ICED Council Meeting

20th & 21st November 2016

Commodore Hotel, Cape Town, South Africa

Minutes

Consortium Meeting 20th November 2016 – *Strategic Development and Sharing of Experience*

1. Present

Network representatives:
David Baume, SAULT Forum Representative
Kasturi Behari-Leak, HELTASA, Southern Africa, Incoming Network Representative (Day 2 only)
Mona Fjellström, Swednet, Sweden
Allan Goody, HERDSA, Australia, Vice-President
Helen Guerin , AISHE, Ireland, President
Annick Hayen, LNO2, Belgium (Day 2 only)
Mandy Hlengwa, HELTASA, Southern Africa, Outgoing Board Member and Network Representative (Day 1 only)
Robert Lapp, STLHE, Canada
Matti Lappalainen, PEDA-Forum, Finland
Deandra Little, POD, USA, Incoming Vice-President
Marianne Merkt, DGHD, Germany
Ivar Nordmo, UHped, Norway
Jakob Ravn, DUN, Denmark, representing Lars Ulriksen
Hiroaki Sato, JAED, Japan , Incoming Board member
Chavanee Tongroach, ThaiPOD, Thailand
Noël Vergunst, EHON, Netherlands
James Wisdom, SEDA, United Kingdom

Associate Council members:
Pam Parker, SEDA, UK

Officers:
Michele Di Pietro, 2018 Conference Convenor
David Green, Board Member (IJAD representative)
Kathryn Sutherland, IJAD Co-Editor

Observers:
Guðrún Geirsdóttir, Iceland (Day 1 only)
Sudaporn Luksaneeyanawin, ThaiPOD, Thailand, former Network Representative
Mathana Santiwat, ThaiPOD, Thailand
Lars Uhlin, Swednet, Sweden

In attendance:
Roz Grimmitt, ICED Administrator

<u>Apologies</u>
Peter Felten, IJAD Co-Editor
Kathryn Plank, POD, USA, Outgoing Vice President and Network Representative
Lars Ulriksen, DUN, Denmark
Benno Volk, SFDN, Switzerland

<u>2. Round Tables on Hot Topics</u>
Hot topics were discussed in small groups. The discussions are summarised below:

<u>Group 1</u>
Advocacy was identified as a very big issue. Some cultures were more top down and therefore more connected to government. The bottom up cultures struggled with linking to government and the group wondered whether ICED could take on that role, through publishing position papers for example. If it did do this, ICED would need to have a means of deciding what would be the most important things to advocate for.

Another issue identified was the lack of a 'seat at the table'. Swednet had a strong relationship with Sweden's national student union and used this kind of link to increase its influence. An important question for networks to address was – 'on what do they stake their seat at the table?'

The group also wanted to know how the networks and ICED engaged their members in between conferences/meetings.

Technology was identified as a potential threat and the group wanted to know how to create good relationships with those working in technology.

The ability to secure research funding can be a threat. Educational Developers could not always secure funding due to the research methods used.

<u>Group 2</u>
Advocacy for educational/academic development was seen to be very important as educational development units were subject to constant change and upheaval.

The group also felt that building strategies for collaboration was important. It wanted to know how to foster collaboration between the growing numbers of individuals/organisations within institutions/countries which are trying to improve student learning. Did ICED have a role in

gathering stories of effective collaboration? Collaboration didn't always flow naturally, even though sometimes the same people were involved.

The group noted that academic development could be contracted into preparing university teachers only, but it was felt to be much more than that.

Group 3
This group identified networking and collaboration as important issues and wanted good and bad examples of how to do both. POD had made links with the American Association of Colleges and Universities for example.

The group wondered whether ICED could provide support to programme leaders/educational leaders.

Group 4
Teaching content was seen as an important issue. In South Africa, in particular, the issue of decolonisation of the curriculum was being explored and students were questioning the value of HE and it's fitness for purpose. The academy was being challenged with questions of who makes the knowledge, who is it for and what is it for?

This related to the Canadian context and the issue of how to reflect the experience of the First Nations peoples in the curriculum and equally how to incorporate indigenous knowledge into a very Western curriculum.

It also had echoes in parts of the USA with the question of how to reflect marginalised/minority groups in the curriculum. There had been protests at the University of Seattle over this issue. In addition there had been some incidences of the opposite, i.e. resistance to 'sanitised' curricula as had happened in Texas. It was noted that what happened in Texas was significant because it influenced the rest of the USA, driving curricula, especially in primary and secondary education.

