

BCCAT Articulation Meetings 2022

2022 Human Services Programs Articulation Meeting Minutes

Hosted by Selkirk College, Castlegar, BC (Via Zoom)
May 10 & 19, 2022

The Micro to Macro of Human Services Education: Supporting Students, Community, Post-Secondary Education and Each Other in a Dynamic World



BCCAT 2022 Articulation Meeting Attendees (May 10th and 19th 2022)

NAME	College/University	EMAIL
Jennifer Reid	Selkirk College	jreid1@selkirk.ca
Rhonda Belczyk	Selkirk College	rbelczyk@selkirk.ca
Matty Hillman	Selkirk College	mhillman@selkirk.ca
Leanna Kozak	Selkirk College	lkozak@selkirk.ca
Naghmeh Babaee	Yorkville University	nbabaee@yorkvilleu.ca
Heather Wik	College of the Rockies	wik@cotr.bc.ca
Sandra Polushin	Douglas College	polushins@douglascollege.ca
Alexandra Dueck	Trinity Western University	alexandra.dueck@twu.ca
Lorry-Ann Austin	Thompson Rivers University	laustin@tru.ca
Shannon Perlstrom	College of New Caledonia	perlstroms@cnc.bc.ca
Leif Rasmussen EACS	Vancouver Island University	leif.rasmussen@viu.ca
Yuriko Riesen	Coast Mountain College	yriesen@coastmountaincollege.ca
Jen Erickson	Langara/snəwəyəl leləm' College	jerickson@langara.ca
Eleanor Cramb	Langara/snəwəyəl leləm' College	ecramb@langara.ca
Sheryl-Lynn Lewis	Thompson Rivers University	slewis@tru.ca
Kerri Lowey MacKenzie	North Island college	kerri.lowey@nic.bc.ca
Susan Shantz	North Island College	susan.shantz@nic.bc.ca
Kate McWhirter	College of the Rockies	kmcwhirter@cotr.bc.ca

Xinxin Zhu	MCFD	xinxin.zhu@gov.bc.ca
Kerry-Lynn Weatherhead	MCFD	kerrylynn.weatherhead@gov.bc.ca
Kelly Guiaya	University of the Fraser Valley	kelly.guiaya@ufv.ca
Curtis Magnuson	University of the Fraser Valley	curtis.magnuson@ufv.ca
Jasmyne Rockwell	Langara College	jrockwell@langara.ca
Margo Nelson	Langara College	mnelson@langara.ca
Paula Avender	Northern Lights College	ece-ea-chair@nlc.bc.ca
Teri Derksen	Vancouver Island University	teri.derksen@viu.ca
Tanya Wrobleski	Capilano U	twrobles@capilanou.ca
Barb Eckersley	College of the Rockies	beckersley@cotr.bc.ca
Lisa Gates	Selkirk College	lgates@selkirk.ca
Lawrence Becker	Douglas College	beckerl@douglascollege.ca
Curtis Magnuson	University of the Fraser Valley	curtis.magnuson@ufv.ca
Christen Thompson	Native Education College	cthompson@necvancouver.org
Jennifer Cooper	College of the Rockies	jcooper@cotr.bc.ca
Samantha Corrington	VIU	scoring@uvic.ca
Artemis Fire	Camosun College	firea@camosun.ca
Shari Harrison	Northern Lights College	sharriso@nlc.bc.ca
Marja Burrows	Coast Mountain College	mburrows@coastmountaincollege.ca

BCCAT Articulation Day 1 – May 10th

Link to the recording of Day 1 meeting:

<https://youtu.be/CYAVdvg9zpQ>

Time	Discussion
9 – 9:35 am:	<p>Traditional Elder Welcome Donna Wright</p> <ul style="list-style-type: none"> Restorative welcome – reminder we are all important and when we take a breath of air we are part of the universe and all have a special gift that is uniquely ours <p>Welcome by Dean of Selkirk College’s School of Health and Human Services Taya Whitehead</p> <ul style="list-style-type: none"> Welcome to attendees Land acknowledgement that we are meeting on unceded territory of the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwepemc (Shuswap) peoples. Attendees were invited to share in the zoom chat a land acknowledgement for the territories they are living and working on. <p>Dean’s Table (SLP update)—Dr. Kathleen Haggith, Dean, Faculty of Health and Human Services North Island College.</p> <ul style="list-style-type: none"> Described her role as Systems Liaison Person (SLP) As SLP, she brings back summaries for what discussions occur at the Provincial Human Services Deans Tables as well as brings concerns, messages and motions from subcommittees the Provincial Deans Table. HSRE Deans and directors last met March 23, there were 21 Deans that attended this year plus representatives from Ministry of Advanced Education, BCCAT, BCCampus and MCFD Microcredentials were noted as a common interest, particularly related to Trauma Informed Care Practicum issues were discussed in terms of evolving needs of both students and placement mentors. EACS subcommittee put a motion forward regarding Practicum standardization process and they are moving forward with inviting an EACS representative to the Fall meeting to further the conversation with the Ministry of Education. Meetings continue to happen virtually Taya Whitehead reminded people to bring concerns, questions and celebrations to your Deans so they can bring them forward to the Dean’s meeting. It’s a great network to draw on. A reminder to subcommittees to connect with Kathleen to ask her to attend those meetings if that feels helpful. So far, she is not attending any this year.

