

BCCAT History Articulation Meeting
Monday, May 12, 2014
Northern Lights College, Fort St. John
Chair: Marcel Dirk (COTR)
Secretary: Alisa Webb (UFV)

Present: Alexander College (ALEX), Wayne Melvin; Athabasca University (AU), Jill Hunter; Camosun College (CAMO), Susan Johnston; Capilano University (CAPU), Adam Hill; College of New Caledonia (CNC), Sheldon Clare; College of the Rockies (COTR), Marcel Dirk; Douglas College (DOUG), Gail Edwards; Kwantlen Polytechnic University (KPU), Tracey Kinney; Langara College (LANG), Niall Christie; Northern Lights College (NLC), Eva St. Jean; Okanagan College (OC), Howard Hisdal; Selkirk College (SELK), Duff Sutherland; Simon Fraser University (SFU), Nicholas Kenny; Thompson Rivers University (TRU), Tina Block; University of British Columbia (UBC), Richard Menkis; University of British Columbia Okanagan (UBCO), Ruth Frost; University of the Fraser Valley (UFV), Alisa Webb; University of Northern British Columbia (UNBC), Jacqueline Holler; University of Victoria (UVIC), Simon Devereaux and Andrea McKenzie

Regrets: Corpus Christi College (CCC); Northwest Community College (NWCC); Trinity Western University (TWU); Vancouver Island University (VIU)

No response: Ascenda School of Management (ASM); North Island College (NIC); System Liaison Person, Robert Campbell; Thompson Rivers University, Open Learning (TRU-OL)

Guests: British Columbia Council on Admissions and Transfer (BCCAT), Associate Director, Transfer and Articulation, John Fitzgibbon; BC Social Studies Specialist Association (BCSSSA), Jen Harrison

The Chair called the meeting to order at 8:45.

1. Welcome and Introductions:

- a. Introduction of the Chair
- b. Welcome from NLC representative and Dean of Instruction, Academic and Professional Programs, Dr. Steve Roe, plus overview of the college
- c. Roundtable introductions from representatives

2. Adoption of Agenda:

- a. Motion to add a BCCAT report (LANG/OC – Carried)
 - i. Becomes item 6 before lunch; subsequent items renumbered

3. Adoption of 2013 Minutes (KPU/LANG – Carried)

4. Institutional Reports: Following the instituted minute taking practice, the reports have been summarized for their commonalities. In no particular order, the following represent the key themes from the reports:

- a. **Budget Cuts:** As in 2013, budget cuts remained a significant topic at the articulation table.
- i. AU, CAMO, CAPU, LANG, NLC, OC, TRU, UFV, UNBC, UVIC, and COTR all noted continuing and/or potential budget cuts.
 - ii. History programs are being affected, some by sections cuts, such as AU, CAMO, COTR, NLC, UFV, and UNBC. Others, such as CAPU, see section cuts likely in the coming year. Some programs, such as AU, CAMO, SFU, TRU, UFV, UBCO, and UVIC noted that retiring faculty are not being replaced and, in some cases, faculty on sabbatical are not being replaced by Limited Term Appointments or full-time sessional instructor funding. In the case of AU, one faculty member in History has been laid off. Both NLC and COTR noted the possibility of further cuts to History faculty in the coming year. NLC noted the History/PHIL/FNST position will decrease from 60% to 40%. COTR notes the ongoing precarious position of the sole History faculty member.
 - iii. LANG and UFV noted administrative desires to see an increase of international students in History as a way to bring in additional funds.
- b. **Curriculum Review:** Several reports – AU, CAMO, DOUG, TRU, UFV, UBC, UBCO, UVIC – noted upcoming and/or ongoing or completed curriculum review.
- i. In some cases, this involves evaluating the core of the program, while in other cases it means more clearly stating skills’ acquisition and learning outcomes/objectives across courses and the program. Others are looking to revitalize their courses and remove low-enrolling courses. Some are adding new courses in hopes of attracting additional students.
- c. **Unionization:** 2014 saw UNBC and UVIC successfully unionize their faculty. SFU is currently voting on the same issue.
- d. **Enrolments:** Enrolments continue to vary depending on institution. Some report slight increases (DOUG, LANG, SFU, UVIC), while others report steady (CNC, OC, SELK, UBCO, UNBC) or declining enrolments (CAPU, NLC, TRU, UFV, KPU).
- e. **History and the Community:** Various representatives noted efforts to engage their departments further with the community. CNC noted film series and speakers’ series; NLC will offer a dual-credit Pre-Confederation course this coming year, offering seats in HIST 103 to high school students; UBC is increasingly emphasizing public history, including podcasts, writing for popular audiences, and working within museums, as well as the inclusion of a public history component in all 200-level courses; and UNBC reports the ongoing placement of students, particularly graduate students, in museums in Northern BC and the Yukon.
- f. **Centralized timetabling:** DOUG, TRU, and UFV noted efforts on their campuses to centralize timetabling. DOUG noted the negative impact this has had on the History Department. TRU will begin using the system this coming year. UFV noted that an experimental implementation of centralized timetabling for one campus for one semester did not go well. For the time being, UFV has abandoned centralized timetabling. UVIC stated concern over conversations around this issue on campus and the potential for the same practice there.
- g. **Partnerships:** Two History representatives noted efforts to partner with other disciplines in their institutions. SELK will be offering a Rural Canadian History

course in support of a new 3-year rural pre-med program at the institution. KPU is working to establish agreements with the new school of traditional Chinese medicine and HOPS.

