

MEETING MINUTES

BRITISH COLUMBIA DRAFTING TECHNOLOGIES ARTICULATION COMMITTEE (BCDTAC) ANNUAL MEETING

June 23rd, 2021, 10:00am – 12:00noon

Online Meeting through MS TEAMS

In Attendance

Mindy Marshall	Thompson River University (TRU)
Ross Lyle	Camosun College
Daryl Massey	Kwantlen Polytechnic University (KPU)
Michael Whitmore	Kwantlen Polytechnic University (KPU)
Bruce McGarvie	Vancouver Community College (VCC)
Eamonn Bourke	British Columbia Institute of Technology (BCIT)
Sameneh Hashemi	British Columbia Institute of Technology (BCIT)
Fiona McQuarrie	BC Council and Administrations Transfer (BCCAT)
Edward Cheung	Brighton College
S. Sengsavanah	LaSalle College
R. Rooyen	LaSalle College

Pre-ambles

This year's meeting was recorded using the MS TEAMS platform. A full Transcript of the meeting has been attached as a separate schedule (B) to the Meeting Minutes. **NO** corrections have been made to the transcript so spelling or word use inaccuracies/mis-translations (occasionally quite funny) are intact and individual speakers are not indicated except where identified by the Chair. As a result of the Transcript, the Meeting Minutes will not contain or re-produce content in areas of Institutional Reports but will list talking/discussion points which are available for full review in the Transcript.

Welcome and Introduction

The Meeting was called to order by DM at 10:00 am, followed by attendee introductions. Attendees were informed that the meeting was being recorded to assist in Minute taking process.

Approval of Agenda

The Agenda was reviewed and approved. Motion: EB, Seconded: ?

Approval of Previous Meeting Minutes

After a brief review, the Meeting Minutes from 2020 were approved. Motion: MM, Seconded: BM

Institutional Reports – See Appendix A (attached)

In the interest of brevity, presentations were limited to highlight curriculum or course material changes that effect articulation rather than re-presenting information contained in each institution's annual report. LaSalle College, as new members to the BCDTAC committee, we provided additional opportunity to present.

BCCAT Update / Presentation

The Chair opened up the newly re-designed BCCAT website for a brief review of the information and organization.

Dr Fiona McQuarrie, Special Projects Coordinator at BCCAT and Professor in the School of Business at UFV

- BCCAT offices are also operating 100% online
- grading and transferability of credits etc. remains unaffected

Sharing Session / Current Affairs

Main Points of Discussion:

- Future Hirings and the availability of Qualified Instructors
- Micro-credentials
- Lessons from Covid

Nominations for New Chair / Co-Chair

DM has agreed to remain on as the Chair by acclamation

Selection of date and location of next meeting

Date: Wednesday June 29, 2022, Location: Assumed as online

Meeting adjourned at 12:10pm Motion: RL

BCDTAC – Institutional Updates

Institution Name: BCIT (British Columbia Institute of Technology)

Name of Program(s): Architectural and Structural CADD & Graphics Technician

Department Chair/Head: Eamonn Bourke (FTS); Samaneh Ghazanfari Hashemi (PTS)

Program Description of Program and Options offered:	<ul style="list-style-type: none"> • Architectural and Structural CADD & Graphics Technician <ul style="list-style-type: none"> ○ Structural Option (Certificate) (Full-time) ○ Architectural Option (Certificate) (Full-time) • Construction Drawings (Associate Certificate)
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none"> • Structural Option (10 months, full-time) • Architectural Option (10 months, full-time) • Construction Drawings (Part-time/Distance & Online Learning)
Software used:	<ul style="list-style-type: none"> • Revit, AutoCAD, SketchUp, Adobe suite, and Microsoft Office Suite
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none"> • Completed <ul style="list-style-type: none"> ○ n/a • In-Progress <ul style="list-style-type: none"> ○ n/a • Anticipated <ul style="list-style-type: none"> ○ n/a
Course or Program Changes	<ul style="list-style-type: none"> • Completed <ul style="list-style-type: none"> ○ Incorporated 3D printing into more assignments. ○ Increased use of Virtual Reality with plug-ins to Revit and SketchUp. ○ Increased use of virtual teamwork tools (Miro boards). • In-Progress <ul style="list-style-type: none"> ○ n/a • Anticipated <ul style="list-style-type: none"> ○ Return to in-person teaching, Fall 2021.
New and Cool:	<ul style="list-style-type: none"> • Virtual guest speakers and virtual site visits. • Increase use of 3D printing for assignments, where appropriate. • Continue to increase use of VR to align with industry needs / trends.
Additional Comments:	<ul style="list-style-type: none"> • The practicum search (and experience) remains a cornerstone of the program. Students learn the skills required to search for a job on graduation. They also recognize the relevance of assignments and classroom activities. <ul style="list-style-type: none"> ○ Virtual practicums were a great alternative for some students during the pandemic.

BCDTAC – Institutional Updates

Institution Name: Brighton College

Name of Program(s): AutoCAD Drafting and Design Specialist

Department Chair/Head: Edward Cheung

Program Description of Program and Options offered:	<ul style="list-style-type: none"> • AutoCAD Drafting and Design Specialist Diploma Program • 35 Week Diploma Program (include 4 Weeks Practicum)
Course Structure and Program Delivery In-Class Hours	<p style="text-align: center;">AutoCAD Drafting and Design Specialist</p> <p>620 Study hours</p> <p>150 Practicum Hours</p> <ul style="list-style-type: none"> • (Due to COVID-19, classes have been delivered online)
Software used:	<ul style="list-style-type: none"> • AutoCAD • Civil 3D • Inventor • Revit • 3D Studio Max • SketchUp
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none"> • Completed • In-Progress • Anticipated
Course or Program Changes	<ul style="list-style-type: none"> • Completed • In-Progress • Anticipated <p>(In terms of the course / program transfer with KPU, we had communicated with Daryl of KPU, we sent program information and set of project drawings for review. Daryl mentioned that he is waiting for the KPU Registrar office for comment. We (Brighton College) requested an official approval from KPU, we hope that we can get an official approval on KPU letter head.)</p>

New and Cool:	<ul style="list-style-type: none"> • We are working on a 4-year degree program in Construction Management, we plan on submitting to DQAB in August/September 2021 for approval. • Our Brighton Civil Infrastructure Design Technology Diploma program has been approved for TAC Accreditation.
Additional Comments:	<ul style="list-style-type: none"> •

BCDTAC – Institutional Updates

June 2021

Institution Name: Camosun College

Name of Program(s): Engineering Graphics Technician

Department Chair/Head: Ross Lyle

Program Description of Program and Options offered:	<ul style="list-style-type: none">• The Engineering Graphics Technician (EGT) program is a short 6-month cohort-based, certificate program, designed to provide students with basic engineering office skills including mechanical and architectural drafting, technical documentation, and visualization skills.
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none">• The EGT format is a 14-week January-April academic term, a 7-week May-June academic term followed by an optional 6-week July-August work term. Students average about 28 hrs/wk in class.• The program has been run every 2nd year. It is scheduled to next run in January 2022.
Software used:	<ul style="list-style-type: none">• Microsoft Suite (Excel, Word, Power Point)• Adobe (Illustrator, Photoshop)• Autodesk (AutoCAD, Inventor, 3dsmax, Revit, Fusion 360, Maya)• SolidWorks
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none">• The EGT program is not accredited
Course or Program Changes	<ul style="list-style-type: none">• Moved to Autodesk Maya for the visualization course in 2020• All courses were moved to on-line during the summer of 2020• Expect to return to face-to-face instruction for January 2022
New and Cool:	<ul style="list-style-type: none">• Switched to online delivery for the summer term of 2020 due to COVID restrictions.<ul style="list-style-type: none">○ Students used VPN to access college lab computers which were capable of running the high-end software
Additional Comments:	<ul style="list-style-type: none">• Some students struggled with the switch to on-line instruction.

BCDTAC – Institutional Updates

June, 2021

Institution Name: Camosun College

Name of Program(s): Mechanical Engineering Technology

Department Chair/Head: Ross Lyle

Program Description of Program and Options offered:	<ul style="list-style-type: none">• The Mechanical Engineering Technology program is a cohort based, 2 year (5-semester), diploma program.
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none">• The Mechanical Engineering Technology program is offered over five, 14-week semesters. Course load averages 28 hours/week.
Software used:	<ul style="list-style-type: none">• Microsoft Suite (Excel, Word, Power point), SolidWorks, AutoCAD, HSM-CAM, MATLAB
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none">• In-progress for TAC Accreditation<ul style="list-style-type: none">○ Expected by end of 2021
Course or Program Changes	<ul style="list-style-type: none">• Completed changes:<ul style="list-style-type: none">○ AutoCAD scheduled back into program, Statics is own course, Dynamics is combined with Mechanics of Machines.○ Vibrations moved into Computational Modeling course (offered over summer term), ECET 248 and PHYS 272 swapped to help service course providers• Will return to face-to-face instruction for September, 2021
New and Cool:	<ul style="list-style-type: none">• Strong Capstone projects in-spite of COVID restrictions last summer.• Planning on moving machine shop and automation lab into updated space next to our new “Clean Energy and Efficient Buildings” lab.
Additional Comments:	<ul style="list-style-type: none">• Switching from face-to-face to on-line lectures was a big challenge for students and instructors last year.• Were able to hold on-campus instruction for machine shop and automation lab courses while working within COVID restrictions.• Most students and instructors are looking forward to returning to more normal

	face-to-face interactions.
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BCDTAC – Institutional Updates

2021

Institution Name: KPU – Kwantlen Polytechnic University

Name of Program(s): CADD Technologies

Department Chair/Head: Christina Heinrick

Program Description of Program and Options offered:	<ul style="list-style-type: none">• Citation – 16 credits, one semester in fundamentals• Certificate – 32 credits, two semesters, second semester being a specialty in either Arch. Mech., or Struc. Multiple Specialties option• Diploma – 62 credits, 4 semesters which include higher level CAD and academic courses
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none">• Undergraduate Program• 13 week semester, 6.5 hours weekly incl. 2.5 hours lecture and 4 hours lab per course. Typical 4 course workload
Software used:	<ul style="list-style-type: none">• ACAD, REVIT, Tekla, Solidworks, Sketchup, Enscape, MS Office, HOT2000, Civil 3D, Photoshop
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none">• No new initiatives in 2020-21 due to focus on Program Changes• All existing Articulation agreements etc remain intact but some review/adjustments may be necessary to with Block Transfers
Course or Program Changes	<ul style="list-style-type: none">• Program Change completed for Sept 2021 start• Changes are primarily described as fixed stream with options for Arch/Struc (Sept intake) and Arch/Struc (Jan intake)• Introducing BIM software in all courses much sooner, 2nd year courses are BIM intensive
New and Cool:	<ul style="list-style-type: none">• KPU has conducted numerous surveys etc. with students and faculty and is intending to incorporate many of the online benefits into future course option planning• All faculty will be provided with laptops to replace desktop units on campus

Additional Comments:	<ul style="list-style-type: none">•
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BCDTAC – Institutional Updates

Institution Name: LaSalle College Vancouver

Name of Program(s): Bachelor of Applied Design in Interior Design & Interior Design diploma

Department Chair/Head: Sylvia Dzirba-van Rooyen

Program Description of Program and Options offered:	<ul style="list-style-type: none"> • Bachelor of Applied Design in Interior Design (3-year bachelor's degree) • Interior Design diploma (1.5-year diploma)
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none"> • Please see ID (90 credits) and BID (180 credits) Curriculum grid. • Course Length: 11 weeks • Contact Hours: 44 hours • Credit values: 3 credits • Currently all courses are offered remotely • Instructional Methods: LCV adopts active learning and student-centered methodology to keep students positively engaged in experiential learning activities that prepare them for their employment and industry responsibilities. Specific classroom activities may consist of, but are not limited to, demonstrations, presentations, discussions, cooperative learning activities, inquiry-based learning, group assignments, and project work that is done at the individual, pair, and/or group level. Some classes may adopt blended learning instruction and flipped classroom methodology.
Software used:	<ul style="list-style-type: none"> • Autodesk AutoCAD • Autodesk Revit • Adobe Illustrator, InDesign & Photoshop • Autodesk AutoCAD • Autodesk Revit • Autodesk SketchBook • Design Manager • Enscape • Kerkythea • Microsoft Excel, PowerPoint & Word • Trimble SketchUp & Podium
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none"> • Completed • LCI, Istanbul & Jakarta.

