

HISTORY ARTICULATION COMMITTEE
MAY 6, 1999
MINUTES

Present: Chair: John Belshaw (UCC). Secretary: Gwyneth Lewis (Langara). Clarence Bolt (Camosun); Towser Jones (Capilano), David Holm (CNC), Donna Lomas (CoR), Jacqueline Gresko (Douglas), Tracey Kinney (Kwantlen), Andrea Smith (Langara), Clarence Karr (Malaspina), Simo Nurme (NIC), Tom Roulstone (NLC), Wayne Axford (VSB), Maury Williams (OUC), Diane Purvey (OLA), Jim Huzel (UBC), Gordon Martel (UNBC), Pat Roy (U. Vic.), Bruce Shelvey (Trinity Western).

Regrets: John Hart (NCC); Edward Ingram (SFU), Bonnie Huskins (UCFV), Bill Sloan (Selkirk)

Agenda: adopted (Lomas/Holm).

Minutes: accepted (Jones/Lomas)

Business Arising:

PLAs: --UBC is in process of implementing PLAs
--seems to be a non-issue for history, on the whole

Representatives from other institutions: Nicola Valley, Institute of Indigenous Government, Yukon College, all of whom list history courses, were contacted about the articulation meetings but there was no response.

High School Representative: we are glad to have a representative; getting a name and finding the person was not easy, and it was not clear until the last minute that we would have one.

Articulation request from Nelson College: M. Williams reported that a request for articulation of a history course was made to Okanagan UC. They have a transfer arrangement with Gonzaga. BCCAT may need to be informed.

Library Issues. This was a major item of discussion.

Concerns for individual institutions:

Coming next year for many colleges: a 50% cut in library funding.

UBC has no funds for phase two of the Koerner Library, and the site for expansion (Math Building) may be declared a heritage site. Koerner Phase One will be full soon.

UBC has also cut back its purchase of serials.

Malaspina failed its accreditation by the Association of Universities and Colleges in Canada, at least in part because although the library resources are quite good now, there is not enough money in place for the future to maintain the library. (Current holdings are good, e.g. CHIM, staffing levels are fine.) Internet access seems not to be enough, in the eyes of the accreditors.

College of the Rockies: library extended hours for students, but cost came out of book budget.

Capilano library cut purchase of serials, not of books, which is fine for a while, but it is hard to get recent material now; not much history available on line.

System wide concerns, solutions:

On line journals are fine for recent material, often also for first year students, but not for

any more advanced courses.

Purchase of journals by instructors to offset library cutbacks, despite tax cut, is a slippery slope... Use this as matching funds?

Cost of journals is very high (potentially 70% of a university library budget might need to go to journals)

Consortium may be the answer for this; "in text journals"; not always good for history.

Book ordering for history is often the responsibility of someone who is also responsible for many other departments, so book ordering becomes the individual responsibility of instructors, departments. It also means there is often no clearly defined budget for any one area.

Need for a good library for e.g. history is clear, but making the point that we need a good library just as much as the sciences need good labs won't work; they don't have enough money either.

Under staffing is a major issue as well.

Fund raising: funds get spent very quickly, not a long term solution?

Accreditation time is when this all comes to a head; cf. Malaspina's experience, above.

Action: it was agreed that we need to take action, as follows:

1. Survey.

- A. --names of head librarian, institution president, relevant dean, chair of education council: we will want to contact them once we have our survey completed.
- B. --% of operating budget applied to libraries
- C. --% of that, that is materials purchase.
- D. --a sense of how much of the materials purchased are for university transfer courses
- E. --% spent on journals?

2. Letters: a series thereof

- A. --to librarians, CEOs etc. (see Survey A): how can we work with you on this?
- B. --minister, premier (need quote from a document here, e.g. Malaspina)
- C. --work on letters with partners, e.g. Veterans, native groups, student unions?
- D. --letters to media???

Report on BCCAT Meeting, Nov. 13/98. Gwyneth Lewis

The following were discussed:

Articulation is more complex now: many more universities, university colleges, and colleges involved. Hence the following issues:

- 28 public institutions each valuing autonomy; so no imposed solutions possible
- pressure to be unique for new granting institutions
- sending institutions constrained by innovations

Models for articulation.

- ideal: a cross Canada protocol for credit transfer, similar to that for universities. Note here that Ontario has no provincial transfer guides for community college - university transfer.
- actual and most common: course by course transfer; works, but could be improved by block transfer.