- h. **Report from BCSSSA** – As has been prior practice, the report from the BC Social Studies Representative is offered in full.
 - i. This year's province-wide conference, held annually in October, will be on "Geographical Thinking."
 - ii. The representative noted that curriculum changes have been drafted for the K-9 curriculum. At this time, they are awaiting decisions on the graduation program (10-12) because these will impact what is possible within the K-9 program. At this time, there is movement towards removing Social Studies 11 as a provincially examinable course and revitalizing and restructuring the 10-12 curriculum to increase student interest in History.

5. Discussion Arising from the Reports:

- a. LANG proposed a discussion on **student issues, particularly late assignments**. The representative noted increasing instances in which students do not hand their work in or hand it in very late, regardless of penalty. LANG wondered if other institutions were seeing similar trends and, if so, how they were dealing with the problem. Several representatives noted similar trends in their departments.
 - i. Institutional practice varied. UNBC policy is to not accept any late assignments. UFV noted similar discussions had taken place, but, for the time being, professors continue to decide late paper policies individually. This is the practice at KPU and CAMO. UVIC and SFU require students to complete all coursework in order to assess the student a grade. If assignments are not done, the student is awarded an incomplete grade (called different things at each institution) and given 30 days to complete the work. If it is not completed, the student receives no credit for the course. At DOUG, students must complete 70% of coursework and at LANG students must do the final exam to receive a grade.
 - ii. Group discussion explored not only institutional practice, but also the nature of our current student body, particularly the pressures they face owing to work and school, family commitments, program demands, extensive volunteer work, and mental health issues. Various representatives agreed that students are strategizing when it comes to their assignments, with some deciding not to do certain assignments even though this means a lower grade.
 - iii. From there, ALEX and CAMO, in particular, noted the use of writing centres, learning services, librarians, and other on-campus services to aid students in completing their assignments.
 - iv. COTR noted discussion around removing F grades from student transcripts; UFV shared its late withdrawal policy and noted institutional discussions around a "fresh start" program which would allow students to wipe a certain portion of their academic record clean.
- b. CNC wished to explore the issue of **international students using online translation services**, such as Google Translate, to write their papers.

- i. DOUG and KPU stated that they flag these as cases of plagiarism because “mechanical translation” has been used.
 - c. UFV transitioned the discussion from the specific issue of online translation to the more general topic of **international students, challenges, and History**. The representative noted, alongside LANG, administrative desires to see an increase in international students.
 - i. UFV then noted the suggestion of tailoring courses to international students – a topic of much debate.
 - ii. ALEX, catering to 1000 international students, noted their process of supporting students as they learn Canadian History.
 - iii. LANG stated that the institution is now reserving sections for departments which attract international students. In addition, such students have privileged registration times and privileged status on wait lists.
 - iv. AU has several international students and relies on “Write Site” – a service for students that helps them with their work.
 - v. NLC noted a divide between domestic and international students at the college, with growing animosity and hostility being fueled by political and economic situations in the North.
 - d. DOUG raised the issue of **student reading** which, while an issue with international students, it also problematic for domestic students. The representative noted student difficulties in reading longer and/or more challenging pieces. With a seeming decreasing skill set around reading, the representative wondered if privileging text in our courses is part of the reason for student difficulty.
 - i. BCSSSA noted that some of these problems stem from the K-12 system. Students there are often not reading, plagiarism is relatively common, and students often do not hand their work in on time. Teachers are required to accept the work even if it is late because, according to the arguments around learning outcomes, the student is to be assessed on the work they do, not on their ability (or inability) to submit it on time. In addition, the representative noted the near impossibility of holding students back. In short, good work habits are not being instilled and there are few consequences for students who do not possess them.
 - ii. Some stated departmental practices aimed at getting students to read, such as increasing weekly assignments and quizzes (KPU, TRU, DOUG) and increasing marks for participation (CAMO).
 - iii. Shifting the conversation to our expectations in History around text, UNBC and UFV noted the need to model reading practices and teach our students how to read. COTR noted how much History actually does when it comes to developing “English” skills.
 - iv. DOUG returned to the issue of our expectations in the classroom, wondering whether it is vital, for example, for lower-level students, likely taking History as an elective, to read scholarly works. What do we actually need those students to be able to do?
 - v. ALEX suggested looking at those pieces which kill enthusiasm for History. At the lower-level we should be looking to instill passion in the discipline. What

might this look like? Increase experiential learning? Ensuring more lively classrooms?