Position paper discussion
Group 1's citing of the issue of advocacy prompted a long discussion on the idea of ICED writing position papers on educational development issues. Points discussed included:
- It was suggested that ICED could put out a call for someone to collate the work done and write a short position paper on a major educational issue. The paper produced could help the ICED members in making representation to their own governments, rather than ICED doing it direct.
- The Thai network suggested that ICED could write to the organisers of the international ranking systems in order to try and influence them to have a teaching and learning element.
- ICED could go through past issues of IJAD to identify important issues and examples of successful practice.
- A suggested title for a position paper could be: 'what are the criteria and conditions that help national networks to have an impact on the quality of the teaching and learning processes of students (internationally)?

- ICED would have to consider who its position papers would be aimed at, would it be governments for example?
- The HERDSA network was very broad and would need to consider all of its constituents, including its directors' group, which any papers would have to go through. The Australian government probably wouldn't listen to ICED.
- In New Zealand, Ako Aotoeroa had a direct line to the government so again a position paper would have to go via this organisation.
- In the USA, the audience for a position paper would be university presidents, provosts, senior administrators, boards of governors and regional accreditation agencies rather than the federal government. It might deal with how educational development should be properly funded and resourced. There could be position papers at each level on what ICED knows about improving teaching practice, showing that faculty development does indeed improve student learning. It might need to include examples of different contexts and profiles of different countries/regions.
- ICED could commission someone to write something on the various world university rankings and identify which ones said anything meaningful about teaching and learning but only if that would help the networks in their advocacy work.
- The Icelandic network felt that summaries of previous research and knowledge would be very helpful for new networks to establish themselves.
- In South Africa, it was difficult to know who would listen as teaching and learning was really under attack and resources were strained. It was felt that people weren't yet ready to listen to each other as a result of the student uprising. The use of limited resources was an important issue though and private universities would be a more receptive audience.
- In Thailand technology and open source learning etc were difficult to cope with. The private universities would be a more receptive audience. The government tended to focus on public universities. ThaiPOD was able to show with research that learning and teaching were important but not in a healthy condition.
- ICED did not have a very high profile so perhaps it should raise it by issuing a declaration and linking with leading international organisations, e.g. the OECD, and the media.
- A possible title for a paper could be 'Strengthening the quality of teaching and learning across the changing world'.
- In Japan, a position paper from ICED would be very powerful as the Japanese government wanted to know about other countries and what they were doing. The potential audience would be government, university presidents and faculty developers.
- Perhaps ICED could create a paper and keep updating it every few years.
- It was felt that there would be many interested audiences in Finland.
- It was felt that the networks could take the position papers and adapt them to their own needs. Some networks would find them more useful than others. A common text on pedagogy and learning would be a good starting point.
- Some members wondered what would make the networks use the paper along with all the other work that is out there. Also, what form would it take? Would it be an online 'living book' for example? It was uncertain whether it would be used in Sweden, where the scholarly work was already in existence. It was unlikely to have much impact on the

government or Vice Chancellors but it might work in internal debates. A statement might not be very interesting but a series of questions would be more so.

- In Denmark it was felt that it would be useful to have an evidence-based resource on the impact of educational development. This wouldn't be read at the political level but might be paid attention to by senior managers in HE institutions.
- In the United Kingdom a paper might be useful but government and Vice Chancellors probably wouldn't take much notice. It might help with the problem of collaboration between organisations and it might help to make it clear that HE teaching and learning is a global issue which affects a lot of people. Students might be an additional audience as ICED's work was ultimately for their benefit.
- In Germany advocacy work had been done very effectively. A large document confirming the evidence base for educational development had been produced. This gave basis to those who wanted to support educational development at a more senior level. In Germany there were contacts in the Bundestag, unions and university rectors' conference. The network was working on two processes - internal (what do the educational developers need to do?) and external (what do they need?).
- The Dutch network was not sure about the impact of a declaration or statement but felt that benchmarking would be very useful, particularly if evidence of a link between teacher training and improvements in teaching and learning could be demonstrated.
- Worldwide comparison was quite tricky, as shown by the work done by James and Kristine. The combination of a scholarly author and a global network is a valuable resource.
- Possible ideas for position papers:
  - Comparison of teaching, learning and assessment in a commercial environment
  - Comparison of student partnership and engagement
  - Comparison of how to develop teachers to benefit from new technology
  - Comparison of processes for programme modernisation – leadership, teamwork, role of pedagogy
  - Comparison of investments in developing teachers
  - Comparison of how to develop new assessment processes
  - Comparison of accreditation of professional teaching
- In Canada, there was a gap between past research and what was going on now in the classroom. A worldwide comparison might be useful.
- It can be very easy for the powers that be to ignore a three page position paper or to manipulate it using soundbites etc.
- In Norway the national authorities would be the government ministries and national university council. A comparative study of the different national structures which existed to enhance teaching and learning would be useful but it would need to be presented in a five minute video, e.g. a TED talk, not a three page paper. (Matti provided an example of such a video which he and colleagues had received from the EU: http://defiris.ec.streamcloud.be/findmedia/12/082252/LR_I082252EN1W.mp4).
- ICED must make it clear that the work its members are doing is the state of the art and they are the experts! It is the expert body in this field.
- There was a difference between a position paper and a research paper.
- Some members were asking for an opinion from ICED. Could ICED play this role and advocate for a particular position?

