

Hi, Jackie (sorry, Jacqueline) hope all is well.
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Minutes of the History Articulation Committee Meeting, 3 April, 1987

Chairperson: A. Yarmie (Cariboo College)
Secretary: A. Seager (Simon Fraser University)
Attending: D. Thomson (Okanogan College)
P. Whyte (North Island College)
C. Carr (Malaspina College)
R. Campbell (Capilano College)
A. Smith (VCC-Langara Campus)
P. Weber (Northwest Community College)
T. Thorner (College of New Caledonia)
J. Gresko (Douglas College)
D. Lomas (East Kootenay College)
T. Frohn-Nielsen (Kwantlen College)
W. Sloan (Selkirk College)
H. Brown (Malaspina College)
J. Huzel (University of British Columbia)
J. Hendrickson (University of Victoria)
S. Meen (Open Learning Institute)

Regrets: R. Smith (Fraser Valley College)
J. Gaston

CALL TO ORDER

At 9:30 AM, The Open Learning Institute. Greetings and introduction by Mr. Ian Muggeridge.

PROFESSIONAL DEVELOPMENT

The morning session focussed on problems of pedagogy with a presentation and discussion led by Dr. Tony Bates, Professor of Educational Media Research, The Open University, UK.

Professor Bates gave an overview of the uses of the media in distance and adult education, with particular reference to History, showing on video extracts from Open University materials such as the film, "Essen in the Third Reich." The burden of the message was that films and videos should be used much more critically, creatively, and selectively, as opposed to the traditional passive approach of simply switching on the tube. Students should be guided through the materials, using play-backs, study questions, and the like. The burgeoning of the VCR, now

possessed by approximately 50 per cent of the population, raises new possibilities, providing relevant programming is available. The highly centralized British system was contrasted with the fragmented character of distance education in Canada, with a resulting logjam in production. These are problems that new legislation proposes to address in British Columbia; within the historical community there seems a growing consensus in favour of co-operative approaches.

The members found the presentation extremely interesting and thanked Sharon Meen for organizing the session.

BUSINESS MEETING

Agenda: Adopted as presented

Minutes of the Previous Meeting, 25 April 1987, were adopted as circulated, with one amendment to the Langara report moved by Andrea Smith who reported the following revised statistics on enrollments there in History:

In 1980, a total of 50 sections enrolled 1292 students
In 1986, a total of 33 sections enrolled 1265 students

Business Arising from the Minutes

In reference to the Committee's expressed concerns over the University of British Columbia's new controls over admissions to the Faculty of Arts, correspondence dated 16 June 1987 was received from President David Strangway, with an enclosure dated 26 May 1987, from Dean Robert Will. These are appended to the Minutes, as they bear careful reading by those teaching or advising prospective UBC entrants.

Other

Correspondence: Performance of College Students at University

A letter received from Jim Jamieson, Student Counselling and Research Centre, UBC, dated 14 May 1986 responded to our inquiries regarding the performance of college transfer students in History. The numbers per college per discipline are too small, he suggests, for meaningful comparisons. Some rough notes on the performance overall of transfer students per college indicate that the three ranking institutions over

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FACULTY OF ARTS
OFFICE OF THE DEAN

May 26, 1986

Thank you for your letter of May 12th.

Both the purpose and nature of our Senate's resolutions of April 23rd have been misunderstood, so I welcome this opportunity to clarify.

The purpose of the action taken Senate was to stabilize enrolments in the Faculty of Arts at approximately their current level by controlling, beginning in September, 1986, the number of new admissions. The maximum figures set for admissions directly from Grade 12 was 1500 (compared to 1484 such admissions in September, 1985) and 750 admissions through transfer from the colleges and other universities (compared to 749 admissions from this source in September, 1985). It is important to note that the effect will not be to reduce the number of students admitted to the Faculty of Arts in September, 1986, or later years, either from Grade 12 or by transfer, but to preclude the kind of increase in new admissions we experienced this past year, which, if repeated, would be beyond our capacity to cope.

New admissions in the Faculty of Arts increased by 364 students in 1985-86, an increase which, when account is taken of promotion or progression into later years, represents some multiple of this figure when translated into its impact on total enrolments in the Faculty in three or four years' time. Between 1981-82 and the academic year just ended, total enrolments in Arts increased by 8.9% from 7559 to 8230 FTEs (full-time equivalents), but during the same period the number of faculty in Arts was reduced by 10.6%, or by 56 persons. A further reduction in teaching personnel will be necessary in the coming academic year, unless our 1986-87 budget, still not finalized, is better than we have reason to expect. These trends in enrolments and the resources available to service them clearly cannot continue, if we are to maintain standards and retain our reputation of offering a good undergraduate education.

