

The FAN

BVC FACULTY ASSOCIATION NEWSLETTER

SPRING 2019

*Your mind is a garden. Your thoughts
are the seeds. You can grow flowers or
you can grow weeds.*

— Osho



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*Can you find all the Easter
eggs hidden within
the newsletter?*



*First one to message
bvcfa@bvcfa.com with the
correct number of eggs will
win a \$20 Gift Card!*



PRESIDENT'S MESSAGE

BART CHUDLEIGH

Hello Colleagues:

It's been a big year of change here at Bow Valley College, complete with a new Collective Agreement, a new structure change (effective July 1, 2019), and lastly a provincial election on April 16, 2019 which may lead to further changes in the structure of post-secondary education.

New Collective

We were able to negotiate:

- An increase in Health Spending
- The formation of a workload benchmarks committee with Faculty Association input that will produce benchmarks for each department, the output of which the college will share
- A strengthening of language for Casuals on labour disputes
- A Salary Re-opener for which we will begin bargaining before June 20, 2019, and with binding arbitration as the dispute mechanism. This is very important, as it gives us the ability to submit evidence to an arbitrator, selected by mutual agreement, who will look at our salaries compared to our closest comparable colleges (NorQuest, RDC, and Lethbridge). Note: Arbitration, if we cannot reach an agreement through bargaining, won't begin until after September 30, 2019

New Structure

Some changes to the organizational structure have already been announced and we are awaiting more of these hirings at the Associate Dean level to complete the first round of changes. Once this round is complete the college will move on to appointment then hiring for the Program Chair positions. If you have any questions, require more clarity, or simply need support please reach out to your Faculty Association.

Provincial Election

As I stated above the Provincial election happens on April 16, 2019. This is a very important election and while the economic indicators are not bad for Alberta (highest average weekly earnings of any province, and lowest debt-to-GDP ratio provincially), there is still a perception that the economy is bad in Alberta. As far as governmental spending goes the three largest expenditures are: Healthcare, Education K-12, and Post-Secondary. Thus, the election will likely have some impact on Post-Secondary education in Alberta. I strongly encourage everyone to vote and get educated on the three main political parties and their platforms for this election.

Alberta Party <https://www.albertaparty.ca/>

NDP <https://www.albertandp.ca/>

UCP <https://unitedconservative.ca/>

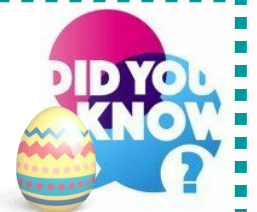
BVCFA Election

We will be having elections this May for the Faculty Association. Positions up for election are: President, Vice President Academic Affairs Committee (PAC), Vice President Engagement and Communication, Treasurer, Board of Governors Representative, and Academic Council Members. If any of these interests you please keep your eyes open for our Election call and application forms.

I would love to see the democratic process at its finest this May!

Sincerely,
Bart Chudleigh

We have a new VP Negotiations!
A BIG welcome to
Penny Marcotte for joining the
Executive team





COMMUNITY MOBILE FOOD MARKET

WEDNESDAYS 11:30AM - 1:00PM

2nd Floor Lobby - South Campus

Bringing budget-friendly fruits & vegetables to your College community! Students and staff are welcome! Bring your own reusable bags.

We accept cash, credit, and debit.



NEGOTIATIONS UPDATE

VP Negotiations, Penny Marcotte

Now that the ink has dried on our ratified Collective Agreement, it is time to shift our focus to the upcoming discussions regarding the salary re-opener clause.

What exactly is a salary re-opener clause? Simply put, this is an opportunity to negotiate an increase to the salary rates listed in the Salary Schedule A of the Collective Agreement for the July 1, 2019 to June 30, 2020 academic year.

The bargaining team will be led by Terry Sway, a well-known name in these parts with over 30 years experience in post-secondary negotiations. He will be joined by Kim Smith (Labour Relations Officer at the BVCFA), and myself (Penny Marcotte, V.P. Negotiations).