9:35-9:45am	<p>Introductions from the planning committee (name, program, role) Matty Hillman(chair), Leanna Kozak, Rhonda Belczyk, Lisa Gates, Jenn Reid (reminder to people to sign-in for attendance).</p> <ul style="list-style-type: none"> • Matty talked about the theme – You’ll see that the keynotes that we have invited align with the theme/title for this year.
9:45-10:00am	<p>Approval of agenda and last year’s minutes</p> <p>Additions to the agenda Matty ask for additions – no additions Approval of the agenda - Matty Ask for someone to move to adopt and a seconder. Moved: Lorry-Ann Austin Northern Lights Seconded: Shari Harrison Northern Lights Any opposed? No Approval of minutes from 2021 Articulation Moved: Chris Shelton, UVIC Seconded: Leif Rasmussen, VIU</p>
10-10:15am	<p>Break with social breakout rooms (beach, park, coffee shop, walk in the woods, pub)</p>
10:15 – 10:50am	<p>Keynote Speaker: Jane Green 5 Tea Bag Tales (Thanks, Ray): Reflections and Directions with Jane Green (google doc link with Jane’s slides, links to videos and link to the jamboard: https://docs.google.com/document/d/1C1sYIm6tgOfMzV1_OevnWsAC1PvGQNfKJ4Zwet-MZwg/edit#)</p> <p>The Micro to Macro of Human Services Education: Supporting Students, Community, Post-Secondary Education and Each Other in a Dynamic World This concept of Micro to macro is big and remarkable.</p> <p>Video of micro-to macro – to micro with some spoken word from Jane from a book by Humble the Poet</p> <p>What is Micro and what is Macro? Elocution lesson video</p> <p>Chatterfall summary: What are the important Micro things?</p> <ul style="list-style-type: none"> • Micro can be our own personal development and healing. • Student feel safe to enter these learning environments that will demand much of them • empathy for self and other • Listening • Relationships • Connection • Kindness and care • feeling understood, seen, and heard • smiling, eye contact,

- personal preparation
- safety
- presence

Chatterfall Summary: What are the important Macro things?

- eco-anxiety and ideological divides
- Access
- Equity
- Institutional support, policies, opportunity
- Believing in the possibility of change and transformation
- Systemic barriers
- inspiring students to go for their dreams and reach their potential
- tuition
- Changing attitudes, cultures, policies, perspectives, systems
- Funding
- question, challenge, disrupt power
- graduating students who contribute to the profession and the well-being of society
- Inclusion, truth and reconciliation, systems working together
- application of theory
- Course learning outcomes
- making sure our programs respond to community needs to address social issues
- students being marketable
- Responsive education

What is actually important? What is the tiny stuff and what is the really big stuff?
What are the little things and what are big picture things?

Interesting to look at the chatterfall..the micro (safety, listening, empathy) can become macro.

The macro...things like responding to systemic issues, course outcomes, responsiveness is also connected to the micro

Discussed what we do to set the tone for learning...micro (having a chime, playing music) and macro things (who we are, what we do)

Question Could you please repeat how articulation and institutional practices are categorized into macro and micro categories? Which is micro and which is macro?

Articulation is a crucial part of the Macro (provincial policy discussions, the motions from the subsectors, accessibility, decolonization) and Micro (what textbook are you using, what activities are you using, catching up with each other, what is your favorite song for walking, what new websites have you found)

Jane focused on 5 Tales/Stories:

1. **Names** – micro – if you know and use people's names we honour a number of things that align with the circle of courage. Learning people's

names can be tricky. Link to the pdf Jane shared with tips for learning name in the google doc link for her presentation.

- It's a way of belonging (our name, the name of where we work, our profession).
- It's a way of saying I recognize and see you.
- It's an act of generosity to say I really get who you are and I appreciate and want to recognize you.
- You belong, you're important enough for me to know your name.

2. **Purpose** – macro – IKIGAI – A Japanese concept meaning “a reason for being” It's important to know why people are there

- Why are you here?
- What made you choose this program?
- How does the vocation you are working towards align with who you are, what you are good at, what you love, etc?

Jane and Lisa had a conversation to demonstrate the power of simply asking “why”

“Jane why did you teach in human services for a long time?”

“I fell into it, it was fun, I liked playing school as a kid, it was exciting and that's why?”

