

MINUTES
British Columbia Council on Admissions and Transfers (BCCAT)
BC History Articulation Committee (BCHAC) Meeting
North Island College
Monday May 6, 2024

Present: Wilson Bell (Thompson Rivers University), Patrick Best (Coquitlam College), Ryan Blaak (North Island College), Meghan Bowe (Columbia College), Niall Christie (Langara College, Secretary), Chris Clarkson (Okanagan College), Marcel Dirk (College of the Rockies), James Gifford (Fairleigh Dickinson University), Hugh Gordon (Northern Lights College), Robynne Healey (Trinity Western University), Jessica Hemming (Corpus Christi College), Sebastian Huebel (Alexander College), Lindsay Hutchison (BC Social Studies Teachers Association), Tracey Kinney (Kwantlen Polytechnic University, Chair), Shereen Kotb (University of Canada West), Takaia Larsen (Selkirk College), Dana Wessell Lightfoot (University of Northern British Columbia), Denis McKim (Douglas College), Barbara Messamore (University of the Fraser Valley), Chris Morier (Camosun College), Ben Nilson (University of British Columbia - Okanagan), Leslie Paris (University of British Columbia - Vancouver), Bidisha Ray (Simon Fraser University), Katharine Rollwagen (Vancouver Island University), Kristin Semmens (University of Victoria), Elle Ting (BCCAT), David Wray (LaSalle College)

The meeting was called to order at 9:00 am

1. Welcome

Ryan Blaak welcomed the group and acknowledged the traditional territories on which the NIC campuses stand.

2. Approval of agenda

Approved by consensus.

3. Adoption of previous minutes of BCHAC meeting of May 1, 2023

Moved OC, seconded VIU, approved by consensus.

4. Presentation of Institutional Reports

UBCV:

- 2 retirements, 30 regular faculty, 13 sessionals.
- Scholar of Jamaica and Atlantic arriving.
- Search in Chinese history did not succeed.

- Head on leave, interim head in place.
- 356 majors, 23 students in honours, 150 students in grad programme.
- 3 completed PhDs, 6 completed Mas.
- Enrolments are a concern.
- 107 undergraduate courses were offered in 2023-24.
- Only a few faculty are on leave.
- Department is thinking about course offerings and structure, ways to boost enrolments, holding off on enlisting much TA support for the moment.
- Hosting Shifting Tides conference in 2025.
- Hosting articulation next year, alongside BC Studies.

Alexander College:

- Ongoing challenges teaching international students.
- AI is of course an issue.
- Stable year, history students up by 20, sections up by 1.
- Overall enrolment at college is 5500, up 300.
- Teaching mode ration is 4 classes in-person to 1 on-line.
- Most students still come from S. Asia, though the college is diversifying its student body origins into Latin America, S.E. Asia, Africa.
- Hired 3 new sessionals in Canadian, European, indigenous history. Up to 8 faculty, mostly FT.
- Doing field trips within Vancouver.
- Furthering indigenization, especially with 2 new courses (bringing total up to 10): HIST 200 on Indigenous/Settler relations, HIST 107 on Indigenous histories of the global south.

UVic:

- Good year compared to other departments within the Faculty of Humanities and the university as a whole.
- Has been a decrease in sections and term sessionals due to budget cuts.
- Enrolments are steady, total for summer 2023, fall 2023 and spring 2024 = 4038.
- Class averages are 30-40 students.
- History has the highest number of majors across the Humanities faculty.
- More honours students, more students in 1st year, with class sizes averaging from 56 to 85, and some as high as 200.
- Faculty of Humanities is only faculty with increased enrolments for summer, up 21%, includes history.

- One retirement this year, another to come next year, 3 more the following year. Department is hoping for new hires.
- CRC in disability studies arriving in January, will be housed in history, bringing spouse who is also historian.
- Faculty of humanities facing 4.5% budget cut.
- Centre for Accessible Learning overwhelmed, accommodations are major issue.
- AI also a challenge.

BCSST:

- History electives are healthy. Ministry of education withholding exact numbers.
- Indigenous graduation credit now mandatory for students. Choice of courses, most choose English strand or Social Studies strand, boosting enrolment in senior social studies electives.
- 2025 year will include mandatory Holocaust Studies education.
- Hosted 2 conferences: one was Provincial Specialist conference in October on *Retelling our Stories*; second, in February was on *Developing Minds*.
- Next upcoming conference is on Oct 25th, on *Global Issues*.
- New reporting order in place this year: grades K-9 reporting on proficiency levels, grades 10-12 marks are percentage-based.

