

History Articulation Committee Meeting Minutes

Monday, May 9, 2011

University of British Columbia – Okanagan, Fipke Centre, Room 139

1. Call to order at 09:05. Chair Clarence Bolt. Introductions were made around the table (attendees as per reports below. In addition, Jennifer Orum from BCCAT and Robert Campbell, BCCAT System Liaison Person for the History Articulation Committee, were in attendance.

2. Adoption of the Agenda, with one sub-topic added under item 5:

A. Attendance at Articulation.

Moved. Seconded. CARRIED.

3. Adoption of 2010 Minutes.

Moved. Seconded. CARRIED.

4. Reports from Committee Members.

- **Marcel Dirk, College of the Rockies.** Situation remains steady. Neither gaining nor losing students. The communities being served by the college are experiencing a remarkable increase in recent retirees and this has helped to bring about an increase in older student enrollment. The full slate of courses is once again being offered. Overall, the situation is heartening to see, although there is some concern that the Political Science Department may be being favoured at the History Department's expense.
- **Chris Clarkson, Okanagan College.** Enrolments are well up in Kelowna and Vernon, and slightly increased in Penticton. Salmon Arm numbers are remaining relatively low. As good as the increases in Kelowna and Vernon have been, the higher numbers of students has created some capacity problems in both these locales. Still, Administration has set "enrolment targets", with the dean requiring the History Department to bring about a six percent increase in the coming year, but how can this be done considering the recently emerging capacity troubles? Issues surrounding the conversion of term faculty is creating some friction. Asian history courses have been revived and work on a modern India history course is now underway.
- **Bob McDonald, University of British Columbia – Vancouver.** There has been little variance in student enrollment over the last several years. Accordingly, the number of faculty has also stabilized over the last four to five years. Administrative changes: a newly appointed dean this past year and the department will have a new chair in the coming academic year. Asian and South-Asian courses are developing. Graduate program is down slightly in terms of incoming students.
- **Darren Provost, Trinity Western University.** Overall, the History Department at TWU is not experiencing a great deal of change, other than an improvement in enrollment. No new courses or hires. Transfers are marginally down. International studies program is very strong and popular among the students and Canadian history is bouncing back – especially First Nations related courses. Early modern European history surging.
- **Ted Binnema, University of Northern British Columbia.** Fortunately, enrolment in undergraduate history courses is up slightly. More graduate students than in previous years as well. Many other areas at UNBC are experiencing a decline, although it appears that the numbers of programs and degrees offered at the university are likely to be expanded in the

coming years. In History, hiring is stable, with no change. According to recent student evaluations, satisfaction among undergrads with the history department is quite positive.

- **Gordon Hak, Vancouver Island University.** A steady year in terms of enrolment – not only for the institution, but for history as well. The First World War western front field school is once again running this summer, thanks to its high level of popularity. This course not only serves VIU students, but also includes students from several other BC post-secondary institutions. One new upper level course will be offered (Human Rights in 20th Century Canada). Budget cuts and the potential of additional budget cuts are creating some anxiety among the faculty of the entire institution.
- **Lynne Marks, University of Victoria.** Lynne took on the role of chair early this past year. Enrollment is down slightly, especially in Canadian and Asian history courses, just as it was in the previous academic year. UVic is introducing History 101: a variable selected topic “gateway course” aimed at first year students. No new hiring in 2010 and no hiring likely to take place in the near future. Some budget cuts at have had an effect in the department.
- **Tina Block, Thompson Rivers University.** Many administrative personnel changes at TRU during the past year. Both the president and the dean have recently been appointed. Enrollment in history is up across the board, including in Canadian. Much to the detriment of the likelihood of future British history offerings at TRU, long-serving faculty member Andrew Yarmie is retiring and not being replaced.
- **Wendie Nelson, Langara College.** There has been stable enrollment throughout the college, including history. After years of declining interest, it now appears that Canadian history is beginning to grow in popularity. Numerous changes in Langara’s senior administrative ranks have taken place or are about to occur.
- **Thor Frohn-Nielsen, Kwantlen Polytechnic University.** Enrollment is solid, with history classes filling quickly. South and East-Asia history courses will grow, as the department looks to developing courses in this genre to respond to emerging student needs and demands. Kwantlen’s first BA in History graduates completed in the spring of 2009. Transitional issues regarding the institution’s shift to university status persist.
- **Gail Edwards, Douglas College.** There have been many changes in administration. Budgetary concerns have brought about increases in maximum class size from 40 to 43. This past year has seen student demand greater than capacity. There is some concern that Douglas’ continued status as a college may severely hinder the opportunities for both students and faculty.
- **Eva St. Jean, Northern Lights College.** Last year senior administrators at NLC refused to approve the release of a previously allocated provincial grant to have a representative attend history articulation. Fortunately, despite some indication that this practice would be continued in 2011, Eva received a travel budget to participate in this meeting. Overall, history numbers are down slightly, but there is some indication that student enrollment has bottomed out and will continue to be good enough to continue to support existing programs. Still, enrollment in 200 level courses is not great -- often around the 5 to 10 student range.
- **Duff Sutherland, Selkirk College.** On-line courses are picking up slightly, although all of Selkirk’s history classes take place on the Castlegar campus. Enrollments are steady. There is one instructional position in history at Selkirk and it is unlikely that that will change in the foreseeable future. The Mir Centre for Peace has generated much interest in its programs and this has created many opportunities for history. Other opportunities for history have been generated by the creation of an Aboriginal Gathering Place on the main campus. A First Nations history course will be offered for the first time in several years.
- **Wayne Melvin, Alexander College.** In its four year history Alexander College has expanded its student base from 50 to about 1000. There are campuses in Burnaby and downtown

