

Minutes
History Articulation Committee
May 2, 2022, Hybrid (Zoom and In-person)
In person location: Aboriginal Gathering Place, New Westminster Campus, Douglas College
9:00am – 3:00pm

In attendance:

Tracey Kinney, KPU Chris Clarkson, Okanagan College Chris Morier, Camosun College Niall Christie, Langara College Michel Ducharme, UBC-Vancouver Peter Cook, University of Victoria Tina Block, TRU Adam Rudder, Fairleigh Dickinson University Daniel Kae, LaSalle College Nanci Lucas, Capilano University Tim Lewis, VIU David Gossen, University Canada West Adrianna Bakos, UFV	Marcel Dirk, College of the Rockies Lee Blanding, Columbia College Sarah Walshaw, Simon Fraser University Jessica Hemming, Corpus Christi College Chris Moon, BC Social Studies Teachers Association Sally Mennill, Douglas College Jessica Stites Mor, UBC-Okanagan Patrick Best, Coquitlam College Dana Wessell-Lightfoot, UNBC Sebastian Huebel, Alexander College Rob-Roy Douglas, Northern Lights College Duff Sutherland, Selkirk College
Guests: Fiona McQuarrie, Special Projects Officer, BCCAT; Cedric Bolz, Douglas College	Chair: Duff Sutherland Recorder: Lee Blanding

1. Meeting was called to order by chair Duff Sutherland (Selkirk College).
2. Approval of Agenda
 - Approved by consensus
3. Adoption of minutes of Minutes of May 10, 2021
 - Amendment from Chris Clarkson: The line that reads, "-Also developing an applied BA in Legal History," should read, "-Also developing a course in legal history for a proposal for an Applied BA in Criminal Justice."
 - Approved by consensus

4. Committee member Institutional Reports:

Tracey Kinney, KPU

- Finally returned to complement of faculty that they had 5 years ago prior to wave of retirements
- New hires: Kari North 100% regular hire, focus on Mediterranean region in late medieval period; Clement Tong 50% regular hire in History, focus on East Asia
- Two more retirements in 2024
- Program review completed with help from Niall Christie and Sally Mennill; painful but useful process that facilitated the two hires above and final curricular revisions shifting from area studies to thematic studies
- 10 history-focused practicum placements
- 2nd year methods course, recommended in the program review, moving through the articulation process
- Teaching loads: no changes despite fear that 25-seat seminar courses would be bumped up to 35 seats
- KPU is keeping 25% of courses online ('the new KPU'); in history department, 1 online course per faculty member, per semester

Chris Clarkson, Okanagan College

- Returned to classroom in September 2021
- Some faculty voluntarily streamed in-person classes
- Offering a small number of synchronous online (10%); completely voluntary – faculty members have to agree to teach, but not required
- Enrolment dropped a little, but getting better
- New special topics course
- Robert Huxtable, Dean since 2005, and strong supporter of research in Arts, is retiring

Chris Morier, Camosun College

- 2-person department: Chris Morier and Christian Lieb
- Covid impacted term hires; not offering history over the Spring and Summer
- Offer about 16 courses
- New Greek and Roman history course in the fall
- 4 courses will be offered online each year (approx. 25% of courses)
- To this point have been doing asynchronous online courses, so that will probably be the case in the future
- History doesn't tend to attract International Students, despite push by College to recruit more IS; most history students are domestic

Niall Christie, Langara College

- Enrolment down by 10% at Langara
- College encouraging F-2-F courses, but online fills faster
- Students don't appear to be reassured by the Provincial Health Officer

- Faculty Assoc has launched a grievance against Admin in regard to delivery mode (which has not been mandated by the Province)
- New President from Lethbridge College; Lane Trotter is now president at Camosun
- Going into bargaining
- Niall is entering 2nd term as Dept. Chair
- Departmental Review coming. Not optimistic that departmental needs will be addressed due to reticence to spend money on the part of Admin