- The fact that all of the member networks had signed up to the organisation based on its aims and objectives, meant that the members bought into those aims and objectives and that ICED could speak on behalf of those members.
- Should ICED reformat its aims and objectives as 'values'? If ICED was going to speak for the community then this would need to be done.
- ICED should include a definition of educational development on its website as it wasn't specifically spelled out. (Brenda had written something on this for IJAD).

Actions:

- **The Board to consider re-framing its objects as values (this may make it easier for ICED to advocate on behalf of its members and come up with clear positions on issues in the future)**
- **The Board to agree on a definition of *educational development* for the website (Brenda Leibowitz had written something in IJAD which could be used – it can be found in the aims and scope section of the IJAD web page)**

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

Two questions were discussed:

- How can ICED support its smallest and newest networks?
- How have small and new networks grown and developed into full national networks?

The CHED network in China wanted advice on how to grow and develop. The Chinese government had given money to 30 universities to grow educational development in Chinese HE, and CHED had been founded using this money. However, the funding would come to an end so the network needed to plan for that. The same thing happened with Croatia.

ICED didn't necessarily have a model for growth. All of the networks had developed in different ways, but members wondered whether there were typical stages in the development of a national network or whether it was specific to each nation. There might be a middle ground between each network operating in its own context and a universal model. A comparative research paper on this would be very interesting. Perhaps a co-ordinates and continuums model using an axis could be developed. Could there be a diagrammatic representation of the co-ordinates and continuums model on the website? So there would be axes along with explanations, e.g. if you are in a country with high government oversight then this is what is likely to happen. Could a timeline be created of all the different networks? ICED would need to identify the stages first.

The Chinese project would last for five plus one years and was now in its third year. They needed to prove that if the government invested in this area then students would have a better experience. In South Africa there was investment in improving teaching and learning in HE but it was specific to particular contexts and had to be linked to institutional strategies. The journey from project to process was important. There had been a lot of good short-term

projects in the UK but the work tended to stop at the end of the projects. So the challenge was to create long-standing sustainable processes.

In Ireland there had been a lot of projects and special interest groups but AISHE had continued once these had stopped. AISHE felt that money was not necessarily the biggest issue and that having committed individuals involved was more important. AISHE had also benefited from having some advice from a professional. The group of enthusiasts often ended up becoming the more formal association in the long term. It seemed that networks often emerged from government funded projects to improve teaching and learning.

Comenius University in Slovakia had collaborated with colleagues in Norway. They had advised them to try and set up things like a national journal and conference. The notion of national versus local might be one of the co-ordinates in the axis model. Other possible co-ordinates for the model could include: the community of practice, individuals versus centres. Is there a point at which it becomes clear that efforts to improve the performance of teachers alone are not enough? This seemed to be quite a common experience.

ThaiPOD had held a very successful conference where the organisers selected ten HEIs which were outstanding for teaching and learning and invited them to present and participate. The conference title was 'Learning in Action' and it attracted 600 participants. ThaiPOD was now doing a survey of HEIs to assess the state of teaching and learning across Thailand and they would do a follow up conference. The idea was to survey the national situation and look for internal experts.

Could ICED develop a toolkit for setting up a network? What elements were needed - a commitment to research, networks, enthusiasts? ICED could identify what the best approach is. ICED needed to make its website more useful to emerging networks. Perhaps it could create a blog, which the Spirit of ICED winners could write for. Could ICED create a space on its website for the general interested educational developers rather than just networks?