Course or Program Changes	<ul style="list-style-type: none">• In-Progress• BID Modification plan in process
New and Cool:	<ul style="list-style-type: none">• None
Additional Comments:	<ul style="list-style-type: none">• None

BCDTAC – Institutional Updates

Institution Name: Thompson Rivers University

Name of Program(s): Architectural & Engineering Technology

Department Chair/Head: Mindy Marshall & Dale Parkes

Program Description of Program and Options offered:	<ul style="list-style-type: none">• 3 year Building Science Technology program• Has courses relating to Architecture, Civil, Structural, Mechanical, Plumbing with a focus on sustainability and NetZero by looking at the building as a whole.
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none">• 3 year program with co-op option• Co-op is offered in the summer
Software used:	<ul style="list-style-type: none">• Revit, AutoCAD, Gimp, Civil 3D• Software for mechanical - Trace
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none">• In-Progress – various courses have been through the vetting process.• Anticipated- continue to look for course equivalencies with other programs
Course or Program Changes	<ul style="list-style-type: none">• No course changes, but that may change with the new Dean of Science and new Provost (not hired yet)
New and Cool:	<ul style="list-style-type: none">• Walter Prescott has retired and is a new grandpa!• Hiring for mechanical specialist is underway
Additional Comments:	<ul style="list-style-type: none">•

BCDTAC – Institutional Updates

Institution Name: VCC

Name of Program(s): Architectural, Civil/Structural, Mechanical, Steel Construction Modelling Technician Certificates, CAD & BIM Technician Diploma, CAD Technician Short Certificate

Department Chair/Head: Bruce McGarvie

<p>Program Description of Program and Options offered:</p>	<ul style="list-style-type: none">• Architectural Technician Certificate: Graduates of this program will have developed the drafting and 3D modeling skills that will enable them to work as team members in architectural firms, consulting engineering firms, municipal, provincial or federal offices, as well as in private industry. Graduates will be prepared to work on a wide variety of residential housing developments, commercial buildings and institutional complexes.• Civil/Structural Technician Certificate: Graduates of this program will have developed the drafting and 3D Building Information Modeling (BIM) skills that will enable them to work as team members in consulting engineering firms, architectural firms, municipal, provincial or federal offices, as well as in private industry. Graduates will be prepared to work on a wide variety of structures, highway construction and real estate development work• Mechanical Engineering Technician Certificate: Graduates of this program will have developed the drafting and 3D Building Information Modeling (BIM) skills that will enable them to work as team members in consulting mechanical engineering firms, fabrication facilities, municipal, provincial or federal offices, as well as in private industry. Graduates will be prepared to work on a wide variety of mechanical applications in the mining industry, chemical process plants, energy infrastructure, oil and gas, as well as mechanical systems for buildings and development work.• Steel Construction Modelling Technician Certificate: Graduates of this program will have developed the drafting and 3D modelling skills which will enable them to enter the workforce in many areas as team members principally in structural steel fabrication companies, miscellaneous metals fabrication companies, and steel detailing offices. Graduates will be prepared to work on a wide variety of structures in North America, including schools, sports stadiums, bridges, commercial buildings and high-rise offices.• CAD and BIM Technician Diploma: Graduates of this program will develop the Computer Aided Drafting (CAD) and Building Information Modeling (BIM) skills gained in two specialty areas. During their first year, they will develop skills in either Architectural, Civil/Structural, Mechanical or Steel Construction
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	<p>Modelling with Steel Detailing. Students will further develop their skills by adding an additional specialty of either Architectural, Mechanical or Civil/Structural in Year 2 (Steel Construction Modelling is only available in Year 1). They will learn to analyze and apply the current practices of a 3D Integrated Design Process (IDP) and contribute to the design/build team utilizing Integrated Project Delivery (IPD) methods.</p> <ul style="list-style-type: none"> • CAD Technician Short Certificate: Graduates of this new program will have developed the drafting skills that will enable them to enter the workforce as team members in building and developer firms, architectural firms, municipal, provincial or federal offices, as well as in private industry. Graduates will work on a wide variety of new home design and construction, home renovations, and real estate development work.
Course Structure and Program Delivery In-Class Hours	<ul style="list-style-type: none"> • Full-time days, cohort style delivered in a blend of in-person and online.
Software used:	<ul style="list-style-type: none"> • AutoCAD, Sketch Up, Enscape, Inventor, Revit, Tekla, Civil 3D, AR/VR Vive
Articulation Related Activity – Please include relevant dates:	<ul style="list-style-type: none"> • Completed • In-Progress • Anticipated
Course or Program Changes	<ul style="list-style-type: none"> • Completed: Integrated Year One into Diploma, addition of new Mechanical Engineering specialty • In-Progress • Anticipated
New and Cool:	<ul style="list-style-type: none"> • National accreditation achieved with Technology Accreditation Canada (TAC) • New DH Chair: Kelly Wightman
Additional Comments:	<ul style="list-style-type: none"> •

BCDTAC Meeting Transcript from June 23, 2021

And uhm, once again in an online format. So something I'm sure that we're all very, very accustomed to following through. Uhm, this last year in particular. And so we're going to keep things moving and try and keep things brief so we can get done in two hours. We do have some new people here today from LaSalle College, and so we're going to give them a bit of more of an opportunity to make a a brief presentation on their institution through our institution, updates. And so before we go too far, I'm going to open up the agenda and I'll share that with you. And we just have a brief look at that. First of all, can everybody see my screen? Yes yes yes OK. So it's pretty simple agenda, much like we've been doing for the last little while. We'll start with. You know a brief contact information update. Institutional ports go to BC cat for an update from Doctor Macquarie and then into the sharing session, which we seem to spend the most time on it and have the most to say so. We'll try and get there as quickly as is reasonable. Is there any additions or changes or. Or otherwise. It's on the agenda. Otherwise, I'll ask for a motion to approve. Happy to approve. Yeah, who is that? Sorry if you could say your name Aman, Aman is happy to approve. So thank you. In the second. OK. And, uh. I guess all in favor. There we go, get the formalities out of the way right? OK, so uhm, last year's meeting minutes were a little different than. Previously, in the sense that. Uhm, because they were recorded rather than having a minute taker or there, there's a summary sheet. And then there's the transcript. The transcript is actually quite interesting as you know, technology tries to translate our different vocal patterns, so it's a bit humorous on occasion, but the summary kind of breaks it down, but if you want a lot more information, obviously take the time to read the transcript if you feel to do so, but it does make a little bit different type of minute making process here, so maybe let's see if I got that. You're right there. OK, so. I guess some before review motion to approve minutes. Almost in to approve the Minutes. That's it that Mindy yes, sorry, forgot to tell you that yes, or if you could do that just because it's my screen often switches from watching you to watching other things. So if you could say your name on occasions like that, thank you very much. Yeah, Bruce here. I'll second it, OK. So you'll see there's a bit of a preamble. And, uh, just a breakdown to the major points. I know I sent it out this morning a little late, so I'm not sure if you had opportunity to read it or not, but if there are any corrections or if you see an error in there as well to just you can email me later on as well too and just let me know that there's something that you didn't see. If it comes up. But otherwise I think most of the major points have been identified here and then the second document is the transcript I included. Also the methodology you have downloaded the transcript. In any case, anybody was interested or had the same issue? I know we don't all use teams. I've used zoom a lot this year as well as Big Blue button and so forth so. Otherwise. Unless there are specific comment on the Minutes, do we have? I guess some. All in favor of approval. Say I. Off device OK approved. OK, going back to the agenda. Let me bring up the contact sheet quickly just so that we can take a look at. Our information on here. I believe it's all correct since you're all here. I'm assuming your email address is all correct, but maybe you want to check the spelling of names and a few other things just in case there's a. Something not quite right or maybe people have changed institutions we don't know about as well, too. That's always good. There are other people involved in drafting in British Columbia which are not part of our committee, which are not listed here obviously, and so articulation is something. Obviously we were obliged to participate in for a number of very good reasons, but that doesn't necessarily mean this is a list of 100% of all the drafting programs operating either. Just those that are participating right now and the committee. So if the information is good, I don't hear any corrections or anything else. Then let's get back to. The agenda. So institutional reports 5 to 7 minutes per institution, so we won't be. We talked about this a couple years ago, trying to keep them brief instead of focusing on re re re describing our programs, we want to talk about their articulation processes primarily or changes in our program. So maybe what we'll do is I'm going to pull up my folder which has everybody's. President, dumb. Information in it. And we'll just start from the top down. So Truw is the first on my list, so perhaps Mindy you could. Proceed and all. I'll open up your document here for everybody to see. And as you're as you're speaking, so take it away, please. OK, so hello everybody, nice to go first. Thanks Darrell. Since I forgot my sheet. Anyways we are ciliates, rear building technology program. We do have a Co-op option as

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Commented [DM3]: Motion to Approve Minutes - M.Marshall, Seconded - B.McGarvie

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Commented [DM4]: Inst. Report - TRU - M.Marshall

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well. We've had actually good success with Co-op little this year, so that's been really good for us. We are a program that has architectural, civil, structural, mechanical plumbing. A focus on the whole building, not just one specific area. So it makes it it's good for students who are not sure what area they want to go to, and you can have lots of areas for job opportunities once you're finished. So we have good success with placing students after we use some software. Revit, AutoCAD, Gampp, Civil 3D. There's probably a couple more that I have forgotten that I personally don't use, but maybe they do in 3rd year, so there's probably a little bit more in there that is probably going to change because if I pop down to my new and cool, Walter Prescott has retired. Oh yeah, after 26 years with the program, he decided that since he was going to be a grandpa he grandpas shouldn't work so. And the pilot was really good tearing. You did quite a large biodiv retirement, some encouraging people to take a new direction. Let's just say, and he decided to take that direction. So we are currently hiring for mechanical specialist in our program. It would be hard to replace Walter, that's for sure. So one of the things that we're finding in this search for a new person is the university would like us to hire A PhD. The accreditation people would like us to hire technologist and we are not getting any technologists applying. So we're kind of in a little bit of a bind because I will be the only technologist left if we are not able to hire A technologist for a technology program. So it's a little bit of. I find it a little bit of a problem because we're not. I'm not finding that the PHD's that were hiring the ones who want to do research and things like that are not necessarily the ones who know about what technologists do. That may be something for later discussion as well. Uhm, in the past we've had trouble trying to modify and grow our program because the People, Controllers, Office do not understand what technologists do and they have held us back quite a bit actually. But we have a new Dean of Science are game retired last year and the Provost is retiring at the end of the month, so we're hoping that we will be able to have a new direction. Someone who understands the direction that we're trying to push our program. Two so. That's some, that's basically us. Other than so, I was gonna add one more thing COVID last year basically decimated our enrollment. We had very few numbers and then we lost a few students as well because they didn't do the workload didn't have the support, didn't like learning online. It created quite a big challenge for us. Our second year class who already had relationships with instructors seem to do much better. Mentally and and work wise as well. You guys probably all found that as well, so I do think though a bit of the blended learning for the future is going to be something that's going to be really great for everybody, so. Yeah, there we go. Great thank you very much. All right? Who's next on our list here? It's a BCIT. So we don't fight Sam pick up probably talk. I can start. So I'm the program head for the full time studies and Sam is the program head for the part time studies. So in the full time settings we have two options. The architectural structural options and so we kind of choose cohort so they specialize in one or the other. Similar to Mindy, we were online all year. Our enrollment was interesting, we went deeper into our wait list, then we ever had, and registration had actually closed it. So we actually went. It's the end of our wait list which we had never gone that deep before. UM, but we we had a full class each side. We kind of cap it at 20 and because we have the A bet diploma program in the city as well, we're kind of growing. Doesn't really seem like when we have like 130 students per year and that growing doesn't seem like what we want to do. And so yeah, it was. It was. It was interesting. We actually had good performance from a lot of our students this year. I don't know how much of that was because we did a good job. Or I think the main point was they have nothing else to do, so there's no social distractions, and so we're probably going to have maybe 10 or 20% who won't pass, which is kind of typical, although usually we've had some students who withdrawn by now, whereas the students who are not doing so well are still in contact with it. So I'm one of the positives I've seen about that. Is the lessons being recorded so they can go back and watch them to catch back up. So I have been repeating myself way less than I have in any. Past them past year. And so things that we're thinking about bringing forward. There's a few things like. So we we teach with rabbit, AutoCAD, SketchUp, kind of, UM, the standard programs that we see out there, and we're incorporating 3D printing more and more less this year, but hopefully more and more next year again. And using virtual reality and augmented reality to to view and and then communicate designs so those are things we're going to continue to do and try to build back in. And the things we're going to try and leverage. We used and a website called Miro and so mirror boards. Allow you to have a shared space where students can pin their work. So for some of the projects where we had ongoing things over long term, it was a great place for us to just show each other our work so that students could see each others work. That was a big thing, were missing or not in the same room. Seeing each others work on the boards. So we started bringing that in towards the second half of