LaSalle:

- 2 history classes – 101 and 102.
- 57 students this term.
- 2784 students in all programs, up 1300 students.
- Great increase in Associate of Arts programs.
- New course on History of Fashion.
- Classes mostly in-person, some on-line through Teams.
- Hiring new staff.
- Moving into new campus in Oct or Jan, which is next door!
- New Chief Academic Officer: Jamie Kemp.
- Building up Associate of Arts program.
- DQAB reviewed request to reduce Bachelor program to 120 credits.
- Had too many students for the teaching space available, had to repurpose staff rooms.

TRU:

- History is a concern.

- Up to 5 FT faculty in History, still one fewer than 12 years ago.
- Hiring sessionals continues to be a struggle. Courses are having to be cancelled when faculty have releases.
- 2 more course offerings this year, but fewer overall students, drop from 572 to 535.
- 1st-year courses are still well enrolled, 60/course, but then numbers drop off in higher-level courses.
- History majors are required to do History Methods class, but enrolments dropped from 30 to 15.
- One professor going on sabbatical next year. Will be at effectively 3.5 faculty for next year.
- Provost pushing blended learning model synchronizing TRU and TRU-OL. Ongoing discussion.
- TRU has over \$10m surplus but still claiming lack of funds. Freezes on everything, so no more hires coming soon.
- Combined department: Philosophy, History, and Politics.

UCW:

- History is part of Associate of Arts, so not an independent major.
- AA numbers are doing well, almost 4000 students enrolled, up 60%.
- Mostly international students from S. Asia, also Latin America and elsewhere.
- 6 sessional instructors, up 1. None full-time in history.
- Lots of hiring of FT faculty at university.
- Steady enrolments in history courses, about 300 per semester, 20 sections of 30 per section each year.
- Updating to use more open-education resources, ensures student access to resources.
- Pushing for more history courses, multiple proposals in, but currently pause on course development, review of curriculum coming.
- Main challenges: AI, teaching international students.

SFU:

- Very good year for hiring, emphasis on global south.
- Hire in CCMS, specialist in transatlantic Islamic history.
- New hire in African history.
- Retirement of Canadianist this year.
- New chair incoming.
- Working on recertifying WQB initiative, will lead to changes in course descriptions and ways of offering them.

- Updating current course descriptions for decolonization and indigenization.
- 22 FT research and teaching faculty.
- 6 sessionals, none FT or limited-term.
- 12-13 students in honours.
- Courses roughly 15-22 sections over years, mostly 1st- and 2nd-year.
- Revisiting upper-division courses. Changes due to retirements not being replaced with other faculty in same areas.
- Budget cuts, denial of requested funds by administration.

FIC:

- Little to report. Situation steady.
- Confident of maintaining current numbers despite government changes to student visas.
- 2 history courses, always fill.

UFV:

- Robust enrolments for summer.
- On-line courses enrol well.
- Retirements ongoing.
- Replacing Latin Americanist at moment.
- Hiring sessionals is increasingly challenging, bundling sections to offer limited-term appointments is helping.
- 70 sections/yr – stable.
- Enrolments around 2000.
- Courses capped at 36 students.
- 13 faculty, incl 2 limited-term appointments and cross-appointed CRC.
- No concerns about enrolments.
- “Covid cohort” affecting student behaviour and performance.
- High number of accommodation requests.

TWU:

- Program review is providing opportunity to forecast desired changes.
- Reduced number of introductory courses from 9 to 3, but multiple sections, to move away from western civilisation focus to more of global and indigenous perspectives.
- Require majors to do practicum and indigenous studies class.
- Decline in number of majors from about 25 to about 12-13.
- Number of minors gone up, especially School of Education students. About 80 minors.

- Retirement of long-term sessional (of 35 yrs).
- Increase in mental health/anxiety issues from students.
- Faculty unionised at last! *applause*
- Tough last 5 years. Lost 13 women at TWU in last five years.