Iceland did not have any government funding for projects. The idea was about supporting each other so it was a grass-roots activity at this point. They were interested in seeing the different ways that different networks had approached the issues and bringing the ideas back to Iceland. The Nordic-Baltic network had been very helpful in this and they were making contacts from around the World. Regional networks were therefore important.

ICED had allocated £500 to support an emerging network to attend the Council meeting/conference. Members wondered whether this amount should be increased as it wasn't enough. Quite a lot of money would be needed to fully cover all of the expenses and this might create too much expectation. Perhaps making the contacts was more important. Would it be better to send a representative to the relevant country? This had been done when David Baume had gone to Lesotho. The Ethiopian network had run out of money and was now unable to attend conferences. What could ICED do to help? Offer a mentor or pay for a keynote speaker at their conference perhaps. The Japan model had worked very well, i.e. bringing the experts to the country for the Council meeting.

The most important thing was to feel part of a community. The SEDA email list helped to create the sense of community. ICED could create its own email list and also link to the local lists on its website (HERSDA, POD, SEDA, DGHD).

ICED should think of ways to involve those working in e-learning, as pedagogy is important to them too. They needed to be encouraged to engage with educational development. The location of educational technologists in HEIs was an issue, sometimes they were located in educational development units and sometimes not.

Are there other networks to link with? There were none in South America as yet, although there was investment going on so it was felt that something would emerge in due course. There was a Francophone organisation and ASEAN had a committee, but these didn't operate as networks.

Actions:

- **The Board to consider developing a comparative research paper on how the various networks have developed**
- **The Board to work on making the website more useful for new and emerging networks, including:**
    - **A diagram, using an axis with co-ordinates, representing how a network emerges and develops over time**
    - **A timeline representing the development path of a network**
    - **Case studies of how networks have developed**
    - **An interactive mind-map**
    - **A blog, with contributions from Spirit of ICED winners for e.g.**
- **Consider creating a space on the website with general support for educational developers**
- **Roz to set up an ICED listserve**
- **Roz to add links to networks' listserves to the website**

4. Collaborative writing group discussion

This was discussed at the last Council meeting. The idea was to start it at the 2018 conference. The idea would be mentioned at the Cape Town conference and promoted over the next 18 months. The idea was that the groups would meet prior to the conference and work on topics pre-agreed with named co-ordinators. They can't be Council members as there would be overlap in timing.

Editorial Team changes:

Katarina Mårtensson (Co-Editor), Cathy Bovill and Peter Kandlbinder (Associate Editors) were stepping down. The team had advertised for replacements and got a strong pool of candidates. Interviews had been conducted and they planned to appoint the following:
Klara Bolander-Laksov as Co-Editor
Roeland van der Rijst and Tansy Jessop as Associate Editors

In additional Kathryn Linder as Associate Editor for social media

Council approved these appointments.

The IJAD team was thanked for organising the recruitment.

Council Meeting 21st November 2016 – *Reports and Administration*

5. Governance

5.1 Minutes of ICED Council 2015 Meeting
The minutes were accepted as a true and accurate record of the meeting.

5.2 ICED Annual Report 2015
The report was received. Income streams were discussed and Council felt that the idea of pre-conference workshops generating an alternative income stream should be kept on the agenda.

5.3 Elections and appointments to the Board
A paper was received.

Helen Guerin's first term as President and Kathryn Plank's first term as Vice-President were due to come to an end following the 2016 ICED Conference. In April the Election Committee had sent an invitation to Council to nominate candidates for President and Vice-President. No nominations were received. The Election Committee therefore decided to invite the current incumbents to continue to serve for a further term. Helen Guerin accepted but Kathryn Plank did not. The Election Committee had therefore recommended that: Helen Guerin be appointed for a further term until the end of the 2018 ICED Conference, and a second call for nominations for Vice-President be sent out. This was approved by the Board. The Election Committee sent a second call for nominations for candidates for Vice-President to Council in September 2016. Two nominations were received for Hiroaki Sato from JAED, Japan and Deandra Little from POD, USA*. An election was held in which Deandra Little was successful. She would become Vice-President following the 2016 ICED Conference until the end of the 2018 ICED Conference.

* Kathryn Plank stepped down from the role of Vice-President and Council representative at the September ICED Board meeting in order that POD could nominate Deandra Little as its Council representative. Deandra had previously been an 'associate council member' and therefore was not eligible to be nominated for the role of Vice-President.