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the year and it really helps students to kind of connect a little bit better. Nowhere near what they wouldn't fit in person, but it was. It was a lot of good there and the other big bonus we saw was an hour. Presentations we did a lot of recorded presentations so they could actually put that in their online portfolio. So instead of just having PDFs or images, they were able to have YouTube links to them presenting their work. So instead of a one time live presentation in person, they actually recorded it and then shared that. And then we gave feedback based on the recording, so that's something we're going to build in probably more because then they get more like more kind of content for their online portfolio and they hold onto that presentation. Then do it once and forget it and not know what they talked about. And then we do see ourselves maybe going towards blended a little bit. The feeling in the Institute is that first years are not ready for online or blended that they need in person and we're going to see how that develops. Overtime we have ideas about what we want to do, but kind of the direction in the school construction here is that we're going to be back in person and get a year under our belt. And then as we see pieces that could go online or blended and we would kind of take them as they come and see how we would get them in because the group we have. Now chose to be here when they knew it was going to be online and the group who said no and didn't take the seat last year did not want online. So this year we're going to see what the group is like and how it balances out. Once we kind of exit this so those are kind of the experiences and lessons learned that we had, and especially on the architectural side, which is where a lot more involved in and Sam do you want to talk to the structural side and how things went over Europe site? Yeah, I can add the civil 3D and drive it to the software that we are teaching in the artwork. In the structural side. We took advantage of guest speakers who attended our guest speak sessions without any limitations with their commute to BCIT, which is like far away from everywhere, sort of, and another great advantage about this drug trial side of our program is that my students were able to work in in a professional firm in a construction firm in a civil. A firm in an engineering office rather than doing like typical casual jobs that students would do so having. Huge number of recordings that I created over this one year online. I could say 200 recordings which might be wasted if we stay in person, gave them these sort of opportunities to work in in an engineering firm rather than doing. Come. Other types of jobs that students would do, and specifically because we have a huge number of design and math topics in our curriculum which is amazing. It's great as a PhD and the person who worked with engineers. I want them to act with rafters or went into. I want them to understand what they say, so not having recordings made these teaching these. Sort of topics. A bit challenging, but now that I have created to the point recordings, they can watch the recordings as many times as they want. So this is some great take away. I doubt if I can use them if we are in person because in person is in person if you give access to the recording studio students, that's going to make them more confused and that's my thought but. Uh, that that was an amazing thing that happened in my class. Other than that, uh, their practicum was amazing, so I can say 50% of the active students have already got their job. The rest didn't get their job because they didn't want to work, or they had other plans. They have other plans for their future career, which is like studying in a bad program. Or doing another field so that was also an amazing opportunity. Some of them did their practical remotely for affirming based in Nanaimo. It's always happy seeing them working efficiently for a firm based in Nanaimo. Not a firm city of Nanaimo. Yeah, that was all I can add to payments. List I think yeah alright. Thank you very much. Uhm, let's see who's next on our agenda here or list? It is commotion. So I'll put up the GT one first or you there. Ross, yeah, can you hear me OK? Yep, I can. OK, so yeah, so this is our entry graphics ignition program and this is the program that that's closest to the drafting. You know. Articulation committee. Uh, and this is a this is a little bit different from most other programs. It's a short program, six months long and we run it every second year, so we actually didn't run out this past year. We're planning on running it this this January coming out, but the students. You know we're into their end of their first term, a commotion when that sort of pandemic hit, and then we switched like in four days to online instruction, and in the end of March, and then the students finished off. The program in the summer term where we switch to entirely online, so is there really big struggle? I think for a lot of students as we made that big switch. Uhm? So this time around, when we come back in January 2022 will be in person, so it'll be a little bit different format. So I think I just made a few comments that effect here. We did do a couple little changes. We introduced our desk, made up and visualization course. Let's see if there's any other things. Yeah, we were just introduced VPN ING into the campus computers to access all the software there, and that seemed to work fairly well. Uhm, and of course my last comment was it some students struggled with the switch to online instruction and

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that wasn't just unique to the engine graphics technician program that was. For a lot of the programs. I think that sort of summarizes the entire graphics technician program. Well, now let's the other one is just through. Mechanical engineering technology program. I mean, that's just the one that I'm. The chair of and and it just really has a small component of. We call it the injury modeling and and the graphics course just just one course. Uh, so it's mostly a technology program, UM? I think the interesting thing about that program was that you know, we offered a blended format because we ran last summer and we're actually running this summer as well. You know, most of the students courses were online except for our automation lab and our. Machine shop will be able to bring students into that on campus. So long. So that's a little bit of. It was a little bit of a challenge, but it worked interestingly well. So I don't. I don't think there's anything much to add about this particular technology program. We do also have a civil engineering technology program. I don't have report from that chair on that. Hung, I just want to add one other thing that's kind of new and cool, but not specifically for these programs, but just to sort of in passing interest that. That the committee might be interested in. The provincial government came out with a request for a micro credential submissions and what we did. Emotion is we took our clean energy and efficient buildings program that we've sort of been working on for the last couple of years, and we decided to introduce it as a micro credential and. And it is actually. Worked out OK, so we submitted it. We've received some funding for that. Yeah, we decided to do a clean energy stream where we talked about foldable tax and then we did a efficient building stream where we talked about passive house and we actually partnered with passive US. Canada offered their courses as Micro credentials and we did the same thing with our portable tanks courses. We actually created some micro credential courses leading to some external certifications so and that we're just in the midst of just wrapping that experiment top right now we start off with. Probably about 25 students up total. We're probably going to graduate about 16 or so through those two micro credential streams. So just in passing it's been interesting. It's not really drafting articulation related, but my credentials are kind of an interesting thing, you know. It might be a sort of. We love you. Did kind of block instruction and then we sort of went to the distributed university model and now with my credentials were sort of going back to the the block construction where we do things in shorter periods of time, more concentrated. In our format was in weekday evening so people could continue to. We continue to work. Anyway, I'm happy to talk more about that. If anybody has some questions, I think that's it for me, thanks. Right, thanks Ross. OK, let's see here. Uhm, the cell we're gonna put you last so we're gonna give you a few more minutes so I'll go on next and then VCC. And then we'll go to LaSalle. OK KPU, so we've actually had a season of change. You might say in some ways, uhm, we. We've been kind of bucking the system here for like 15 years and in in providing flexibility and in course offerings to the students. But the university is finally one. And we've had to conform to their ideas of, uhm, you know, fixed intakes basically so as a result, we kind of repackaged. And re organized most of the existing courses into two fixed streams, so we have an arc structural stream and an arc mechanical stream. So obviously what we did first was he consulted our pack in through review all of our course outlines and and most of you know, Christina. She worked very, very hard this year, rewriting and readjusting and going through that whole program change process, which is nightmarish and and my hair is Gray for a reason and hopefully her stays lit. Yes, so, but basically it would. It did it we the the pack told us that architectural. Is is fundamental basically because of the the technical drafting skills involved, but marrying it together with either structural or mechanical it also assists students because they as you guys know they could end with a bit of a prejudice. They don't, even they don't really know what structural or mechanical is as much as architectural, because that's kind of the idea that's presented to to non drafting people you know they think of drawing a house so part of it is providing that background and and foundation and but one of the things we're doing. Obviously removing them up earlier and earlier into our courses so that once they get strong fundamental drafting. Knowledge in practice and AutoCAD. Then we move very very quickly into into the 3D World and into the BIM world. Then after that too. So they get you know, a wide range of software training and and application as well too. And so that's quite a significant change for us, and we're putting it in place. September 21 this year. So for one year we're kind of operating both methods, so we're taking new students in this September under the new Fix stream where the first semester is common. But after that it's all need to fix stream of either arc Mekor arts truck and but we're still, you know, finishing up the students that were registered under the previous. So we got we're going to kind of have a year of all kinds of hair pulling and and double coverage and everything else too. So, but otherwise, the articulation that we've completed with with many

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of you who is stays intact because most of the courses have remained the same. This kind of moved around a little bit, so it might require a little bit of of. What I guess PLA is probably the best way to look at it. We're going to have to kind of do some adjusting as you know on things, but basically the articulation that we put in place, the block transfers and so forth all remain the same. On our end as well to our register, they have a course to course articulation mapped out as well too. So individual courses obviously get get tracked for credit as it's applied when students transfer and we have had a few over the years. Normally every year we have one or two that transferred in from another institution, so it is working. It is effective, but you know it does have that. That change is inevitable process involved unfortunately. But uhm, we've actually are. My report sounds almost identical to two Ammons and to Mendis in many ways. So we've and that actually to everybody's we've, you know, this year has been very interesting in a lot of ways, but the university has spent a lot of time surveying students and faculty on what's working. What's not, what tools are effective, Sam? We're doing the same thing. We're recording like crazy we have for years here as well till we found we found them tremendously effective for all the same reasons which you indicated as well, it's kind of like. Living textbook for the students to watch as often as they want. Moving into the future keep you is kind of indicating that they've the surveys indicate students have a huge preference for blended. A smaller portion for fully online or smaller portion for fully in class, but a huge portion in the middle that say that blended served. Their purpose is very, very effectively. And so I I can see that our our our course offerings are probably going to be prejudice in that direction as well to wear. If some of you are familiar with the concept of flipped classroom, I'm sure where we're going to look at. You know they don't need to sit in the classroom to read the resource is watch the lecture videos and so forth, but when they come in the class, it's work, work work. So it's basically going to be coming in for all the intensive labs and a lot of the reading and studying and and technical aspects will be in online. Perhaps recorded lectures, perhaps live lectures, perhaps a combination of both guests can come in as well to virtually, which is actually a tremendous benefit, and to defer those guests. To populate our classrooms so I'm keeping you strongly encouraging us to encourage to use those things and to encourage them in. Or as we prepare our courses and they've been very supportive in that regard. They they've they're looking to purchase laptops for all faculty. And to remove all the desktop PC's because they've they've this come to the point where the the. I guess they've looked at it and they're duplicating a lot of services and PCs are becoming less and less the norm of what we're doing. When I sit at home, I got a laptop with dual screens and and I think that's becoming a pretty standard type of working situation for a lot of us. So being mobile is and being flexible. It seems to be the the the process that KPU is going, which is fine. I don't think that. I think it helps the students in many ways, you know, and it helps the faculty in many ways as well too. But on an articulation front, like I said, we haven't done a lot of aggressive articulating or work this year just because we were changing things. Oh, Mike is joined us thanks, thanks Mike. Nice to see you, and so we haven't done a lot of active articulation this year. As much as working towards this coming September and instituting our new program changes. So we'll see how they wash out and. So if you have any questions about the existing articulation with KPU in agreements we've made in the past, just please contact me or Christina and we can certainly work through it. And kind of, you know, migrate some of those channels as as we as we need. Let's see here. Let me look at my list. I guess that's about it. I can. There's a lots of sharing items which I've got. I'm writing down here for later on, so I'll try. I won't go into any of those, and I'll I think I'll pass on to Bruce tend to speak on behalf of VCC. Thanks so much. Darrell morning everybody. Bruce Mccarvy here from Vancouver Community College. So we have a. We have four specialties that we teach. They're all offered in a 10 month certificate program. We have architectural. We have civil structural. We have a new specialty mechanical engineering. I'll talk about that in a minute. We brought that back actually and steel construction modeling, which was formally called steel detailing. Uh, we rejigged our CAD and BIM technician diploma where the students basically take one of those certificates. One of the one year certificates and they do that first ten months or 40 credits. Then they come back for the second year. In the second year is about it is 30 weeks with seven and a half months and it's totally completely focused on 3D BIM modeling. They all do a two month integrated BIM project. Then they take a second specialty. But they do all the project work in 3D. And then they finish the the second year with a six week Capstone project that has become quite successful. It's a I think we've run it now for years, and so that's been pretty good. We also have a short certificate for CAD Technician, which is basically level one of the certificates and then it course on residential house drawings and that ladders into level two of any of the

