

Business Meeting

May 6/88

9:00 AM Okanagan College

Call to Order

Roll Call

Chairperson: A. Seager (Simon Fraser University)
Secretary: A. Smith (Langara-Vancouver Community College)
Attending: P. Roy (University of Victoria)
T. Frohn-Nielson (Kwantlen College)
F. Leonard (Douglas College)
D. Thomson (Okanagan College)
B. Sloan (Selkirk College)
D. Lomas (East Kootenay College)
C. Bolt (Camosun College)
P. Weber (Northwest Community College)
T. Thorner (College of New Caledonia)
J. Huzel (University of British Columbia)
A. Yarmie (Cariboo College)
P. Whyte (North Island College)
H. Brown (Malaspina College)

Regrets: M. LeGates (Capilano College)
J. Gaston (Fraser Valley College)
S Meen (Open Learning Institute)

Agenda: approved with additions

Minutes: approved as presented

Business Arising from the Minutes:

1. Continued discussion of UBC's controls over admissions to the Faculty of Arts. UBC has an enrollment limit of 750 transfer students allowed to enter 2nd and 3rd year. This includes not only applicants from universities and colleges inside or outside B.C., but also students transferring from science into arts. The limit has been reached. Correspondence with President Strangway and Dean Will indicates that the problem is one of "too few resources in the system" while trying to maintain standards. University of Victoria also reports that demand for arts admission cannot be met.

M/S/C That a letter be sent to the Ministry of Advanced Education and Job Training indicating the Articulation Committee's concern that College students cannot complete university degrees in British Columbia and that the letter enclose Resolution I (Appendix A).

2. Discussion of the statistical reports on the fortunes of University Transfer students and College Graduates conducted by B.C. Research on behalf of the Ministry of Advanced Education and

Job Training. The Articulation Committee found it difficult to identify any clear trends and expressed concern about decisions being made on the basis of ambiguous and incomplete data. What is the purpose of this statistical analysis? It says nothing about the qualitative problems that are clearly evident to anyone who teaches in a post-secondary institution. One could argue that any drop in academic performance is a consequence of larger classrooms and less individual attention given to students--in effect, the results of underfunding. The Ministry's preoccupation with FTE's and formulas obscures the non-quantifiable issues that affect quality in education and often forces instructors to divert their energies from teaching to number crunching.

M/S/C That a letter be sent to the Ministry reflecting the Committee's views and enclose Resolution 2 (Appendix A).

Other Correspondence:

1. Letter from Continuing Education, UBC, offering to host professional development seminars in history at the same time as the articulation meeting. The Articulation Committee appreciates this interest in Professional Development of college instructors, but feels our needs are best served by the present de-centralized P.D. model. Any additional funds should be allocated through each college to individual instructors to attend conferences or undertake research of their choice. It was pointed out that our annual articulation meetings have always contained a professional development component initiated by the committee members. (See Appendix B).

M/S/C That a letter be sent to the Continuing Education Department, UBC, with copies to all College Principals, and the Ministry of Advanced Education and Job Training explaining the committee's decision to decline to participate in a UBC center for Professional Development.

2. Letter from G. Porges expressing concern that UBC had not granted university transfer to a particular history course at Douglas College. Mr Porges is not presently a member of the Douglas history department. The articulation committee felt it could not consider a personal request without the department's endorsement. It was suggested that a letter be sent to G. Porges indicating our willingness to discuss any problems surrounding this course when a request comes from the department.

From this correspondence and from concerns expressed by College of New Caledonia, the question of apparent anomalies among universities was raised. What are the requirements and /or guidelines to be followed when requesting university transfer credit? Why does one institution accept and another reject the same course proposal? Why does it take so long in some instances? Articulation of new courses for university transfer

is handled by Deans and Registrars, but materials are prepared by college instructors. The role of the articulation committee is to ensure standards of instruction and hear any grievances that might arise in the process of articulation with the goal of solving problems at the committee level or acting as a lobby group if necessary. The committee decided that more information was needed and that this topic would be discussed further at next year's meeting. Each institution should review course offerings to see if there are differences among universities, and each university is asked to provide an outline of the articulation process, the requirements, the time line, and, if possible, an example of a rejected proposal.

