

ICED Council Meeting

Friday 12th – 13th June 2015



ICED
INTERNATIONAL
CONSORTIUM FOR
EDUCATIONAL
DEVELOPMENT

South Pender Island Ballroom, Grand Pacific Hotel, Victoria, Canada

Minutes

1. Present

Network representatives:

Kevin Barry, POD, USA, representing Deandra Little (Associate Council Member)
Michel Comte, SFDN, Switzerland
Allan Goody, HERDSA, Australia, Vice-President
Helen Guerin, AISHE, Ireland, President
Mandy Hlengwa, HELTASA, Southern Africa, Board Member
Angela Ho, CHED, Hong Kong & China, representing Fan Yihong
Robert Lapp, STLHE, Canada
Marianne Merkt, DGHD, Germany
Mart Noorma, ENED, Estonia, Board Member (outgoing)
Kathryn Plank, POD, USA, Vice-President
Jakob Ravn, DUN, Denmark, representing Lotte Rienecker
Hiroaki Sato, JAED, Japan
Chavane Tongroach, ThaiPOD, Thailand
Lars Uhlin, Swednet, Sweden, representing Mona Fjellström
Noël Vergunst, EHON, Netherlands
James Wisdom, SEDA, United Kingdom

Officers:

Chng Huang Hoon, IJAD Co-Editor
Kristine Mason O'Connor, Treasurer
Michele Di Pietro, 2018 Conference Convenor
Kathryn Sutherland, IJAD Co-Editor

Observers:

David Green, former IJAD Co-Editor
Arnuparp Lekakhula, ThaiPOD, Thailand, former Network Representative

In attendance:

Jennifer Faubert, Symposium Organiser
Roz Grimmitt, ICED Administrator

Apologies:

Nitza Davidovitch, IOCATHE, Israel
Ivan D'haese, LNO2, Belgium
Mona Fjellström, Swednet, Sweden
Deandra Little, POD, USA
Katarina Mårtensson, IJAD Co-Editor
Javier Paricio, REDU, Spain
Lotte Rienecker, DUN, Denmark
Fan Yihong, CHED, China

2. What we hope to learn from this Council meeting

Council members discussed in groups what they hoped to get out of the meeting. The discussions are summarised below:

Group 1

Informal discussions

Advice on strategy for managing network growth – small and collegial to state sponsored and complex

Advice on accreditation

Group 2

Advice on: IJAD anniversary issue in 2016; increasing IJAD subscriptions, especially in non-subscribing countries; raising submissions to IJAD from other countries

Advice on how to organise a successful conference and fulfil ICED's goals

Group 3

How to deal with ICT issues and ICT skills

How to have an impact on government policy

How to accredit teachers in HE, both nationally and internationally

Group 4

How does the network promote networking?

How can individuals benefit from ICED?

Group 5

How ICED works, processes etc

Advice for the 2016 conference

3. Governance and Constitution**Minutes of the Council meeting 2014**

The minutes were accepted as a true and accurate record of the meeting. There were no matters arising not covered elsewhere on the agenda.

ICED Annual Report 2014

The report was accepted by Council.

Elections and appointments to the Board

Mart's term on the board would end following this meeting and he would be replaced by Nitza Davidovich from Israel. Allan Goody would serve as Vice President for a further two years until 2017. There would be a further election for President and Vice President in due course, as Helen's and Kathryn's terms would be ending following the 2016 Conference.

4. Budget and Accounts

2014-15 receipts and payments account

The accounts were accepted by Council.

It was noted that ICED had three sources of income:

- Conferences
- IJAD royalties
- Membership subscriptions

ICED was always keen to increase those sources of income.

Budget 2015 – 2018

Thanks to the Stockholm Conference, there was a very healthy opening balance. The Stockholm conference organisers were thanked for this huge contribution. The Canadian Symposium probably wouldn't generate any additional income, but it was noted that the intention had been to run it as a trial event. The subscription income was looking healthy and the networks were thanked for this. It was noted that subscriptions could be waived for those networks that couldn't afford to pay. Expenditure was going to exceed income in 2015 so there would be a deficit at the end of the year. The same was very likely to happen in the following two years. So although there was a healthy balance at present, ICED was still in a precarious long term financial position.

It was suggested that the contingency should perhaps be doubled to £20,000 to cover two years' administrative support. As a registered charity it was important for ICED to have a reserves policy. The current policy was that it should be able to maintain its administration for at least one year if things went wrong. This could be upped to two years though. The reserve fund was not a restricted fund and so could be used if the need arose. The idea is just to show that the organisation is being run responsibly.