“But why was it interesting and exciting”

“Because I got to kind of set everything up and be in control a little bit, if I'm honest. And I got to share ideas that were important to me and people needed to listen because they were paying tuition”

“Why was feeling in control and people listening to you important.

Expand on that”

“They're connected, because sometimes in my life I felt out of control, with things I was seeing around me and I wanted to have some place where I could find my own feet. And because I was raised with generous parenting when lots was given and gifted....I wanted to gift what I could. Mostly because I felt out of control”

“Why did you want to do that”

“ There were a lot of things that happened in my world and others that felt really out of control, there was death, family moves, difficult relationships, other kinds of challenges and it felt I could ground myself in what I was doing and share with other people so they could come together. There was a guy named Gary Henry in grades 1-2 and he died. He had been born with differences in ways he moved, he had a big head and was the son of a principal. He sat on a cool chair with wheels. I hung with him and thought he was the coolest. My friend Brenda was one of my besties for grades 1-2 and then disappeared. I rediscovered her as an adult in Trail and learned she has got a brain injury and went to a “special school”. I learned I didn't have control over what happened to me or others but I could sit at the table with others. I wanted to make a difference”

“Why make a difference”

“Well somebody's got to do it right?”

I have a feeling if you go back to what are your whys to ask why are you here? Why are you doing what you do? You will discover that

	<p>your ikigai This is important. If we can navigate to the place with students where they understand why they're there it becomes a value for them, they own their education.</p>
	<p>3. Heart Listening – micro and macro – Jane shared a story of a young woman when she first started at Castlegar, ministry of social services as a social worker. She came into Jane's office and she meowed. She stated "I heard you're going to find me a new house, meow". She asked this person to come into her office and she said "no I want a new house, meow." And then she ran out.</p> <p>We started looking for a house for her and one of the reasons Jane fell in love with her husband is that he listens from the heart. There was an apartment above the agency he worked at and Jane took her up to look at it to see if it looked interesting. It had someone else's stuff in it still. Jane spoke with her husband and they moved her personal belongings in from her group home and showed it to her again. She decided it was a good space.</p> <p>When I'm listening to a student in my office, how can I listen for what's underneath the story? Is their smile hiding or masking what's underneath? I always had tissues and chocolate in my office and the chair facing away from the door to allow safety if they were emotional. We need to create trauma informed spaces for people to speak from their hearts</p> <p>4. Party Planning – micro and macro – I was connecting with my husband and a couple of other people and we said that no one was having any fun because of stress about funding. We were at an interdisciplinary team community meeting and within 2 meetings we planned the first of 3 annual mad hatter galas. We had a shared larger imagination together (macro). It was a positive focus instead of talking about funding cuts (micro).</p> <p>This lead to an annual event at Selkirk College, the Inclusion Revolution, which changed to Reframing Disability which changed to other names. This is an example of "Anything is possible, one stroke at a time" Maria Thomas and Rick Roberts zentagle founders and jane green CZT</p> <p>5. Triple H – micro and macro – Head, Heart and Hands – We have to have these all working together</p> <p>Shift from judgement to curiosity – over and over again – what we see isn't necessarily what is</p> <p>Humility is as beautiful as the sunrise – remember to apologize when we don't get it right, or we blow it, or we're late.</p>
10:50-11:00am	Break

11:00-11:30am	<p>Breakout rooms and Jamboard</p> <p>5 breakout rooms for people to share their own stories (Names, Purpose, Heart Listening, Party Planning, Triple H)</p> <p>Jamboard link to what each group discussed and key takeaways: https://jamboard.google.com/d/1JydV4delaMHy9V6T3KwsqECP8VPSi72Ex0ORbdxp26M/viewer?f=0</p>
11:30-11:45	<p>Returned to a large group and Jane shared some ideas from each jamboard</p> <p>Bonus story – one time I was working with a group of self advocates and we supported individuals and we discovered that we needed to shut up and listen. We had an actual sock we had as a reminder to give space for others</p> <p>Micro to macro – And now what? What is a step we can take individually and which can the articulation group take? Was this a feel good morning or is there something that you're going to do differently? Share on the jamboard</p> <p>Jane shared that she wishes she had done more self-care during her career, reminder about using professional development while you have it.</p> <p>Dream big and then start working towards those dreams.</p>
11:45am	<p>Day One meeting adjourned</p>

BCCAT Articulation Day 2 – May 19th

Link to the recording of Day 2 meeting:

<https://www.youtube.com/watch?v=DuGpnszxOq0>

Time	Discussion
9:00-9:05am	<p>Agenda - review order of day. Matty Hillman (Chair) introduced himself and Selkirk College planning committee. Reviewe agenda briefly.</p> <p>Call to order - land acknowledgment - Tammie Clarke (Selkirk Health and Human Services Chair) Acknowledged the unceded indigenous land we are meeting and living on, invited others to put their acknowledgements in the chat and also encouraged reflection on how we each engage with the indigenous people of the lands we are on.</p>
9:05-9:25am	<p>Update from Rob Fleming, BCCAT Executive Director</p>