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certificates. The full year sheets. Full year certificates of students want to come back and get a better fuller training, and we're in the specialties. We offer that twice a year the short certificate. As far as software, the full range of AR, VR, civil, 3D tackler, Revit, AutoCAD, of course with two D SketchUp and we use enscape as an add on for Revit for our renderings. Both still pictures and live videos. Articulation is just the ones that we have completed. We haven't been working on any articulation and we've been as the rest of you very busy doing other things this year. So like everybody else, we got a we got an email last March from the president on Sunday, Monday we had a department emergency department meeting and then Tuesday. We are online. It happened that fast for us, and, uh, so. I don't have to tell you how much effort was tape was was put in to make that happen. We feel the college was. They're very quick with platitudes, but very slow to back that up with action. Great job and then can you do this? It's like I'm sorry, maybe you missed that first part in that you know our instructors. Everybody was working full time during the day teaching and then going on to the evening to prepare next days. Instructional strategies and moving them from an in person. Focus to an online focused and you know a lot of things that work in the classroom. Don't work online. And so it was a lot of hours, so you know, a colleague of money, UBC, or we're having a discussion. He runs the Education Department there, and my take was this is kind of like Mama bird pushing the birds out of the nest before they think they're ready. And you know, because we were doing a lot of that go like, oh, we would like to do some online, but I don't know what about this and. And, uh, I combined with his take, which I quite liked was it took away the risk. Because a lot of us we won't try anything new because oh, what if it goes wrong where something happens so we get in this analysis paralysis and we try to conceive of every possible thing that might or could go wrong and have a contingency plan for each one. And this one just took that away. You know if something goes wrong, it's OK. We're on our pandemic where you're forced to do this so we can experiment. So we kind of tried to adopt that philosophy. So now we have. We have all our curriculum both in person which we had before and we have it all for online because we were 100% online well to this day. So we started last May we finished the year and then this year we did the whole thing 100% online. So we have curriculum for both and similar to Darrell we we we surveyed all the classes several times during the year and uh, which way to go forward and the great majority want blended. You know there are some things that work really well online, and then there's some things that work much better in person. So we're going to blend the two. All our programs are going blended starting this September. So about about 2/3 in person and 1/3 online. And you know the great majority of our of our students like that. The ones that are returning for the second year really like it, and so that's kind of where we're going. With that so it should be kind of fun. Uh, what else can I tell you? Yeah, yeah, our we've had a major milestone in our two year diploma program. We have been. We went through the national accreditation process with Technology Accreditation Canada and the audit team has not released the report yet. But we were told at the end of the process that we will be accredited. So we will have national accreditation which asdt BC. Automatically recognize will recognize our program so our graduates graduates will be automatically accepted to AST TBCS student. See tax, but it's recognized on the. Those associations across the country and every in every province except Quebec, and we're looking at being. Accepted under the Dublin Accord for International accreditation for 11 countries. So we're very, very excited about that. That'll make a huge huge impact for our graduates if they want to travel, move across the country, they'll have their credentials will be recognized more so. So that was a. It was a ton of work. Uhm yeah we we we two like Ross were working on some micro credentialing on part of the working group, but here at the college. And so we have some programs so that we were looking at before doing a part time shorter certificate. You know, 1415 credits. And now we're kind of considering going to partner with our continuing Education department and offering some micro credentials for postgraduate work so. When they want to do some more advanced training in the software or or some technology or you know project management or whatever they can come back to to their old haunt and take some courses either in the evening or weekends and whatnot. So that's in the works. Might be ready this year, maybe next year. Not really sure. Kelly Whiteman was it does send her regrets. She meant to join us. She's a civil structural. Instructor and will be as of July 1st, our new department head. I'm finished my six year term so I will be stepping down as department head as of July so but Kelly had computer problems and so she had to pop into campus to get those pics. But that's about it, uhm? Thanks. Thanks Bruce, and congratulations on the accreditation. I know that's a ton of work that must have been quite a relief for you. I'm Edward I, I didn't get a report from Brighton, but I I'm. I'm assuming I'm gonna let you go before. Or maybe I just didn't see it. But what have you will

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have you. Speak before we go to LaSalle, how does that sound? No worries, thank you. Thank you Darrell. I'm Edward and program ahead of the building and engineering technology department. Actually, I thought I'd email Darrow the agenda, but, uh, I mean the the form, but it's OK, I can just verbally talk about everything he OK right? Yes. Absolutely please proceed. OK, great, so uh, yeah we under the BT building and engineering Technology Department we have eight diploma programs and for certificate program and you know the usual the AutoCAD computer design construction drafting, technician, architecture, technology and structural and civil construction, project management operations supervision programs right and among them all. Three, the two programs that come close to drafting will be the AutoCAD computer, a design specialist program, as well as a construction in drafting technician program right and their 835 weeks program, including practical as well 450 hours practicum. And that working out well. And for the last one year, no different than any other school we teaching online. OK use jeans and zoom combined with the learning management system canvas which is used in SFU as well and worked out really well. Just similar, everybody takes some time to get used to. It was challenging the beginning, but then after some time then we kind of get used to it and slowly get get used to it as well and start to like it too. But in September then we get from P tip that will become moving back to the classroom teacher face to face right. And but, uh, actually the enrollment for us has gone up, surprisingly, because we're absorbing students from outside PC as well, because we're teaching online, right? Which is coming from a Saskatchewan, Alberta. A number of them. Since we have is from city to Halifax in Nova Scotia and it's really enjoyed the program too. So we took our AutoCAD program. And just become our teaching assistant as well. So it worked out well and yeah, and although we the the words is going back in September, but that ran is that we may still stay online. As as well, because there's some other provinces right? And we do have a couple options. Landed learning and blended teaching as well as the fully online synchronous competition, right? So that worked out well. And a couple and we had the usual software learning like AutoCAD, everybody else rabbit in program, civil 3D Autodesk Inventor for mechanical programs. 3D Studio Max tackler, right. Structural steel detailing the user software been using right over years and in terms of the program we do have among the eight programs we have we do have a green building and sustainable December just starting up. This year and yeah, and the major courses will come along like building energy performance as well as passive house design. We do have the instructors, they do have a passive house or candidate potentials to teach that and lead as well. LED leadership, environmental design and we do have a gentleman come from QQ, Canadian Green Building Council used to teach offer training there and teach for us to his name is Jason so yeah that. Coming up soon and it's getting worked out great, OK and that's 11. Big cool stuff that was happening to us and besides that I think Bruce right. He said he got one of their program get accreditation and So what we do we our civil infrastructure program. Very recently we just get the accreditation from THC technology acquisition in Canada. Yeah, kind of work, a huge amount of work put into it. Or is a group effort from oil. Faculties administration team and all that yeah we got there and we just get the acquisition letter from Richard Stamper who's I think in charge of administration in THC yeah, and then we be getting this certificate very soon. Rank and I think just like what Bruce was saying earlier, it's a very important important part of the program that we get this accreditation because it's recognized by STC after they worked for two years in the industry right under the register. A professional, say, engineer technologist for two division two years. Then they can apply to STBC become a registered civil engineering technician. Right technologies of British Columbia and besides that they can. The program is also recognized by all the other provinces in Canada except correctly and also that along Dublin Accord. Also eleven countries recognizing the world too. OK, so which is a great thing. OK, happen to us. Uhm yeah and and again a lot of credit to our team and put a lot of good work into it and and not another important thing that we're working on right now. Besides the major programs that we have, we've been working for more than a year now, almost year, year and three months. We have higher fuel consultants, future Lady, PhD from a former Dean of Capilano University. And actually I used to teach them myself to you, but I've been with brain for a long time now. Close to 20 years and that should come and be our consultant. And now she's our new Dean of Technology and me and her. And plus we also have another expert, Carol Pollock also hires a consultant. Now it's become president of our college. And I work on this proposed four year construction management degree program and we, uh, at in at this stage that we're close to finish all the course outlines. We hire number consultants. Minimum requirement is Masters degree, PhD degree and we do have bachelors degree to raise some outlines as well. But they gotta prove that they have industry skills for a number of

years, right? And credentials and all that. So that's coming along well. Then we should have it all done sometime in July, coming up soon and Target day is on August. Sometime then we're going to submit the package to dicorpo. I mean degree or a acquisition board, right? OK, and they're going to review that and on screen take some time like the degree program rank to get the approval and the projection date to start. The program is more like the fall of 2022. And we're going to be open to the local market as well as international markets as well, so it's going to be another exciting thing moving forward with brain College. Yeah, so that's pretty much what we have for bright. Yeah, thank you again there. Thanks Edward, that sounds like a pretty successful year of new improvements or congratulations on all that work. I'm saying we're going to turn it over to you to speak on behalf of LaSalle, and we're, you know, take us. Normally we 7 to 10 minutes but we will give you 15 if you need it to give us a bit of background and and maybe some information so take it away please. No worries, thank you. Thank you first, I wanna thank you Darrell. Then everyone here for walking list too. The committee it's nice to be a part of, you know, a big group all working towards, you know, advancing, drafting technology. I'm very familiar with some of the different schools presenting here. I started my education like this is 20 something years ago at BCIT and I'm also a pack member of the Interior design program at KPU. So being a pack member there for almost five years now was teaching part time there and then tear design program as well. So yeah, so bringing all of these experience, I used to be the program director. If you guys were familiar with the Art Institute of Vancouver. So as the program director for eight years going between practice and academics and then went back to the practice to the interior design side for many years and then during a sabbatical I reflected on, you know what I was doing and then went back to teaching and then Sylvia brought me on full time. Just over a year ago, and I've been the the tech lead managing all the technical side's technical courses in the program so our program is a little bit different from what everyone's been sort of presenting today because our program is not so much drafting. Technology focused. Or programs are interior design where we have a large component of the program being drafting technology. So we have a Bachelors of Interior Design which is approved by the curb. It's three years full time. Or you can do a diploma which is about 1 1/2 years full time and or our course offerings is very little bit different from the public schools where we go year round. So we just wrapped up the spring quarter and I'll be teaching. Again in two weeks so July 5th I'll be teaching again, so we go. It's 11 weeks on, two weeks off limits on two weeks off, four times a year, so it's it's quite compressed. That's why there's a degree program in three years instead of four years, so there's it's quite condensed and quite compact. Very similar to what everyone else had to go through. We went through, you know. A transition last against April or so even before that where you know everything was on ground and then we were told, so we had a little bit more time than two or three days. We had about two weeks 'cause we were doing. We were just wrapping up a term. We were during the two week break and then we were told. By senior management that you know we're going online because of COVID, we started with Adobe Connect. I don't know if anybody is familiar with Adobe Connect. We had to get training on it. 2-3 sessions of training on it. I found Adobe Connect to be quite useful and quite easy to use as an instructor. Students seemed to adapt to it quickly as well, but we we. Only use Adobe Connect for two quarters and by last fall we switched to teams so Microsoft Teams and we've been teaching with teams ever since and if we were to continue with a blended model or so, I believe teams will still be our online platform to sort of complement any in class learning that happens inside there. Course wise we it's. It's very similar to what everybody else is talking about where but the concentration is still mainly AutoCAD and we are trying to have a bigger focus with BIM and Revit because it's through our just my personal dialogue with colleagues that I've worked with other employers, my friends through our pack meetings and you know we we are taking their feedback to heart and trying to sort of modify. Advanced the program as much as possible to be relevant, and so that you know when we graduate students they can get out there into the workplace and sort of, you know, meet the needs of the employers so we have the AutoCAD classes we have right now are Revit class is an elective, but we find that through us communicating the benefits of that almost every student wants to take that elected, so it's it's. It's something that we are going to probably invent. Maybe adding a few more. Revit classes in there and so for me since I teach and I managed that extreme. I teach at the very beginning and I get the students at the very end, and Sylvia's put me in the middle now as well. So when I say the very beginning, we actually still teach manual drafting and that's one course that I I love. I take to heart and it allows us allows us to give them the very fundamentals of drafting right? But the line weights the the line types, just basic construction, and they're developing the language of