It was felt to be important to be able to take risks when the organisation was in a secure financial position. For example, it was good that ICED was in a position to run the continental symposium. ICED should explore ways of reaching beyond the biennial conference, and this is what the symposium was trying to do, besides raise income. It would be good to do a debrief afterwards to identify the positive

and negative aspects. It might not be right to simply abandon this as an idea. In addition, the fact that the SAULT project had been supported was a very positive thing.

Action: It was agreed that the reserves policy should be changed so that ICED had a reserve sufficient to pay for two years' of administration.

Kristine explained that the new subscription model had been working well and was generating more funds for ICED. She was unsure whether the £50 flat rate was right as it seemed very insignificant, perhaps it could be reviewed at some point. Members were thanked for their contributions. Robert explained that it had been quite difficult to convince his board to add the ICED subscription as an annual budget item, but it was now firmly in the STLHE annual budget. Allan had sold it on the basis that it fitted one of HERDSA's outreach objectives and it had now become a permanent budget item. It is important that ICED allows developed networks to support developing ones and this could be a good way for networks to justify the subscription payment.

Kristine reiterated that the policy for conferences is that 10% of the delegate fee goes to ICED plus half of any surplus generated. The £10,000 in the budget was an average of previous conference incomes and it included the 10% levy plus the 50% of the surplus. This figure was felt to be the minimum that ICED could expect. POD did very well from its conferences, with this being its sole source of income. Hence Michele felt that the Atlanta conference could do very well financially. Mandy noted that there would be no HELTASA conference next year so their income would be reduced as it would have to be shared with ICED.

Action: To include two lines in the budget in future – one for the 10% levy and one for the surplus.

The budget was accepted, although it was noted that it had not included inflationary increases, which would be very likely. The Board would keep the budget under review.

5. Council meetings and Conferences

5.1 2014 Stockholm Conference Report

A video report and a written report were received. Some of the issues covered and discussed included:

- The fact that the 400 abstracts and 500 authors had been tricky to manage
- The logistics and planning had worked very well
- The keynotes aimed to target different audiences
- IT support had been a big challenge and the app wasn't very successful
- Managing such a huge amount of delegates had been a challenge

- There were a lot of delegates from Sweden (138) and the other Nordic countries, where educational development was already very well established
- It can be difficult to create a friendly/collegial atmosphere when conferences get larger
- ICED colleagues and especially James Wisdom were thanked for their support.

It would be interesting to find out how those who didn't come in large numbers felt about the conference. Did they feel left out for example. It would be very useful to have some kind of evaluation and feedback from these people. Lars said that he had continued to have contact with some of them and was wondering how to build on this. It was noted that sometimes these things take time to develop and can't be forced. Perhaps there could be an orientation session or a breakfast/lunch for first-timers at future conferences. HERDSA and POD had a conference buddying/mentoring system, whereby experienced people were paired up with newcomers.

Action: Mandy and the team to consider how to welcome newcomers.

5.2 2015 North American Continental Symposium - update

A report was received from Jennifer on behalf of Arshad. The panel contributors and the rest of Council were thanked for their input into the event. It had been hoped to hold the event in Vancouver (to coincide with the STLHE conference) but the women's soccer world cup meant that it had been difficult to secure a venue. The fact that Arshad's term as President of STLHE had ended had made the planning and organisation a bit more complicated.

Unfortunately there weren't many delegates from Canada or the USA attending. There were 58 delegates in total attending, rather than the 200 anticipated; hence it would not generate the surplus hoped for. A more realistic estimate of numbers would have helped the budgeting and pricing discussions. Some sponsorship had been secured which would help. Robert apologised on behalf of STLHE for not being fully involved in the planning, he explained that there had been some miscommunication. The STLHE board had agreed to a CAD2,000 contribution to ICED. Jennifer confirmed that the event would break-even.

Council discussed some of the reasons for the low attendance. Perhaps it could have been the lack of opportunity to present papers and the perception that it was not a proper conference.

Jennifer, Sylvia and Arshad were thanked for their work on the event.

5.3 2016 Conference Cape Town, South Africa – update

The conference would take place in November so that it would be in the summer, as was usual for ICED conferences. The dates were 23 – 25 November, with 22

November for the pre-conference workshops. The ICED Council was invited to give ideas for the pre-conference workshops. An IJAD workshop and Michele's yoga workshop were initial suggestions. HELTASA would put a call out to the ICED Council for suggestions and volunteers.