- Shared his appreciation of the time and effort to ensure continuity and engagement over the past two challenging years.
- Link to BCCAT Spring Update
<https://www.bccat.ca/Media/NEWBCCAT/pubs/Resources/ACUpdate202204.pdf>
- BCCAT YouTube channel:
https://www.youtube.com/watch?v=3UGujGYwM_s&list=PLwF7-d6rLJfu4VfC0IJkWjOer3keEvIR
- News release about funding review
<https://news.gov.bc.ca/releases/2022AEST0010-000461>
- Information about the awards program to recognize the great work being done by to support student transfers and mobility
<https://www.bccat.ca/spotlight/2022TransferAwards>
- Funding program specifically for articulation committees
<https://www.bccat.ca/articulation/projects>

Spring update highlights:

- Math Committee just had their 100th meeting
- Staff change, director of research of admissions has retired and there Dr. Anna Katina is assuming the director role.
- Refreshing the BC transfer guide in terms of user interface, now includes pan Canadian and international transfer agreements. 14/25 of BC publics have shared data. 75,000 additional agreements are now available. This helps students plan and also helps institutions with their planning and adjudications of student applications.
- We will be integrating adult basic education and ESL transfer grids into the main guide.
- Joint annual meeting – this year we are doing a hybrid version of the meeting after meeting online the past two years. We hope that having options of in person and online supports broader engagement. Last year we had 399 people attend which is double what we would normally have. Moving forward we will continue with hybrid options. Previous years meetings are available on the BCCAT YouTube channel.
- Publications – you can see a few listed in the update link provided above.
- We have been working with the ministry and BC campus to provide some background research on micro credentials.
- We have also done some follow up on impact of COVID 19 on both students and institutions.
- Student survey information will be available on a dashboard and will be interactive
- Justice Institute of BC has led some work on pathway programs for indigenous institutions. Important piece of our work is to record and maintain these pathway relationships.
- Published some work about Former youth in care and supporting best practices beyond tuition waivers to support this population of current and prospective students.
- Go through a process to identify which courses should be in the BC transfer guide. Developing a practice framework of what goes in the guide and what doesn't. This framework will come out soon.

Time for questions:

Matty Hillman – In the planning process for this year we found that the ListServ has been problematic as a tool of communication. It has been down, it did come back up but the host institution UVIC has suggested finding a different communication method we may be wise to do that. At the very least a back up list within the minutes to support subsequent planning.

Rob – We have our own moodle site that could be useful as a back up communication method and a place to hold documentation

Artemis Fire – I am curious how BCCAT works with or seeks guidance from Indigenous nations/leadership in 'BC'?

Rob – There are multiple fronts. Another policy item is to look at membership policy with the goal to create an opportunity for Indigenous institutions to find a pathway to membership with BCCAT. One of the key criteria for non BC public is through approval from the ministry of consent to offer degree program and most indigenous institutions do not offer degree programs currently. We have an Indigenous articulation committee that is made up of directors and leaders from around the province. We engage regularly with Indigenous Higher Learning Association Board and with the First Nation Education Steering Committee to seek guidance. We engage with the Ministry's Indigenous Services Branch Indigenization of curriculum discussions occur regularly during articulation meetings and we are reflecting on how can BCCAT support that process and how do we acknowledge indigenous content within existing courses.

Artemis Fire – Are there any conversations happening about Indigenizing the transfer process and how does that work within your structure?

Rob – Yes there is conversation but perhaps not as quickly as needed. We are conducting research on Indigenizing our research processes. Diane Biin (Selkirk) and John Chenowith (Nicola Valley Institute of Technology) are helping to guide that work.

Lawrence Becker – If you have time could you speak to the pros and cons of micro credentials in terms of assurance of learning, might students jettison from regular programs, anything in terms of both sides of coin

Rob -These are complex questions. One of the positives is focused opportunities for learning and retraining. This can be for further study or the labour marker. One challenge is that if they are not recognized within an institution for credit then it is difficult to understand how then they can be transferred across institutions. One recommendation may be giving credit, then it's easier to articulate that across the system. The quality assurance piece is important because what articulation committees are doing is ensuring there is a level of quality of programs and courses based on shared expertise, assessment, standards and expectations. One thing we need a better understanding of is how the development, review and quality assurance is managed within an institutional context

Lawrence – I noticed that within the last year at other meetings is that if ideas are raised about a course, micro credentials is often attached to that discussion. I am wondering if that is based on the economics of an institution or FTE issues versus student learning.