Michel Ducharme, UBC-Vancouver

- New head, Bonnie Effros, joins from Univ. of Liverpool
- 2 new hires: 20th century Middle East History; 14th-17th century Chinese History
- Plans a search for a 'Black Atlantic' position
- Courses were delivered in person or hybrid; many streamed or recorded the in-person courses
- Most restrictions have been lifted, except mask mandate (until June 30)
- Small decrease in enrolment; but many people on leave and some sessional lecturers resigned so some courses cancelled
- Grad program has steady enrolment

Peter Cook, University of Victoria

- 2 retirements; 1 new hire (in African History)
- Courses delivered in-person
- All department meetings held virtually
- Technology was made possible for streaming and recording; many students have now come to expect this
- Most members of the department were happy to accommodate students
- Enrolment has gone up but the number of sections has gone down; fairly large intro courses
- Grad program is shrinking slightly; funding model is not favourable for humanities
- Finding it difficult to get TA support for intro courses
- New streamlined history program; all new students take a 100-level 'History, Power and Justice' course and a required 200-level course in (ethnography?)

Tina Block, TRU

On-campus

- Slight decrease in enrolment
- Mostly F-2-F, but some blended courses
- Struggle to find sessionals
- Issue is two separate institutions/unions for online/regular
- 1 retirement, 1 new hire; specialist in Queer and Disability activism
- Only 4 historians, but not enough
- No new courses on the books this year

- Just completed an external review; great team with great ideas
- New MA - an interdisciplinary program in Human Rights and Social Justice
- Some changes in senior admin; new Provost, and new VP Research being hired, for example

Online:

- 3 new courses offered
- The new courses led to new hires, bringing the total TRU Open Learning faculty to eight
- TRU Open Learning enrolments softened through the pandemic (likely due to so many other institutions offering online courses)
- Indigenous Histories course has a floating total of over 100 students
- Working on new course proposals on the 'History of Vancouver' and the 'History of Pandemics'

Adam Rudder, Fairleigh Dickinson University

- FDU offers history as part of the BA program in Individualized Studies
- Lots of changes recently; returned to a blended model in September
- Most students are International; many students had problems with coming to Canada
- Faculty did not respond well to Blended model; went back to online
- Push from head office in New Jersey to go back F-2-F; continuing to offer only a few online courses
- Students seem to like online courses and they fill faster and its more convenient
- Many students work as much as possible and prefer synchronous
- Opened a second campus
- Added a new specialization in the Humanities
- Responded to DQAB review need for more hires; have hired a FT lecturer, who is now TT (Adam)
- In the process of hiring a 'clinical assistant professor' (non-tenured, but eligible for promotion)
- New domestic tuition pricing scheme that looks less like the 'American' model and more 'Canadian'
- Interest in diversifying humanities curriculum
- Already a 'very diverse' institution – a lot of EDI issues are different than other institutions; need for work on sexual diversity
- FDU press has been quite active

Daniel Kae, LaSalle College

- Courses remain online, as do most Social Science courses
- Will be 100% F-2-F in the fall
- Enrolment is down due to pandemic
- Students seem to prefer online options
- Primarily an applied arts school (graphic design, interior design, associate of arts)

- College is constructing a new building for the school
- Continues to operate a high school, which is going strong

Nanci Lucas, Capilano University

- Resignation last year of part time last year
- 2 FT people left in the department; but have managed to hire others to teaching courses
- Don't have the enrolments to replace the lost of FTs
- Will continue to do about 25% of courses online
- Mostly students take history as an elective
- Offer a synchronous online course in the evening – very well subscribed
- Majority is in person, most faculty prefer
- Do not have capability to stream, so department has had to make accommodations for students who needed to isolate
- International Students tend to avoid history, but some upper-level students do take history; university is hoping for more IS enrolment
- Losing their dean of 3 years; moving into an assoc. VP role; will be searching in the fall
- President just re-signed for another 5 years
- Created a new course 'History of Now' (special topics for 1st year students); to help students understand what's going on today; it's a shell that can be adapted by the person teaching; right now emphasis on Truth & Reconciliation and Ukraine
- Have pushed the use of open-source textbooks; really helpful for students online; not yet required, but they are making use of Belshaw's textbooks