College and University Reports

The highlights of the reports included the following:

Douglas College is revising its courses and preparing a new statement of course objectives. The history department continues to face overloaded classrooms. Advanced placement for International Baccalaureate students was raised as an issue to be discussed at next year's meeting.

Okanagan and Selkirk Colleges report that the status quo is being maintained at their institutions. An archival room, of much value to B.C. historians, now exists in Selkirk's library. Contact Bill Sloan for further information.

East Kootenay is offering new sections in American history and has made good use of two \$10,000.00 grants to purchase European and American history books over and above the regular library budget.

Camosun College is pleased to report that B.C. history is being offered again in addition to Canadian, European and American courses.

Northwest College offers only one or two history courses a year, and may move to distance education entirely. In the face of serious problems for the library, P Weber enquired as to the existence and function of a librarian's articulation committee. He was referred to the appropriate individuals at the Association of B.C. Archivists' Conference whom we would be meeting later in the day.

College of New Caledonia has three new courses in second year. The push for an interior university, without a working relationship with the local college, may pose a threat to the University Transfer program. OLI is offering third and fourth year courses with OLI instructors based in Prince George. Questions were raised about user fees for inter-library loan? How do other colleges handle this?

UBC reports that three Canadianists have retired. One is to be hired--new add to appear this Fall. A new American historian has been hired, but a Latin-Americanist has left the department. Lower division enrollments are up slightly.

U Victoria is renumbering its courses -- general surveys at the 100 level, more specific histories at the 200 level. Enrolment is up and with four retirements, two will be replaced.

At SFU there is a new appointment in British history. SFU downtown is moving into the former Sears building. Recruiting high school students is, apparently, a high priority and questions were raised as to whether other universities were employing similar strategies.

Cariboo College reports that history courses are extremely full with no limits on class size. (176 students last semester) Instructors teach a wide variety of preparations and the committee was distressed to hear of a movement towards multiple choice testing

Kwantlen College's history department has grown--7-9 sections added. Aside from the heavy workload of 160 students per term, history is doing well.

Malispina College is offering two additional history courses through its Duncan program, which means travelling some distance away from the campus. A new Canadian women's history course is waiting for UT credit. H. Brown raised the question of changing reference styles for essay writing and this will be put on next year's agenda.

North Island College is constructing a new building which will house a TV studio. The growth of "open learning" and "distance education" and its impact on the colleges will be examined at the next articulation meeting.

Langara-VCC-reports one-half time retirement in history. Offerings remain constant with enrollments to capacity. Hundreds of students have been turned away from the college. The administration has asked instructors not to overload since funding does not reward this effort and our building cannot hold any more students. New construction will house office and study space for the most part.

Capilano College (written report) has two new sections of history and is hiring a half time instructor. All classes are full and Canadian-American Relations has been added to the course offerings.

Election of Officers

A. Seager and A. Smith were re-elected as Chair and Secretary.

respectively, for a second year.

Next Meeting

The next annual meeting of the Committee was planned for Selkirk College, May 5-6, 1989. Bill Sloan and Selkirk College will be pleased to host the event. Professional Development activities will include an introduction to the archival resources of Selkirk and an historical tour of the mining region and Doukhobor settlement. Committee members expressed high expectations of this meeting.

Adjournment

The meeting adjourned at approximately 4:30. Special thanks to Dean Wm. Christianson, Duane Thomson and Okanagan College for hosting the meeting and providing an excellent lunch. Following adjournment the committee retired to join the evening program of the Association of B.C. Archivists. The keynote speech by Professor H. Johnson provided remarkable insights into the history of the East Indian community in B.C. Those who were able stayed for the second day of the Archivist Conference.

APPENDIX A

Resolutions of the History Articulation Committee meeting at Kelowna, 6 May 1988.

1. The History Articulation Committee regrets that the public colleges and universities of British Columbia have insufficient resources to meet student demand for courses or to provide the best possible education for those students who can be admitted to classes.

Historians, who are committed to teaching their students to think critically and to express themselves clearly, particularly regret that the large size of many classes has forced them to eliminate or reduce discussion/tutorial groups, to lessen the number of written assignments and essay examinations, to curtail the amount of individual attention given to students and thus, to deprive students of a good education.

We therefore urge the Ministry of Advanced Education and Job Training to increase funding to allow the colleges and universities to meet student needs for instruction and to provide them with the best possible education.