Rob – it's made more complex because micro credentials have different definitions across Canada

	<p>Kerry Mackenzie – Also had a question about micro credentials in terms of what they are and what they might look like. Concerns regarding specialized credentials that don't relate back to main learning outcomes. One thought is having them as post certification options so that individuals still have the main foundation and they're not just taking these micro credentials without the foundation first.</p> <p>Rob – You are hitting all the challenging issues. One of the pieces of research that was done was having a form of a registry where across institutions there could be clear communication about the key elements of micro credentials</p> <p>Contact Rob directly or through staff if there are any questions</p>
9:25 – 9:40am	<p>MCFD Articulation Update Kerry-Lynn Weatherhead and Xinxin Zhu, Learning and Development (PowerPoint can be reviewed on the meeting recording)</p> <p>Identified 4 main goals for MCFD transformation:</p> <ul style="list-style-type: none"> • Indigenous reconciliation • Prevention and Family Support Services (Pathway to hope, social work oversight engagement, among others) • Youth Transitions (youth justice framework, youth transitions) • Specialized Homes and Support Services (engagement sessions happening with community) <p>MCFD has expanded credentials for their hiring to include other credentials, in addition to Social Work and Child and Youth Care.</p> <p>Childcare is now with the Ministry of Education</p> <p>Tc wesetmentem Agreement – first co-created agreement with A First Nation community. There are other agreements but this is the first that has been co-created. https://news.gov.bc.ca/releases/2022CFD0019-000551#:~:text=Simpcw%20First%20Nation%20signs%20first%20co-created%20child%20welfare.Agreement%2C%20the%20first%20of%20its%20kind%20in%20B.C.</p> <p>Practicum has returned to in person since September 2021, kept a few online components that worked well such as virtual orientation, self-directed courses and guest speakers. Past participants spoke highly of these to help network and create virtual learning communities. We worked with 61 students Jan-April, currently supporting 34 students this Spring.</p> <p>Joint Table December 2021 – help creating meeting and networking opportunities between reps from ministry and post-secondary institutions regarding updates, student feedback, challenges and best practices.</p> <p>PSERT (Post Secondary Education and Research Table) is planned for June 2022 – The purpose is to gather the circle, reconnect with PSERT members, welcome new members, celebrate achievements, share lessons learned, identify trends and discuss/prepare curriculum renewal</p> <p>Link for more information: https://www2.gov.bc.ca/gov/content/family-social-supports/data-monitoring-quality-assurance/reporting-monitoring/mcfd-</p>

	<p>transformation</p> <p>End of presentation, time for questions:</p> <p>Question from the chat: Is there consideration of practicum placements for Social Service Diploma students in social work assistant and other support roles? Kerry - At the moment we don't have capacity in terms of mentors due to hiring and recruitment/retention issues. That's not to say we wouldn't in the future but currently are at capacity with students we do support</p> <p>Matty Hillman– is that a province wide situation or is it valuable to connect with our individual ministries in our region? We have had some positive reception in terms of diploma students in support roles. Kerry – We have regional field education consultants you could check in with. IT would be considered on a case by case basis</p> <p>Matty Hillman– are there ministry roles that are attainable with a diploma level credential? Kerry – There is a SPO Assistant role that is sometimes hired into from a diploma level</p>
9:40-10:00am	<p>Motions from SubSectors (part 1)</p> <p>Jennifer Erickson presented an EACS proposal: What we are asking is that Human Services Articulation support an EACS subsector proposal to BCCAT to investigate contemporary issues in student mobility. Motion by Shari-Lynn Harrison Seconder Sandra Polushin</p> <p>Curtis Magnuson – asked them to expand on the intention behind the motion for those unable to attend the EACS meeting when the proposal was agreed upon. Jennifer – We are looking at how to create a map of pathway opportunities for EACSW and to address course transferability which we have started but to investigate it further</p> <p>Margo Nelson presented a SSW proposal- Our SSW subsector proposes that a motion acknowledging that new resources are necessary to meaningfully meet the needs of diverse students and that this should be part of the provincial conversation around funding. This is congruent with the move toward universal design as well as efforts towards enacting and embodying Justice, Equity, Diversity and Inclusion in our institutions. We believe that funding for services that support inclusion needs to be part of that conversation Motion by Margo Nelson Seconder Lisa Gates</p> <p>Artemis Fire - CYC had one from last year that we wanted to resubmit this year since we don't know what happened with it. Last years motion: Informed by our Institutions' and Province's commitment to the Truth & Reconciliation Commission's Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples, we recognize that the Human Service Programs Articulation Committee – the CYC Education</p>