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drafting language of construction and technology so that they have that fundamental skill, and then when they go into their first AutoCAD class, it's not so much like you're jumping into a class and your teacher is speaking a different language, right? There's already a familiarity with that language, so that we find that the students when they. Into the archive class. Things are to flow a little bit better, little bit quicker and so and then they will take that. They will have a few AutoCAD classes and then some of the other core AutoCAD classes will be blended with AutoCAD and some SketchUp. Eventually they will actually have three full classes on working drawings, developing working, drawing packages to sort of complement their studio design classes, so they'll develop our permit package in one, a tender package, and another and construction package in the third class, and then in the final term before they graduate. They are developing a final drawing package related to support their senior design project, and with that class. Which I also teach. They can either pick Revit or AutoCAD, they are. They can pick which platform, which software to use for the senior project. As of today, no one has done it in Revit yet. We want to encourage them to try, but right now everybody is still doing it in AutoCAD. Uhm articulations we we, uh what Sylvia has listed their articulations that we have with our schools. You know in other parts of the world I think we have like 1213 campuses across five different continents or so. But I would love to. See some articulations made because I think our students, they can really benefit like after they graduate. If they went to. KPU, BCIT, BCC and took you know. Got some credit and took these other classes to sort of advance their their learning because in the 1516 years I've been teaching I have a lot of students who graduate and they realize, oh, you know what, you know. I want to be interior designer, but I love that technical side and I actually just met with one of my students from like 13 years ago who graduated 13 years ago. She works at architectural firm and she's still just wants to the technical side so. Those students who love that part, they would definitely benefit from, you know, going to KP UVCC commotion. Anywhere else we have students that come from the island, so even you know going back there and you know getting more education on drafted technology I think would be would be great. And then vice versa too. You may you guys may have some students who may be doing a draft technology course and somewhere along the way they get exposed to the profession of interior design and they're like. You know what I like, kind of like the idea of studying to design. So we would welcome them with open arms to to to come to our program. We actually get quite a few transfers from BCIT and I find their driving technology skills to be really strong, so you know that we would welcome them to hey, you know you've done the draft technology. You have the skills, the knowledge, the acumen for drafting you know. So please come in, you know join us in our program. So there's a few different program changes and stuff that Sylvia has been working on and modifying nothing that we can sort of report on right now. But that probably something that we can definitely report on, probably in the next meeting or so. Uh, that's kind of what I I had. I don't know if I took the full 15 minutes down, but if anybody has any questions for us, let me know. I'd be more than happy to help explain or clarify anything or let you guys know more about us. The program etc. Saying thank you very much. That's really informative and I'm sure we'll be in touch to get a little bit more course information specifically, I mean, sounds gonna continue that conversation sounds good. Thank you good. Well, let's take a look at where we're at on the agenda now, and I believe we're going to let me close this out. Maybe I'll stop sharing for a minute here. And dumb, so generally we go to be see a cat now to kind of give us an overview. But before we we go there I I kind of wanted to come show you guys there site. I'm not sure if you've gone to the BC cat site or not so maybe I'll share my screen again and I'll go out there and. Or just kind of show you what I mean. So ABC cat easy to find. And I found that, UM, they've updated their homepage and all their information now this year, so I'll let Fiona talk a lot more about that in a second, but really easy to find if you just go to articulation A-Z articulation committees. And if you go to drafting. Technologies. You'll see that we have this nice new site that they've made for us and easy to find, easy to navigate. I noticed that Fiona. Maybe you could tell us about this little in a moment, but the meeting minutes only go back a couple years, so there there may be a way to to access more history here as well too. But the last two years last year is not on here yet. I noticed and but the transfer innovations projects published here. So pretty easy to access information. Pretty easy to get to the site and. So forth so. That being said. Uhm, maybe what I'll do now is I'll turn over to Fiona and she can. Uh, take it from there. OK good morning everyone. It's a nice to see everyone again. Uhm so BC cat as we do every year put out a spring update document and I'll put the link to it in the chat when I'm finished, but I'll go over a couple of the things in the spring update because they're actually updates to the update since we publish it. Somethings of have happened that are quite

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exciting. ABC Cat has a couple of new research reports that are available. UM, one is on micro credentials, uh, about it's a overview of micro credential activity across Canada and in other countries, and it deals with issues like transferability of micro credentials and awarding credit for my credentials. There's also a provincial level committee in the Ministry of Advanced Education. That's looking at micro credentials. I think some of the institutional reps that are here mentioned having micro credential programs that were funded with some special grants from the permanent government and it's an area that the provincial government is very interested in supporting the challenge, of course, is that different institutions are defining micro credentials in different ways with different amounts of credit weight, and some are offering them purely as. A non credit continuing education courses or groups of courses that offer credential at the end but don't have. Academic credit associated with them. Other reports that are out right now. There's one that I worked on called who decides Transfer, which looks at the actual transfer credit process and who at different institutions has the authority to decide whether credit will be awarded for a transfer credit request. We have a report on block transfer and degree partnerships, which is the first attempt to look at how many? Students actually use broad block transfer or partnerships to transfer and looks at some of the ways that institutions supporting block transfer agreements and partnerships have found are good ways to promote and encourage activity with those agreements. And there's also a report on data governance which sounds kind of dry, but it's actually quite interesting in terms of looking at who within institutions is responsible for collecting and storing data and what and who makes decisions on what uses that data is put to. Uh this year BC Cat had its jam joint annual meeting online for the first time ever for obvious reasons and because it was online, it was open to anyone who wanted to attend. And there were 350 registrants which was really great. Uh? The meeting itself had a mixture of pre recorded sessions and live sessions on topics site conducting successful online articulation committee meetings, a session on micro credentials, a session on an introduction overview to the BC Transfer credit system and the for anyone who's considering doing an online conference like this, a platform we used is called cuva. WHOVA and we found it to be very successful and very straightforward to operate, and the delegates really seemed to like it as well. So all of the sessions that were at jam were taped and they're available on BC Cats new YouTube channel. The link is in the document that I'm going to post in the chat, so you're welcome to go and look at those sessions at your leisure. And because of the certainty and uncertainty about. What things are going to look like in the fall in terms of online meetings? Because we BC cat had to make a decision back in March or so as to what format jam would have this year just for this to be safe, we decided that jam will again will be online this year and it'll take place in early November. And again, because it's online, it's open to anyone who wants to register. If you'd like to come and learn about. Issues around transferring articulation. NBC and elsewhere, and the registration will be probably be opening sometime in September. Uh, COVID a lot of our everybody here today is talked about COVID affecting things, and uh, last year about 2/3 of the articulation committees met online. Some committees delayed their meetings to this year to see what was going to happen, but this year I think every one of the 65 articulation committees has had a meeting and they were all online. There hasn't really been that much impact. Of COVID on transfer activity. Although some institutions in the fall of last year and some in spring of this year as well because of the challenges to going to online learning switch, some of their grading to pass fail or credit non credit temporarily and that has had some impact on transfer, particularly for transfer agreements where a letter grade is required to be able to transfer the course. But those are a bumps in the road that for the most part have been worked out by the institutions that are involved. So it it the the COVID pandemic has shown that BC has a really robust transfer system and since most of the activity and it was online already it was, it was fairly straightforward to keep it running BC cat as an organization is still operating entirely online. We're all working at home. I'm here in my former library now office in my house, and, uh, we will be returning part time to the office, hopefully sometime in the fall. The BC cat offices are at BCIT's downtown campus and we're waiting for some clear guidance as to how that campus is going to operate in terms of COVID protocols. Before we determine our return, our own return to in person work. Uhm? Moodle is available to the articulation committees as a. A platform to host a discussions into A to have reports posted internally. This service has been offered by Kwantlen to support BC cats activity, but Kwantlen has informed BC capped that as of September they will no longer be able to offer that facility so BC cat is going to continue offering Moodle as a platform for the articulation. Committees to communicate internally and they we are looking at several other hosts that will be able to continue offering that service. Uhm? The other major thing that I

wanted to two other major things around the BC Transfer guide, so in early May the transfer guide was expanded quite significantly to include Canadian transfer agreements with institutions outside BC and international equivalencies for seven institutions in British Columbia, and I'll just list them so you know who is included in this initiative? UBC Vancouver, UBC, Okanagan, Vancouver Island University, University of Northern BC, Douglas College, Okanagan College, North Island College and Coast Mountain College and a couple of people have asked in other meetings why those seven institutions and the very simple answer is they were the ones who volunteered to try this out. So if you look in the BC Transfer guide now you will see the equivalencies from outside British Columbia and outside Canada that those institutions accept for transfer credit. Most of them are in 1st and 2nd year courses but expanding. This means that now there are over 60,000 non BC equivalencies. In the BC Transfer guide from more than 450 institutions in more than 130 countries and BC is now the first jurisdiction in Canada to publish these equivalencies from outside BC and around the world. There are several other postsecondary institutions that are part of the BC transfer system who have now seen this in action and are interested in having their data included as well. So BC CAD is working with, uh, I think three other institutions at the moment to incorporate their data into the transfer guide. The other major change that's taking place with the transfer and guide is to look at including or. I should say incorporating some of the information that's currently in grids and other documents for particular disciplines, and these are all accredited accreditations transfer agreements that institutions have agreed on, but for various administrative reasons. They have been posted in a separate section of the transfer guide in separate documents. And obviously this poses a issue for students who are looking for. Weather courses articulate in that discipline when they go to the BC Transfer guide. The main guide, the course to course guide and they don't see their courses listed. They assume that those courses are not transferable when in fact they are, but they're just listed in a document in a separate part of the guide. So the first step in. Addressing this situation is that BC cat is working with the adult basic Education Articulation Committee. In taking the information in their transfer guide, which is now published in a manual PDF document, and putting that information into the BC Transfer Guide. The course to course equivalencies. This is turning out to be quite a bit of work because it also requires going to the in each institution's website to verify. The course that is listed in the separate document and to ensure that the course name and number are correct and the course is still being offered. Uh, but uh, it's underway for the adult basic education courses and the next guide that is going to be addressed is English as an additional language courses. So we're hoping that this will make, uh, this. The information in those disciplines more accessible by putting it into the course. To course BC transfer guide instead of having it listed separately. On a related note, the transfer and Articulation Committee of BC Cat, which is the sub committee of the Council that governs BC cat, is going to be striking a committee to develop a course definition policy for the BC transfer guide to clarify the guidelines around what qualifies as a credit bearing course for the purposes of listing it in the in the online transfer guide. Uh, the final. Note that I have to give you is to remind you that the Articulation Committee project funding is available again this year. We launched this program last year. This replaces what was formerly known as the Transfer Innovation Fund, and last year we launched it in March and then some other things happened and no, no committee was able to put together a application. So the funding is available again this year. It's for articulation. Committees that are interested in conducting research about transfer issues in their discipline or developing or expanding existing transfer pathways within their discipline. The deadline for applications this year is August 23rd and there's a page on the BC CAP website with all the information and I will put that link in the chat as well and we are more than happy to work with any committee that's interested in submitting a proposal. To help develop the proposal and bring it forward. So yeah, that's that's my BC cat report and I would be delighted to answer any questions that anyone might have. Thank you, Fiona. That was really great one I wanna add maybe one thing relating to articulation is that the you know the success of articulation is in participation obviously and and you know so. So the best thing we can can always do here is to encourage everybody to take the step. Of investigating and reaching out because, uh, if you want to, for example, you know saying if you're looking to articulate with anybody in in the committee here it it kind of falls upon you to approach them right? And and there's obviously helping your own institution, generally with a an articulation person or group of people who manage and help with that. And so it it's about reaching out and and inquiring. So so don't be shy about participating, and I think that's probably the keyword in success in articulation. Go and take a look at the resource is there's. I notice there's great resources on the BC cat site on how to articulate