The theme would be Ethics, Care and Quality in Educational Development. There was a long discussion about whether the title fully reflected the sub-themes as it was a bit puzzling for some, particularly because of the use of the word 'care', which had healthcare or parental associations. However, in this case, 'care' was referring to the engagement of students.

Angela tried to imagine how it would be interpreted by members in Hong and China. She felt there might be some issues with the word 'care' as it sounded a bit too parental. She felt something more equal, such as 'collaborating' might work better. She felt that the Chinese were mostly concerned about quality as they were at the start of educational development. Hence they may not be at the stage of thinking about care and ethics.

Mandy explained that quality enhancement had been a big issue in South Africa, with quality audits impacting teaching and learning. However, quality can have negative implications in many parts of the world and a discussion of its meaning would help.

It was suggested that integrity might be a more appropriate term than ethics. However, it was felt that ethics could sometimes be neglected in educational development work and therefore was appropriate.

For most of Council the theme was felt to be original, refreshing and very interesting. Perhaps the right kind of image might help, something representing collaboration for example.

There was concern that none of the keynotes booked so far were academic developers and Council passed a motion that there must be a keynote speaker from this background. The suggested names were: Barbara Grant, Catherine Manathunga, Tai Peseta and Alison Phipps.

80% of HELTASA conference attendees were academic developers so it was felt that replacing their conference with the ICED conference would not be a problem.

5.4 2017 Council Meeting Shanghai, China – update

Ding Yan would be the main organiser and would liaise with Board. There had been a suggestion to link the Council meeting with the CHED national conference. This is a new idea, which CHED still needed to discuss within its Board. However, the CHED conference was not an international event, the registration fees were low and it did not generate huge surpluses, so it may not be appropriate to link with it. However, the possibility of changing it into an international event still existed.

James wondered whether China might use the Council meeting as a means to influence the national government, as had happened in Japan in 2013.

This might not be the right environment for ICED to take a 10% levy on registration fees. ICED did not want to push CHED to organise things they weren't ready to do, e.g. an international event. Angela felt a symposium along the lines of what had happened in Japan might be more appropriate. She will take this back to the CHED board. Angela stressed that Hong Kong and mainland China were different so she wasn't completely tuned into the situation there. Hiro explained that there was interest in creating an Asian network of educational developers so this might be a good opportunity to bring those groups together.

Action: Helen to follow this up with Ding Yan.

5.5 2018 Conference, Atlanta, USA

A contract had been drafted for this conference as Michele's university had required this. It had set out in writing what the financial agreement was and who would bear the liability. A prototype logo had been created. The dates would be 3 – 8 June 2018. STLHE normally held their conference one week after this so people might have to make a choice between the two. Maybe there were opportunities for collaboration between the two events. The main thing was to announce the dates well in advance, as there would be no time that suited everyone. The theme would be Institutional Change: voices, identities, power and outcomes.

The team was currently looking at venues in the suburbs and downtown. The suburban location had a mall and a subway stop and would be much cheaper. The downtown location was obviously much more exciting, with lots of sights, but would be more expensive. Kennesaw University was 20 miles out of Atlanta and not felt to be an appropriate location. The general feeling was to go for the cheaper, suburban location.

A question was asked about what influence ICED had in setting the theme. In the past, ICED had always given the hosts a lot of freedom to set their own theme, as long as they stayed within the overall aims and values of the organisation. It was important to let the hosts address local concerns. However there was a tension between addressing local and international concerns, and perhaps ICED should be more strategic and directive regarding conference themes. The Stockholm conference had to deal with the tension between being developmental and being a high quality academic conference and generating income. The titles have often been designed and the timetables structured to allow for both elements.

5.6 2019 Council Meeting – Call for Expressions of Interest

No expressions had so far been received. There was a discussion about where ICED would like to go or where would be appropriate for it to go. Various suggestions were made including: Sri Lanka, India, Brasil and Chile. It would be good if it could go somewhere that might benefit from an ICED Council meeting.

5.7 2020 Conference – Zurich, Switzerland

Michel was aware of the tension between the need to be developmental and to have high quality papers. He was keen to know how much role the Board would have. James explained that he had been in touch with Klara on a monthly basis, with frequent reports to the Board. The organisers wanted to activate the French speaking network, which the French speaking part of Switzerland was involved with. The German speaking part of Switzerland was also a part of DGHD and then there was the Italian part too. There had been two Italians from Padua University at Stockholm and there was a big project going on there (James had the contact details). Denis Berthiaume would be a good contact for linking with the French network.