Mandy Hlengwa of HELTASA, South Africa was appointed to the Board from the end of the 2014 ICED Conference until the end of the 2016 ICED conference. The next network on the alphabetical list of networks is JAED of Japan. Therefore the Election Committee had invited Hiroaki Sato to serve on the Board from the end of the 2016 ICED Conference to the end of the 2018 ICED Conference. He had accepted the invitation.

6. Budget and Accounts

6.1 2015-16 receipts and payments account

The most notable point from the 2015 accounts is that the new membership subscription model was now clearly reflected in the finances. It seemed to be quite a sustainable model. James pointed out that the line for 'Council meeting – officers' included a variety of expenses including travel for the President, administrator and IJAD editors as well as a payment to McMaster for the symposium in Canda. Hence the figure was quite high. ICED was very grateful to the Swednet colleagues for the large surplus generated by their conference in 2014 which had helped to secure ICED for a few years.

The 2016 accounts showed that membership income was down but still satisfactory. Any income generated by the 2016 conference was likely to come in after 31st December 2016. ICED did not yet know how much that would be but it would be made up of a 10% levy on the delegate fees plus 50% of the surplus.

Could ICED investigate securing some big names to deliver keynotes at conferences as this might be a way to attract more delegates? POD would think very carefully about this for the Atlanta conference.

Conference income had varied over the years with some events doing much better than others. In the past, ICED didn't have a central bank account so conference funds were collected by hosts and it was difficult to track them, meaning there wasn't a complete set of data on conference income.

ICED had now made it very clear that any bids to host conferences must be supported by the national network. ICED has also started to bring the conference convenor onto the Board. So the approach to organising conferences was gradually becoming more structured, although ICED was aware of the need not to be too heavy handed about it.

Members wondered whether ICED could set up Steering Committees to look after certain areas. The Board was currently looking after most areas and ensuring business carried on during the year.

Both sets of accounts indicated that IJAD and membership were reliable sources of income.

6.2 Budget 2016 – 2019

The budget was received. James explained how the membership subscriptions worked, i.e. a flat fee of GBP50 plus 1% of membership subscriptions. The results could be unequal as not all networks had membership income. It may be that in the future this will need to be raised. Those networks with no income had their subscriptions waived.

The allocation for funding projects had gone to the SAULT project for the past three or four years. ICED would need to consider whether to continue funding this to the same level in the future.

The President could decide if and how to allocate the GBP500 for support for emerging networks. This amount may need to be reconsidered as it wasn't really sufficient. This year it has gone to one of the SAULT members to attend the ICED conference. The amount probably should be around GBP1,500.

The admin fee increases were inflationary. If ICED wanted the office to do any new work then it would cost extra. The allocation for 'IJAD web based management system' was no longer needed so it would be taken out. The legal etc costs were connected with ICED's statutory requirements as a company and a charity.

The GBP2,500 for IJAD editors' expenses was to pay for at least one editor to attend the Council.

GBP20,000 had been put into the reserves to cover the admin fee for a couple of years in the event of ICED getting into financial difficulty.

6.3 Risk Register
Maintaining a risk register was recommended by the UK Charity Commission. The idea was to show that the Trustees were managing the charity responsibly by identifying risks and their severity and identifying ways to mitigate them.

James invited Council to consider whether any additional risks should be added. It was felt that the risks identified in the External category should be the responsibility of the Council rather than just the Board.

6.4 Reserves Policy
The policy was designed to show the Charity Commission that an amount had been specifically identified by the Trustees to cover a specific activity.

IJAD would like to be able to pay an administrator in the future. It was not yet financially feasible to request this. The move from three to four issues per year should eventually have an impact on the royalties but probably not enough to be able to pay an administrator. The work would be screening, copy editing, proofing etc – i.e. a proper administrative job which would require quite a bit of funding. It was unlikely that IJAD would ever go beyond being a 'boutique' journal so to get to this point would be a challenge. In the first place the team wished to move forward with creating a social media presence for IJAD.

7. Council meetings and Conferences

7.1 2015 North American Continental Symposium Report
ICED thanked Kathryn Plank, Allan Goody and Arshad Ahmad for all their work on this event. The event hadn't generated a huge surplus and had been problematic as it had originally been planned for Vancouver but had to be moved to Victoria on Vancouver Island. It didn't get the amount of participants as had been hoped for. It had been a lot of work for the Board and had distracted it from planning the South Africa conference. In spite of the issues it had been a very enjoyable event.