Douglas College:

- Cedric Boltz is chair for 3rd term.
- Second year of forced merger of History with Political Science and International Studies.
- History courses recovering post-Covid, filling 87-89%.
- FPSE secondment of Robin Wylie from History.
- New courses in Global Environmental; Holocaust in Modern Memory (first 4th-year course).
- New 3rd-year course on Canadian Indigenous History.
- Anticipate hiring contract faculty in Fall and Winter due to a parental leave and an education leave.
- History department review completed in Feb 2024. Now on Provost's desk.
- UBC recognizing 3rd and 4th-yr courses.

NLC:

- Only 3 instructors teach history: 1 FT, 1 PT, 1 sessional.
- Department is interdisciplinary.
- 100 students in 5 sections of 3 courses.
- Trying to arrange for chair in social sciences and humanities.
- Plagiarism is major issue, though more in Political Science courses.
- Several indigenous courses: Introduction to Indigenous Peoples; Aboriginal Rights and Treaties.
- Public lecture series for faculty, "Knowledge Unleashed", showcasing faculty expertise, includes 1 history lecture/year out of 7 lectures.

Selkirk College:

- Enrolments down at college, cause of considerable concern.
- College is in deficit, hearing rumours of cuts.
- 3 faculty, only 2 teaching 5 offerings leading to Associate of Arts degree in History, 1-2 graduates/year.
- Takaia Larsen was elected president of Faculty Association, so will be down to 50% load.
- 200 new student residence rooms at college.

- Student services not growing to match increased number of students on campus. Isolation of student body is a concern.
- New course on world history underwhelmingly enrolled last year. Rotating back to western civilization.
- Old course on First Nations of Canada being reviewed. Aiming to have it co-taught, but co-teacher is not historian. Question: How do faculty credentials fit into articulation?
- Concern about move away from formal research paper because of AI.

CotR:

- Articulation at CotR takes a long time because only one officer; consequential delays should not impact students given small numbers transferring to/from College and other institutions.
- Only teach Canadian survey course up to 1867. Post Confederation course dropped for ostensibly low enrolment reasons.
- Without it, enrolments even smaller than in past.
- Students are very engaged in Canadian women's history even though at 8:30 am!
- International students from India came to women's history class, sharing different perspectives.
- Most students are from Education program/Social Work, hence history courses servicing those programs.
- Liberal arts or humanities program rumoured, so will work to emphasize importance of history as a key component/necessary requirement rather than elective.
- Ultimately, history hanging in at CotR.

UNBC:

- 2 faculty retiring incl Jonathan Swainger, the first ever faculty member at UNBC.
- Hired replacements for both: modern Canadian; and environmental history.
- 5 FT faculty, 3 of which hired in last four years. 2-4 regular sessionals. No more hirings to come.
- Enrolments up to 530, growth in spring/summer numbers, will grow further.
- Also offering more on-line asynchronous courses, which are popular. All summer courses are in this mode, planning 1-2 in each other semester.
- Also demand for courses not offered for a while e.g. medieval, ancient Greece and Rome.
- More students taking lower-level courses as electives and breadth courses, especially science students, some doing minors.
- 4 students in grad program, 2 to come.
- Contemplating new courses.

- New joint major with geogography driven by student demand.
- Preparing for program review external review, currently working on self-study.

Camosun College:

- Faculty association just turned 50!
- Budget is balanced, will not be affected by international student cuts.
- Plans for college residence still being discussed.
- History in Humanities Department.
- 2 FT historians.
- Preparing for department review in 2027. New chair from philosophy wants to push for progressive wish list, incl. environmental program with non-science emphasis; dean seems keen, though only with 5-year timeframe.
- 16 sections/year, about 12 courses. 6 of 16 are on-line asynchronous.
- Trying to keep offerings varied, but dean is very risk-averse, major impediment to innovation to meet student interest.
- No more spring/summer classes despite student demand.
- Students very diverse and lively. Do well at subsequent institutions.
- AI and student accommodations are concern.

FDU:

- Mental health issues among students both in Vancouver and other campuses elsewhere. 1/3 of American students have received mental health supports.
- Trying to recover domestic enrolments post-Covid.
- Working on Associate of Arts degree.
- Only 1 history course this year, rotated with other courses.
- 7 FT faculty in Humanities in Vancouver.

