

HISTORY ARTICULATION COMMITTEE

3 MAY 2002

MINUTES

Present: Chair: Jacqueline Gresko (Douglas); Secretary: Jamie Morton (North Island); John Fudge (Cariboo); Kori Street (College of the Rockies); Edward Benoit (Northern Lights); Marjory Lang (Langara); James Hull (OUC); Clarence Bolt (Camosun); Jim Huzel (UBC); Duff Sutherland (Selkirk); Elmiro Argento (Douglas); Rhoda Friedrichs (Douglas); Clarence Karr (Malaspina); Gordon Martel (UNBC); Patricia Roy (Uvic); Eric Sager (Uvic); Towser Jones (Capilano); Alex Popovich (Kwantlen); Eric Davis (Fraser Valley); Frank Leonard (Douglas); Robin Wylie (Douglas); David Holm (New Caledonia); Hugh Johnston (SFU); Bruce Shelvey (TWU); Wayne Axford (BCSSTA)

Regrets:

Absent: Northwest College [sent program report]; Open University [no program report]; Corpus Christi College [no program report]

1. Called to order 10:00 AM - Welcomes - circulation of a pad of paper to gather E-mail and paper mail addresses, and telephone contact numbers for the representatives from each institution.
2. Agenda adopted (Karr/Roy).
3. Minutes approved (Hull/Martel).
4. Business Arising
 - a. Listserve administration - Alex Popovich noted problems with the history articulation listserv, such as messages bouncing back to sender. Clarence Karr responded, informing the group that he, as administrator, should be notified of any such issues; he also raised the possibility of the server (C2T2) being shut down. The contact list and addresses collected at this meeting will be placed on the listserv for access to committee members.
 - b. Open Learning Agency - articulation information is apparently not reaching faculty members. Agreement reached that an effort should be made to establish a protocol for dealing with OLA.
5. Chair's Report
 - a. Jacqueline Gresko has made several attempts to contact David Sylvester at Corpus Christi College, the private Catholic college at UBC, without success. This college is teaching first and second year history courses.

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- b. Northwest College has not attended history articulation for several years, this year due to participation in geography articulation. The direction from the meeting, to Jacqueline Gresko, is to send a letter to the vice-president academic of Northwest College encouraging its participation in history articulation meetings.
- c. Correspondence - the Chair noted that most correspondence had been of a routine nature.

6. Institutional Reports

- a. Kwantlen College
 - i. enrollments and activity has remained steady
 - ii. 2 sections have been added, to be taught through part-time contract
 - iii. Tracy Kinney is taking a one-year leave, and a leave replacement is being sought
- b. Okanagan University College
 - i. a period of transition in the department, with four retirements pending, starting with current Chair, Dwayne Thomson in immediate future, people returning from leaves and assignments, and sessionals being regularized
 - ii. Ben Nilson as the new chair of the department
 - iii. a new split position - political science & history
 - iv. high enrollments and significant waitlists - 16 history majors graduating
- c. University of Victoria
 - i. three new hirings, Russian, European, and Chinese history, with more hirings anticipated
 - ii. high enrollments, long waitlists - currently about 30% of enrollments
 - iii. need for sessional instructors
 - iv. shortages of office space & departmental facilities
 - v. hope for expansion of department in future
- d. Langara College
 - i. department thriving
 - ii. division chair from department - need for leave replacement
 - iii. new courses to be offered - urban & rural history
 - iv. field school to be offered
- e. University of British Columbia
 - i. department thriving
 - ii. Dean of Arts has departed
 - iii. hirings in last two years include positions in Southeast Asian history, International Relations, and twentieth century Canadian
 - iv. anticipated hirings in Asian Communities and Environmental history

- v. move to offer more 3-credit [one semester] courses, in response to demands of co-op programs and other student demands

f. Simon Fraser University

- i. enrollments up, but pattern of declining majors in history, and all arts departments
- ii. increased intakes from colleges rather than high schools seen as a way to remedy this - more liberal arts students available.
- iii. issue of many pending retirements over next few years - hirings anticipated in next year for Latin American and Middle East positions
- iv. recent appointment of Chinese History position - after two-tier search, national and global, with rules changing midway to demand justification of why Canadian candidates not short-listed [European candidate hired in the end]
- v. currently staffing Canada Research Chair in Environmental History - with eight good candidates so far
- vi. large number of sessionals employed & required

g. Northern Lights College

- i. one new hiring - Edward Benoit - teaching at the two primary campuses
- ii. one part time instructor at the Fort Nelson facility
- iii. enrollment up, but retention of second year students a problem
- iv. library resources problematic, particularly for second year courses, in spite of use of interlibrary loans
- v. online course delivery as a new initiative - E-merge in the next year, with history one of the disciplines approached for trial