Enrolment controls are not new at U.B.C., and have effectively been in place since the mid-1960s when the decision was made to develop the other two universities and the community colleges, as a means of relieving

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pressure on U.B.C. at a time when the post-secondary student population was expanding at its fastest. Despite the alternatives now available, U.B.C. is the preferred institution to many more students each year than can be accommodated, or is consistent with our objective of not allowing the university to become too large. Our size is controlled, and our standards maintained, by our posted admission requirements, which many students completing Grade 12 cannot meet. These requirements were last raised in 1979, when they were stated in terms of the present minimum G.P.A. (grade point average) of 2.5 in nine designated Grades 11 and 12 subjects (including Grade 11 language). The number of students meeting these requirements has now increased to the point that we have had to place a cap on new admissions, from Grade 12 of 1500 for the Faculty of Arts, and 1400 for the Faculty of Science. This we would most likely have done, even if our financial situation were other than it is. It is simply not a tenable proposition that U.B.C. should be open to all students, whether from Grade 12 or by transfer, who wish to come.

I would now like to say something about transfer students, since it is our action in regard to this category of student that has caused the greatest concern. To reiterate, we will not be admitting fewer transfer students from the colleges and universities than we have in the past; as in the case of admissions from Grade 12, these will remain at their present level, which is about 750 per year. Nor did we address the issue, as some suggest we should, of the difference in the minimum G.P.A. required of transfer students (2.0) and students admitted from Grade 12 (2.5). The sole objective in placing an upper limit on transfer students is to preserve our present mix or proportions of students entering from Grade 12 and through transfer from the colleges and other universities, and to have the impact of our enrolment control felt equally by both groups. I do not think we can defend a policy of enrolment control that places the incidence only on admissions from Grade 12, especially in view of the higher admission standard already required of students entering directly from high school.

The following data on the number of composition of transfers into the Faculty of Arts from the colleges and universities in the past four years are revealing:

	Into 2nd Yr. from		Into 3rd Yr. from		Total
	Colleges	Universities	Colleges	Universities	
1982-83	272	133 (405)	85	80 (165)	570
1983-84	303	164 (467)	110	94 (204)	671
1984-85	294	166 (460)	133	108 (241)	701
1985-86	318	182 (500)	135	114 (249)	749

First to be noted is the nearly 23 per cent increase in total transfers during this four-year period. Admissions from Grade 12 increased by only 13 per cent during the same period. Secondly, slightly over two thirds of students transfer to U.B.C. after only one year at a college or other university, and the trend to spend a shorter time at the first institution, especially the other universities, is growing. A great many, perhaps a majority, of the students who transfer after one year do not have a Grade 12 standing that would have gained them admission to U.B.C. a year earlier. When the colleges were established, it was the expectation

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that students in academic programs would normally transfer to the universities after two years. This is not happening with transfers to U.B.C. — 68 per cent of college transfers into Arts in 1985-86 were into Second Year.

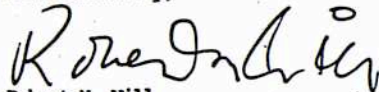
Our new limit of 750 transfers from the colleges and universities for September, 1986, applies to transfers into Second and Third Year. We have specified further that no more than 450 of these transfers be into Second Year, a figure slightly below the number admitted into Second Year in September, 1985. This could result in a few students having to stay at a college or university for a second year, rather than transferring to U.B.C. after one year, as the majority now do. Our capacity to accommodate transfer students would increase if more remained at their initial institution for two years, for the simple reason that a transfer into our Second Year requires three student-years to complete his or her program at U.B.C., while a student transferring into our Third Year requires only two. If the present trend of transferring after a single year spent at a college or university could be reversed, I see no reason why we could not increase the overall limit of 750 we have now placed on transfers.

You mention that "U.B.C. would move into a category like that of a graduate school if its freshman enrolment dropped too low, and this would mean less grant money". I think I have emphasized that the measures we have taken will not reduce our undergraduate enrolment, nor will they reduce the number of transfer students admitted below the current figure.

There is indeed an injustice when young people, intent on and capable of pursuing a university education, are prevented from doing because of limited access to our post-secondary institutions. When the problem is one of too few resources in the system, and this appears to be the situation under which we are all working today, there is bound to be inconvenience and, unfortunately, even denial of opportunity. In making our response to the need to control numbers, we have sought to be fair to both students entering from Grade 12 and those who come to us from the colleges and universities. If we were to place an overall limit on admissions, but leave uncontrolled transfers from the colleges, our ability to admit Grade 12 students would decline sharply, given the present trend in transfers. To be fair to students wishing admission to U.B.C., we have also approved a regulation making it more difficult for a student, once admitted, to remain, unless performance is satisfactory.

I trust that the above has been of some help. Again, thank you for writing.

Yours sincerely,



Robert M. Will
Dean