Tim Lewis, VIU

- Catherine Spence left for the Univ. of Guelph; but managed to replace her with a FT hire and allowed them to maintain Medieval and World History course
- 2 new courses will be offered next year: Ancient Rome and Criminals and Punishment
- A couple retirements will be coming up in the next couple of years
- Substantial number of online courses, as very popular
- University as a whole is moving to mostly F-2-F
- Enrolment has been fairly good; may be due to large number of education students taking courses
- Hesitancy to take history courses by International Students
- Question: Has anyone else received the collective data from the other History Departments?
- This will be Tim's last year as chair; replaced by Katherine Rollwagen

David Gossen, University Canada West

- New campus (Vancouver House) now fully open for business
- Classes will all return to F-2-F in the summer; Over the past two years, UCW has used a hybrid system of instruction, with both synch and asynch components
- Gossen believes this shift back to fully F-2-F teaching is essential if universities are to revitalize 'humanism' in higher education

- He teaches a 'Canadian Urban History' course with about 70 students per semester, but growing each semester
- In the spring term, for the first time, there were 2 instructors (1 sessional) teaching this course
- UCW is primarily comprised of International Students; many from various parts of India (latest statistics show 44% of students are from India). The remainder are from a wide variety of other countries, especially Latin America
- UCW has 8,600 students in total, which is down slightly (1%?) this year from last year
- Many students are taking business and MBA course; BComm and BA in Business Communication are also offered
- The Associated Arts program was initially very small, but has been growing steadily in recent years
- There have been many new Admin appointments at UCW over the past year.

Adrianna Bakos, UFV

- Department in transition; 'old' department; 2 retirements coming this summer
- Ran 2 searches; one failed but a new East Asian specialist was hired; suspended search will begin again in the fall
- Enrolments were robust up to the pandemic; long waitlists and extra sections added
- During pandemic, enrolment went down and some courses ran
- Rely heavily on sessionals (50% of courses); have brought this up with admin
- Looks like enrolment is on the way back up
- Are offering a microcredential (Intro to digital stories and oral history); not getting support needed from the institution; not enough resources; no institution-wide policy on microcredentials; will hold off until this issue is resolved and allows the credit to become 'portable'
- Honours program is growing – 6 graduates this year; some have even delayed graduation
- Implementing an Indigenous History requirement (1 course from a set of choices) for major students; eventually it will be 2 required course
- Offering more 100-level courses; lettered to make it easier with articulation
- Faculty rather like online and resistant to returning to campus; still a mix of synch, asynchronous, and F-2-F
- Pressure from the institution to do 'hy-flex'; some pushback from faculty

Marcel Dirk, College of the Rockies

- Dirk dreamed about this meeting!
- Courses are mainly 'service courses' for education students
- 1-person department
- Dean is retiring
- Occasional history course to approve for BCCAT
- Students did not enjoy history courses online – wanted F-2-F

Lee Blanding, Columbia College

- Department will be articulating a new *Histories of Indigenous Peoples and Canada* course, based around the Belshaw/Nickel/Horton *Histories of Indigenous Peoples and Canada* text, which is OER
- Department has also committed to exposing students to Indigenous content and events (such as Week for Truth and Reconciliation)
- Completed revisions to the OER textbooks (written by John Douglas Belshaw) used in HIST 110 and HIST 120 courses. Among the first OER projects at the College and, on the whole, successful and well-received by students
- Upcoming 5-year-long departmental review
- College is celebrating 85th anniversary
- Recent publication of a history of the College: Philip Sherwood's *Educating for Success*
- Generally, enrolment in history courses has remained strong during the pandemic
- Department is open to offering a limited amount of FLEX (asynchronous, online) courses.