h. Trinity Western University

- i. significant growth in the department
- ii. anticipated hiring of US History position in next year
- iii. purchase of the Laurentian Leadership Centre in Ottawa as a satellite campus of Trinity Western, and the development of courses to facilitate internships and courses in Ottawa, such as archival techniques and history of politics
- iv. development of an interdisciplinary MA, with an history component

i. Cariboo University College

- i. high enrollments, limited by capacity
- ii. 40-45 declared majors in history
- iii. 2 sessional replacement positions teaching Canadian history
- iv. no new hirings, and no new courses
- v. proposed move to trimester system - 4 summer history courses this year, all packed - looks like trimester system will be implemented

vi. President pushing for University status - with intent of attracting more foreign students and higher tuition revenues

j. Douglas College

- i. full enrollments, with significant waiting lists
- ii. increased number of sections to be offered - a cheap option to produce more FTEs
- iii. one or two temporary regular instructors to be hired to meet this increase
- iv. new course in Native-settler relations to be offered
- v. focus on interdisciplinary programs incorporating history department, like BC Studies, Women's Studies, and Intercultural Studies

k. College of the Rockies

- i. history enrollments up 30%
- ii. problem of retention of second year students
- iii. move to online course delivery
- iv. no new courses offered

l. Camosun College

- i. high enrollments & long waitlists
- ii. history, philosophy, geography, anthropology noted as the most popular courses, and being encouraged as cheap option for higher FTE count
- iii. no change in regular staff - use of sessional and term instructors noted
- iv. class sizes up - under Bill 28 caps raised from 140 to 160 students

m. College of New Caledonia

- i. high enrollments
- ii. losses in second year courses, although some near capacity
- iii. use of sessional instructors
- iv. no impact of Bill 28 felt

n. Fraser Valley University College

- i. registrations up about 200, without enough seats in history to meet the demand, resulting in complaints, and the creation of emergency sections - issue of too many students for the institution
- ii. 70 history majors graduated - up 20 from last year
- iii. 100 declared history majors, and about 50-70 minors
- iv. suggestion that information on hiring of sessional/term instructors be shared between institutions

o. Malaspina University College

- i. booming enrollment & oversubscribed courses
- ii. three summer courses offered - 40% increase in intersession and summer

courses

- iii. to offer occasional new course
- iv. issue of temporary faculty - hiring, retention, regularization
- v. 26 history majors, and 35 history minors graduated last June
- vi. Letters and Images of Canada at War website launched by Stephen Davies, to overwhelming response - although various system issues arising with respect of online resources
- vii. pressure to change status to "University" - for international name recognition & clarity

p. Selkirk College

- i. significant reduction of overall social & government services in the region - courthouse, hospital, schools, etc.
- ii. college has suffered "vertical" cuts - political science & various other disciplines - plus an 80% fee increase
- iii. history enrollments increased - not affected by cuts - second year course offering
- iv. future implications of declining regional population
- v. intending to offer more second year courses - institution pushing the Associate of Arts 2 year completion certificate

q. Capilano College

- i. full classes - registration facilitated by GPA selection
- ii. new Modern Japanese history course offered - to good response
- iii. more sections anticipated, but administration still has not made the decision
- iv. cuts to "expensive" disciplines, as opposed to history, noted
- v. tuition increases expected, but unknown levels at present

r. University of Northern British Columbia

- i. high enrollments - "bursting at the seams" - no contractual limits as in colleges, just physical room capacity
- ii. shortage of office and other space for department - positions staffed with designated funds need to be accommodated
- iii. education degree - implications for history as teaching field
- iv. demand for summer sessions - to be offered on a cost-plus basis
- v. graduate program restricted due to lack of pay to faculty for supervising students and offering graduate courses - leading to reluctance to take on graduate students
- vi. no imminent retirements - problems with finding term and temporary replacement faculty

s. North Island College

- i. enrollments up significantly
- ii. more second year sections offered - intent to offer more first year sections in 2002-2003
- iii. linked to pre-education option - history as a teaching field
- iv. demographic shift - as in Kootenays - could have implications for future with populations declining in some centres, increasing in others

t. BCSSTA

- i. changing requirements for high school graduation - currently Social Studies 11 or First Nations Studies 12 required
- ii. threat of dropping provincial exams, with the possible exception of English [not known if this proposal also affected scholarship exams]
- iii. threat to Social Studies 11 - perceived as a "gatekeeper" preventing graduation
- iv. suggestion of Grade 10 "school leaving certificate" rather than Grade 12 graduation - with 3 or 4 option streams available after that - described as a "cafeteria" option
- v. changes to curriculum - sometimes sketchy in context, but emphasis on more primary materials - dense detail
- vi. announcement about the release of a new book on Robert Burnaby