Our work at the bargaining table will be supported by the members of the Negotiations Committee, a keen group of faculty committed to representing their colleagues. The current representatives are:

Unit	Representative
Global Access	Veena Zarour-Murthy
Community Studies	Ryan Webber
Health & Wellness	Vanessa Corbett, Loren Voice
Research & Innovation	Wendy Buck
Creative Technologies	Philip Flegel
Business	Bart Chudleigh
Foundational Learning	Debbie Scott
Counselling	Alana Thibault

Please be sure to connect with your representative if you have a question or concern regarding negotiations or the Collective Agreement. Our job is to ensure your voice is heard.

I expect meetings for the next round of bargaining to commence shortly. Updates will be shared as they become available, so please stay tuned (and maybe keep those fingers crossed for good measure...).

Time to roll up our sleeves and get to work!

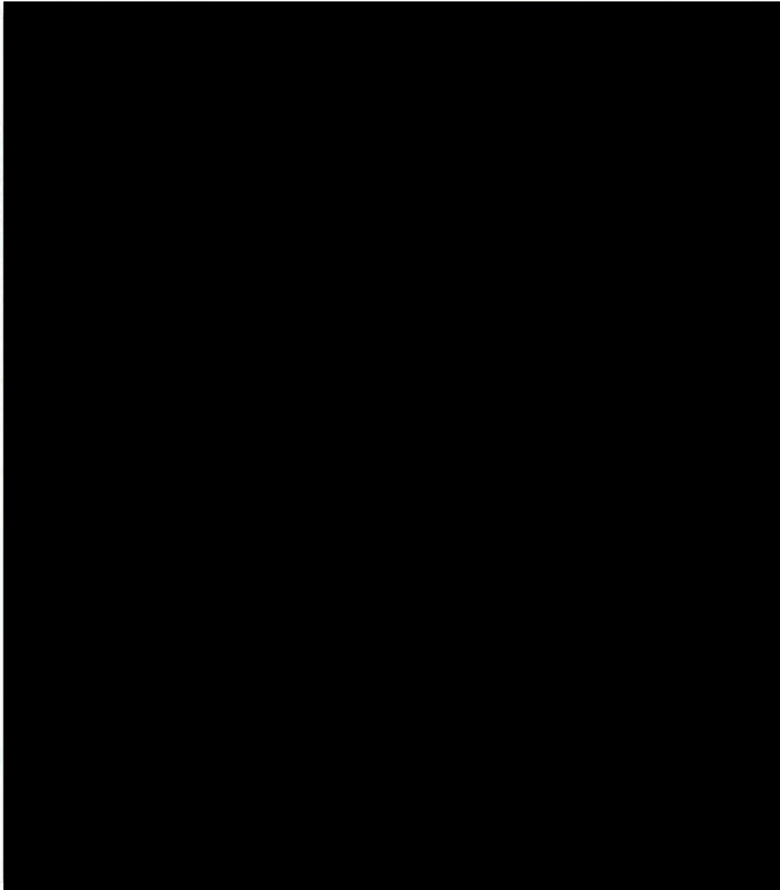


Labour Relations

Kim Smith

Now what??? Life after Ratification

Apologies, this image had to be removed



The ratification of the collective agreement was completed on November 30, 2018. As a result, we now have a new contract agreement with changes to how we do business. Some of the changes provide better provisions for unpaid leaves, stronger grievance processes for casual staff and defined workload practices with an opportunity for a salary re-opener in 2020.

Some faculty members might be wondering what ratification means, and just what the collective agreement means to them. I'm here to tell you that the collective agreement is one of the most important documents faculty members own here at Bow Valley College.

The collective agreement establishes both management rights and

faculty rights. In order to access your rights, you need to know this document by heart.