in the processes of articulation, so we don't have to spend a lot of time here talking about that. But just to clarify that you know our meetings are not to articulate in the meetings, because that would just be impossible and and difficult to do so it's really a one on one process or an institution to institution process that's done outside of these meetings. So in that regard I just want to encourage all the Members here too. To, you know, take the initiative to reach out when you're looking to articulate and or investigate the possibility of articulation and and the resources are really, really great to support those efforts. So just to add, just add two to Darrell's point that each institution that belongs to the BC transfer system has a designated transfer credit contact person. Usually they live in the registrar's office during the Student Records office, and these are the people that handle the actual. Articulation requests in terms of circulating them to other institutions, and these people know a lot about how the process works. So in addition to reaching out to other members of the committee is Darrell suggesting which is. He's right, this is how articulation happens. If you have questions about the mechanics of how do I submit an articulation request, how does it get reviewed? The transfer credit contact person at your institution can answer all those questions and help you with the actual step-by-step process of setting up an agreement. Actually I I back in the day when I was the program director for a friend to design at the Art Institute. I actually had a. I created an articulation agreement with VCC with there in one year interior design program back in the day. But I don't think that program is offered anymore. So I think I still recall the steps involved. But I'll have to. I need a refresher. Don't be shy, you know the the the main thing is just participating in and inquire and there's lots of help and support to make things happen and a lot of flexibility in how that takes place too. I know that Fiona talk if you wanna talk a little bit about things like blocked transfers and and so forth, and so there's. There's lots of different methods ultimately comes down to course the course inside your own institution and transferring credits, but the way that it's worded and the and the format one of the things that we've we've found. Over the years and drafting in particular and excuse me, the rest of the committee. But I'm doing all this a little bit. First things purposes here is is that we, we did we, even though we teach all the same things fundamentally, we package them a little differently for various reasons and and they're hard to really describe all various reasons, institutional pressures, habits, personal preferences, academic freedom, all these things kind of create a bit of a difficulty with in our in course to course. You might say necessarily, so there's all these other ways that things can be done, and so it it's if there's a flexibility involved in the process here as well. OK, that was great Fiona. Thank you very much for that information. Really want to encourage you guys. Go out and take a look at that site too because it it's easy to read and and the information on there is very very beneficial. So generally we move into our sharing session now. Which, UM, obviously, uh, you know, we've had a lot going on this last 16 months or so. 15 months. Two years almost seems like and and we've talked a lot about those things already touched on them at least, and how we're adapting and and that changing and and even discovering new things as well too. And so the sharing session often is very revealing on on the real nuts and bolts of things. So there's a number of topics that kind of come up that I've made. Notes on that come. I thought it would introduce and please feel free. This is not. Obviously I'm not guiding the discussion here and limiting the conversation, but I thought I would touch on a few things to get us going so that we can kind of see where the conversation is going a little bit as well too. Uhm, one of the things that, uh, we've had difficulty with and is, UM, anticipating or hiring needs into the future. We've had some discussions on the fact that dumb. Locating and finding qualified instructors is different than finding you know professionals. And as we know as instructors ourselves at delivering material is not necessarily a quality that every professional has, and so we're in our searching now for new or people to replace retiring folk and so forth. You know we're having some degree of difficulty finding qualified instructors and and I know Mindy mentioned this, and I think in conversation with Bruce and. So forth and others are these. These are seeming to become more and more present for us all, where we have two instructors, Steve Kennedy and some of you know who retired last year and Joanne Massey, my wife, is going to be retiring this coming February, and so you know, there's a there's a big brain drain that goes on when you have people who've been teaching for 25 and 28 years and suddenly leaving an institution and and we're looking to replace them with with, you know, qualified or. And we found some very good term instructors, but it's definitely something that we're looking at into the future and wondering if this is going to be a continuing trend. I know Mike and I have had a discussion today about the fact that if you go back, say 20 years, I mean the the you know the drafting office was filled with a lot more people then then presently were. And so. So maybe the pool of people who have like the what we call historical or fundamental

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experiences is becoming. Dried up almost a little bit. I'm not sure if you've all seen that or not, but you know it definitely is a concern that we have at KPU that finding qualified people into the future is maybe a new challenge as well too, so I'm not sure how you all feel about that, but I thought I'd start the discussion there. Yeah, I'm sorry, I'll just chime in on that, but I probably agree with them. A lot of what you're saying there. Can you hear me? Yeah and yeah, and I wonder if part of it as well is how much like how much the industry is booming and hiring everybody. 'cause I've found that a lot more drafting staff are actually going on the construction side of the fence for them for the architectural graduates I have and where a lot of construction firms are modeling the buildings. And Bam, they're putting them together. They're using it for clash detection and so it seems like the starting wage is kind of increasing and then the the highest wages kind of increasing, so it's getting a little difficult as well to compete. And we can compete for hours and for kind of vacation time. And those kind of benefits. And then for people who want to teach. But for people who like me to pay a mortgage in Lower Mainland or wherever they might be. And I think that's a challenge as well, and I think probably all like us, or we're constrained by like salary scales. And it's not like we can just give more money to get like better staff. So one of the things that we wish we had was the ability to have some T as in our departments and teaching assistants, just to make it a little bit more manageable for us. And then also took like. Be able to coach somebody up. Get them like to help develop them and their teaching and their skills so that they be able to step into that role. Is teaching it a little bit easier? But yeah, our collective agreement doesn't have that, so we're kind of hooped. And you guys have any of those opportunities or? And this is. Oh, you're singing my song there. Uh, having some TS would be phenomenal. We looked at maybe say using some second year students for TS for the first year students. We looked at a lot of different but the yeah, budgetary restrictions or we have pretty much the same. You know, we find that hiring is big challenge and we we we put out a call and we gotta. We gotta lot of a well educated people but nobody is actually. Draft it. You know, and, uh, you know no no, no disrespect to anybody who's done the hard work to earn a PhD in, say, you know, structural analysis or chemical analysis, but that does not qualify them to teach a technician how to be a technician. Uh, they've never drafted. They've given stuff, and they've reviewed stuff, you know, so you know. And then finding a technician who has years of experience. Usually they're busy. They're they're working. And if they're not working, they're probably not good, so we've always said just to even get a terminal structure you know, could you come teach a course for three weeks ago? Well, I can't take three weeks off 'cause I'm managing projects, you know, I could, you know it's always been very, very tough. So we've tried. We've touched, you know, taking a six week course and chopping it up into same course. But one week here in a two week here in a one week there and building it back together just so we could get term instructors to come in. For one week or maybe two weeks, it's been very challenging, you know. And so you know a lot of times it's retirees. And people have retired and now they have some time in their hand. They want to make some extra money, that sort of thing. But you know, if we're trying to. If we're trying to train them getting used to the system and with the long term vision of on boarding them as full-time regulars, well, they're not interested in full time regulars, you know if the. So yeah, hiring is Ben whoa. What a problem. We've met work. We've done everything we can think of to get people who love you know who are the education be the experience in the field. That's the big big win for us. And then Darrell says, even though you have those two things look great and they, they're about that. But I'm not in front of a class and they can't teach. Make it require a whole lot. You know 'cause you know. I heard this set of what engineers, but it's true. But drafters to, you know, a A an extroverted engineer drafter might look at your feet when they talk. It's a poster, their own right, and so you know it's it's a we're all ducks. Those that are in the technician technology field and are extroverted and love to talk to people and. See, yeah we, we found the same struggles. Yeah. Appointment two, we're finding our Co-op students are getting work very fast. Our students are graduate students, are getting jobs immediately. And, uh, so you know, I think that's partly a factor as well, too, that we're competing with a much higher paying industry as well, too. And that's changed a lot in the last few years. We are like, oh, we have quite a few students that are going into construction management after graduation because they're following a career path, right? And? Why my computer just said a restart is required? I hope it doesn't do it automatically. If you lose me, it's because my my windows has suddenly decided to disrupt our meeting. So if that happens I might be out of here. So if I disappear, it's no disrespect. It's it's blamed Microsoft. OK, but anyway I don't want you know. So any other comments? And about hiring? I know we're we're definitely under pressure to do two things and one is they want us to increase class size. A trick traditionally

we've been 20 because that's about as much as one person can handle in lecturing and lab control. I mean marking as well too. I mean, I don't know if you know these people in administration have ever tried to mark a full set of plans or not, but you know, adding you know going class size up to 35 sounds good on paper, but give me a TA at that point because I can lecture all day long and provide guidance, but I can't do all the marking and lab work. Mindy, you gotta comment there, please go ahead. So there you go, sorry. Also last semester I had to pick up a new course as well as I had the largest class I ever had for a second year Revit class. Can you imagine marking 28 sets of plans? Like and I just like it was like boom by the end of that, UM, so we have we have a higher higher cap in our first year program, but I've still just finding that the the institution wants us to higher pH D's that can actually be blended into another area so they can kind of poach people from our program. But they're not listening to RPC. They're not listening to the accreditation. People in terms of we need technologists for a technology program. I have nothing against a PhD. Who knows what they're doing. The architect in our program is very capable of teaching at a first, second, third year level, but the PHD's are having trouble teaching 1st and 2nd year. And it's the students know it and they can feel it. And they're they're not happy. And then you end up with students that are. Not doing well in those classes because they just actually don't like the instructor for that and it's really **** a smaller program like we are to survive that way. So not all PC's are bad. No, I yeah I worked with. Yeah I I have worked in two instances. I know. Yeah, so you know there are differences between PhD graduates. So PhD is a very generic term. So all depends on the desertation that person would write and how to what extent that person is really practicing engineer. So I myself I know myself as a practicing engineer rather than a researcher. It's all because of what they did over almost 20 years of studying. It's not easy to do that. For example, in my dissertation, my sponsor was an amazing structural firm and not in Japan, which was the owner of oil. Their oil and gas industry. So all depends on what dissertation all of my work over my PhD studies spent on. Talking to engineers doing this to improve in this whole their industry related stuff, it's totally different from someone who does finite elements developing models and something we do for, for example, hydraulic modeling and very. At high levels of these sort of research, uh, actually this was a challenge when I was looking for a job in Canada after moving from Japan to here because everybody was, we're thinking that, oh, you're going to do research. When I had my interview at BCIT, there was like I, when I let you know that there is no research for you and I said no, I'm not a researcher so I didn't industry job and I got my PhD. I'm proud of that. I wrote a dissertation so it's not easy, so if I interview someone I can understand. OK, if they're that person is an engineer or a researcher, this is a very key point. When you're interviewing someone as a PhD, if they have their pH, that means that person has practiced in Canada, so they have they were following the industry standards, so that would really help. Thank you. Really good points for hiring. Thank you so much no problem. And if this yeah, sorry Sam, but don't mean it there. The other part of this conversation was also an institutional conversation, right? You know if you're a degree granting institution, their mindset is that you know a higher qualified person is always better. And so they start from saying, well, please hire you know, you know from the highest level possible because their their focus is an institutional one and and they did. And no honesty the subtleties of our own program more often lost on an institutional outlook. And so I'm sure it exists. At BC it and tear you and ourselves and VCC all over the place. Where we're we're we're, you know most people operating as drafting technologists and technicians are not masters or PhD. They're just not because they're typically the not the right person for that job. So as instructors we have this same problem. Most of the people and Sam you make a lot of really good point. Not everybody obviously, but most people are operating with certificate or diploma level training themselves, and so you know they're teaching at 1st and 2nd year level, but as soon as you get into third year the institution says no, right? You need masters or pH D to teach this level, and so there's other institutional. Things that limit or change or create as complexities right? And and so you know, but tell you what a good instructor in drafting right now. I think it is hard to come by term work. It seems to be easier. We have people at. We've got on 25 and 50% that seem to like it. But they don't have to sit on committees, they don't do program reviews. They don't do any program development, and so they kind of got an easy ride through the admin. So in our end and you know, and and Mike would know this too, you know, but it comes down to fewer and fewer people doing more and more work and sitting on every committee because the other people are, you know, looking at term work, and you know. And obviously you need those people doing that, but you know, like I said, we lost two long term and people you know. Yeah, my days are shortening. I'm sure all of our days are shortening a few. We're on the table here aren't quite as