7. Issues arising from BCCAT Chairs' meeting 15 February 2002:

a. secondary school representatives

- i. the Chairs were 85% in favour of maintaining secondary school representatives on articulation committees
- ii. discussion of the issue of funding support for such representatives
- iii. moved James Hull, seconded Clarence Karr, that the Chair direct a letter to the Ministry of Higher Education expressing concern about the funding cut, and support for the provision of funding for secondary school representatives on articulation committees, the letter to be copied to C2T2 [John Fitzgibbons] and BCCAT [Finola Finlay]. Carried

b. private colleges

- i. suggestion that such institutions either collaborate or compete with existing articulating institutions - examples of existing relationships between articulating and non-articulating institutions
- ii. noted by Patricia Roy that many of these private institutions are technical/vocational, although some, like Coquitlam College are offering articulated transfer courses
- iii. recommendation by Jacqueline Gresko that all articulating institutions, private or public, should be included in articulation meetings
- iv. discussion of "common grading scale" in Alberta, and a vote in favour of such a system in principle in BC to smooth and speed transfer. Patricia

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rep + friendly
John Hull*

Roy and Clarence Bolt noting the 9 point scale used at their institutions, Gordon Martel cautioning concerning the issue of understanding and interpreting grades.

- c. universities and transfer
- i. problems perceived with colleges include lack of library resources, faculty turnover, lack of appropriate written student assessments due to lack of library resources
 - ii. Patricia Roy suggesting that the transfer system seems to be working appropriately at present. Suggestion that articulation should be for a fixed terms and subject to periodic review, and reiterating the concerns about library resources, unqualified instructors, and adding the one of inflated grades from colleges.
 - iii. call from Chair for comments from University representatives
 - iv. Hugh Johnston suggesting there was not a systemic problem
 - v. Alex Popovich noting slight initial drop in transfer students' marks - but no long-term difference - reference to study looking at progress of Kwantlen students transferring to SFU
 - vi. Rhoda Friedrichs noting problems with measurement - such as third year students taking first year history courses - without any prior experience
 - vii. Eric Sager expressed interest in tracking the progress of college transfer students, as well as more information on new courses offered, and noted the problem of recruiting instructors
 - viii. Jacqueline Gresko offered to contact BCCAT with respect to specific studies on college transfer students in history, and to circulate any such studies to the articulation committee - Jim Huzel expressed interest in the Kwantlen study of transfer students at SFU
 - ix. college responses - Edward Benoit suggested that appropriate written work was possible with available resources, such as interlibrary loan. Clarence Bolt noted that Camosun students had access to UVic resources, and that the assessed workload was appropriate. He went on to note the lower entry requirements of colleges, and that two years at a college, in many cases, did not equate to the same educational level as two years at a university, given the often lower starting point. David Holm suggested that better tracking and definition of what the difficulties were for college transfer students would make it possible for the colleges to prepare students for transfer more effectively.
 - x. Clarence Karr noted the problem with existing tracking information, and his suggestion for a third year level "skills expectation document" that would outline what students required at that level, and a fourth year "exit expectation document" that would provide standards for graduation.
 - xi. Gordon Martel noting that the articulation process seems to be working, although equivalent standards between universities and colleges should be

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correct

- ensured. He noted the lack of an overall system to oversee and check standards, as in Britain, using external examiners.
- xii. grade inflation - Clarence Karr noted that assessed marks have been rising. Eric Sager suggested late drop regulations as one contributor - fewer failures. Towser Jones noted that in her department there was no grade inflation in spite of student pressure. Eric Davis noted the existence of grade inflation in graduate school, that would predispose recent students to assess work more highly
 - xiii. Jim Huzel noted the problems of adjustment for transfer students, and the suggestion that lack of library resources and writing skills for college transfer students was an issue. He noted the 83% average required for admission to UBC, and the stiffer competition that resulted from this.
 - xiv. Kori Street suggested that anecdotal information about problems facing transfer students helped, and noted the standardized course outlines utilized at College of the Rockies.
 - xv. Eric Sager noted the benefits of the external review process for his department in terms of assessment and bargaining, and asked if there was a review process in place for the colleges. Jacqueline Gresko noted that there was, as part of the accreditation process.