Coquitlam College:

- Lots of changes in last year.
- Moved from Coquitlam campus to new campus in Vancouver.
- New president making lots of positive changes.
- New academic officer working on plagiarism, etc.
- Program renewal, program review in progress.
- 4 instructors, offering 15-16 sections per semester, cycling 8 courses.
- New course on indigenous peoples of Canada.
- New course on Maritime E. Asia; and modern Middle East.

- AI continues to be an issue.

Columbia College:

- Discussing name changes, faculty and students are in favour, administration concerned about brand.
- Has Associate of Arts, within which history is elective.
- Uses OERs.
- 3 full-time faculty, 1 part-time sessional.
- Student numbers just over 1100.
- Looking into land for campus housing.
- Hired full-time indigenous initiatives consultant; History worked hard on getting this.
- AI is challenge.
- All full-time faculty have marking hours but have to find own markers. Trying to create roster.
- Hiring world historian in 2025.

UBCO:

- Ben Nilson became head, replacing Ruth Frost.
- Department is History and Sociology.
- 11 historians. Only 1 sessional this year, recently regularised some sessionals to lecturers.
- 2 new hires: 1 on India/Afghanistan/Persianate world, another on Indigenous history
- Hiring freeze at moment. Lost specialist on E. Europe to Maastricht.
- Stable enrolments as a whole.
- Dean only allowing a few on-line courses, while Scheduling needs more classes to be on-line because of classroom limits.
- Challenges regarding mental health among students.
- AI is challenge.

Okanagan College:

- Four full-time members and one on term contract – teaching at four campuses.
- Offering enough courses to complete the Associate of Arts degree with an emphasis in History on each campus.
- This year several new courses offered: History of Space Exploration; and Special Topics courses on Urban History, World War I, and World War II.
- Most classes are full or well-populated. Reached highest enrollment numbers ever – with numbers increasing at all campuses. Most campuses have new residences.
 - About 2/3 of students (by course registrations) are international.
- Expanded by two sections over the last two years and anticipate the addition of another new section this year. So far, the expansion has been labelled as one-time funding each year.
- Calendar review ongoing. Some courses may be updated.

- Regional deans gone as part of restructuring.
- People:
 - David Dendy, who retired from the History department in 2019, has been named Professor Emeritus.
 - Chris Newitt (PSYC) was appointed Associate Dean in the Arts and Foundational Programs portfolio.
 - The college hired a New Provost and VP Academic, Samantha Lenci, in December 2023.

NIC:

- College's budget is balanced.
- Expecting minimal changes regarding international students. 13% of students are international.
- 70-80% of history students are international.
- New residence.
- 2 regular historians, though also teaching in other disciplines: actually one at 75% and one at 50%.
- Enrolments good. Canadian history always strong, works on-line. BC history well-subscribed. Also teach European and world history courses.
- 75% classes face-to-face, 25% on-line.
- Program review of Humanities included History.
- College working on making Associate of Arts degree work. Concerns about how it is being used, in particular with international students. Need for the students to be better supported.
- Ryan doing team-based learning with students this year. Working well.

VIU:

- Challenges from structural deficit, lots of changes being considered by admin but few details yet.
- Lay-offs have started; three program cuts (GIS, Music, Integrated Engineering Technologist).
- Could be 40-60 VIUFA (faculty) lay-offs if people do not retire. Hiring freeze.
- Provost discussing tenure system.
- Lots of uncertainty for faculty about what is going to happen.
- History department doing better than ever.
- Majors 83, minors 66, 3 honours students (most Hons ever).
- Enrolments down a bit around 1300 in last year over 48 sections. 75% face-to-face, 25% on-line asynchronous.

- Will be experimenting with on-line synchronous courses.
- New faculty member on comparative history of Islamic empires, and Europe and Islamic world.
- Offering more medieval history than any institution in province
- No new hiring. One non-regular instructor, one CRC. Both teach 2 sections.
- History of Holocaust over-subscribed. Considering adding more sections.
- New course coming on history of Ottomans.
- New course on medieval animals and environment.
- First ever seminar on medieval history – experimenting with specific pre-requisites for an upper-level course in this area.
- Reviewing and clarifying course objectives between lower- and upper-level courses.
- New dean proposing changing minor requirements, reducing upper-level requirement to 12 from 18 credits. