustees must be able to show that they consider risks and take action to mitigate them.

Huang Hoon explained that in Singapore the Treasurer and Auditor are sensitive appointments on Boards of associations and have to be regularly rotated. ICED's Treasurer can only serve for two two-year terms. In addition, the ACU's Finance Director does an annual inspection of the accounts, much like an auditor would. Expenses claims and invoices come into the administrator, who passes them to the Treasurer to approve. The President can waive membership subscriptions for organisations that can't pay. This list isn't published. The reserves policy is to maintain GBP20,000 in reserve. This is to be able to sustain the administration for two years should there be no income.. Council agreed to continue with this policy.

Council wondered whether there was a list of associations that weren't yet members. A list does not exist, instead Council members were encouraged to keep aware of emerging networks, e.g. Lebanon, Iceland, Palestine, Chile, AIPU. AIPU would be ideal to create a partnership with. Members wondered whether ICED should set up a LinkedIn profile as this might help to raise awareness. A volunteer would be needed to do this.

ICED may need to consider cybersecurity and data protection and whether they presented any risks. The website had been hacked in the past but it had had various security elements built in since then.

Action: Roz/Allan to include a letter from the President with the annual membership subscription invoice to encourage people to pay promptly or to pay more than the flat-rate minimum of GBP50.00.

7. Council meetings and Conferences

7.1 2016 Conference Cape Town, South Africa

A thorough and comprehensive report was received from the Cape Town conference organisers. Points covered included:

- The student protests had meant that the university venues could not be used and certain elements of the conference had to be moved to hotels nearby.
- 558 delegates had attended, 400 of which were from the Southern African region, including about 300 from South Africa. More SADC (South African Development Community) country delegates had attended than previous HELTASA conferences. It was thought that the SAULT Forum had helped to boost those numbers.
- HELTASA had tended to focus on South Africa but the other countries in the region were starting to get involved now.
- Moving the conference from July to November may have meant lower numbers of international delegates from outside the Southern African region.

- Several journal articles had resulted from the conference which was felt to be very positive.
- The mix of international and Southern African delegates and presenters seemed to work well for the local delegates as it offered different perspectives.
- It was also a big eye opener for the usual ICED delegates, especially in the light of the problems which were occurring at the time. It had been useful for people to come into direct contact with a HE system in crisis and there had been a lot of discussion of the social justice issues.
- The Chinese delegates may have been put off by visa difficulties. This may have implications for the Atlanta conference as the Chinese will be reluctant to pay in advance in case they don't get the visa. There needs to be some leeway from the organisers. Allan would ensure that Michele and his team were aware of potential immigration issues.

ICED thanked the organisers for their huge efforts in what was a very valuable, insightful and interesting conference.

7.2 2017 Council Meeting Shanghai, China

Item not discussed.

7.3 2018 Conference – Atlanta, USA

A report from Michele was received.

Council members to do the actions requested by Michele, as follows:

- **Forward the conference website to networks and ask people to visit the website and sign up for the conference mailing list**
- **Forward the call for volunteers to networks and invite individuals to sign up on the conference website with their availability**
- **Consider submitting a preconference workshop proposal or invite select individuals in networks to do so**
- **Forward the call for proposals to networks and invite members to submit a proposal by December 22nd 2017.**

Additional actions:

- **Allan to suggest to Michele that the closing date for pre-conference workshops be extended**
- **Allan to ask Michele to reconsider the early-bird student rate for the Atlanta conference as it was no different than the early-bird normal rate**
- **Allan to ask Michele to check that ICED will not be liable for any cancellation fees if hotel rooms are not filled**
- **Allan to ask Michele to check that the Atlanta organising team is prepared for the immigration requirements for international delegates and to be flexible with refunds where visas are denied.**

The Council meeting would be on Sunday 3rd – Monday 4th June 2018.

7.4 2019 Council Meeting – Iceland

This meeting has now been confirmed for Iceland. It will be in June but the dates had not yet been set. It was noted that the STLHE conference would be in late June and the HERDSA conference in early July.

7.5 2020 Conference – Zurich, Switzerland

The conference would take place at the ETH, Zurich. No venue bookings had yet been made as it was too far in advance. The theme may be around disruption. The organising group's first meeting would be in the autumn. Benno Volk would now be invited to join the Board and thus keep it up to date of plans.

7.6 2021 Council Meeting – Expressions of Interest

A call to host this meeting would go out in due course. These meetings were often about linking to emerging networks. It would be nice if it could go to Sri Lanka at some point to give the network there some support. It was noted that ICED needed to get the timing right for emerging networks to avoid putting too much pressure on them.