6. Must read articles

- CJSOTL – SoTL Through the Lens of Arts and Humanities (special issue)
- How College Works, Chambliss and Takacs
- Torngny Roxå, The Role of Culture in Teaching (due out)
- First issue of IJAD from 1996, David Baume's editorial and other pieces still apply
- Deandra Little & David Green, Betwixt and between: academic developers in the margins (IJAD)
- Making a Place: An Oral History of Academic Development in Australia, Lee, Manathunga and Kandlbinder
- Umberto Eco
- Graham Gibbs

7. IJAD Report

Income:

There was a long discussion about how to increase IJAD subscriptions, in order to raise ICED income. The IJAD team was very keen to get more institutions to subscribe, especially those institutions where Council members worked, as well as institutions where their networks' members worked. Every ICED member is entitled to a personal subscription at a heavily discounted rate (£28 as opposed to £118). SEDA bought copies at this rate to distribute to its own members. Member networks were encouraged to do the same. Someone wondered how much of the £28 subscription cost would come back to ICED. Whilst it wouldn't be much it would still have an impact on royalties. Individual articles didn't affect royalty income; it was all based on subscriptions.

Marianne reported that she had tried to get her institution to subscribe but the system wouldn't allow it. Many institutions received it as part of a bundle, yet if staff weren't using a certain journal they would drop it out of the bundle. Packages were negotiated at institutional level in Noel's institution and the institution's claim is that what the institutions put in in terms of staff time for writing and reviewing is worth a lot.

It was noted that whilst article downloads did not increase income, they increased the profile of the journal and hopefully ultimately led to increased subscriptions. The article of the year and having big name authors write articles boosted downloads enormously. Sometimes people needed to publish internationally to get points for their degree work (e.g. Germany). Social media would be a good way to promote downloads of articles and the IJAD editors did try to find time for this, but it needed to be properly built into their workload. Other members of Council were encouraged to promote IJAD via their own social media channels. Members were encouraged to sign up for the regular electronic alerts and to tweet about new issues. Perhaps someone from the Council or the Board could take on the ICED Twitter account, which Roz had set up following the last conference.

It was acknowledged that it wouldn't be read so widely in non-English speaking countries, although the University of Finland was one of the top downloaders. There was a question about whether abstracts should be translated into other languages. There had been some abstracts in French but this hadn't made a huge impact. Someone within ICED would need to volunteer to do it. The IJAD editors would keep this on their agenda.

Overall IJAD was doing very well – it was a high quality journal and not easy to get published in. The editors were congratulated for this. It was noted that the Studies in HE journal was hugely successful and generated a huge amount of royalties for the Society for Research in HE in the UK so academic publishing could pay.

Actions:

- **The Board to pursue the issue of who would manage the ICED Twitter account**
- **Kathryn/James/Taylor and Francis representative to prepare a very short paper/marketing document for Council members, with the aim of encouraging more individuals and institutions to subscribe.**

Article of the year:

It was agreed that the formal presentation of the article of the year award (certificate) could be made at every conference dinner. The award could be accepted by someone else if the writers couldn't attend.

There was a discussion about offering a fee waiver to the article of the year winners. Allan suggested that the editors approach Taylor and Francis in the first instance. It was felt that there were other ways of giving the award promotion, through the Taylor and Francis and ICED websites for example.

There was discussion about fee waivers at conferences in general. It was felt that offering partial conference awards is not always very helpful, especially if people have to pay for their own travel.

ICED Conferences:

It was agreed that there should be an IJAD slot before or after a keynote at all future conferences. The editors might need to submit proposals in order to ensure they get in. However, the proposals wouldn't have to go through the peer review process.

Actions:

- **Kristine/Helen to add this to conference manual**
- **Mandy to ensure that an IJAD session goes into the South Africa conference**
- **Mandy to ensure that IJAD is prominent on the conference website.**

20th Anniversary Issue:

The editors wanted suggestions for the 20th anniversary issue of IJAD. Issues 1 and 4 will be looking back and forward respectively. Possible authors included: David Baume, Kirsten Hofgaard-Lycke, Chris Knapper, Alan Hicks, Patricia Weeks and Phil Candy. In addition perhaps there could be something from a new network such as ThaiPOD or CHED. Kristine could write something on the history of ICED.