7.2 2016 Conference Cape Town, South Africa – update

A report from the organisers was received. There had not been any additional registrations since the report was produced. During the registration process the SADC (Southern African Development Community) countries were identified. SADC was a geographical categorisation only.

7.3 2017 Council Meeting Shanghai, China – update

The Council Meeting would be on Thursday 6th and Friday 7th July 2017. The CHED Conference would be from 7th - 9th July 2017.

7.4 2018 Conference – Atlanta, USA

The conference would be from 5th – 8th June 2018. The theme would be 'Institutional Change: voices, power and outcomes'. Everything would take place in one hotel, the Crown Plaza Ravinia, which was directly connected to the airport and downtown via the subway system. POD and Michele's centre had used the hotel before so it was tried and tested. It was currently going through a refurbishment.

A contract had been established between Kennesaw and ICED, outlining who was responsible for what. It had been signed by the university legal office at Kennesaw University Kennesaw was taking full financial responsibility for the conference. There was also a memorandum of understanding in place between Kennesaw and POD.

Atlanta was the busiest airport in the World so travel to the conference should be easy. Atlanta was the biggest city in the South of the USA and so there was a lot to do, e.g. the Martin Luther King Museum, the AIDS quilt and the Jimmy Carter Library and Museum. There would be a conference social programme which would emphasise Atlanta's long standing commitment to social justice.

Michele would liaise with the Board about keynote speakers. It was good that Deandra from POD was on the Board as well as Michele.

There was a conference trailer (https://vimeo.com/174675499/909d692fb3) which would be shown at the Cape Town conference.

Actions:
- **Michele (and POD), in liaison with the Board, to consider inviting some big names speakers to the 2018 conference in order to attract more delegates.**
- **The Collaborative Writing Group to be initiated at the 2018 conference (David to keep the Board updated on progress)**

7.5 2019 Council Meeting – Expressions of Interest from Networks

No proposals to host this meeting had been received. ICED was only looking for a host for the Council and Consortium meetings at this stage. If the local network wanted to attach its own events to the meetings then that would be fine. A room, catering and accommodation would be required and attendees pay for most of their costs, so hosting the meeting was not a big financial commitment. New Zealand was holding the HERDSA conference in 2019 so the

ICED council meeting could be attached to that as a back-up if no other offers were received. ICED would prefer to hold it in a country with an emerging network, such as Iceland or Sri Lanka. In addition ICED was conscious of the need to move around the world and, with the 2020 conference in Zurich, it might be better to have the 2019 meeting outside of Europe.

Action: Helen to follow this up with Iceland and/or Sri Lanka.

7.6 2020 Conference – Zurich, Switzerland
A report was received. The conference was still four years off so there was plenty of time for planning.

8. IJAD Report
A report was received. IJAD was 19th in the top 20 list which was really good news. There were lots of different impact metrics out there, e.g. SNIP and IPP. HE journals were all doing worse on impact than last year. IJAD's score was 1.1 last year but it was now 0.7. It was unclear what the reason for this was. In spite of this readership was going up every year, as were article submissions. Libraries continued to subscribe to IJAD either as part of a package or individually. The editorial team encouraged Council members to get their institutions to subscribe. If not then perhaps Council members could subscribe as individuals.

When the new issue emails go out, Council members were asked to forward them to their own email lists and to tweet about them (if on Twitter).

The new associate editor, Katy Linder, would look after social media. She was involved in a podcast site called 'Research in Action' so had experience of social media. Katy had requested that ICED purchase a subscription to Edgar, a social media scheduling platform. Katy would use it to manage IJAD's social media output. It cost GBP474 per year and up to ten accounts could be linked to it. It was agreed that IJAD could trial the Edgar system for one year and if it took off then it could be used by ICED more generally.

Nicole Rege-Colet was no longer engaged as the non-English book reviewer, Roeland may do this instead.

The 2015 article of the year was 'The chameleon on a tartan rug: adaptations of three academic developers' professional identities' by Barbara Kensington-Miller, Joanna Renc-Roe & Susan Morón-García. The award scheme was working well as Taylor and Francis was promoting the winning articles as well as the four runner-up articles. This had trebled downloads and so was a good publicity tool for IJAD. High downloads, whilst they didn't generate more revenue, showed that the journal was in demand so it influenced whether it got sold in packages. Council members were encouraged not to email the PDFs because this wouldn't get recorded in the download figures. A lot of downloads were coming from Turkey and Indonesia, although ICED did not have any contacts in those countries and IJAD didn't have any referees in those countries. (Pam had a contact at a university in Turkey – to pass the details onto the editors).