Sarah Walshaw, Simon Fraser University

- Mary Ellen Kelm is retiring (early) this summer; hoping to replace her with an Indigenous hire
- Lost another member of the department; department has struggled to replace faculty
- SFU Black Caucus has petitioned and gained approval for 15 new Black faculty members
- New 2-year pilot in Blended learning: 25-75% of course instruction can be asynchronous. Instructional support through the Centre for Educational Excellence and funded RAs through the Faculty of Arts and Social Sciences. Remote teaching by special arrangement only (ie, sick days, snow days, instructor accommodations). SFU History currently only has one online (OL) course: Hist 338: World War II.
- There will be re-certification of courses with a writing component
- Articulation issue with percentages of in-class and out of class time
- Considering a BA-MA program; considering a course-based Masters degree program
- Paul Garfinkle has moved into Department of Humanities; have gained a Greek and Mediterranean history faculty member

Jessica Hemming, Corpus Christi College

- Primarily a transfer institution; has an Assoc. of Arts degree; shares campus with UBC-Vancouver
- History usually has 4-5 faculty members; 1 permanent and 3 continuing sessionals; new sessional hire for the fall (History of Science)
- Have articulated 4 new courses (2 Indigenous courses; 2 on Race and Slavery)
- Have an Art History course (Western Art and Architecture)
- Moved to Hybrid learning model in the fall (required one day on campus per week); generally went well
- Students happy to be back in the classroom

- Hit hard by the pandemic as far as enrolment
- UBC learning tech department has been very helpful
- Has a sister college (St. Marks) and Corpus Christi is merging with St. Marks; waiting on approval from Ministry; they have 9 history courses on the books
- New President is Gerry Turcotte; has experience with helping small colleges to grow

Chris Moon, BC Social Studies Teachers Association

- Association provides professional development for Social Studies Teachers
- Membership of 400 voluntary members
- Last 2 conferences were online
- Been doing a lot of virtual online support, which has expanded their membership
- Will continue with a blended model of workshops and PD
- Will be doing a conference in the Lower Mainland in the fall; topic: Philosophy in Social Studies Teaching
- Difficult to get numbers on enrolments in history electives
- Anecdotally, at Chris' school in Vancouver, there are 8 Social Studies electives offered in the Social Studies Dept.
- Courses are modelled on historical thinking principles
- Enrolment in courses at high school is not necessarily a predictor of enrolment in post-secondary; many take out of personal interest, but no intention of pursuing after high school
- Have a policy of inclusion and trying to 'meet students where they are at'; don't presume that students have a solid history background
- News:
 - New Indigenous course grad requirement in BC; 4 credits (1 course); there are two SS courses offered Contemporary Indigenous Studies & 12 BC Indigenous Studies
 - Will come into effect in 2023-2024 year
- Many issues with teaching during pandemic; blended model was a juggling act; difficult to get through course content at the regular pace
- Mental health impact has been noticeable; but students quite resilient and good attendance; students are happy to be back in the classroom
- Teachers are struggling with revised curriculum; no assessment model forthcoming from the province; a lot of 'decision fatigue'
- Even within the same department, 2 different approaches to teaching history (thematic v. chronological)
- They publish a virtual journal, 'Detours'

Sally Mennill, Douglas College

- 8-person department
- Eliminated all sessional work with the latest hire, one year ago; part of the College's collective agreement; however, hired 2 temporary sessionals due to a faculty member going on leave

- Enrolment went down during the pandemic; began F-2-F instruction in September
- Had to cancel sections during the pandemic due to enrolment, leave, and secondment
- Enrolments are up for the summer; all courses full
- DC has insisted that all courses be in person; no more than 10% should be online
- Online courses fill first and fastest
- Have not done asynchronous, only synchronous courses
- Departmental review is late due to pandemic; will be looking for an external reviewer
- Developing a few new courses
- Department has been lobbying for a dedicated Indigenous Studies program, though there is a certificate program
- Problems articulating 3rd and 4th year courses; had to cancel 4th year Holocaust course due to low enrolment – does not articulate anywhere
- Steps down as chair in August; new chair is Cedric (in attendance)
- Cedric: Tried to get the Holocaust course off the ground; a directed studies course; average of 7-12 people on a drop-in basis