Editors:

The co-editors terms had been extended to four years to ensure better consistency and continuity and also ensuring that only one person leaves each year.

Re-appointment of Co-Editor

It was agreed that Kathryn would stay on for a second term.

8. Projects

(a) ICED Special Interest Group on Bologna (the European Higher Educational Area) – Horizon 2020 Project – update

A report was received.

The funding bid had not been successful. There had been several face to face meetings of the group, and the University of Copenhagen contacts had taken on the management of the funding application. The funding was for STEM curriculum development, so quite a narrow area. The bid was ranked fourth and only the first two were funded. The officials at the EU probably didn't really understand how curricula worked and how they could be changed; their focus seemed to be on re-writing text books. The team was congratulated on getting the submission in. It was good that ICED was involved in such a bid, it had showed that it had impressive reach into the HE world and could very quickly get to the right people. Thanks to Marianne there is now a theoretical model of curriculum development in place. It was not clear whether there were other funding opportunities available at present.

(b) HELTASA/ICED Southern African Universities Learning and Teaching (SAULT) Forum – update

A report was received.

The group had met for the third time. The participants were from universities with very little funding so it was difficult for them to attend meetings and Skype didn't work well due to bandwidth issues. They were very reliant on email. Many of their institutions didn't even have teaching and learning strategies. Some were thinking of developing networks in their own countries. The group had a slot at every HELTASA conference.

ICED had supported the project to the tune of £5,700 over the last two years. ICED had developed an application form so that funding could now be requested formally and transparently. HELTASA had also offered some equal financial support. It was good for the project to be able to show that it had a track record of receiving financial support. It might make other funders more inclined to support it. Brenda had submitted a bid for a research grant from DfID but this hadn't been successful.

It had been important that ICED wasn't telling the Southern Africans what to do. However, it might be more appropriate to involve ICED members now that the project had been set up. Some kind of email discussion group might be appropriate. Perhaps the project could tap into visits of other Council members. Academics without Borders might be a good organisation to work with.

9. ICED Survey on the professional development of HE teachers update

Kristine presented a summary of the areas covered by the research. Several of those areas were discussed, and the discussions are summarised below:

A: Involving students

- There would be an IJAD special issue on this
- The students involved in the Stockholm conference were engaged with Swednet and were producing reports regularly
- There was a move away from the idea of students as consumers to students as partners
- At Marianne's university there was an annual reflection day organised by students to discuss the good and bad points of their study programmes. Although student participation had declined for unknown reasons
- In South Africa there was no student union so there was no obvious body for HELTASA to liaise with. 'Apathetic' or 'volatile' were the common labels given to students.

B: Experiences of supporting experienced teachers

- STLHE was 'preaching to the choir' at its conferences. Unionised faculty were tricky to engage. They saw staff development as something negative and an imposition

- In Ireland they set up a fellowship scheme to give people time out to research their practice and it became an honour to receive one
- At Angela's university, there was a mandatory programme for new teachers. For existing ones it was voluntary, although they did attend. They also engaged experienced teachers in funded projects, encouraging them to work collaboratively
- It may be more important to look at informal ways of operating. Formal training programmes weren't the only way that educational development occurred, there was activity going on behind the scenes as well. Perhaps the notion of 'secret educational development' was valid. Could people be hostile on the outside but in reality be enthusiastic?
- In North America they tended to work one to one in a confidential way so it was not 'secret'
- The de-coupling of research and teaching was not always helpful – educational development could include both
- Kathryn had found mid-career people to be very enthusiastic and receptive
- In the USA there were several approaches: the consultation model (which can involve shame, ego and admission of failure); teaching online; institutes/retreats
- Part-time faculty could feel very neglected and they welcomed development opportunities in the USA.

Hiro's research project

Following the 2013 symposium in Japan, government funding up until 2017 had been secured. Hiro and his colleagues had begun a case study looking at two topics: teacher training and training for faculty developers. They were planning to do some deeper research, visiting various countries.

Hiro conducted a brief survey of Council members asking for information on what was available in the various members' countries. This will be used to inform the research.

It was suggested that in two years' time the survey could be updated, so it would become a living record of the current situation. **Council agreed to this.**

10. Other Agenda items

Spirit of ICED – Nominations

A nomination was received for James Wisdom from Helen Guerin. Council unanimously endorsed James's nomination. He would be presented with the Spirit of ICED award at the Cape Town Conference in 2016.