Vancouver. The college actively recruits overseas students into its UT program. Most students specialize in business or science, but history still does well, employing one full-time instructor. Asian and South-Asian history courses will be developing in the future.

- **Chris Leach, University of the Fraser Valley.** This year's report mirrors the last. Generally, History course enrollments have increased. Canadian, European and American history are outpacing East Asian and Latin American history, with the latter two genres lagging a little behind. The enrolment of mature students has increased remarkably, which has brought with it good potential and added strength to the classroom experience for all course participants. Reorganization of institutional practices has fueled some uncertainty and unrest among many faculty and staff.
- **Maureen Atkinson, Northwest Community College.** Status quo since last year's report. History courses on all campuses combined support the equivalent of one full-time history instructor. 100 and 200 level courses usually have 8 to 10 students per class. Canadian history courses are now seeing increased enrollment compared with previous years. No new history courses are proposed. Major shifts in administrative personnel.
- **Ben Nilson, University of British Columbia – Okanagan.** The massive construction boom at UBCO is wrapping-up. Enrollment in history has been growing steadily, although the faculty has actually shrunk a one half position. There exists much pressure to increase undergraduate class size further. There is also increasing administrative motivation to grow the number of graduate students. Administrative personnel changes have been numerous.
- **Clarence Bolt, Camosun College.** Student enrolment is steady in history, employing 3 full-time historians, one $\frac{3}{4}$, and one term faculty. Unfortunately, Canadian history numbers are still terrible and have not recovered from the declines of several years ago. Newly organized Associate Degree of Arts and an Associate Degree of Science are offering very good future potential. A recently launched peer-tutoring program has been very successful and has proven to be not only useful, but very popular, among the many first year students receiving assistance and the second year student volunteers.
- **Denis Dubord, Capilano University.** Overall, it has been a relatively good year at Capilano. Student numbers have marginally increased and we are virtually at full capacity. Waitlists in many courses are substantial, making it apparent that demand is likely not being entirely met. Three of upper level courses have been or are in the process of being approved. A 100 level European history field course is once again being held in France this summer.
- **Regrets: Niall Christie, Corpus Christi College; Alvin Finkel, Athabasca University; and Paul Sedra, Simon Fraser University.**
- **Absent: College of New Caledonia.**

5. Discussion Arising from Reports

A. Attendance at Articulation.

Issue raised by Marcel Dirk. Marcel reported that the dean at the College of the Rockies does not feel it is important that representatives instruct in the discipline of any given articulation meeting. What do the committee members think about having someone with no training in history attending history articulation committee meetings?

Discussion followed. It was pointed out that the expectation of BCCAT is that instructors – not administrators – in the subject area should represent their institutions at articulation. This meeting, for example, is a faculty-based committee, as it should be. How can a non-instructor, especially one with no training in history discuss the history course related issues raised at these meetings in any meaningful or

credible way? The consensus of committee members was that it was of paramount importance to maintain the integrity of this faculty-based group.