2. The History Articulation Committee is concerned about the paradox of funding formulas that require the collection of extensive statistics but do not provide funding commensurate with increased enrolments.

The statistics re Student Success rates appear to be ambiguous, the logic by which they are applied is unclear and the collection and analysis of statistics diverts time and energy from instructional resources.

We therefore urge the Ministry of Advanced Education and Job Training to reduce its emphasis on the collection of statistics.

Record of Professional development activities, British Columbia
 Historians' Articulation Committee, since 1981. Compiled by:
 Allen Seager and Andrea Smith, President and Secretary, respectively,
 July, 1988.

<u>Date</u>	<u>Place</u>	<u>P.D. Activity</u>
May 1981	Douglas	Films on teaching World War II
Oct 1981	SFU	BC Studies Conference
June 1982	Northern	40th Anniversary of Alaska Highway Conf.
Oct 1982	Camosun	Business meeting only; opportunity to visit Provincial Archives
June 1983	UBC	Canadian Historical Association
Oct 1983	Fraser V.	Tour of new campus and library
May 1984	Malaspina	Geographers' Association; guided tour of Nanaimo industrial region w/Lynne Bowen
Oct 1984	Cariboo	Tour of Archives and local museum
Apr 1985	Kwantlen	Computer-networking seminar
Apr 1986	Douglas	presentation on <u>Working Lives</u> and the Vancouver Centennial
May 1987	OLI	Lecture on video-history by Dr. Tony Bates
May 1988	Okanagan	Association of British Columbia Archivists lecture on Sikh history by Dr. Hugh Johnst
May 1989	Selkirk	Tour of Archives and historical sites: Mining and Doukhobor communities.

Note:

The consistent policy of the History Articulation Committee has
 been to link the planning of business meetings with professional
 development, usually of a uniquely regional and local character.
 The policy was developed by our predecessors in the 1970s, and has
 been continued, to the best of our abilities, in the 1980s, when
 fewer resources have been available for individual enterprise.

COPY

Dr. Allen Seeger
1859 Goleta Drive
Carmaby, B.C. V5A 1P9

July 26, 1988

Tiiu Kava
Co-ordinator
Academic, Fine Arts and
Performing Arts Programmes
and Articulation Liason,
Ministry of Advanced Education
and Job Training, Victoria.

Dear Ms. Kava,

Further to our conversations and correspondence of last spring
re: the History Articulation Committee, of which I am currently
Chair.

The proposal from Mr. Leo Perra, Council of College Principals,
and Mr. Jindra Kulich, regarding future seminars at the University
of British Columbia, was discussed at some length at our recent
meeting, at Kelowna, 6 May inst. Unfortunately, it elicited no
positive response from the Committee. Instead, they feel, the
Committee should maintain its current policy of organizing a
variety of "professional development" activities in conjunction
with the annual business meetings. That policy has been very
satisfactory to us in the past, it was felt, and to do otherwise
might lead to an unwarranted centralization and complication of
decision-making. For some historical background, I am instructed
to forward the attached summary of the Committee's work since
1980. I have already been in touch with Mr. Kulrich, expressing
to him my regrets; his project obviously has its merits, which
might be best applied in another discipline.

Enclosed also please find a copy of two resolutions passed at
the Kelowna meeting. The second speaks to the research data that
you forwarded for discussion. We have a number of capable statist
icians who have examined the BC Research Reports in detail, as

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well as other data on the vital points at issue. There is a consensus, however, that the research effort has to go beyond the quantitative measurements--which are not unproblematic by themselves--of these reports. We are particularly interested in the broader area of literacy and critical literacy, where History, with its traditional emphasis on composition, can and indeed does play a vital educational role. Resolution No. 1 puts our case, in this context, in a nutshell. Tendencies to "lessen the number of written assignments and essay examination have been felt, and we are trying to resist them. However, it is the critical mass of students in relation to instructors that will ultimately decide the issue. Ironically, our members have found little evidence that increased enrollments and quantitative output has found its commensurate measure in the maintenance--let alone the expansion--of necessary resources.

Enclosed also find a draft (unapproved by the Committee) of the Minutes of our last meeting, which, as you can see, covered a wide terrain in the small amount of time available for discussion of each and every one of them.

Thanks very much for your interest and liason,

I remain yours sincerely,