Gray as me, but you're working on it and you know, Ross, maybe you got me beat, I think. But, uh, with Walter done, and I'm on my way. Yeah, I'm here to next. What may and then I'm gone. Darrell, I don't know. He was moving along. Does somebody have anything else to say on this topic? I want to kind of keep moving out. We could probably spend the whole time just on this one. Alone, Roskam. Yeah, I'm just gonna say that I think promotion and was fortunate that they didn't decide to go to university roots so that you know we don't have the pressure to hire the. You know the PHD's. Having said that that I've got quite a few in my mechanical engineering department, but there are mostly applied. They have some industry experience, which is what I've been looking for, but I just did go back to the drafting side of things. My best instructor in our engine graphics technician program was actually one of our graduates from many years ago who has. You know, decided that he had become a Revit expert and he loves teaching and he was my best instructor and you know, comes from a diploma. Background so you know, let's see where it goes. But anyway, that's a challenge. I just wanted this as a final point that might help. I was asked that again back 234 years ago. I was asked a similar same questions. Both NVCC and BCIT when I was interviewed and that was about. Do you know what is PID? And I said yeah, it's provincial instructor diploma and our Dean in Civil Engineering Department says oh, you know that. Have you done? Can you do a mini lesson for us and Bruce? I think you asked me same question and I think they hired me for that family not not only for that, but because of familiarity with some instructional strategies and my passion that might help in finding instructors. Yeah, saying go ahead will be the last comment on this topic. Just one quick thing was that I don't know if this is something that. The school institutional can can implement, but I know that in when I'm in the practice in the office designing quite a few firms that I've worked at have like hiring incentive programs where they actually ask for referrals so you know, like please let us know if you have a colleague somewhere who would like to teach part time or you know or come work at our design firm kind of thing, you know. So I know that two different design firms to the last ones I worked at had that. Where you know, looking for a senior designer was so hard so you know we we asked the senior designers, do you know anyone who would want to join us, you know and so or any other very strong intermediates who are ready to be seniors you know, would they like to join it so and if if they referred that person, that person got hired. That person passed the probation they would get. 500 bucks or something like that? You know. So uhm again, this would be something that would the school would have to find budget for or something, but I don't know if that's something I know design firms do that a lot. I'm sure. Architectural, mechanical, structural firms are all doing similar practices as well possibly. Well, we're working is apparent is that the the the drafting instructional community is is is not huge and as colleagues we we often earn contact, you know, do you know somebody so and and so forth, right? So I think we we all are in the same situation. It sounds like. So obviously we're the the future is a, you know, imagine unknown, but we're gonna have to adapt regardless, right? So I, I thought I would ask Eric or throw out the idea of micro credentials. Is another topic. It's something we haven't spoken about here, but we're definitely getting pressure as well too. And I I say pressure, but it really you know how institutions work, right? They throw out information because they're planning to go a certain direction and they're not quite sure how they're going to do it. And micro credential seems to be in that category of where they want to be able to take bits and pieces. And I'm sure you're all from someone familiar bits and pieces and kind of customize, a credentialing or micro credentialing. You know, along those those routes you know and is anybody else feeling that from the universities on on on an encouragement to look at my credentials or or planning on micro credentialing? Floor is open to anybody. We have a working group here at Vancouver Community College. We also are piloting about 6:00 or 8 micro credentials starting later this year. We're certainly looking at taking into going for some of that grant money to continue to develop it. Uh, you know, as far as saying I mean the the the definition of micro credentials hasn't been completely nailed down either, so it's one of those. Let's keep the definitions or rather broad, before they tumble down specific. I know Ontario has done a lot of work. New York State has done a lot of work on this, and there's been a lot of jurisdictions around that have that have done a lot of work and we're looking at a lot of it. Uhm, one thing we don't want to do is just see it as just a repackaging. Take a diploma and cut it up into a bunch of different micro credentials, but it's pretty much the same. You know which was one. Thought you know. Is this just a repackaging of what we already have so they could get? You know little credentials along the way as they work their way towards a full diploma, for example. So yeah, I mean, we're we're we're trying a little bit of this. A little bit of that, you know we were. You know, one thing is, is a postgraduate. You know, maybe working with our industry partners and

seeing what kind of training they would like to see and maybe pay their employees to take a course one night a week to, you? Know, 'cause? There's only so much you can shoehorn into ten months or 18 months. You know, there's as as we all know who's worked in the business. There's you know we only teach about that much of what they really need to know, and it's not until you've worked for about three to five years before you're really proficient in and are productive. You know, every firm is different to you, so I thought, well, you know, maybe maybe something along those lines. Something is skill based, competency based. You know, if you can do this and this and this and this and this, then you would qualify for this micro credential, something that firms. Would look at, you know this would be value to the firms and you know going that way. But yeah, like I say there are definitions are not nailed down to anything rather specific. We're still working on it. We're trying some pilots and but I think it could be useful. You know? I think it's something to look at. So sorry Bruce at the I know that in the past we used kind of a cost recovery method as instead of micro credentialing. Like you know, we had the UM, you know, and encouragement to package short programs that that industry could and students could attend, you know, and we we we. We did some surveying. We found that most people either like like a packed weekend like Friday, Saturday, Sunday to get 3/3 like 24 hours, 20 to 24 hours seems to be the Max number you might say to to work into a micro credential or a course that fits into a micro credential so. The problem, and I'm I'm sure this happens at other institutions, is that who does the work and who gets the money is always been a problem, right? So you don't have to be a qualified KPU instructor to teach it cost recovery program, but the money goes into general revenue. So in the CAD program for example, if we spend all this time generating these courses, you know getting paid for the courses. But the income from the course it just goes into general revenue. We kind of lose the incentive. You might say to say, well, what's the purpose of work now? We're just working harder to get paid, less to do another course, right? So I think that you know KPU is looking at it like, well, the cost recovery is not working because people aren't doing it because they're not getting benefit out of it and financially for the time they're spending, and so the micro credential has a different. You know, feel about saying like, well, why don't you just take a portion of an existing course and just teach that as A and like you said chopping it up because you've already prepared it largely and almost anybody can teach it 'cause it's only a 20 hour and it can be very specific to whether you're doing, you know, passive housing or or or lead. Now specs or you know you can focus in on a very narrow topic and just spend 20 hours on that topic alone. Maybe it's a introduction to Revit or something, but but we're definitely, you know, like finding that they're trying to find a model where there's an incentive for faculty to participate for the program benefit as well as student benefits. So I think it's coming. I think it's coming. Definition definitely necessary. Yeah, BCIT is doing a work about UG credentials and agile learning. They are doing info sessions for the the faculty, but off the top as far as I understood, it's more about associate certificate programs that we have at BCT which offers more kind of of professional development related courses. So still I'm not that clear on how we can link these. Micro credentials to other programs if they are overlapping and how we're going to manage them, but I know that we have 3/4 programs have already been approved under associate certificate levels and they are actually yes introductory level but very hands on information for the learners. Yep, right, you had your hand up first and then we'll go to aim and and how does that sound? Yeah, that works for me. Yeah, uhm, yeah, I I. I, I think there's a lot of issues around what we how we actually label micro credentials, what they are. We spent a lot of time trying to decide what the what a micro credential was. You know, I think we discovered or watched other institutions. Not representative this table, but other institutions that would take a CE course and re branded as a micro credential so and so. Anyway when we propose this to the provincial government they came back and said, well, we don't want you to call it the clean energy Efficient release program. We want you to call it the advanced skills for clean, energy efficient buildings and that sort of yeah you really do. It helps to have a a bit of a background before you take these courses. So advanced skills kind of makes it makes it makes sense and. Most of the things that you're talking about, you're actually providing advanced skills for somebody that already has some foundation skills. So the idea of incorporating advanced skills makes sense. I'm happy to share my screen to show you what our program looks like if you got time for it. Uh, yeah, but I'll tell you what will give you a couple of minutes. Ross certainly that sounds beneficial to everybody though. Yeah, because I can probably speak to a little bit better. Yeah, sure, please feel free. That's right, I might catch you off if you go too long. Let's see this kind of work here. I see it's, uh, it takes awhile for it to think. Yeah I can everybody see that OK? Yes yeah yeah. OK, so you might. You sort of see the clean energy

stream here and then you see the efficient building stream over here. And So what we're doing we just offered an introduction to clean energy. Then we introduction to portable takes, then we right now we're just wrapping up the designing photovoltaic systems. So we we decided that each one of these would be called a micro credential and then the whole package would be called a specialization. So for example, if students come down and take this stream here, they get their specialization. In portable take design, the other thing that we've done is, we've we've recognized that we want to go for external certifications, so the NAB step is so siate is a it's kind of a North American recognized certification and then down here with some work experience, you get the NAB set design certification. So that's just basically how the model works. Then we just did the same thing over here with passive house, and essentially what we did for this offering. We just sort of rebranded. The Passivhaus courses and actually I hired their instructors to teach the course, but the idea is that they we would provide a passive host specialization, but also if they students chose to get qualified to write the exam for Possibles Canada. Uhm, so the only the other thing that we're gonna be doing this fall is we've actually got a designated lab space that we're going to call our clean energy efficient buildings lab space. And we're going to offer kind of the more hands on course. It's like the installation PV, and then the past most trades person. Uh, and then in the winter term, I want to sort of work on this energy assessment and retrofit so energy regulations, building science and then energy assessment and then this retrofitting buildings for energy efficiency so. Anyway, I think that's probably gives you a sense of what we're doing. I think the key things is, you know, micro credentials lead to specialization and lead to external certifications, so it's not just a commotion certification, it's an industry recognized certification. Rescue of a minimum participant number. To run a program or like you know, it looks like your hours are are kind of in line with what we were talking about. Like under 20 hours and kind of the idea right? Yeah exactly like need eight students or need 12 students to run run the micro credential or how you how you basing that? Yeah we need 8 to run and actually the first time through we ran actually what we did is we stacked the little bit. I just invited some of our faculty members to participate. Uhm, so I mean what we want to do is build up an internal expertise so we we got some of our own faculty members participating, I think. I think everybody soon recognizes that they probably don't have the same expertise that we can bring in from industry. You know now, and that's another thing about doing this. We did this in online model here, so the the thing that. Was really beneficial for us as we got instructors teaching online from Vancouver or Barrie ON. You know, we could bring in these experts from across the country to teach these online courses and we did 2/3 hour blocks a week so. Anyway, that's probably enough of my stuff is great. This is hugely helpful. Really thankful that idea you put it up there for us. I think we can all learn something from your excellent work there already, so that's great name and you had some comments to make as well too. Uh, yeah for sure. I'm sorry. I apologize for him to hide my camera. My daughter is at home with me today so I have to kind of split with being a parent every few minutes. Gold and so yeah, I just wanted to add a little bit of first-hand experience or not. I guess second hand experience. The colleague of mine did the mass timber micro micro credential at BCIT and he found he he's been working for. You know 18 years and the micro credential for that one seemed to be targeted at people who had been in the industry for awhile construction mainly, but they got a lot in the design side of the fence so they I heard in staffing they were giving a report on it and they had like a number that they. The break even number a number they were hoping for, and then they actually far exceeded it, so they ended up with I think 100 plus who wanted to get into the micro credential and so they had like a cut off point and then they've developed a wait list and they're like OK. Well obviously there's hunger for that again, but they were waiting, I think to go over and back with them with with provincial government about it. And but what was interesting? What I found kind of hard to understand with the whole micro credential and I guess it would be the answer is. I guess it depends, you know would we do micro credential? Drafting so that someone could get a taste for it before they apply and spend a year or two years and like committed to it? And would that be something that we would then market to high school students or people in the trades? People who are like thinking about coming into this and then you're kind of taking little pieces and rip them down? Or are you aiming for people who are like working a higher level like like postgraduate? And at what level are you looking for and what kind of background you're kind of targeting it for and then from like a selfish POV? I look at this program and I. I won't put it up 'cause it's not as visual as what we just saw, but there's one time credit that's one or one course is 1 1/2 credits and then seven credit courses that are each worth half a credit each to add up to the whole program. And when Brad was telling me about it, there is multiple