	<p>Consortium of BC – members are committed to and engaged in critical decolonial equity work in program curriculums. We recognize that additional resources are necessary to ensure this work is continued in a central, robust, and exemplary way. As such, the Committee requests the BC Deans and Directors conduct needs assessments in their institutions to identify and subsequently provide the resources to support the material needs of this work.</p> <p>Artemis Fire – follow up question – The motion was submitted last year but there was no follow up. There were also questions about motions in general in terms of where they go and who does the follow up?</p> <p>Kathleen Haggith – Depends on what the motion is. In terms of a motion for the Dan’s table, as the liaison I would bring things to the Dean’s table. In terms of the current motion from the SSW sector that Margo presented, in that example it’s less clear where it would be going. Are you talking about each individual taking it to institutions? Are you talking about bringing it to the Ministry of advanced education? Not clear about follow up.</p> <p>In terms of the CYC motion from last year, I did bring it back to Dean’s in the fall from last year’s motion and will follow up to see what happened in terms of follow up</p> <p>Margo – Our motion is directed at dean’s table and ministry of higher ed</p> <p>Kathleen – There are different levels of processes at different institutions. It’s important to bring this to individual Deans as well. In terms of Artemis’s question, It’s helpful for future motions to identify where it should go for follow up. HSW minutes are listed on BCCAT website if it’s helpful to look at past motions and wording.</p> <p>Lawrence Becker – If it involves money matters should we assume that Deans will forward it on to management at institutions or should that be part of motions?</p> <p>Kathleen – Those processes look different at every organization. For example, the EACSW motion about accessing funding would sit at that table and the EACSW chairs would be doing that work. If you are talking about more global funding it looks different in every case. Hypothetically, if there was a call for funding for additional SSW programs across the program, and a suggestion made that money should be distributed on regional needs. Then that would be something that you would make a motion to bring to the Dean’s table and the Ministry of Advanced Education. It can vary from case to case.</p>
10:00-11:00am	<p>Disrupted Connections: Care and Access as We Move Forward Together Keynote Speaker: Dr. Brenna Clarke Gray (see recording of the meeting for PowerPoint)</p> <p>Territorial Acknowledgement: In addition to sharing her acknowledgment, she shared a resource she has felt helpful in reflecting on what land acknowledgements mean within academic institutions; Steward-Aambo and Yang’s article “Beyond Land Acknowledgement in Settler Institutions”</p> <p>A note on the term “post pandemic”, recommended reading some of Karen Ray Costa’s work around thinking critically about the language we use about the “return to normal” post pandemic. Shared she was thinking of how constrained some people in our society still are based on individual circumstances so she is choosing</p>

not to use that term

Shared a little about herself: she works in faculty support, was the lead on TRU's transition to fully online pandemic teaching, background is in community college teaching and her primary concerns are care and access

Invited participants to share how they are feeling today in the chat

Invited participants to share "How do you Define Care in the work you Do and In your Role?" "Has your understanding of the role care plays in your profession change over the course of the pandemic?"

Some responses:

- Care is about connection first
- Some of the ways we connect with others in person through facial expression, presence and body language has been disrupted (Brenna commented that this maybe is contributing to our desire to rush back to normalcy)
- Collective Action, collective responsibility and a social justice issue (Brenna commented on the collective responsibility piece, noting that during the pandemic care has been downloaded to a personal responsibility piece, we have lost that sense of collective responsibility)
- Care is about relationship
- Care is about pausing to ask the question
- We are often supporting students that are experiencing systemic harm but the care is individualistic (Brenna added that disproportionately our marginalized students are disproportionately impacted by the pandemic)
- Care includes decolonization

At the beginning of the pandemic, I was so happy to be talking about care and how we inject care into our course planning and the pivot online. There were some that were interested in those conversations but there was some resistance from institutions, a notion that care is an antithesis of rigor.

...but I was also burning out. Quickly. My team was working long days, we were on campus in those early days when we didn't know much about COVID. That pivot to adapt was so urgent and things were feeling out of control.

The tricky truth about care: Care is strategically useful to the institution to cultivate on the micro level, consider how much institutional marketing in the pandemic hinged on celebrating the efforts of individual instructors. A lot of that marketing was focusing on individuals...did they get release time? Did they get administrative support? If individuals take this on without that, institutions are not motivated to create structural changes BUT care ultimately is a macro issue because care can't be extracted in perpetuity because people burn out without adequate structural support.

Care is not just "nice to have". It's treated as nice to have through awards, giving a free lunch or highlighting staff achievements. But we know it is essential to continued functioning of our institutions that we figure out how to implement care on a structural basis. We see the burn out in each other and ourselves, but it can often feel like screaming into the void for necessary resources.

How care has been extended and disrupted in the last couple of years.

Extended:

- Flexible deadlines and compassionate course policies (ie. not needing medical notes)
- Gradual return to campus
- A new awareness of access needs (ie. more faculty transcribe recorded lectures)

Disrupted

- Rise of technology surveillance (ie. how we make use of learning analytics)
- Rigid return policies that don't account for different needs
- Scaling back of access offerings with the return to "normal" (ie. hybrid conferences vs a rush back to in person)

Matty Hillman: Do you have any thoughts around the impetus of this obvious rush to return to normal, despite people have identified not feeling safe or ready and that the normal wasn't great for everyone?