--still, multilateral preferable to bilateral for transfer

Transfer Innovation Committee is the new way to go, since block transfers are inflexible. Heading here towards e.g. flexible pre-majors (see below).

Student problems with transfer:

- transcript uniformity for BC needed
- transfer credit not always granted: course may not be articulated, or same course taken twice only gets one credit.
- little educational planning by students. Handbook is being planned to help with this, on what information they need, and where to find it.
- GPA drop in first semester of transfer: culture shock (larger classes, less accessible instructors)
- problems with pre-majors

Pre-major transfer issues

- should receiving institutions accept sending institution students without exact first and second year prerequisites? The buzz words here: "pretty good fit".
- should the onus be on the receiving institutions to justify their prerequisites?
- work towards a multilateral pre-major agreement.

Electronic Transfer Guide

- is this available at each college library?
- how easy is it for students to find BCCAT web site from college web site?

High School teachers

- need to be involved in these issues, e.g. student educational planning.
- self-selected group, preferable currently teaching (not administrators)
- problems they have with articulation meetings: lack of notice, lack of agenda, no minutes, venue of meetings
- problems they report for their students: maturity levels, with lists in programmes, variable literacy and numeracy levels

Articulation Committees: recommendations etc.

- try to keep round-table reports out of agenda; just have info. to circulate
 - content of meetings could include e.g. sharing of final exams
 - try to have common template for e.g. PLAs for reporting back
 - communicate between meetings on e.g. listserves
 - more than one meeting per year?
 - train chairs of articulation committees
 - have chairs that are high profile in their institutions so they have more clout
 - keep in touch with liaison administrators
- (NOTE here that our liaison administrator is Karl Koth)

Discussion arising: History Pre-majors issue.

1. Considerable variation in pre-major requirements, from very small (e.g. UBC: 2 lower level history courses or consent of the department, U.Vic. eliminating recommended prerequisites) to very specific to a college (e.g. UNBC)
2. Fulfilling the pre-major requirements a real issue for many students:
 - they can often take courses concurrently, or perhaps OLA could fill gap?
 - this still impacts on how long it will take them to finish their degrees, and hence impacts student loan situation, etc.
 - impacts on choice of where to transfer
 - NOTE here impact of web courses, e.g. methodology course at UNBC

3. Where prerequisites not required, a problem potentially for the institutions:
 - basic literacy
 - command of basic historical concepts
4. Other issues:
 - Malaspina: administration insisted on prerequisites, not department
 - level of enrolment may affect prerequisites: when enrolments are stable and high, prerequisites may well reappear in institutions now dropping them.
 - prerequisites on a course by course basis an issue, as well as pre-majors.

Reports from colleges, universities, university colleges:

1. For questionnaire results, see Appendices.
2. Trends apparent from Appendix B (Faculty and Course changes): net loss of 7 faculty, net gain of 24 courses.
3. Among new courses, several are experiments in multi-disciplinary courses (Capilano, Douglas, Kwantlen)
4. Trends apparent in discussion: enrolments up, with long wait lists; pressure to shift directions (on line, summer courses, one term courses); some pressure to contract because new courses, although full, not funded.
5. Discussion of computers: access ranges wildly:
 - Malaspina: Pentium in every office
 - Trinity Western: a new one every two years
 - NIC: college funds a computer in office, dept. upgrades it
 - CoR: one in every office, but taken from Science labs ...
 - Kwantlen: one in every office, but you get to share offices as a result
 - Langara: occasional second hand ones available, but none for next 2 years
 --more than half, have a computer for every faculty member

6. Here are narrative highlights:

- UCC:
 - too many upper level courses resulted in soft enrolments
 - more pre-majors
 - library an issue for long term planning
- Douglas
 - 2nd year numbers soft
 - problems with getting second year level credit for unassigned courses in transfer arrangements
 - Web site being developed
 - development of 'learning communities', e.g. BC Studies
- Malaspina
 - very full, very long wait list, lots of majors, minors
 - 3rd, 4th year up
 - BA, BEd concurrent degrees and need for two teaching fields accounts for some minors, by 2/3 majors are regular stream, not concurrent
 - compressed course (6 hrs/week, second half of semester)
 - 3 books out by faculty this year
- OU
 - development of 'directed studies': successful but time consuming
- CNC
 - part time position phased out, no new prospects
- Capilano
 - summer school money has been added to base budget
 - administrative duties up, no remuneration
- Okanagan
 - very active programme: student history clubs, students on to grad. school; faculty have grants, publishing