Break for lunch 12:30, reconvened 13:30.

8. Transfer concerns from list-serve discussion

- a. Clarence Bolt raised issue of whether it was the course or the instructor being articulated, and suggested that the vetting of instructors by receiving institutions was inappropriate. He further noted that it was not the length of papers, but the quality of written work that mattered.
- b. Clarence Karr suggested that expectations were uneven. His institution requires a course outline and information concerning the library resources in support prior to granting transfer credits. It should be the submission, and not the personalities of individuals that is articulated. Towser Jones asked if there were not standard course outlines for many courses, and noted that her institution had articulated courses without the inclusion of an instructor's CV.
- c. Jim Huzel noted his institution's general requirement for a detailed outline, and the problems with writing standards. Frank Leonard raised the issue of the "informal agreement" that existed between UBC and the colleges from the 1970s. Hugh Johnston confirmed the concern about this issue in the 1970s, and raised the issue of comparability; whether credits would be assigned directly or as unassigned credits.
- d. Clarence Bolt noted the internal process involving the curriculum committee for deciding if a course is to be accredited, and suggested that this process was, or should be, common to all institutions. Clarence Karr and Jacqueline Gresko noted the various mechanisms for submitting courses for articulation - from the registrar

or more informally. Frank Leonard noted that the "informal agreement" worked when there were only three receiving institutions, but the situation was much more complex now.

- e. Gordon Martel expressed concern about students receiving credit twice for a similar course. He noted that a new course could not be created at a university without an instructor, and wondered if this was different at colleges? Was this perhaps more a standards than an articulation issue? Jacqueline Gresko noted that some efforts were made in the 1980s to include the discussion of standards in curricula and assignments, such as marking exercises, and standards should be made part of future articulation meeting agenda.
- f. Jamie Morton raised the possibility of criteria and standards for course content. Jacqueline Gresko noted this was already done internally, and Clarence Karr argued that standards should not be prescriptive, but should encourage creative approaches to history.
- g. Eric Sager raised the issue of plagiarism and internet usage among students. Jacqueline Gresko asked if plagiarism and approaches should be placed on agenda. Clarence Bolt suggested that such information could be web-based. This led to discussion of one or two-day articulation meetings. It was agreed that one day was enough, but by providing highlights only of institutional reports time could be freed up for other activities, including standards required by receiving institutions, and the discussion of innovative instructional approaches. It was further agreed that each participant should bring one creative assignment idea to the next meeting.

9. History Articulation Archives

- a. Jacqueline Gresko provided some of the background of these collections. Bill Sloan had assembled a nearly complete collection of records beginning in 1969. Douglas College has a nearly complete collection, with gaps from 1973-1977 and for 1995, which were offered to the BC Archives, but rejected. Clarence Karr described the Malaspina University College collection, that contains the official minutes of the articulation committee from 1969. Jacqueline Gresko noted that the 1969 notes contained the same "transfer and trust" issues that are still discussed today. The submission was made that these three collections be compared to ensure that a complete set of records exists, and that the complete collection be offered to the UBC Library, Special Collections. If it is rejected, Malaspina University College and the University of Victoria have both offered to accept the collection.

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10. Other Business

- a. BC Studies 2003 conference call for papers was distributed, to be held at UBC May 1-3.
- b. Job submissions and recruitment of faculty
 - i. John Fudge noted that previous recruiting had been done with a template

privileging Canadian citizens or permanent residents, but UBC seemed to be using a "NAFTA" profile, with the United States and Mexico included.

Discussion suggests there is some ambiguity about recruiting foreign workers. The priority is still Canadian citizens, but following an HRDC briefing, broader advertising is permissible, and in the event of no suitable Canadian candidate, foreign hirings may be possible, as in the recent case of SFU's hiring a historian of China. It was suggested that UBC had more flexibility than SFU or UVic in foreign recruitment.

- ii. Jacqueline Gresko raised the issue of information exchange relative to recruiting being placed on the listserv. This was discussed, with respect particularly to the recruitment of temporary and sessional instructors.

11. Election of officers

- a. following established protocol, Jamie Morton, current secretary, will take over as History Articulation Committee Chair for 2002/2003.
- b. Edward Benoit of Northern Lights College was elected as Secretary for 2002/2003.
- c. Thanks to Jacqueline Gresko for her recent service as Secretary and Chair of the History Articulation Committee.

12. Thanks to Douglas College

- a. and the History Department for hosting the 2002 Articulation Committee Meeting.

13. Next Meeting

- a. History Articulation to meet Thursday May 1, 2003 at UBC, in conjunction with the BC Studies Conference.