Jessica Stites Mor, UBC-Okanagan

- New hire in Indigenous History (Colin Osmond); New Asian History hire (Sajjad Nejatie); new Ancient history lecturer, Francois Gauthier
- Department faculty has grown, as have enrolments; after psychology, highest number of majors within the Faculty of Arts and Social Sciences
- New courses on history of capitalism, environmental history and others
- Contributed as a department to Global Studies and other concentrations
- Pandemic: Some students petitioned to stay online; looks like there will be some online courses in most departments in the future. Several online History courses in 2022-23. Most will be in person.
- Admin is trying to regularize sessionals
- Department is interested to hear from other institutions regarding how we evaluate students now in the post-pandemic environment

Patrick Best, Coquitlam College

- History is tied to the Humanities Dept.
- History is a popular program due to its relationship to the Assoc. of Arts program
- Just hired a new instructor
- Developing a medieval history course
- Enrolment is starting to pick up
- Developing a South Asian History course that will be articulated soon
- 80% in person; 20% online at the moment
- Going to explore blended and hybrid models; trying to identify what a 'credit hour' actually includes
- Celebrating 40-year anniversary

Dana Wessell-Lightfoot, UNBC

- Enrolment has doubled from pre-pandemic
- Online courses has allowed flexibility for students
- University has asked for all departments to offer some online; in history 1 of 10 courses per semester
- New courses: 200-level modern Middle East; cross-listed 400-level Indigenous Oral History course; 200-level open box course to allow piloting of courses
- New hire brings faculty up to 4.5; Ben Bradley is a term appointment;
- Retirements/replacements: Will be able to replace John Swainger (Canadian History TT with focus on Western Canada) early; will be looking to replace Ted Binnema
- President left in early 2020 after period of difficulty; new President is internal to the institution
- Students have had a tough time during pandemic; lots of mental health challenges; department has approached this with empathy

Sebastian Huebel, Alexander College

- No new hires; 4 faculty
- Enrolment has increased and course sections has increased
- Offer 8 courses, whereas Asian Studies, for example, offers 2
- New degree in 'International Relations' is being offered and history courses play a large role in that
- Many new sections opened due to high enrolment
- Very few cases of COVID-19, largely due to mask mandate
- Student absence accepted on an 'honours' system
- Used a number of formats, including hybrid, splitting classes into half online/half F-2-F; this did not work so well
- Now using a 50% online synchronous and 50% F-2-F
- Hoping to increase in-person teaching and examination; faculty are relieved to be F-2-F
- New campus on Kingsway near Metrotown Mall
- Indigenization is a hot topic at the College; Pro-D days have focused on Indigenization

Rob-Roy Douglas, Northern Lights College

- 4 courses with 5 sections; 1FT and 1PT instructor
- Long-standing history instructor, Eva St. John has retired (?); has been replaced by Hugh Gordon
- Almost no online asynchronous courses; mostly F-2-F and synchronous/streaming
- Student numbers are stable; virtually no decline during pandemic and history numbers have risen
- College has seen major administrative changes; new deans, operational managers, and College President; there will likely be major changes

- 80% of articulated history courses on the calendar have now been removed, but the department is pushing back

Duff Sutherland, Selkirk College

- Main campus is in Castlegar; satellites in Nelson and Trail; opening up new residences which is very needed
- President is retiring after 10 years as president and 30 at the College; lost 2 VPs
- Challenging budget year; lower tuition, pandemic costs
- Since 2019, history enrolments are quite down
- 3 people teaching 10 courses; all three have part-time contracts in the history department
- Trying to work together as a department to make it a more cohesive program and more appealing
- Going to introduce an Indigenous Studies program in the fall with 2 new courses: one is delivered by partner First Nations and another an Intro to Indigenous Peoples

5. Discussion arising from reports

The Chair (Sutherland) noted that there were some common themes raised in the institutional reports:

- More Indigenous courses
- Students are struggling
- History enrolments are down
- International Students – lack of interest in history courses

Business arising/Old Business

Jessica Stites Mor, UBC-Okanagan: How are people handling the return to ‘normalcy’ regarding grading in the post-pandemic period?