It was noted that ICED's 25th anniversary would be in 2018 and the 30th in 2023.

7.7 2022 Conference - Expressions of Interest

A call to host this conference would also go out in due course. No timetable had yet been set for sending out the call but it would be before the end of 2017. The decision will be made at the next Council meeting.

8.1 IJAD Report

A report was received, Huang Hoon summarised the main points:

- There had been a steady increase in the number of subscriptions and downloads.
- Some of the Taylor and Francis figures were not 100% accurate, especially for downloads, as they only use figures from within the Taylor and Francis universe. In some cases the editors do their own figures, taking info from Google Scholar etc.
- The English speaking world still dominates in terms of downloads and contributions. The collaborative writing group is supposed to try and tackle this.
- It was suggested that the editors could identify/solicit good articles from non-English speaking countries and perhaps pay to have them translated into English. **Huang Hoon to raise this with the editors.**
- It was suggested that an update from ICED/IJAD could be included in network magazines.
- The President would be happy to write a letter to Taylor and Francis if that would help the editors.
- Network representatives to take on board the requests to do the publicity work for IJAD.

Actions for Council members:

- **Tweet about the Article of the Year (once it is announced), and send the article link out to their networks to publicise the article itself, and IJAD**
- **Recommend topics/authors for solicited articles**

- Sign up, personally, to receive “New Content Alerts” from IJAD: <http://www.tandfonline.com/toc/rija20/current>
- Follow IJAD on Twitter and Facebook and join the LinkedIn group and to “like” and “retweet” or “share” the content with followers
 - Twitter: <https://twitter.com/IntlJourAcadDev>
 - Facebook: <https://www.facebook.com/International-Journal-for-Academic-Development-1921273388092743/>
 - LinkedIn: <https://www.linkedin.com/groups/13515139>
- Contact Katie Linder (kathryn.linder@oregonstate.edu) directly with ideas about additional social media content that they would like to see released about the journal.
- Consider the range of suggestions from Taylor & Francis that member networks can use to publicise IJAD (see section 9.3 of the IJAD report)
- Continue to encourage their own members to ensure institutional subscriptions to the journal as a long-term strategy for sustainability.
- Encourage T&F to send IJAD promotional materials to their national conferences to raise the journal’s profile

8.2 Appointment of Co-Editors

Peter Felten’s reappointment as IJAD Co-Editor (North America) and Katie Linder’s reappointment as Associate Editor (North America) were both approved.

9. Research Reports and Projects

9.1 ICED/JAED Survey on the professional development of HE teachers

This was a four year research project funded by the Japanese government and now in its final year. The ICED research on training for educational developers had been part of this project. The next stage was creating the Faculty Development Map which institutions can map their programmes against. Hiro would like to receive some feedback on the proposed model and would revise it accordingly. The map would be used in Japan but could also be useful in countries with emergent educational development networks. The idea is that it will become a globally used tool. It is intended to be quite a light touch tool and must not become over burdensome for the educational development community. ThaiPOD had a similar teaching standard. DGHD also had one, although it was competence based and therefore difficult to match to the Japanese one. The Swiss network also had one, which may be useful to Hiro and colleagues.

Actions:

- Council members to email their comments on the Faculty Development Map to Hiro
- Marianne and Ariane to send the SFDN and DGHD frameworks to Hiro.

9.2 Southern African Universities Learning & Teaching Forum

A report from David Baume was received. The Forum was developing well, having come a long way since its initial beginnings. ICED had put in funds over the years and was still committed to one more payment of GBP2,500 in 2018. The concern for James as Treasurer

was the long-term financial sustainability of the project. Currently the ICED money was being used to fund David Baume's travel to act as the Forum's ICED liaison person as well as to fund others to attend meetings. Brenda Leibowitz was the HELTASA representative on the project. The rurality project was a distinct element and relied on outside funding.

There were other places and projects which ICED might want to help eventually. In addition, funded projects don't always work because the work is dependent on the funding, so once the funding ends the work ends. This tends to be more the case the larger the funding/project is. So perhaps ICED should consider funding a range of different projects to a lesser degree rather than putting all of its eggs in one basket.

It was suggested that ICED could look at whether those involved in the project were individuals or institutions, and if individuals, how much influence they had. Members wondered what the ultimate aim of the project was, who ICED was helping and what it was helping them to do. The Forum was in an important transitioning period and may need to re-conceptualise its purpose to ensure it was moving in the right direction. One of the main points of the project was to try and engage some of the other southern African countries in HELTASA. Forming a separate network was never the planned outcome and needed more discussion as it may not be the right direction to take.