Brenna: Is it too flippant to say Capitalism? Government had a strong interest in reasserting a sense of normalcy, not necessarily from a nefarious place because people do need to get back to work but there is a trickle down issue that in order for people to return to work, kids need to be back in school, then if those schools the colleges should be reopening as well....there is a snowball effect that doesn't seem to pause to ask what the most caring approach would be. There is a global desire to finish the pandemic whether the pandemic is finished or not. It comes back to this idea moral injury and how one of the causes of burnout is when values mismatch, when the policies you enact are contrary to your own personal values. For those of us that went into teaching in a vocational way, to see how institutions are businesses that are going back to business has been hard for those of us who had loftier ambitions.

Matty: I've seen the return framed as care. Dr. Henry said that we are getting back to normal for the good of students. I am troubled by that line of thinking

Brenna: It doesn't acknowledge the anxiety about the return. Our institution can't keep our mental health fully staffed, so if you cared so much about mental health where are the resources students need whether we return to campus or not. You can see government priorities in terms of where the money is spent, we spent more money on plexiglass in classrooms than on mental health supports.

A note on "normal" – the pre-pandemic learning and teaching reality didn't work for everyone. When we hustle bac to "normal" are we signaling that we are happy as a sector to continue leaving some folks behind? The survey data is pretty clear that most students are looking for hybrid options for learning and appreciated the multiple modalities offered by online learning was appreciated AND yes, they also do want opportunities again for in person connection.

Talk to me about Care. What are your experiences of how care has been extended or disrupted in your own working life?

What do you want form the next phase of the pandemic in your working life? What matters to you? What have you missed?

Reflect and Comment in Chat.

Highlights of some chat comments:

- Having no say in how courses are delivered in the Fall term
- Administration not listening to student voices, being seen as entitlement (Brenna added this sense of students finding their voices is entitlement 'oh those Gen Zs telling us their needs need to be accommodated)
- Faculty has felt like a safety net of mutual support
- Lack of mental health resources
- Being allowed to teach over zoom when needing to be home with sick children (Brenna, the importance of realizing the impact of the pandemic on care givers, then in turn realizing the importance of being flexible with students who are caregivers)
- Hyflex is a workload issue, extra bodies are needed to facilitate hyflex learning but teachers are expected to manage hybrid options on their own
- Moral courage
- Cognitive load of online learning for both instructors and students
- Flexibility of working from home

Is there anything you want to hold on to from the last 2 years?

Brenna shared that one of the things about crisis is that we can experience growth. One of my fears is treating this period is a lost period of time. For those of us who have kids we realize how much changes in a couple years, even if it feels like stasis. Reflect on your own personal growth

Chat comments:

- Taking time to heal from burnout
- Permission to offer accommodation to students, although it's important to be aware of the workload issues it can create

Brenna shared her list of things to keep:

- Digital skills and literacies
- Scaling courses back to learning objectives
- Awareness of access issues
- Conversations about care

What moving forward would look like if informed by an ethic of care:

What is an ethic of care:

- Emerges from feminist philosophy
- Argues that our relationships to each other matter, we are dependent and interdependent on each other.
- The most vulnerable people impacted by a decision should have the loudest voice
- Interested in context; situational details, power dynamics, impact of pre-existing relationships.

Five Key elements of care (based on the work of Tronto and Sevenhujson – full

citation found on her powerpoint slide in the meeting recording):

- Attentiveness – recognizes a need, considers power and position
- Responsibility – accepts responsibility for the need
- Competence – ensures the care work is done well, ensures the need is met
- Responsiveness – how does the carer react to feedback? Is the recipient able to say no?
- Trust – without this none of the other elements can be effective

Used the example of a student's anxiety about returning to campus:

- Attentiveness – notice the anxiety and determine capacity to help and power dynamics at play
- Responsibility – does the institution accept responsibility to accommodate the student?
- Competence – Can the need be met within existing course policies? Our capacity to meet their needs
- Responsiveness – How do you check in with the student about their needs? At what point does it become an issue for the accommodation office and not just you?
- Trust – Where do or should the student place their trust?

Questions to consider:

- Are considerations of care made at the instructor, department or institution level? Consider equity and workload concerns – are some instructors doing more than others? Is there an equity issue in terms of students getting different accommodations depending on the instructor?
- How can the institution support an ethic of care?
- How do we move from individual care decisions to systemic and sustainable care? How do we create an ecosystem where care is seen as valuable to the institution?

Care needs to start being centered in policy and processes and with the labour of care being recognized and valued.

Articulation is an opportunity to have these conversations in order to get a cross institutional sense of expectations, what's normal, where labor issues exist...it's an opportunity for solidarity.

Feel free to follow up by email: bgray@tru.ca

Questions/Comments?