- Sally Mennill (Douglas): One colleague did not offer any UN or F grades during pandemic; tried to help all students at least pass; Sally has not marked differently, but has taught differently; attempt to be more empathetic and students also have been empathetic to needs of instructors; this has made them more invested in her courses; no longer requires exams; online teaching has solidified some approaches she was considering (but didn’t implement) pre-pandemic
- Sarah Walshaw (SFU): SFU offered options to students (courses where it was pass/fail v. a grade scale); that is now done. Now moving into a period where they are trying to monitor students and help them to be aware of add/drop dates.
- Jessica Hemming (Corpus Christi): There were no admin changes to grading policy. Jessica talked to Ed-tech people at UBC to help with new styles of learning assessment; got rid of exams completely during the pandemic, but now back to a paper final exam. Offered a larger number of graded assignments during pandemic and has continued

that; more opportunities for students to succeed, rather than grades dependent upon big assessments. Tried to be empathetic and flexible.

- Patrick Best (Coquitlam College): Has tried to be empathetic. Grades have been pretty much the same pre, during and post-pandemic.
- Tracey Kinney (KPU): Completely eliminated final exams during the pandemic. In order to meet learning requirements, she has done a 10 or 15% reflection piece at the end of the course. KPU has moved their withdrawal deadline to the day before Final Exams are submitted; the institution wants to keep this.
- Adrianna Bakos (UFV): Difficult to balance need for empathy and also wonders if she is 'being played'. Has been doing self-assessments for participation for years, prior to pandemic; usually raises the grades. In the last couple years, the self-assessments have been higher and seem to be less valuable.
- Tracey Kinney (KPU): Conflict between history department and admin because a lot of students drop the course because of low grade right at the end of the semester. Has been weaponized against departments with high D/F/W rates. Potential to impact section allocations
- Tim Lewis (VIU): VIU has also extended the drop date, but not to the same extent as KPU. Similar problems to KPU with high attrition rate.
- Sally Mennill (Douglas): Douglas had also changed its withdrawal date but has since gone back.
- Niall Christie (Langara): Also 'gobsmacked' by withdrawal policy at KPU and the fact that it has been weaponized against the faculty.
- Tracey Kinney (KPU): Faculty Association is not willing to take this up.
- Adrianna: Doesn't this policy affect the students' ability to graduate?
 - Tracey: Students can now decide on the last day of the course to withdraw and it won't affect their CGPA
 - Niall: Is this an issue more with 4-year programs than transfer institutions
 - Nanci: Is the issue that the admin at KPU doesn't want so many 'WE' withdrawals because it's too much work for staff?
 - Tracey: It doesn't appear to be about paperwork, but rather some other reason
 - Chris: Is KPU trying to benefit from taking tuition without granting credits?
- Sebastian Huebel (Alexander College): Grades were generally not lower during the pandemic; faculty had to re-learn how to assess students; International Students prefer in-person assessments

Indigenous Courses: Marcel Dirk (College of the Rockies): How do you distinguish between a First Nations Studies course and an Indigenous History course?

- Sally Mennill (Douglas): Any articulations used to be sent to the History Department but are now sent to the Humanities Department; neither are appropriate. There is a real problem because a) she should not be consulted and b) history deals with change over time
- Rob-Roy Douglas (Northern Lights): First Nations courses have to focus on 'culture'

- Marcel Dirk: FN Studies tend to be interdisciplinary
- Tim Lewis (VIU):
- Niall Christie (Langara): Usually sends requests to Aboriginal Studies Dept. as he does not have expertise in the language or culture
- Marcel Dirk: The dean at his college views FNST 101 as a history course.