Like a minister knows his bible, you need to know and understand how to apply, practice and maintain those rights. This means treating the collective agreement as if it is as precious as your pay cheque... because technically it is. This document outlines how, when, why and what you are paid for in different circumstances. Keeping that in mind, here are 5 basic things you should consider when reading your collective agreement.

#1 - It is a legal contract.

Think of it like a marriage or a mortgage. Till death (aka separation) do we part. Just like any agreement, the collective agreement is a written contract between the employer and the faculty association that outlines the terms and condition of employment. The contract provides the employer's

Labour Relations

continuation...

by Kim Smith

Email: labourrelations@bvcfa.com Phone: 403-453-0444

expectations of you and your expectations of the employer.

#2 It is a **COLLECTIVE agreement.**

That means it affects all faculty members. The bargaining process is a very inclusive, yet methodical process. The negotiating team uses surveys, grievance trends, political climate and the values of our members to present bargaining items that affect the body as a whole. No one party, department, or group is meant to be the sole beneficiary of a collective agreement item. The Collective agreement is a major vehicle for ensuring fairness and promoting equality in the work place.

#3 - **Clause by clause.**

Take time to review the collective agreement clause by clause. The one thing that is challenging as the Labour Relations Officer is when faculty members have suffered unnecessary challenges in their employment. Often these challenges can be easily resolved, amicably, within a reasonable time frame if those members:

1. Know their collective agreement
2. Know the obligations of the employer
3. Know the responsibilities of the Faculty Association
4. Know their employment rights

In knowing these four things, faculty members can be more productive and possibly more content in their roles. I strongly encourage you to be in the habit of referring to the collective agreement as often as possible, whenever there is a question of your rights.

#4 - **Why not stop by?**

Finally, if you are not sure, we are always here to help with the interpretation of the collective agreement. In the event the employer's interpretation or application of the collective agreement is inconsistent with the College's practices, we have the Grievance Process (Section 19) to assist with gaining clarification. The right to grieve is a legal right and carries the full force and protection of the law. It is one of the most effective tools available to employees for protecting their

rights.

#5 - **Hot off the press.**

A PDF copy of the collective agreement can be found at <https://bvcfa.com/faculty-members/94-2/>. Need I say, it's not enough to know where to get a copy. Every faculty member should have their own copy of the new agreement. It is imperative that you know what your contract rights are and how to protect them.

This afternoon while I was scanning LinkedIn, I saw a short video of 250 Amish men moving a barn 150 yards with their bare hands, and then turning it ninety degrees. Imagine the strength we would have if we worked together to make positive changes as a collective group of professionals.

HAPPY light reading!

The Faculty Association office is located in the north building of Bow Valley College main campus, office N306 or send me an email at labourrelations@bvcfa.com.



Wise and Well

Sessions for Faculty

Introduction to Brain Smoothies – Give your brain a mental wellness snack!

Brain Smoothies™ are based on the premise that the mind needs nourishing inputs in order to function optimally, and these include an infusion of revitalizing activities that provide relief from the time-bound to-do lists of academic life. Created by Dr. Brittany Harker Martin, these activities draw from cognitive science, psychology, and arts education. Come experience our Signature Smoothie, a visual art exercise infused with techniques for mindfulness and wellbeing. You will leave with an understanding of how you can use arts-based approaches to reduce stress and restore a more balanced state of mind.

Room: S2009, S2010

01
MAY

11 - 12pm

07
JUN

10 - 11am

Creating Braver Spaces

Bow Valley College recently released the “Open Doors – Open Minds” strategic plan, which outlines a mission “To include all learners. To challenge our thinking. To remove barriers. To provide opportunity. To make all learning count.” Creating Brave Spaces will discuss bravery within pedagogy, the importance of creating inclusive classrooms and curriculum, and strategies you can take away and apply in your practice.

Room: S3025

Image by starline on Freepik

On the board with...



Over the past two terms during my time as the faculty representative on the Board of Governors, my contribution to the **FAN** has been to share interviews with Board members so that faculty can get a better sense of the many ways Board members contribute to the College. Since my term is coming to an end, I have answered the interview questions myself as the outgoing faculty representative.



by Hana Taleb Imai

What do you enjoy about your role on the Board of Governors?