The report did not contain any specific requests for funding so no actions or decisions were required at the moment. The principle is that ICED supports the project and will help as much as it can. In the meantime HELTASA would find out more about what the Forum is planning for the future.

9.3 SPHEIR Project

Yaz explained that the Association of Commonwealth Universities (ACU) had contracts with SEDA, ICED and other organisations to provide administrative services. Roz and her team did that work. Also within the ACU, was a projects team which applied for funding to do educational projects based in Commonwealth countries. This was how the SPHEIR (Strategic Partnerships for Higher Education Innovation and Reform) projects had arisen. Yaz summarised the current SPHEIR project which SEDA was involved in.

The AHEAD project was a second bid to the SPHEIR fund. The ACU had approached ICED about getting involved in the potential project because it was about growing educational development in Kenya and ICED's support of emerging networks was considered very relevant. James had volunteered to write ICED's part of the bid. It was one of about 190 bids for about 10 projects so the chance of it being successful was very slim. Bids such as these must include named individuals so David Baume's and James' names had been included in the bid (James as project lead) but they could change as could a lot of the details. ICED would need to hire consultants to do the work if the bid was successful and suitable individuals could be identified through a call for consultants to the member networks.

At the same time the developing Kenyan network (AFELT) had been in touch with ICED regarding becoming a member. The AFELT network appeared to be quite established

already. This process would continue and AFELT would hopefully join ICED whatever the outcome of the SPHEIR bid.

10. Any Other Business

10.1 Social Media

Action: Yaz to look into what social media options ICED could make use of and to report back in advance of the Board meeting on 28th September 2017.

10.2 Spirit of ICED

Council approved Brenda's nomination.

Action: Roz to draft a letter to send to Brenda to let her know the news (to first run it by Allan)

10.3 Co-options

The ICED constitution was put together in conjunction with a UK law firm. They had advised on a number of issues, including co-options. There was a Board made up of Council members including the President, the two Vice Presidents and the two appointees from the alphabetical list of networks. In addition, there was a provision for three co-optees to join the Board. The original idea was that these would be members of Council and would join the Board for specific reasons, e.g. social media. The idea was to protect the interests of the charity by not allowing the President to appoint his/her friends to the Board. The co-optees would be voting members and would only be on the Board until the next Council meeting. Therefore James did not feel that the Treasurer, IJAD Representative and conference organiser should be co-optees to the Board, instead they should be 'ex officio' members without a vote.

Decision: Treasurer, IJAD representative and Conference Organiser/s are ex-officio, non-voting members of the Board, not co-optees. The three potential co-opted positions are open to members of Council should the Board require them.

Actions:

- **James to revise the document on Board membership to clarify the above**
- **Roz to remove James Wisdom, David Green and Michele di Pietro from the Charity Commission and Companies House lists of trustees/directors.**

10.4 Regional clusters

This was suggested as a way of getting other people involved in ICED. There could be regional groups, topic based groups or action groups. Erika described what they did in the Educational Developers' Caucus in Canada, which worked very well. As well as meeting electronically, perhaps space could be set aside at future conferences for these groups to meet (e.g. a breakfast session with ideas/topic tables), in addition they could be given an opportunity to meet with the Board/Council to give them an insight into ICED. It was noted that regional groupings could be complicated as people don't necessarily identify with people in the same region as them and it can therefore be difficult to find commonality.

Actions:

- **Erika/Denise to send further details of how the Educational Developers' caucus system of regional groupings works**
- **Allan to liaise with Michele to find out whether there would be some space in the Atlanta conference to pursue the idea of action groups.**

10.5 Induction

- **Allan to draw up an induction document summarising the main points for new Council members**
- **New members/observers (Yaz, Erika, Kayoko, Denise, Kasturi, Ariane) to let Allan know if they have any suggestions.**

10.6 Resilience

There was a discussion about the length of term for Board members. Elections for Presidents and Vice Presidents came round very often and the pool of potential candidates was very small so extending the length of the term might be a good idea. However, longer terms might mean that network presidents missed out on serving on the Council as network representatives. In addition two three-year terms would be very long making it unlikely that people would want to do a second one. It was noted that Presidents and Vice Presidents didn't necessarily have to remain as the network representatives. However, there may be a conflict there – would they be serving ICED or their network?

Action: Allan to take the issue of Board members' term length and network representation back to the Board for further discussion.

The meeting closed at 17.00.