6. BCCAT Report:

- a. JAM: To be held November 14, 2014 at the Radisson in Richmond
 - i. Chairs, institutional contact people, and system liaison people in attendance
 - ii. Chairs discuss what it is like to manage the group and make the BC articulation system work
- b. BCCAT founded on disciplinary committees; meetings important:
 - i. Allow us to send articulation requests with confidence, knowing about the other institutions and faculty
 - ii. Allow us to see equivalencies between universities and colleges
 - iii. Highlight issues we may be facing, allowing for advice from the BCCAT representative
 1. Main reason for attendance at meetings
 2. Can also advocate to government on behalf of system
 - iv. BCCAT reviews the effectiveness of the disciplinary groups
 1. History and Math are currently the most efficient groups
 2. BCCAT currently working on a study examining these two groups as models for other articulation groups
 - v. New resources: Info System coming online with lots of resources and an interactive section; new report on learning outcomes and the impact on transfer credit
 - vi. Upcoming reports:
 1. Dual credit
 2. Block transfer
 - vii. Canadian interest in BCCAT – Alberta and beyond
 - viii. Further developments:
 1. Exploring ways to share transfer info re: international transfer decisions (course by course sharing)
 2. Potential ways to re-define majors based on learning outcomes

The group broke for lunch at 12:05. We reconvened at 12:50.

7. Joint Articulation Meeting:

- a. No report from a committee member on 2013 meeting
- b. BCCAT representative reported on what happens at JAM:
 - i. Sharing student mobility statistics
 - ii. Exploring teaching, learning, and articulation – what makes our courses equivalent requires a conversation about what we do
- c. New system liaison person needed for History – must be a Dean/administrator

8. Learning Outcomes:

- a. UFV provided an update on activities there, including the existence of institutional learning outcomes (ILOs), program outcomes (POs), and individual course learning outcomes/objectives and the alignment of all three; further, departments, including

History, are starting to look at course learning outcomes/objectives when considering transfer. Discussion ensued, with representatives exploring issues around academic freedom and learning outcomes, the benefits of learning outcomes, the differences between outcomes and objectives, the role of the student in achieving learning outcomes, the pressure from above to implement learning outcomes, and the complicated issue of measurement.

- b. DOUG raised the issue of increasingly condensed official course outlines and expressed concern that this might pose a barrier to articulation. UFV stated the same. Representatives are encouraged to contact departments directly if they have any questions or concerns re: articulating courses based on these new forms. Additionally, both institutions have removed the course designer from such forms. Discussion ensued around BCCAT guidelines re: course developers and transfer of courses.

9. Correspondence:

- a. The Chair sent a letter to the BC College of Teachers (BCCT) supporting a call for increased history education for future teachers. The BCCT will be discussing the letter in the coming week and a response to the BCCAT History Articulation group will be forthcoming.
 - i. The suggestion was made to potentially send the letter to various universities' education departments.
 - ii. Members were reminded of the context of the discussion. The BC Social Studies' Association representative had updated members in 2013 about shifts in the curriculum. One shift – the decrease from 2 required courses in Canadian History to 1 required course – was made in response to Alberta's practice of only requiring one course. Problematic, though, is that simultaneously BC removed the requirement for History at all, instead allowing future teachers to choose one course from 7 different disciplines, including History. Representatives from various institutions supported the ongoing discussion around this issue and our group's support for amending the policy to once again require future teachers to take Canadian History.
- b. The Chair was thanked for writing the letter on behalf of the group.

10. Turnitin – NLC:

- a. NLC reports success in using Turnitin software. With increasing rates of academic misconduct – particularly plagiarism – NLC purchased Turnitin. Since then, NLC reports a significant drop in workload stemming from trying to identify plagiarism and find evidence of it. Further, Turnitin also catches cases of students using the same paper for more than one course. All students are informed that Turnitin is being used in their courses. Response has been positive, with NLC often using Turnitin as a learning tool for students.
- b. NLC contacted a Turnitin representative over using the software in Canada and was assured:
 - i. Student copyright is protected;
 - ii. Student information cannot be shared with any other agency;
 - iii. Turnitin can only use student information in order to provide the service;

- iv. If Turnitin is used with an online learning platform, such as D2L or Blackboard, even less information is shared with Turnitin; and
- v. Purchasers can pay an extra fee so that Turnitin will not stockpile essays.
- c. The NLC representative will send further information on Turnitin to the listserv.

11. Appointment of Incoming Chair:

- a. As has been customary, this year's secretary, Alisa Webb (UFV) will become next year's Chair.

12. Election of New Secretary:

- a. Howard Hisdal (OC) volunteered to take on the secretary role for the coming year. Acclaimed.

13. Date and Place of 2014 Meeting:

- a. Meeting to be held at KPU in conjunction with BC Studies Conference
- b. Meeting to be held at Richmond campus to facilitate easy travel and accommodations
- c. Meeting date: May 11, 2015

14. Motions of Thanks:

- a. To local organizer NLC (OK/LANG – Carried)
- b. To the secretary (KPU/DOUG – Carried)
- c. To the incoming secretary (UVIC/UBC – Carried)
- d. To the Chair (UNBC/CAMO – Carried)
- e. Applause all around for a well-attended, well-organized meeting

Motion to adjourn (CNC) at 1:50 – Carried