Matty Hillman: I was reflection on applied fields like ours where practicum is a part of the learning experience. It seems important to think of continuity of care out into the field and into society as a whole. I've noticed for readiness for students about what to expect in a not too caring world. We can say our field is caring and they may have experienced care within our program but that transition into practice is tricky. We can create caring institutions but if they are mismatched into the greater systems are we setting students up for shock?

Brenna: That can be true that we are sending students out into a world where burnout is on the table, professions are undervalued but we can have those honest conversations within a space that supports the learner to build skills. We tend to haze within the academy. We're not trained as teachers so we do what was done to us. There is a cultural undercurrent to how post secondary teaching works. We

	<p>need to remember that our students live in the real world, they have pressures, they are caregivers, they experience financial insecurities, and they are having real life experiences alongside their classroom experience.</p> <p>Lisa Gates: Students are reflecting on the burnout of their own instructors/mentors.</p> <p>Brenna: we did a survey of student learning experiences in Fall 2020, students were aware of how hard it was for instructors BUT please stop yelling and remember we're the most vulnerable in this. It's also a retention issue in the profession, if they are seeing mentors and instructors already burned out or wanting to leave will they want to go into that field? How can we be honest about burnout without scaring students off?</p> <p>Chat: How to structure self-care into course planning?</p> <p>Brenna: you model how students enter the profession. For example if you assign work over reading break you're not modelling how to find rest or prioritize breaks and self-care. We need to get to a more radical notion of self-care, such as literally reducing the work for students not just going for a walk or mindfulness. Self-soothing vs self-care.</p> <p>Matty Hillman: The pandemic impacts all of us but to varying degrees. We can acknowledge our privilege of being able to keep our jobs during the pandemic. Metaphor of being in the same storm but different boats.</p> <p>End of presentation</p>
11:00-11:15am	Break
11:15-11:30am	Breakout Rooms to talk about the ideas presented in Brenna's presentation
11:30-11:35am	<p>Return to larger group, final thoughts?</p> <p>Artemis Fire – I think the action of solidarity that's happening now is important. We talk a lot about the therapeutic values of witnessing and a trauma informed approach. I think that's what's happening here.</p> <p>Matty Hillman – I think there's a way we can continue on that feeling of solidarity and support as we move forward after articulation</p> <p>Samantha Corrington – I feel this was the meeting and group and community I didn't know I had been missing. It's reconnected me to the care piece of the work. Grateful to have the space together, it has been incredibly healing</p> <p>Curtis Magnuson - A lot of what we have done online the past couple years has been successful, invigorating and faculty has been enthusiastic but there is so much pressure now to go back to in person. One of the annual self care things I like to do is to meet in person for articulation because it is that opportunity to share experiences and have dinner together. I do miss that in person annual gathering despite the benefits of online meetings and teaching.</p>

<p>11:35-11:40</p>	<p>Motions from the floor part 2</p> <p>Any additional motions?</p> <p>Matty Hillman – As I mentioned, there were challenges with the ListServ. I would like to see more support and framework around the planning starting with that key communication piece. I want to acknowledge the support of Robin from last year’s articulation committee who helped with many of the details of the planning process. Matty reiterated his willingness to support next year’s articulation planning committee.</p> <p>My motion is: Subsector chairs to encourage all member to enroll in the BCCAT Moodle (https://moodle.bccat.ca/login/index.php)AND subsector chairs to keep an current list of active members including their email contact Margo Nelson seconded</p> <p>Kathleen Haggith: When articulation is in person it’s more limited attendance due to institution costs and funding so that is perhaps a factor in not everyone being included on a list because in the past only a couple people attended so the larger invites were not needed.</p> <p>No further motions</p>
<p>11:40-11:45am</p>	<p>Who is interested in hosting Articulation 2023?</p> <p>Leif Rasmussen – VIU is committing to host Articulation in 2024</p> <p>So as of now there is no decision about what institution is hosting 2023 – Host institution for 2023 TBD</p> <p>Matty will follow up in August/Sept</p>
<p>11:45-11:50am</p>	<p>Vote on the motions previous presented (see highlighted sections above)</p> <ol style="list-style-type: none"> 1. EACS motion 2. Resubmission from CYC 3. SSW motion <p>Matty asked for any Nays for each, there were none for any and all motions passed</p>
<p>11:50-11:55am</p>	<p>Final questions and adjournment</p> <p>Artemis Fire – asked what happens if no institution volunteers to host articulation next year?</p> <p>Matty Hillman – The only thoughts I have is that it is difficult to be put on the stop and we can revisit it later. I encourage people to think about it, each institution has funding for articulation and Matty is happy to answer any questions. Matty will follow up in August and September and contact BCCAT</p>

of there is not an institution that steps forward.

Day Two of Articulation 2022 adjourned

***Subsector minutes will be emailed as separate documents**