ICED Patrons Proposal

A paper was received. It was suggested that a President-elect position might help as it would give the President an induction period. It was suggested that it might help to increase the Board members' term to three years and to increase the size

of the Board. Both of the above can be done without referring to the Charity Commission. In addition the rotational system needed to be worked out correctly so not everyone was rotating off at the same time.

11. Strategic Review of ICED activities – academic development over and above PG Certs

A paper from James was received. Council discussed the following questions:

Are these descriptions sufficient or do units in other countries do different work?

- Support for research practice in the disciplines
- Leadership development work – supporting heads of departments, department chairs, those who have moved from an academic job into a leadership role with no other support on campus
- Organisational development type work
- Leadership on campus, e.g. going to committees and bringing academic development issues to the table. Advocacy through committees
- Evaluation of teaching is something that some educational development units want to distance themselves from, to gain separation of process and outcomes. How can educational developers use the figures to inform decision making? Some want to be involved in the design of surveys though. In some Australian universities both collecting and processing the data is done by educational development units
- Design of learning spaces
- Learning and course management systems, e.g. Blackboard. Ensuring they are fit for purpose
- Online learning
- Liaising with accreditation/audit/review agencies – on the learning elements, providing figures/reports etc
- Demonstrating value and impact of centres

Should ICED use these descriptions to survey its members regularly?

- What will be done with the results of the survey? How can it be used?
- There will always be different contexts when doing this research - there won't be a one size fits all
- Difference between characteristics and development criteria

Are there important areas of activity where ICED's support would be valuable? What types of support could ICED give?

- Assisting with putting grant and award applications together – being a named international partner. An international partner is often a requirement for bids. Brokering is easier than being involved as a partner for ICED
- Justification for keeping centres open, through online repository of case studies for example. ICED has a lot of experience of this, but would it be wise to make this public?

- How much can ICED really help with this? It could be too localised. But perhaps it could facilitate the sharing of experiences through a symposium
- But finding ways of strengthening people/networks politically is helpful
- How can ICED have more visibility/clout within institutions? Even if it does, what impact does that have on the centres?
- EU commission on improving teaching and learning – ICED could have given evidence and thus positioned itself as a key player
- Units feel insecure because teaching is not valued by institutions, is ICED's role to raise the status of teaching in HE? Can ICED establish criteria for quality teaching to be used in ranking systems? ICED does have international authority to do something like this. It might be worth doing some research on current ranking systems to see whether any are amenable to upgrading the role of teaching. But is it more prudent to stay away from rankings as they are fundamentally flawed?
- Repository of good practices. Perhaps identify good articles from IJAD and pay to make them open access. Then link from the ICED website. IJAD is a goldmine so ICED should try to make the most of this
- Promoting IJAD is key, as there is a huge amount of good research in there
- Providing support to those countries where there is no network – a page on the website for non-members for example
- Strategies and stages for developing a network, for example how the Swedish network came to achieve recognition at national level. There isn't necessarily one route to developing a network, ICED should avoid being imperialistic. However, many members felt that it would be worth looking at some case studies and doing something more focussed than the usual network reports
- Handbook of standards for teacher preparation. Might be easier to direct people to standards which have already been established by existing networks. Easier to link to existing content is easier than creating new content.

12. Review of ICED Board structure and operations

A paper from Allan was received, which was discussed in groups. The discussions are summarised below:

Group 1

- Positive about proposal
- However, people are busy and find it hard to find time for ICED
- ICED mustn't duplicate national work – keep distinct – mustn't take energy from those networks.

Group 2

- Supportive of the idea of having clearly defined functions in the board
- Top-down versus bottom-up. Need to ensure there is bottom up movement
- The latter could be the role of the projects person
- Could help create status for former members of council

- The concept is important and may make ICED seem more democratic as an organisation.

Group 3

- Do portfolio chairs have to be Board members? Perhaps not. But there would have to be a Board member in each portfolio, responsible for reporting back to the Board

Group 4

- Generally supportive of the portfolio idea
- Portfolios could incorporate past members
- Might take a while to embed
- Communication strategy is really important – need to devise a way of targeting members directly
- Clarity needed regarding what members are – networks or individuals. Is it meant to serve networks or individuals?
- There seemed to be some confusion about what the purpose of ICED is. It is to support networks, where the networks are the members, represented by individuals. Individuals get involved on the basis that they might create a new network.

General comments:

What is the role of other international networks and how can ICED relate to those? ICED might need to open itself up to collaboration with them.