New Business

7. News from BCCAT- Dr. Fiona McQuarrie, Special Projects Officer, BCCAT

- JAM in 2021: Good attendance and good meeting
- Nov 3-4, 2022 JAM will be hybrid; registration will come out later in the summer
- There are a few new research publications:
 - Microcredentials
 - Survey on effect of COVID-19 on transfer activity
 - Reverse transfer guide
- BC Transfer guide
 - New website contains separate sections on ELL and Adult Education
 - Launch of new dashboard for faculty and evaluators; will show previous requests and agreements
 - Will be providing renewal dates for courses to institutions (every 5 or 10 years)
 - Asked institutions to send internal transfer guides to BCCAT; there are over 70,000 of those and they have been added to the Transfer Guide
- Robert Adamoski, BCCAT Director of Research and Admissions has left that position
- There have been questions raised about funding for articulation meetings
 - Some institutions are refusing to fund travel
 - The Ministry and BCCAT reminds us that this needs to be included as part of base funding for all public institutions (i.e. institutions are obligated to provide funding to delegates to articulation meetings)
 - Does not apply to private institutions
- New subcommittee struck to examine the definition of "university" as it relates to the criteria for articulation agreements to be included in the BC Transfer Guide. Currently those criteria specify that the courses in the agreement have to be "university-level" courses; the review is looking at revising the terminology to be more inclusive, given the broad range of institutions that make up the current transfer system

8. Institution transfer issues

- Sally Mennill (Douglas College): UBC ended all 3rd year articulation agreements with Douglas
 - Sally sent an email to Laura Ishiguro (former BCCAT rep for UBC-Van) who passed that message to new rep, Michel Ducharme

- It was a mistake on the part of UBC, but she also learned that UBC will no longer be articulating 300 and 400-level courses
- Previously this was not a problem, and she doesn't understand why UBC is not articulating upper-level courses
- It has led to a drop off in enrolment because many Douglas students transfer to other institutions like UBC, KPU, etc.
- Mostly a UBC-Vancouver issue, but also a few courses don't articulate at UBC-Okanagan
- Michel Ducharme (UBC-Vancouver)'s response:
 - UBC as an institution decided 5 years ago to not articulate all 300 and 400 level courses from all institutions and departments
 - Requests for articulation like Douglas' are not forwarded to the department in question
 - He asked if it was possible to make an exception for already articulated courses, and so Douglas was granted a renewal
 - The reason why is not about rigour; it's a blanket policy applied to all articulating institutions
 - The idea is that a student who earns a UBC degree should take the majority of their courses at UBC
- Niall Christie (Langara)
 - That policy is problematic. It would be reasonable if there was number set, but a blanket policy smacks of snobbery.
 - It means that UBC is trying to carve out a niche
- Tracey Kinney (KPU)
 - The UBC website gives different information
 - It is against the spirit of the transfer system
 - It raises the question of what other institutions will do when UBC students transfer to other institutions
 - Point of information: It seems that all KPU courses have now been removed
- Jessica Stites Mor, UBC-Okanagan
 - Is it perhaps because UBC is worried that International Students will be able to take most of their courses from outside UBC?
- Marcel Dirk (College of the Rockies): What is BCCAT's position?
- Fiona McQuarrie (BCCAT): It's between the two institutions, but it can be brought forward to BCCAT
- Sally Mennill (Douglas): Can the History Articulation Committee bring something to BCCAT?
- Duff (Selkirk/Chair): We could write a letter
- Fiona McQuarrie (BCCAT): History doesn't have a liaison, but the chair of our committee can bring a letter to the committee
- Adrianna Bakos (UFV): Will all of our existing courses be 'grandfathered' like Douglas College?

- Michel Ducharme (UBC-Vancouver): Not certain, but he can ask and perhaps it will be judged on a case-by-case basis. Michel is happy to help with renewal on case-by-case.