- strong enrolments, wait lists
- issue: over producing (108%), so must bring it down, i.e. deliberately reduce enrolment to c. 95%.
- impact on smaller campuses especially, e.g. Salmon Arm
- External Studies going well: Fall 2000 to Austria, Hungary.
- UNBC --tenure and promotion going well, but large number of sabbatical leaves due soon may cause a problem
- courses are thematic, not narrative, e.g. history of gender, environment
- history enrolments up, greater increase than in UNBC as a whole, despite its becoming an applied science university.
- Honours programme to be in place this fall, first in university
- courses going on web: one per year is plan.
- methodology course on web soon; important for transfer students
- by Sept. 2000, a BEd degree in place, will affect enrolments
- library gets good proportion of budget
- Nor. Lights --Tom Roulstone has finished new book
- looking to early retirement
- U. Vic. --retirements, not always to be replaced, a major issue for the future
- CoR --more emphasis on AA degrees, more 2nd year flexibility
- NIC --issues on how to serve smaller centres: ITV, Distance Ed.
- Kwantlen --high enrolments because of on-line courses
- ITV courses not doing well; only partly on line (seminars yes, lectures no); enrolments only if regular courses full; completion rate poor
- history is working with new business degree; allows new developments e.g. 3rd year history of the philosophy of science
- pressure to expand in the summer, but funding an issue
- talk of eliminating chairs: too much work; so use Deans instead
- Trinity Western --20% growth in History Department
- Web site planned
- UBC --a lot of early retirements, not all replaced
- new courses to be 3 credit, not 6 credit; others to change
- registration up for 3rd, 4th year
- Web site to be revamped
- big new issue: new Foundations course; will impact numbers, prerequisites, etc.etc.
- Camosun --Clarence Bolt has finished new book
- course full, as they have been for 10 years!
- Langara --new course development, no new funding: how to keep foundation courses and encourage new directions, fill new needs an issue
- at more than 100% FTE, but no new funding as a result

Report from the High School Front: Wayne Axford

Wayne brought along copies of texts, tests, etc. Discussion of general issues: library, resources also an issue in High Schools; e.g. new course coming soon: cost is \$80,000.00 with new texts for 10,000 students. Other issues:

1. Students going to university need courses that are government examinable, have opportunity for very high grades. Literature, history do not offer high GPAs, so students driven away.

This is a serious issue for the Social Sciences! Requirements to get in to post secondary need revising (although note that many, e.g. colleges, university colleges have open door policies).

2. Revision of curriculum for Social Studies; more emphasis on applied skills.
3. Change in student profile.
4. Social Studies 11 is last of required courses for graduation. A new course, First Nations 12, will soon become the equivalent of SS 11. It is intended to help First Nations students, but is available for all, so that means that students who take this option will have very limited knowledge of Canadian, European history. Poor preparation for college courses.
5. History 12, Geography 12 have no prerequisite.
6. Task Force on teaching Social Studies, its purpose etc. : ministry web site bced.gob.bc.ca
7. Resources have improved over the years; document based.
8. Fall conference: workshop presentations for e.g. modern modern stuff. Get in touch if interested.

Report by Finola Finlay, BCCAT:

Much of this is contained in the report, above, on the Nov. meeting. The emphasis today was on pre-majors. We need to define a single set of courses which would allow access to any receiving institution; to evolve 'descriptive pathways' for this, and to set up courses 'in lieu' where a sending institution may not offer a specific course required at a receiving institution, but has a course with enough content that a student who had taken it would not be disadvantaged in the receiving institution's courses.

The big news here is that money is available to bring people together to write a short report on transfer innovations. June is the deadline for the proposals, year end for the report. More information: www.bccat.bc.ca

Next year:

President: J. Gresko, Douglas College **Secretary:** Clarence Karr, Malaspina
Place: North Island College, Port Alberni Campus **Date:** Thursday, May 4.

Suggestions arising for next year's agenda:

- discuss pre-majors, how to coordinate them
- issues with summer courses
- province wide programmes for External Studies?
- impact of UBC Foundations programme; potentially disastrous for transfers?
- Web page?

Submitted June 10, 1999
Gwyneth Lewis