I enjoyed learning about the College from a strategic viewpoint and making contributions to inform the future direction of the College. It was a really enriching experience to learn from other Board members and the College Executive team over the past four years.

What are three traits that are important to your role?

The ability to shift perspective, exercise diplomacy and have a strategic outlook.

continued on next page

Did you know?

This position is coming available this spring.

Consider getting involved!

On the board with...

continuation...

by Hana Taleb Imai

What advice would you offer to new Board members?

Learn as much as you can about all parts of the College and take some time to figure out how to engage on the Board. I also think that you get out of it what you put in it, so commit your time and energy to this important work – it is very rewarding.

What is one thing that you have learned about Bow Valley College?

I continue to learn new things about the College every day. I am always impressed with the level of dedication that external Board members have for the College – they are committed to truly using their expertise, and influence to make Bow Valley College the best comprehensive community college.

What do you think Calgarians should know about Bow Valley College?

Calgarians should know that Bow Valley College is a welcoming place for all learners, with staff and faculty who are committed to learner success, and our graduates fill many vital roles in the economy of this city and the province.

The following is a brief description of the board itself:

Who are the Board of Governors at Bow Valley College?

Bow Valley College came under board governance in 1998 and operates under the authority of the Alberta Post-Secondary Learning Act and in accordance with the Alberta Public Agencies Governance Act. The Board of Governors is comprised of both internal and external members: eight public

members (one of whom is designated by Order in Council as Chair), Bow Valley College's President and CEO, one student member (soon to be two), one faculty member, and one staff member. The Board is the governing body of Bow Valley College and makes and administers policy for the College.

What does the Board do?

The primary responsibilities of the Board of Governors are to set and advance BVC's vision and mission, to provide organizational oversight, and to set policy and institutional priorities (educational and financial governance) for the College. Our board is what is known as a policy governing board, guiding the future of the institution at a very high level. A policy governing board sets policy and hires a president to implement the policy. The president is directly responsible to the board – effectively the only employee of the board –

continued on next page

On the board with...

continuation...

by Hana Taleb Imai

and implements policy while carrying out the day-to-day work of the College. Our board is not involved directly in the day-to-day operations of the College. The college's role is set out in law and shaped by the expectations of the Alberta Government.

How can you get involved?

The Board meets regularly (almost monthly) and information about open sessions (time, place and topics to be discussed) is shared through myCampus. Guests are always welcome to attend.

Getting involved in the College outside of the duties we perform for our jobs not only makes us better informed, but also provides a sense of connection and belonging to the College.

The role of faculty representative on the Board (and Board representative on the Faculty Association) is an elected position and is up for election this spring. Consider putting your name forward if you are someone who enjoys strategy development, and can view the College from a broad perspective. A diverse complement of volunteers from all areas of the College strengthens the association as a whole, so think about getting involved in your association if you are not already. ■

GET INVOLVED WITH YOUR FACULTY ASSOCIATION!

We are currently approaching the end of term for several positions.

No experience necessary.
Get in touch and learn how you can make a difference today!



- ◇ President
- ◇ VP PAC
- ◇ Treasurer
- ◇ VP Communications and Engagement (Vacant)
- ◇ Board of Governors Representative
- ◇ Academic Council Faculty (3) Representative Positions

WE WILL TELL YOU WHERE TO GET OFF!

In the dynamic and ever evolving world of OH&S we continue to seek out and respond to possible dangers in your life. Hence we get to tell you where to get off, literally! We know that in a contest between a car and a bike the car always wins, but we had to talk to a bicyclist to get the best balance of safety and convenience when determining how far one could ride into the parkade. We came up with a wonderful compromise NOW indicated by a new sign, so look for it.