assignments in each course and he has no idea how the instructors were able to do the amount of students. The amount of assignments, the amount of things, and I imagine from hearing the presentation back afterwards, I think it was really passionate people who just donated a lot of COVID Inc. Anxiety hours to developing and running this micro credential and so like I would be trying to get conscious of that as I could be if we were gonna. If we suddenly were talking about trying to develop something in our department for something like this. Yeah that was kind of just my take from what I heard. Greek comment on the financial aspect I I know that with some with cost recovery it the feedback is largely you participated and completed the course, so it it, you know, professional accrediting and so forth gets accomplished where a micro credential actually requires an authentic assessment. Uh, because the university now is looking at credentialing. So there are some significant differences when you look at my credentials compared to cost recovery for issue or. OK, so we're down to one hour last five Ross yet another thing, OK, will give you the chair with the floor back there. Well, just about. Just the cost here and so we did cost recovery, but we had an expectation that people would get at least 70% in order to qualify for the specialization. It's been a bit of a learning process because on the PV side we got some good. Marking going on so we could verify the students actually do the 70%. Passos Canada instructors are not used to that, so it's a little bit more difficult to do that. You know, they're used to that participate, you know he you get the credential, so we're working out some balance of getting in assessment. Uhm, anyway that's good. And and by the way, that was like the stream would cost about \$2500 to take. You know? So got complete stream or wait till the end. Yeah OK, so give you a sense of it so. Yeah, and and the cost of the mass. Timber was free, so that's I think added to the popularity of the master. Yeah, that's right. We, we don't do it. I'm gonna do it. We're down to the last few minutes and I I know that you know, really appreciate you guys time and we're compacting things a little bit, but uhm, does anybody want to share? You know we're in COVID were coming out of COVID and the restrictions, and, uh, I. I think I could probably list my. My favorite thing I learned about or gained from it and the worst aspect of it. And so I 'cause I think those are two important things that that you know, coming out of it. I'm definitely going to be modifying and changing some of the things I do universities. Obviously it sounds like all the institutions are kind of trying to learn lessons from what we just went through. And so you know briefly if you want to provide your favorite and your worst aspect of what you experienced through COVID. I know that mine is that. Missing the collegiality and the faces of my students is apparent, like, like, you know, month two months, a semester. But I'm going to, you know, be graduating people, or that I've never met and I don't like that. It it the missing the face to face and neck legality with my colleagues, faculty, colleagues and university colleagues as well. As, you know, sitting down with a student is something that can't be replaced, but there's no doubt about the fact. My favorite part is it's. Forced Dartmoor, our institution to really advance their investment into the technology that we've we've had to implement, and as a result the resource is in support. Have expanded tenfold that KPU to support faculty in their their online needs from software training and write down the blind there. So I think they've they've done a very good job providing Technical Support in such a difficult period, and I hope that continues 'cause it's been very, very helpful. So anybody else want to share their favorite and their worst? Lessons sure mine is easy. My favorite is not commuting. And my worst is not commuting. Because you're creating that community. As you know, both in both for faculty and students you know it was creating that community was the hardest, the worst, the most challenging. You know that you know that casual conversation when two students were walking down the hall, they bump into each other and you know, Sally says to Johnny. So how did you do on this project? Or how did you find a block for this or that, just that? Unplanned communication, and though the friendships that build within a class within a cohort, I mean, frankly, I'm still in contact with with like the click that I went through many years ago when I was in college. We still are in touch. You know, we we've spread out over there over the years, right? But you know that creating that community has been the most difficult and really, that that's really what we've found. Really hard online. I'm yeah, I'd probably use second brace on it as well. It's about like what they learned off each other and then the piece I want to hold on to the most is and every year we have students who are sick or have bereavements and her family. I have to miss time and they would scramble to catch up and some of them just can't this year because I haven't enjoyed having so much of my time recorded but it is given so many students a path to catch up where they're not just getting a few notes or five minutes here or there. They can go through the whole thing and that's something that I want to try and continue and make available. In a targeted way in future. Excellent point. It was also yeah. Mindy, maybe I'll go

ahead, Sam, I'll go after yeah other than the commute and flex and the providing the materials to students who are not able to attend and more working opportunities. Actually I was able to hire instructors because we had flexible hours. Now I'm struggling with finding instructors who can show up 7 at 7:00 AM at BCIT. Oh no one from industry can make that. So. It said to be. Yeah. So yeah, I discovered that in terms of teaching, I had one student who had consistently keep her camera on. Otherwise I was looking at her at rows of initials and that helped me so much to know that there actually was someone out there and they weren't just, oh, I'm here. And and then I'm I'm doing something else. I'm but I'm not looking forward to going back to my office with the tiny mismatched monitors. Other than that, I don't have it all. I have a nice big monitors. Fortunately. Yeah, definitely online has a lot of advantages and I think we all experience through that during this past year, and I think we're going to continue on to go online for awhile and we got a new normal Redmond. Not sure it's going to be the not a new normal coming so back to face to face right. So it's combination with two. The human factor definitely is important part of things, but online definitely has its benefits. You know we had a huge class sent. You know, early on we talk about class size, right? We have a construction as main class 75 students at in there, and it wouldn't. It wouldn't be online. It wouldn't be possible because the biggest room we have in the school was capacity was 40. So well, we have bigger lecture room, but it'll be difficult, so there's a lot of benefits and pros and cons. And I think we all know its way and see that coming. I think the next meeting we have more exciting things we share with each other. You know we got another normal in another. I don't want to call in the future, so. Not even sure what normal is anymore, but I I totally agree that the next year of adapting is going to be very interesting as our institutions and our programs kind of. Move into a new reality, I suppose, right? Anybody else? I think we just about got around the table here. I just went got Ross. Oh sorry, go ahead. Yeah well just a couple things that, uh, I had more participation at department meetings online and. No, just everybody was able to tune in and and fit us know fit that time in my speed into our. Time allotment, I had the instructor teaching from Vancouver for a year. I had a teacher instructor teaching from Saskatoon for a year and it actually worked so. So there there are some hidden benefits to it. The other thing that was a kind of beneficial because of COVID is our lab sections on campus were much smaller, so whereas we would put up 15 people into our machine shop, we were limited to 8 based on our COVID protocols, so students had a lot more personal attention that made scheduling a lot more difficult, but. Uh, it's kind of a hidden benefit for that so. Will have to see a. How we can keep the best of what happened last over the last year and carry that into the future? Absolutely. Mike maybe will let you speak you. We've been very quiet here today and and so do you have. Do you have anything to tell us? Nothing really to tell you, I really can't add anything to what I've heard from the other people. I will just. Summarize COVID, adaway toys. Tolstoy did. It was the best of times. It was the worst of times so many different ways. Uhm, generally I was when it happened like when everything shut down a year ago. My personal opinion was this is what technology needs to get out there to cut down on commutes. To cut down on the the healthy air quality and everything else right? Because without that. Nobody would have done it right and it would have kept on doing it and it's in society in general. As far as business goes, it's making a lot of difference teaching wise. Yeah, everything. Everything that everybody here is said. I agree with, UM, one things I really, really, really hated about COVID was it gave me an extra £12 that I don't want. So you know I'm gonna have to find a way to give that back, but other than that, no, like I said I'm gonna be retiring next May and I'll keep in touch. But other than that, no. I've adapted thanks a lot, Mike. Yeah but then. One more KPU person and we need to replace it. Yeah, I know, but thanks very much. Mike Edward will let you know the last comment and will look kind of close things up. Oh, actually, it's not about the you know pros and cons about the covert environment that we're working at. Just want because we're closing it closer to end, right? Let's go save anybody interested currently. Right now. Bring college. We are hiring early with about hiring way so yeah, it has been taking some time for us to get it right. Person. We're trying to hire A what we call the standard academic Committee member. It's not pack member and they. They need to look after different departments in a four year degree construction management program. So if anybody interested, yeah, shoot me a email and at with the brain coach.com, that'll be great and or you know anybody who are interested ranks so that it's a very good community joint. Actually, we have already have some from UBC SFU to join us and we'd like to, yeah we need to have more members to join us too, so that's all. Thank you. I think the conversation on hiring has been very helpful and and like the comment sections have indicated, some avenues that we might want to consider to help each other and coordinate and transfer information too. So you know, maybe by next year that can be a

major topic that we look at on how as an articulation committee we might be able to help each other a lot more in this area moving forward than we have in the past. I know we've done it, we've done it, kind of off the side in the past, but maybe we can formalize something where job. Postings and job searches are kind of circulated. A community wide effectively, so that's a really good topic to pursue. Sam, is it a short one? Very quick question. So to summarize of will everybody have a like blended learning in September is just BCIT which is face to face. So all of this is a combination of face to face, so I know the court I'm teaching in September will be 50% online and 50% in classroom with so primary. The lab the lab work will all be in in class and but the I'll probably still be recording lectures and providing a lot of other information online, so we're kind of coordinating as a faculty to see what works for students so that we don't have them coming and going and coming and going and so. A little bit of coordination is and and so forth, right? But we're definitely going to be big on blended, probably from this point. Moving forward right across the board. I think that percentage as well is something I really want to learn. I was thinking of that, so what's so 50% for KPU and 50% for VC? Commotion also, can I ask for that percentage? If you don't want 100% face to face? Oh, I see. And 100%. And for us we I have the old school meeting that is started 4 minutes ago and then we're I think we're supposed to get an update **there**. Oh I see. OK, well we have gone a little bit long and I know that's that's a, you know, an easy thing to do with this group. As always, I you know you're the comments and the participation is very insightful. I learn a ton from these sharing meetings and I wish we we actually had more time. I think we could probably talk all day long and. On these things, but uhm, uhm, really nice to see everybody and nice to know we're coming out of COVID and we've all kind of survived and maybe learned a lot of things otherwise that we would not have chosen to have to do. But I think we've come out stronger and maybe a more wise about the the weaknesses in our own systems and and will probably create more robust methodology and communication as a result, moving forward. And so with that I would just like to say good day and thank you very much and I need a motion to adjourn. And 01 there is 1-2 more things actually before I let you go. Don't we have to, you know, address, uh, the chairmanship. Obviously you know up in the chair for a couple years and so forth, and so certainly happy to let someone else take the reins or continue on for another year. So if somebody wants to step forward, we can have a vote. Otherwise I can kind of sitting here ready to do it another year by acclamation, if that's the wish of the committee. You're doing a great job, that's the quietest. This new thing ever get. I'm happy to support you. Continue on this chair. That's right. Doing fine job there seem that you can't step forward. I'm taking the quiet as being a vote for acclamation. So so sure, alright, you got me one more year, but somebody better be ready next year. I tell ya. **So**, uh, the other thing is scheduling next year's meeting, and I'm going to assume the last week, the last Wednesday in June is has traditionally been the best for everybody. I know VC. You finished up your courses and it gives you a chance to get your marking and things done. So without unless somebody has a real objection, we'll schedule again the the last Wednesday in June for next year and go with that. Alright, let's head nodding a lot of Greenman. Alright, let's go with that. So with that I need a motion to adjourn. **Motion** from Russ alright doesn't need to be seconded. We can all go home now. Not quite over to teach. Thank you very much everybody. It's really great to see you. Thanks for your help joining us. I see. Yeah, I see you all right. Bye bye bye bye bye.

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Commented [DM16]: Motion to Adjourn - R.Lyle 12:10PM

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