The editors were thanked for all of their work on IJAD.

Actions:
- **Council members to encourage their institutions to subscribe to IJAD**
- **Council members to consider subscribing to IJAD as individuals**
- **Council members to forward new issue emails to their networks and to tweet about articles, if they are active on Twitter**
- **Roz/Helen to update the conference guidelines to ensure that IJAD features prominently in future conference websites**

Appointment of Co-Editor
Council approved the appointment of the following:
- Co-editor: Klara Bolander Laksov
- Associate editor: Tansy Jessop
- Associate editor (new role): Roeland van der Rijst
- Associate editor for social media (new role): Kathryn Linder

9. Research Reports and Projects

9.1 ICED/JAED Survey on the professional development of HE teachers
Hiro thanked people for their contributions. The next stage could involve visiting countries with really good training programmes to do some qualitative research.

Action: Hiro to re-send the document and members to let Hiro know if there are any corrections and also to add a contact name if one is missing.

9.2 ICED Special Interest Group on Bologna (European HE) update
This group would be closed because Marianne had been unable to progress it.

Action: Roz to remove reference to this group from the website.

9.3 Southern African Universities Learning & Teaching Forum
A report was received. The annual meeting of the network in February had been very successful. The SAULT Forum was part of a larger project on rurality which Brenda Leibowitz was leading. The project was looking at the impact of students coming from rural backgrounds. Next year's meeting would be in Botswana in February, there would be one day focused on educational development projects and one day focused on the rurality project. What happened in between meetings was important. There was a lot of email correspondence taking place, mainly about the rurality project at the moment. This project was the only project to have got off the ground so far but it was sufficient for now.

Council discussed how the SAULT Forum would be funded from now on as the funding had technically come to an end.

Decision: Council agreed to pay two more grants of GBP2,500 to the SAULT Forum for four more years, ending in 2020.

Action: ICED Council to encourage SAULT to look to find ways of operation which aren't dependent on external funding.

10. ICED Membership Categories
A paper was received which put forward proposals for a variety of new membership categories.

Other educational development associations
When the original constitution was drawn up an associate membership category was created. This was designed for groups like HEDG (Heads of Educational Development Group) in the UK. It had never really been put into use but was this becoming an important issue as the number of groups was growing, especially in the UK. The benefit of James' proposal was that ICED could extend its reach further and make contact with other networks.

In the USA POD was trying to make connections with other relevant groups but it was quite challenging. It might not be possible for ICED to put this into practice at the moment and to focus on getting itself better established and known first.

There might be some political issues with naming a main member and associate members as it could imply a subordinate relationship. There were also political issues with other networks thinking they should be the ICED member. But the proposed associate membership category was only designed to create a liaison relationship; these members wouldn't come to Council.

In Germany there were links with other associations through various individuals in DGHD. HERDSA was linked to many groups already (many not relevant to ICED's work). Therefore maybe the way forward would be for the national networks to be responsible for the links.

The idea was about helping to raise the profile of the other networks and trying to encourage them to work together. Using terminology like associate and membership might be wrong – it was more about creating a communication system. Perhaps it would be interesting to convene a panel at a conference on what people were doing to build networks' connections. Could a mapping be done, as in the Swednet report, to get a Worldwide picture of all of the groups and connections? Next year's network reports could include such mappings and then these could be collated into a Worldwide one, although it would have to be done in a sensitive way so the network doesn't portray itself as all important.

Common topics were perhaps more important than the links/networks, i.e. what is the topic which links the network to the particular group? There was quite a lot of homework to do before mapping out these links. People would need to spend a lot of time identifying the topics first.

Decision: Council decided not to pursue the Associate Membership category. Instead networks would be invited to map their relationships with other organisations in their annual network reports to Council.

Cross-national networks

The issue was that a country might end up with having two votes on Council through its national network as well as a cross-national network. The proposal is that cross-national networks don't become members but partners.

Another potential issue was that a country might set up its own national network separate from a pre-existing cross-national body, e.g. New Zealand and HERDSA. The new national network may wish to have its own membership of ICED. In this case it would need to state where its one vote would go. Should New Zealand decide to do this, it should be allowed to, and the HERDSA representative would still represent HERDSA.