Could there be a communication portfolio added? Communication is a very big challenge. Each network has its own communication mechanism, most of which are closed, making it difficult to get into them.

Summary of decisions/actions:

- **Council agreed to the idea of setting up the Board portfolios**
- **To set up a sixth portfolio for communications**
- **The Board to finalise the proposal and let Council know the outcome.**

Role of Treasurer

On behalf of the Council, the President thanked Kristine Mason O'Connor for her outstanding commitment to ICED in her role as ICED Treasurer for the past 12 years and for leaving the organisation in such an advanced state of financial planning. Going forward the Role of Treasurer will be for a two year period, renewable once only. The Treasurer will be co-opted onto the Board of ICED. The post will be filled by a member of Council, nominated and appointed by Council at their biannual non-conference yearly meeting. James Wisdom will take up the position of ICED Treasurer from June 2015 to June 2017.

It was clarified that the ACU had professional accounting staff who would advise on compliance issues etc. Hence the Treasurer did not need to be based in the UK or a specialist in finance. Roz and team at the ACU provided excellent support, so it was not an onerous role.

IJAD representative

A paper was received from the IJAD Editors proposing that an IJAD representative be co-opted to the Board.

The IJAD Representative will be appointed for a two year period, renewable once only. The IJAD Representative will be co-opted onto the Board of ICED. The post will be filled by a member or former member of the IJAD Editorial Board, nominated by the Editorial Board and appointed by Council at their biannual non-conference yearly meeting. David Green will take up the position of IJAD Representative from June 2015 to June 2017.

13. Research report profiling educational developers internationally

David Green presented the findings of his research to Council.

14. The ICED partnerships and development work

A partnership had been formed with the OECD's education section and there was a two way offer on attending each other's conferences. Denis Berthiaume had attended one of its conferences and sent a report to Council. Since then, there had not been much activity so the link needed to be revived.

Several other potential link organisations were discussed, including the European University Association (EUA), UNESCO, Academics without Borders, the International Union of Students, the Fulbright Foundation, the American Association of University Professors (AAUP), ISAC and discipline networks, e.g. STEM, the Asian Development Bank and the World Bank.

It was suggested that student organisations/unions from the host nation could be invited to ICED council meetings and conferences and become a permanent presence.

ICED had unfortunately missed an opportunity to get involved in the improving teaching and learning in Europe research led by Mary McAleese, former President of Ireland. It would be important to keep an eye on these opportunities in the future. ICED also needed to make a point of responding to opportunities to input into policy development. If ICED regularly did this, then it was hoped that it would start to be invited to respond to consultations, and to have greater international influence. ICED's 24 networks could do a good job of horizon scanning and the representatives were urged to look out for consultations. If ICED did begin to do more of this type of activity then it would need to publicise it widely. It was suggested that ICED might think about consciously engaging the media.

15. AOB

Terms of office:

It was agreed that the current officers would remain in post until end of the 2016 conference (this would be a little longer than usual as the conference would be in November instead of June).

The Board to create a risk register.

Mart, who was now stepping down, was thanked for his contribution to Council and the Board.

Appendix 1

Consideration of annual network reports, 'big questions, big ideas and practices' (examples of successful practice, innovation, etc)

Australia

The main issues for HERDSA are the change of government and early career academics.

China:

- There are now 60 institutional members
- Educational development is a new field in China
- The government is backing it and funding educational development centres in mainland China
- They need people to train the trainers. They are using experienced staff who may be sticking to the traditional approach to teaching. So they will be inviting external people to support them. Membership of ICED is therefore very important
- Lots of energy and enthusiasm for CHED
- HERDSA conference was in Hong Kong last year and 40 people from mainland China were funded to attend
- CHED conferences are in Chinese, but there are some sessions in English, with interpreters.

South Africa

- HELTASA is starting to be recognised and called upon by the government for advice
- HELTASA is represented on the decision making committee for teaching development grants and collaborative teaching grants
- They have a partnership with the Council on HE to award the national teaching excellence award
- A group of past presidents and influential educational developers has been engaged to work on strategy over next few years
- There is a project on teaching advancement in universities.

Sweden

- Swednet is planning a course for educational developers to be run next year
- It addressed the Swedish HE Association on the need for national co-ordination of the requirements for teaching qualifications, which led to a working group on recommendations for university teaching
- It has been working with the national student union for many years and continues to build on this. Pedagogy is big on their agenda
- Collaborating with e-learning networks
- The Nordic – Baltic network is looking at a competency framework for educational developers.

