



Educational Policy Committee Report – April 21, 2022

Joy Gugeler

I took over from Kathleen Bortolin as VIU's Educational Policy representative and attended the October meeting of FPSE committee virtually, which unfortunately didn't have a faculty Chair or quorum. During that meeting, it became clear that most of the few in attendance weren't entirely clear about the mandate of the committee. Michelle Vandepol from the University of the Fraser Valley and I volunteered to review the FPSE minutes of the last 5 years and assembled a template to inform rep reports, which includes a prompt to speak to the following historical areas of concern:

- Online learning—hybrids and instructional methods and modes of delivery (in-person, fully online, high-flex, online synchronous/asynchronous), implications for collective agreement, long-term consequences of Covid (practicums in community, exposure, childcare)
- International education – recruiters and procedures, ESL proficiency standards, pathway agreements, class size, cultural safety, political and economic structure, program-specific enrolments, progression/retention rates, pass/failure rates, refund policies, tuition caps, link between student preparedness and labour issues, best practices going forward in balance with domestic enrollment
- Workload survey— disproportionate gender burden, employer overpromising faculty will ensure students make up everything they miss (during Covid)
- Faculty job evaluation—performance, tenure, promotion, professional development, education leave, access to funds, research capacity
- EDI—prioritizing it when developing ed policy, anti-racism initiatives, particular consideration for non-regulars with respect to equity
- Domestic Enrolment – means of increasing it, reasonable expectations, class sizes, modes of delivery
- Data—collection, storage, privacy, and analysis and implications of changes to national and int. law
- Academic Integrity—student conduct, grade policies and appeal (especially during COVID), admin of exams, faculty input re class changes and faculty authority, role of Education Council or Senate, restorative justice
- Regime Change and Collegial Governance—mechanisms to ensure good governance, consultation with management and joint labour-management committees like VIU's Academic Continuity Committee (ACC) and Future State Planning Committee (FSPC) – both without VIUFA reps, language in Collective Agreements re policy vs practice, hiring, faculty evaluations, and COVID concerns like online instruction, intellectual property, and collegial governance (FPSE survey results not yet analyzed and shared).
- Inter-Organizational Connections—advise, review, monitor, analyze, develop, and trend-spot re educational policies related to BCFL, BCTIF, CUFA/BC, ACIFA, ACCC, AUCC, BCCAT, BC campus and provincial government

While there is much to discuss here, and the February FPSE committee found it extremely useful, it is my feeling that future reps for this portfolio would be best suited to the role if they also sat on joint governance committees at VIU with access to first-hand information on policymaking. This role might also be usefully combined with Professional and Scholarly Development, as suggested by FPSE in their reshuffle of committees at that level. Gaps in policy, cases where policy is misapplied, or situational issues related to a pandemic etc., seem to take several years to identify, understand, and address, which makes

tracking these difficult if there is annual turnover in this role. Thank you for the opportunity to learn about EPC and I hope the next candidate is now better equipped to hit the ground running.

Sincerely, Joy Gugeler