And the feedback says... “Excellent use of time” and “Excellent Facilitator skills” in Paladin’s Non-Violent Crisis Intervention program Note! This one-day course provides prevention decision and de-escalation concepts, but not a lot of focus on role play. This is an excellent program that is free for staff and useful especially for front line staff. <https://bit.ly/2uKgja5>

FREE!!! Yes it is free and 1751 students and staff have it, do you? Of course I am talking about the college Campus Alert app. It comes with many features such as Emergency Contacts, a Safety Toolbox (OK messages with your location, flashlight...), report a crime and much more. Friend walk is a great feature that allows you to share your location with a friend or family member, or vice versa. With mutual permission, I can see where my kids are, or my wife can see I am still on the C train (check this

out!). The Work Alone feature can have alerts set up for you to contact a person and let them know you’re OK when you are working late. This is set up at specified intervals and they are alerted if you have not called in. There are severe weather alerts, lockdown alerts and much more, all for the same price: FREE!

Police! Yes, some of you may have noticed an increased presence of our friends in blue (also interested in your safety). They are here in response to 311 calls to the city from drivers complaining about blocked handicapped parking and the danger of playing dodgeball with, yes... wait for it... jaywalkers! These not-so-rare birds are made up of both staff and students. Please, less than a minute of your time is not worth injury, fear and frustration of Calgary drivers, bad PR for the college, and maybe a ticket to the policeman’s ball. That last part probably shows how old I am.

If you have any questions please feel free to talk to your local OH&S rep or contact me,
Your friendly neighborhood OH&S rep (faculty and LSS)
Steve Perron



did you know?

* Calgary has more volunteers per capita than any other city in the world

* In 2018, Calgary rose to become the 4th most liveable city in the world. Population density is low, quality of life is high and housing abundant.



May 1 — Bike to work day

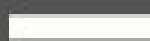
May 3 & 4 — Beerfest at the BMO centre

June 2 — Lilac Festival

June 15 — Neighbor day



ANNUAL GENERAL MEETING



PLEASE JOIN US ON JUNE 4, 2019
3:30 PM - 5:00 PM
ROOM N231

Refreshments will be provided



Talking Shop with Arpan Sandhu

V.P OPERATIONS MATT KRIZ

In "Talking Shop" we interview a faculty member to chat about teaching and the joys and struggles therein. For this issue I talked with Arpan Sandhu, a practical Nurse instructor in the school of Health and Wellness about her education background and her philosophy towards teaching and learning.

Matt Kriz: Tell us a bit about your background, how you got into nursing in the first place.

Arpan Sandhu: I was preparing for medicine initially, but that was a very long process and a lot of years of education and experience, so I decided to go into nursing first to get some experience in health care and I wanted to see how it goes. So, I started my Bachelor's of Nursing back in 2006 and completed it in 2010.

MK: This was in India?

AS: Yes, in northern India. My plan was after I complete it to go back to try for medicine, but while doing nursing something changed. I worked with vulnerable populations, I worked in very rural communities where there was no access to primary healthcare at that time. We did some midwifery training there and some woman's health we covered that part as well. All these things influenced me at that time. As a student I volunteered with them [WHO] in their education program and you will go to slums and give vaccinations to children there. So, I looked at the living situations and various disparities that all influenced me to remain in nursing.

During this period, I was able to ask myself that how as a nurse I have capability to make a difference in somebody's life, whether it was going be health education regarding contraceptives to women especially who are uneducated or illiterate and didn't have any understanding of reproductive health, or providing nursing care in an acute care setting. Working with those vulnerable people I think it kept me grounded and made me realize that as a nurse you have an ability to make a difference, not just in one indi-

vidual life, but globally. So that's how I came into nursing and became a registered nurse.

MK: What made you want to move from the practice of nursing to teaching it?

AS: When I finished my nursing degree, I worked for a year in an acute care unit in India. I started teaching there and I worked with the principal nurse. When you're a fresh out of school and you're entering in a profession looking at health on a larger scale – and have ability to question what does health mean to me as an individual? What is my role as a nurse? Is it limited only to nursing care, or as a nurse my ability to bring even bigger change in health care, nursing education, and health-related policies? I wanted to explore the more critical aspect in nursing, and when I started teaching what I wanted to know was why people came to nursing in the first place. That was always my first question to my learners and it remains the same: Why are you in nursing and why do you want to continue nursing? Nursing is not something where you just have to have a high IQ; it's a highly emotional, mental, physical and all together you have to be very empathetic because you're dealing with people who are in a vulnerable situation, and as a nurse you have to have the ability to put yourself in someone else's shoes. I remained in nursing so that I can bring change in health care. When I started working as a registered nurse I was able to bring small changes in people's life through nursing care, however, bringing any health policy, and health education changes can be restrictive as a front line health care worker. And at that point I started thinking, how as a professional can I bring these broader changes?

Talking Shop with Arpan Sandhu

V.P OPERATIONS MATT KRIZ

Continued...

And I realised that I am not able to find answers to this unless I continue my education, and understand the health care system globally at a vast level. So, I moved to Canada to further my education in 2011 after working for a year. I got my nursing license and started working as an RN. You know it's amazing that various healthcare-related issues remain the same globally.

Another turning point in my career was, when I started working as an RN in Canada. I witnessed people struggling with addictions, homelessness, and mental health issues and how these issues affected their health. I started questioning and critically thinking about what is my role as a nurse? Am I able to develop a meaningful therapeutic relationship with my patient and bring the required change to improve their health and provide them equal access to health care?

MK: You could say you have a transformative approach to nursing?

AS: Yes exactly. That's a nice word for it.

For my thesis in my Master's I continue to develop critical perspective in nursing and health care. I am questioning the paradox that nurses perceive themselves as powerless. Because literature shows that there is a notion in nursing that we can't change anything. We have no means to change politics. Whereas in reality, nurses are the ones who make healthcare transformations possible by empowering patients. By providing health care related education. In my thesis I am trying to develop a new critical perspective that would enable nurses to realize that they have the power. It's unethical to not use that power in order to advocate and bring changes on a broader scale in health care. So that's what my research is focused on.

MK: So you're working towards, let's say, figuring out how to show nurses or nursing students to use their power or to be advocates?

AS: Nurses do advocate for patients on an every-day basis. For example, advocating for them on pain medication, but may tend to feel that they don't have a voice, let's say at health policy level. So I wanted to explore the concept of advocacy among nurses: what does advocacy mean to nurses and to explore the strategies that nurses employ to advocate with in their practice?

MK: And would you say you put those ideas into practice as an instructor?

AS: You learn every day and continue to reflect on your teaching practice. With each and every encounter I have with my learner, I try to trigger their critical thinking by asking questions such as what kind of nurse would you want caring for you, what does it mean to be a nurse in current health care transformations and why we require evidence based nursing, what is research's role in nursing and so on. As well as by making them understand what their role will be as a licensed practical nurse in the health care system. As a nurse you do reflective practice every day. When you work in patient care you reflect on each moment, each encounter, and each conversation. What did go well and what did not? If that happens again how can I do it differently in the future? Similarly, when you move to teaching as a nurse and you continue to do your reflective practice as well. I want to explore the concept of developing deeper relationships with our learners and an ability to support them, holistically in their learning. It's difficult when you're a learner you're paying for your tuition and you want to...

MK: You want to get something out of it.

AS: Yes, you want to get something out of it. A learner's primary focus remains on being successful or not. However, in nursing education the question always is, is it safe for patient care environment or not? So, the question is, how in nursing education can we empower learners and as a nursing educator, do I have the ability to instigate a sense of reflective practice among learners to realize am I safe to practice in the patient environment? But the question arises, do learners feel comfortable to speak and share this reflection with their instructor?

Talking Shop with Arpan Sandhu

V.P OPERATIONS MATT KRIZ

Continued...

They really want results because they paid money and they spent time? But I want them to see me differently as a teacher. I usually reflect and ask myself. Am I approachable or am I connected with my learners? There should be such a level that they feel comfortable to come and discuss those issues and be able to reflect on their actual practice rather than solely focusing on the end result.

MK: I guess my next question is, so how do you do that?

AS: The answer I think is engagement. Deeper, empathetic, engagement with learners. All of my learners come from various backgrounds, all working full time, being in a new country, studying full time, and some have children. So are we able to understand those situations and able to provide support in that aspect and support in a holistic manner, instead of just saying, okay, you didn't do that right, so...

MK: So... sorry.

AS: So... I want to look at it in the same way we'd look at patient care, more of a holistic approach. You don't just look at their physical condition, but you look at all aspects. For learners you can't just look at how they're doing in their courses. If someone is struggling, you must look at the whole person.

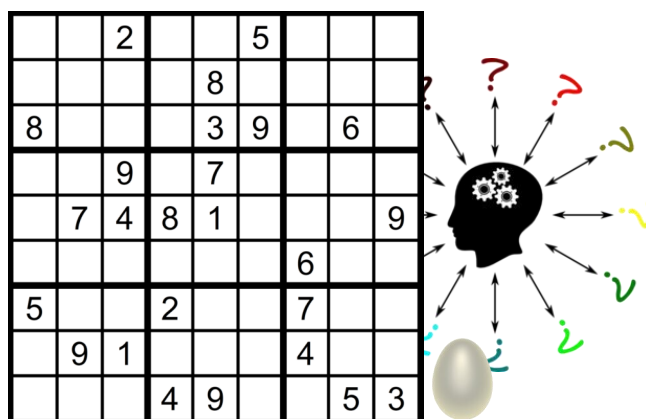
MK: So, this is part of a different way of looking at education? Looking at someone coming in not as a school robot, whose only task and only focus is that thing that you're asking them to do and instead looking at them as people with a whole bunch of other things going on?

AS: Yeah. I think learning does not happen in solitude and it is a combination of all parts of our life. So why do we make learning like it's this separate

thing from the rest of our life? And I do think, at present, we instructors are doing a better job with that.

MK: Last question: You finish your Master's, you come to Alberta and then you end up here. So, why Bow Valley?

AS: Why Bow Valley? For one, it's very diverse. People come from various backgrounds here and not only that, but as a post-secondary institution it provides people with the ability to come and have an education regardless of their background and have greater access to the profession. In my classroom this semester I teach one hundred and thirty learners every week--and all of them come from such rich, various, different, professional and cultural backgrounds, and they bring rich and diverse experience. They are here to become professionals, but they have past professional experiences with an ability to undo and learn again, but at the same time they have the ability to take those bits and pieces from their professional background and apply that in current learning. So I think the motivation for me being here is when I see my learners--and some of them are in their forties, some are in their sixties--and they are motivated to be nurses and they are here because they want to bring change in health care and improve it. And I think that's essentially why I remained in nursing. As a teacher it is inspirational for me to see people who were lawyers here to become nurses, and people who were biologists, or geologists and they're going to be nurses because they feel they can bring change in healthcare or make a difference in people's lives as nurses. As I said some of the learners are parents, they work full time and they are here, full-time and motivated to become nurses. I believe Bow Valley does provide that flexibility for their work and family life.





Identity and work of a teaching and learning consultant: A personal narrative

Flora Mahdavi – March 2019



There is a team of educational developers at Bow Valley College whom you may know as Teaching and Learning Consultants in the Teaching and Learning Enhancement (TLE). Since I joined this team in 2012, my understanding of what it means to be an educational developer and my role(s) as a TLE consultant have gradually developed and evolved. In this excerpt, I want to share with you my personal account of how I understand the role of educational developers in higher education and by extension the role of TLE at our college.