Denmark

- Getting teaching recognised more widely than just among educational developers is quite a big issue
- DUN is going through a change process – more SIGs have been introduced and have been successful. Other networks have joined as SIGs, e.g. online education network. Most of the activity takes place in the SIGs
- New president in place – Lars Ulriksen. Very dedicated person, with a lot of energy. The network is very dependent on the commitment of individuals

UK

- SEDA has embraced social media, with the 53 Ideas blog series from Graham Gibbs generating a lot of interest
- Kristine had written a SEDA Special on pedagogic research
- SEDA is trying to move into the further education world but it is very tricky due to its lack of funding. A SEDA Special on this area had been published
- A book on student engagement had been published
- The courses are going well
- The Higher Educational Academy has lost its government funding and a lot of its senior staff, so now needs to cover its own costs. This has implications for SEDA.

Estonia

- A five year government funded programme which trained 1000s of teachers has now ended. Educational development is now the responsibility of individual universities. Not all of them are doing any ed dev work.
- Mart's university is focusing on communities of practice
- The network is now very informal - a Facebook group of 65 members (educational developers and supporters of good teaching)
- A Nordic-Baltic network has been established and met in December in Helsinki. It will meet this year in Iceland. Its main focus is how to get funding for work and research. It applied to a local fund but was rejected on basis that it was not considered to be HE. A second proposal, including Latvia and Lithuania, based on adult learners was submitted but was rejected for the same reason.
- So the field is not yet fully recognised, there is still some work to do
- Mart will step down from the ICED Council as he will become Vice-Rector for Academic Affairs at Tartu University
- Hopefully he could influence in this new position

Netherlands

- The network is running a programme for training teachers, and looking at how to do this most effectively
- The network isn't strong at the moment, there has not been a conference for the last couple of years and the journal doesn't get a lot of submissions. However, the SIGs are strong
- Thinking about the future of the network. Would like some help/advice.

Japan

- The network is semi-closed, with an entry requirement of experience, recommendations and academic qualifications. Some think it's too closed
- A Training programme will take place in Kyoto in October
- There will be a new publication – a Q&A on Faculty Development and Curriculum design
- A collaborative research project looking at developing a framework for faculty development is underway
- The network now has three administrative staff – two volunteer graduate students and one administrative staff member from a private university

Switzerland

- The network has spent a long time on developing a new website and social media, although it was a big challenge to keep it going
- Some workshops have been organised

Thailand

- The government had withdrawn funding so the network will now become an association
- There are 30 institutional members and 500 individual members
- The conference didn't receive government funding this time so people had to pay to attend for the first time and the number of delegates dropped from 1000 to 300
- The government supports ThaiPOD to organise workshops on teaching in HE, with four events organised last year.

Germany

- The funding line is going to disappear so it is not clear what will happen when this ends
- The network has released a memorandum on this
- There will be a panel with politicians to debate this at next year's conference
- The SIGs have grown in number
- Membership has shifted from individual to institutional
- They are considering how to manage the growing network and how to have more influence.

Canada

- The conference is sold out so the network is experiencing growth
- They have consolidated the administration and now have an admin services contract and an administrative base in Ottawa
- The Educational Developers Caucus part of STLHE is what Robert is representing
- Certification issues come up – provincial system is problematic – no national recognition – difficult to get recognition from politicians

- New green guide on teaching graduate students to teach has been published
- They have an open source journal
- There is a Board member representing community colleges and they are expecting an expansion of membership as a result
- Advocacy is an issue – how can the membership be leveraged to become a political force in Canada
- Student memberships are to be explored
- 3M has supported the teaching fellowships and student fellowships – so there is a growing cohort of student/graduate members. They are trying to work out how to bring students to conferences.

USA

- 40th anniversary to be celebrated at the San Francisco conference
- The journal was published in book form but is now a true journal and a membership benefit
- The outreach committee has been revived, this had an international remit. Joy Morrison from Alaska University represented this group.
- There is also a national group trying to influence at a national level
- Leslie Ortquist-Ahrens would publish an article on where the organisation is now and how to look forward, e.g. how to have a voice. Survival is not so much of an issue.

Ireland

- AISHE has had to re-focus in the light of the establishment of the National Forum for Teaching and Learning
- The journal is a big focus – the board has been internationalised
- There have been some focused workshops and seminars on writing for publication
- They were very pleased that the IJAD award was won by Irish writers
- Funding is a key issue and it is hoped that the change of government will change things.