Individual membership

The idea was to enable individuals to continue supporting ICED once they had moved out of their national network. It came out of the 'Friends of ICED' idea. It was felt that to proceed with this proposal ICED would need to significantly re-define itself, as it is currently a network of networks not individuals.

Individuals could still contribute to ICED but it was not felt that a distinct category of membership needed to be created for them. It would be difficult to manage having individual members involved in the formal Council meetings but they could perhaps attend the Consortium days. However, it was not clear how this would this happen in practice. It would be very costly for people to attend and it was not clear exactly what they would get out of it. Such individuals should not be involved in the formal governance of the association. They would be more of a resource for ICED to draw on for specific activities.

Decision: Council decided not to pursue the Individual Membership category but the Board to consider how to continue to involve committed individuals.

11. Council and Conference guidelines, managing requests for expressions of interest
Item not discussed.

12. Web site and social media, advocacy, public relations, lobbying

University rankings:
Members wondered whether ICED could have some kind of say in international university rankings, specifically to ensure that they included quality of teaching and learning. Rankings tended to be very research-focused and contained very little reference to quality of teaching, sometimes leading to a division between research and teaching universities. ICED should look further into what it could do in terms of lobbying the ranking agencies, e.g. encouraging them to look at the academic development function. Measuring staff to student ratio is what currently happens in THE rankings. ICED would need to develop a very clear position about what it wanted to say and felt it could say on this issue, otherwise it could get quite messy. Perhaps the following questions should be answered first:
- What would ICED be advocating
- On behalf of who or what?
- To what audience?

- Will the audience listen or care?
- For what purpose – what would ICED hope to accomplish?

When James and Kristine did some work on the preparation of new staff, they had been unable to take a stand on whether it should be compulsory or not. It was felt to be far too contentious to push for a Worldwide standard for teachers and the idea of a standard for educational developers to benchmark against was opposed quite strongly by some.

The Mary McAleese report had not made a statement about compulsory teacher training so ICED could not have done so either. It was politically difficult for ICED to make such big statements and it needed to be aware of the sensitivities involved.

Perhaps therefore, ICED's focus should be on supporting its members to carry out educational development work in their own regions/countries, through highlighting good practice for example.

Yet some networks really wanted ICED to have a stronger voice so that they could influence their governments.

The OECD's Higher Education programme had closed and the UNESCO programme wasn't functioning so two important agencies were not currently operational.

The values discussion was felt to be very important. If ICED could agree upon its values first then it might find it easier to come up with positions on topics.

13. Governance – resilience of the Board
The Board was legally responsible for ICED. It is made up of the following:
- The President
- Two Vice Presidents
- Two appointees from the alphabetical list of networks
- The Treasurer
- The IJAD representative
- The forthcoming Conference Convenor

It was often difficult to operate as members were located in all parts of the globe and most had full-time jobs, but it did meet regularly by Skype. Certain members had to be very flexible with timing as membership stretched across a very wide range of time zones.

The Board wondered whether Council was satisfied with how it was operating or whether it needed any changes.

Comments:
- IJAD rotated the timing of their editorial team meetings so that everyone gets a 'middle of the night experience'. The chair and note-taker role are also rotated. It was not generally possible for every person to make every meeting. However, it was made

- resilient by having quite a large team, so if 5 out of 9 people were present then it was seen to be viable. IJAD's decision making was now much more efficient.
- Could the work of the ICED Board be shared out more equally? The portfolio model works quite well for POD and it might be worth resurrecting this for the ICED Board.
- The meeting notes needed to set out clear responsibilities for actions with time limits. Conference engagement was a lot of work for the Board but having the Conference Convenor on the Board should make things a bit more efficient.
- The Board could easily become dysfunctional with the wrong group of people.
- Many local networks were using online platforms to meet – Zoom, Web FX, Adobe Connect, Skype etc. They normally met face to face as well.

The papers for today's Council meeting were quite a bit lighter than in previous years. However, members did not feel that they had been short changed by this and were happy with the timing, length, quantity etc.

14. Other areas:
Mentoring:
Could people from the Council offer to be mentors to new developers in order to make them feel more welcome. Marianne and Tamar (replace with Nitza?) were listed on the website as points of contact in the Newcomers section of the website. Marianne gets contacted via this about once per year and hence felt that a topic based approach would be better. ICED might need to re-think the structure of its website to make this more prominent. Mentoring was a two-way process and ICED may need to re-script it to avoid a 'big brother' approach. The Aurora programme from the UK might be a good example of successful mentoring.

The meeting closed at 17.00.