The discussion progressed to examine another issue related to articulation meeting attendance. Eva St. Jean raised the matter of threshold as it related to smaller institutions and the sending of their representatives to annual articulation meetings. Specifically, was there or should there be a minimum number of courses instructed at any given institution in order that that institution qualify to attend?

A short discussion followed in which it was established that BCCAT encouraged that institutions send representatives whenever subjects are delivered, regardless of the number of sections instructed per year. Of course, BCCAT's terms of reference permit encouragement, but the organization cannot make attendance at articulation mandatory. Jennifer Orum, related that BCAT is now tracking attendance at all articulation meetings. It is anticipated that the accumulated data be used to improve the process of positively encouraging the sending of representatives and attendance at future meetings.

B. National histories numbered as 200 level courses.

Clarence Bolt raised the issue of some institutions no longer maintaining the traditional practice of designating national histories in the 100 level number range and thematic-based course offerings in 200 level number ranges.

Discussion ensued. Some committee members suggested that numbering some thematic courses in the 100 level range, as opposed to designating the same course as a 200 level, was likely to attract more first year students from a variety of different programs to enroll in history courses. After all, is not increased enrollment crucial considering the current budgetary environment? Although we academics are all fully aware that there is, or at least should not be, any difference in difficulty level between 100 and 200 level courses, the erroneous belief that 100 courses are first year and 200 courses are second year seems to be pervasive and persistent in the minds of many incoming students.

C. History Methods Courses.

Lynne Marks remarked that UVic has recently introduced a non-mandatory lower level history methodology course. This course has shown itself to be both helpful and popular among the well-motivated students that have chosen to take it. In the discussion that followed it was agreed that regrettably there appears to be need for this type of training in post-secondary as many students are certainly not learning adequate historical methodology in high school. Still, most institutions do not offer a dedicated methods course, as some deem that methodology components, including critical thinking and document analysis can be, and in many cases are, easily incorporated into existing courses. In any case, concern was voiced that students lacking a dedicated course in methodology must not be faced with a possible "transfer obstacle." Finally, it was suggested that methodology related issues are important and should be a regular point of discussion in future articulation committee meetings.

D. Research.

Issue raised by Gail Edwards. Some faculty in some colleges and other "teaching-centered" institutions are finding it to be increasingly difficult to conduct academic historical research "off the side of their desks." The committee consensus was that among faculty members and administrators alike there seems to be many distinct differences in expectations and much confusion over research funding related issues. This matter will likely remain contentious and a subject of much discussion.

6. Old Business.

6.1. Flexible Pre-Major.

The issue was brought forward from the previous two years. Jennifer Orum and Marcel Dirk reported. The growing popularity of a Flexible Pre-Major approach is the potential autonomy/flexibility it will give students. They will be able to take a wider array of courses without coercion from the receiving institution. A grid of courses will be created at each receiving institution; by examining this grid, students will have an easier time making decisions. Smaller institutions potentially will be more capable of attracting students because they will not be disadvantaged. Receiving institutions may potentially have a larger pipeline of new students.

Emerging issues were discussed. Jennifer Orum pointed out that there is a pot of up to \$15,000 to do an analysis of history offerings in the province to determine the advantages and disadvantages of history using the Flexible Pre-Major approach.

A steering committee has been struck to more closely examine the possibility of implementing a Flexible Pre-major further. Steering Committee members include: Marcel Dirk, Robin Anderson, Gail Edwards, Thor Frohn-Neilsen, and Bob McDonald. At next year's articulation meeting we will vote on the recommendation made by the steering committee.

6.2. Athabasca University Participation.

Although Alvin Finkel could not attend this year's meetings due to a scheduling conflict, Clarence Bolt reported the Athabasca University articulation representative remains enthusiastic at the prospect of future participation and is looking forward to attending our 2012 meeting.

7. New Business.

7.1. Articulation Resources

The Articulation Committee Companion is your primary resource and committee Terms of Reference. Please be sure that all committee members have the 2011 version at <http://www.bccat.ca/articulation/resources/companion/>.

The *New Members Resource Book* is a reference for New Member institutions which are those private institutions admitted to the BC Transfer System by way of having one or more programs approved by the Degree Quality Assessment Board and given Minister's Consent. All current BC Transfer System members and prospective members (private institutions contemplating a Minister's Consent program) will also find this a useful resource. It describes the culture and norms of the BC Transfer System, the rights and obligations of membership and provides an overview of articulation tools, resources and processes. The *New Members' Resource Book* can be found on the BCCAT website at bccat.ca/pubs/newmembersbook.pdf.

7.2. 2010 JAM

The 2010 Joint Annual Meeting (of AC Chairs, SLPs and ICPs) was a great success. A summary and feedback on the day with links to the presentations is at <http://www.bccat.ca/articulation/jam/>. Be sure to advise BCCAT of contact information for any new articulation committee chairs so that they can be invited to the 2011 JAM.

7.3. Pending Requests in the Transfer Credit Evaluation System (TCES)*

The one-year time-limit for pending requests that we implemented in 2009 has been very successful in reducing the TCES back-log. Like last year, BCCAT staff will send the AC chair a list

of pending requests for circulation at the meeting; members from receiving institutions with courses on the list may wish to follow-up with the ICP/TCC at their home institutions. Any ICP/TCC in attendance at the AC meeting can address general questions and protocol around the TCES and pending requests.

*This item is mainly relevant to the disciplines that have a reasonably large presence in the BC Transfer Guide but if you're not sure, just ask. If your AC meeting is approaching and you haven't received a list, contact Raili at rmcivor@bccat.ca.

7.4. Research Universities as Senders Pilot

The Research Universities (SFU, UBC, UBCO, UNBC and UVIC) have recently embarked on a pilot to list their first year course offerings as sending courses in the BC Transfer Guide.

Equivalencies are currently listed amongst the research universities only. The Research Universities are monitoring the impact of this change and will be looking to expand their listings to second year course offerings and potentially other institutions over the coming year.

7.5. Block Transfer, Advanced Placement and International Baccalaureate Transfer Guides

BCCAT is currently developing the Transfer Credit Evaluation System (TCES) to allow for the creation and maintenance of equivalencies for the Block Transfer, AP and IB Guides. Once complete, institutions will be able to update their listings electronically through the TCES. In addition, BCCAT will be expanding the search capabilities of the Block, AP and IB guides to allow for easier access. This project is scheduled for completion in Spring 2011.

8. Canadian History and Education Programs.

The issue recently raised, via the list-serve, relating to the possibility of re-organizing and expanding current lower level Pre and Post-Confederation Canadian history offerings from two to three half year courses was discussed by the committee. It was agreed by the majority of the committee that this type of change was neither workable nor desirable at the present time. Still, this notion should be re-visited in future meetings, especially if textbook publishers become better able to support such a transformation.

On another related matter, a discussion took place regarding compulsory Canadian history courses requirements for teachers being trained in British Columbia. An erosion of these requirements and the resultant lack of historical knowledge among our province's teachers are of great concern to the members of this committee.

Moved by Lynne Marks, seconded by Thor Frohn-Neilsen:

It is very important that K-12 teachers have a basic knowledge of Canadian history, to ensure that they can successfully teach Canadian history to our youth, since a knowledge of our history is crucial to civic engagement in Canadian society.

We therefore urge that university and college students be required to take at least two semesters of history courses that develop a broad knowledge of pre- and post-Confederation Canadian history as a prerequisite for admission to teacher education programs in B.C. **CARRIED.**

Moved by Lynne Marks, seconded by Chris Leach: that as chair Denis Dubord, informs, in writing, the following of the preceding History Articulation Committee motion: provincial ministers and deputy ministers of Education and Advanced Education; deans of all faculties of Education in BC. **CARRIED.**

In a subsequent discussion related to history education in secondary schools, it was agreed that having a secondary school history teacher participating in future articulation committee meetings could be extremely helpful to all involved. Denis Dubord will make contact with the BC Social Studies Teachers Association (BCSSTA) to pursue this possibility.

9. **Election of Incoming Secretary.** The committee happily and gratefully accepted Jacqueline Holler's offer (by proxy Ted Binnema) to volunteer for this position.

10. **Place and Date for the Next Meeting.** At Langara College, Vancouver. Tentatively scheduled for Friday, May 4th, 2012.

11. Moved by Bob McDonald to thank Ben Nilson for his role in hosting the meeting. Moved by Marcel Dirk to thank Clarence Bolt for chairing the committee for the past year.

Motion to adjourn.