MOVED: That the Chair of the Articulation Committee write a letter to BCCAT addressing the issue of 3rd and 4th year transfer credits at UBC

- Mover: Sally Mennill (Douglas College)
- Seconder: Jessica Hemming, Corpus Christi College
- Agree: Kinney; Clarkson; Morier; Christie; Cook; Block; Rudder; Kae; Lucas; Lewis; Gossen; Bakos; Dirk; Blanding; Walshaw; Hemming; Moon; Mennill; Best; Wessell-Lightfoot; Huebel; Douglas; Sutherland
- Oppose:
- Abstain: Michel Ducharme (UBC-Vancouver); Jessica Stites Mor (UBC-Okanagan)
- Motion carried

9. Required student assessments (midterms and finals) for transfer (Marcel Dirk, College of the Rockies)

- Had been told a long time ago that courses without a midterm or final would not be articulated
- If 100 and 200-level courses were proposed without these assessments, would they pass at the assembled institutions?
- Question for BCCAT: What is the threshold beyond which courses need to be re-articulated
- Fiona McQuarrie: If something flags as more significant than a name or number change, the articulating institution should be notified; they will then determine if an equivalency still exists
- The following institutions said they would likely approve courses without requiring rearticulation: Corpus Christi; Douglas; UFV; Langara; VIU

10. Criteria for numbering of 100- and 200-level History courses (Marcel Dirk, College of the Rockies)

- Dean at his institution believes that introductory or '100-level' courses will have better enrolment if listed at the 100 level in the course calendar. Currently College of the Rockies' numbering is in line with UBC, UVic, UNBC, and UFV but not with most other institutions.
- How do we decide which courses are at an 'upper' or 'lower' level?
 - UNBC: They decided to only offer two 100-level courses
 - Capilano: 100-level are broad courses, 200-level are more region-specific, and 300 and 400-level are 'upper level' courses
 - Okanagan College: They make sure to tell students that 200-level courses are open to 100-level students
 - UVic: A mixed bag of surveys and thematic at 100 and 200 level
 - Langara: 200-level tend to be more specialized topics

- UFV: National histories are at the 200 level, except Canadian history
- SFU: Only a couple of 100-level courses and all broad surveys; no prerequisites
- Areas of commonality:
 - 100-level tend to be broad courses
 - 200-level tend to be more specific, nation-oriented
 - 100-200-level are 'lower level' and often the 200 levels don't have prerequisites, though some students are scared off by the number or perception
 - 300-400-level are 'upper level' and have different learning outcomes
- Marcel: Would like other departments to send him their policy if they have one

11. From 2021: pandemic/post-pandemic delivery modes

Duff Sutherland (Selkirk): What will best serve our students?

- Jessica (Corpus Christi): Online is not the same for reading and engaging with primary sources
- Sally (Douglas): The future looks like a balance between online and F-2-F; it's going to be down to personal preference
- Niall (Langara): The chat function in Zoom provides an avenue for students who are otherwise shy to participate; opened up new avenues for teaching; students also have demonstrated a need for flexibility
- Tina Block (TRU): Rush to go back to F-2-F from admin; we don't want to lose what we've learned; flexible options are nice for students
- Adam (FDU): Many students of colour like synchronous options because the burden of racialized identity is less of a problem; also good for neurodivergent students; this is not a good moment to make decisions
- Adrianna (UFV): Wants to go on record as saying that we should offer a lot of options; the exception is Hy-Flex, which asks too much; concerned about the issue of whether students or instructors want to be recorded
- Sarah (SFU): SFU is offering blended class to allow students flexibility (1 of 3 contact hours per week)
- Dana (UNBC): The way we created courses in the past does not reflect the diverse student body we have

Housekeeping:

- Appointment of incoming chair – Lee Blanding (Columbia College)
 - Nominated: Sally Mennill (Douglas College)
 - Seconded: Sarah Walshaw (SFU)
 - Acclaimed
- Election of committee secretary – Tracey Kinney (KPU)
 - Kinney volunteered
 - Acclaimed
- Setting the date and location for 2023 meeting

- Adrianna Bakos (UFV) will ask about linking up with the next BC Studies meeting
 - Alternate location/time: SFU-Burnaby on May 1 or May 8, 2023
- Updates to the committee membership list

Move to adjourn: Sarah Walshaw (SFU)

Seconded: Sally Mennill (Douglas College)