

University Council on Teaching
Meeting of Wednesday Feb 1, 2017
CTE Innovation Lab
1:30 PM -2:45 PM

Commenced: 1:37 PM

- A short discussion was had on the findings on what other schools are doing in terms of the teaching awards.
 - BC seems to be the only school which no longer has the awards.
- The Dean of Arts and Sciences will be attending the April's UCT meeting.

Discussion on how to create a teaching workshop/retreat modeled after the writing retreat run by Intersections. Invited presenters: Jennie Purnell and Burt Howell

- What is the research and writing retreat about?
- There is the Villa writing retreat
 - Five days
 - Meals included
 - About 35 persons
 - Attractive because of the lack of structure, beautiful environment, opportunity for organic conversation
- And there is Common Room
 - Three Days
 - Became less popular because it was more structured and felt "extra" to some faculty
 - Came out of the Andover weekends
 - It was a good orientation for junior faculty
- Villa is really the future, especially in the way people hire and are promoted with its orientation to the institution.
- People come to Villa wanting to be productive.
 - It's a gift to them
- People did Common Room as a favor.
 - Structured conversations were often not as good as the organic conversation in the Villa environment
- A light touch (a little hosting, a light structure with comments) works wonders.
- Villa normally takes place in June.
- Is the Villa model adaptable to a teaching retreat?
 - Yes, but it would have to be structured somewhat differently.
- Would it be programming or as a resource?
- It would have a little more programming than Villa
 - Having a structured offering to work on curriculum
 - having office hours
 - one on one consultations
 - Having groups to design new courses
- How do we recruit and decide who goes?

- How do we get people to apply?
 - One suggestion-Invite teams from different departments or anyone who wants to work on a course
- It is tough to get people to come as people are always busy.
- More importantly, how do you keep it going?
 - You keep it going by not boxing it in with too many restrictions
 - You attract people to the retreat by the ethos of the retreat as well as the location of the retreat
- Characteristics of a good retreat location
 - Participants having their own bedroom and bathroom
 - Meals inclusive
 - Great environment regardless of the weather
 - A place where you can walk/ride
- What are the benefits of the retreat to teaching?
 - Time: Great for finishing unfinished work
 - Community: Great for meeting new people of varying backgrounds, ages, and specialties. Also, great for removing the isolation out of working on teaching and teaching related activities.
 - Joyful Exuberance: People are so grateful for the support given
 - Trust: After the retreat, there is revived or strengthened trust in BC management where there seems to have been a lack of amongst junior faculty
- We have been thinking about rewarding teaching and the retreat could in fact be a reward.
- How do we make this happen?
- We need to decide on what we expect to achieve and what structure we wish to employ.
- Tentative start of program in June 2018.
- Intersections would be willing to be co-sponsors by funding a third of the program but they cannot run it.
- The program could become a signature program of the CTE.
- There needs to be an element of diversity amongst the participants in the retreat.
- To start the program, we need to create a proposal for the Provost and the Deans in order to get their support.
- The proposal should include achievable goals for the pilot.
- What is the cost per person?
 - E.g, Villa is \$1300 for four nights and five days
- The retreat should be as open as possible (more restrictions, less people)
- Right after commencement would be a good time for the retreat.
- When planning the number of participants, does starting small make sense?
 - Numbers matter a lot but teaching may be different so it will have to be experimented with.
- Should we have office hours or structure?
 - Both but still maintaining freedom
 - There could be optional scheduled sessions
 - There could be groups for certain professional issues and questions

- Maintaining the qualities of community, trust, time and joyful exuberance is most important.
- After that gratefulness received in having the retreat, you can then tell people about the other services offered by the CTE.
- Some lecturers don't even know there is a CTE.
- Teaching is looked at as a "sink or swim" profession.
 - That is why a mentorship aspect of the retreat is so important.
- In planning the retreat, do not try to resurrect old things like the Andover weekend but use that spirit and creativity to make something more attractive by figuring out who the people are and what are their needs.
- In marketing the retreat, it should be in concise form rather than long forms of information to appeal to the social media age.
- Excellent hosting is key (cocktail style). It has an effect on how people perceive other things you do.
- Can the UCT/CTE build off of any templates Intersections uses for their retreats?
 - Yes, but it is important to form an individual brand and cache.
- First order of business in planning the retreat is to find a good location and make a reservation.

Adjourned: 2:45 PM

Attendees: Jeff Cohen, Audrey Friedman, Jackie Lerner, Katie McInnis-Dittrich, Stacy Grooters, Bob Bloom, Kathy Bailey, John Rakestraw, Danielle Taghian, Jennie Purnell, Burt Howell, Courtney Vigo.

Future meetings:

Thursday March 2, 1:30-2:45

Wednesday April 5'th, 1:30-2:45