What is educational development? The academic literature puts educational development on the map as a scholarly discipline of research and practice with the purpose of “helping colleges and universities function effectively as teaching and learning communities” (Felton, Kalish, Pingree, & Plank, 2007). The field entails a range of activities that can be broadly categorized as curriculum design, research, and training & support for teachers. Educational development improves educational effectiveness

through raising the quality of teaching and improving students’ learning experience, and ultimately, improving quality of graduates (McDonald & Stockley, 2008; Shay, 2012). In Canada, the Educational Developers Caucus (EDC) was established as a community of practice for educational developers in 2003, within the Society for Teaching and Learning in Higher Education (STLHE), with the core values of open community, collaboration, ethical practice, and scholarly approach (McDonald et al., 2016).

How does the definition of educational development inform the work of TLE? TLE’s post-card, printed in 2014, introduces the work of our team as follow:

“Teaching & Learning Enhancement provides expertise and promotes best practices in teaching, curriculum design, and copyright. We support, empower, and engage with the Bow Valley College community as the college achieves excellence in applied education.”

**Continued: Identity and work of a
teaching and learning consultant:**

A personal narrative

Flora Mahdavi – March 2019

So, what does TLE do? Our team is comprised of consultants and media developers with a range of skills and expertise who respond to a variety of requests and service needs. Course and program design combined with program mapping in some areas of the college are the largest operational activities within TLE that involve several consultants and the media team. Instructional skills training and supporting teaching in different modalities, such as face-to-face, online, and blended, is another area of focus for us. In addition, TLE's collective knowledge and energy plays a key role in institutional teaching and learning projects that arise from the college's strategic plans and practices; for example designing and facilitating *Ignite: Instructor Onboarding Program* in collaboration with academic schools. With a lesser priority, TLE consultants may also engage in research or support the Scholarship of Teaching and Learning (SoTL) when an opportunity arises. Having copyright support as part of our team is instrumental and enabling for all areas of TLE activities.

Continued on next page



April 19 - Good Friday

April 22 - Easter Monday

April 25 - New Student Orientation

May 2 - Spring Term begins

May 15 - BVCFA Elections open

May 20 - Victoria Day

May 24 - BVCFA Elections Closed

June 4 - BVCFA AGM

July 1 - Canada Day

July 5 - Stampede Parade

August 5 - Heritage Day

August 22 - New Student Orientation

How can you access these services? We work within a spectrum of offering standard trainings and services (e.g., educational technology workshops, instructional skills workshops, training for new online instructors) and responding to the needs and requests of instructors and department/school leaders (e.g., designing new courses, or one-on-one consultations). The standard offerings are announced on myCampus; for individual or group requests, you can talk to any of the teaching and learning consultants who can help put you in touch with the right person on our team. Alternatively, present your request to the TLE by emailing tle@bowvalleycollege.ca. Furthermore, we welcome your feedback to improve our work.

What else? I will continue to reflect on who I am as an educational developer and what I do as a TLE consultant, and most likely, my understanding will continue to evolve as the college is taking on a new direction under a new strategic plan. Tim Loblaw, my first mentor in educational development, once metaphorically said that as educational developers “we are

the ones who geek out about teaching and learning.” To be effective, design and implementation of educational experiences must be informed by evidence and sciences of learning. TLE consultants are the ones who make it their job, and joy, to stay up to date with these sciences and geek out about it. Talk to us, and give us the opportunity to collaborate with you in finding scientific, contextual solutions to your teaching challenges.

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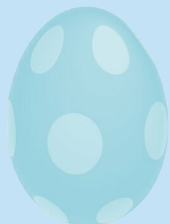
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We Are Here For YOU!

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Find us on Twitter BVCFA (#bvcfa)



Summer is around the corner!

Look out for the next edition
of the FAN in the fall



You made it to the end!

The first 10 people to email bvcfa@bvcfa.com saying “Hi Five Me—I Read the Newsletter!” will receive a voucher for a free coffee, tea, or canned beverage redeemable on BVC campus’

The Riverwalk Café or The Market!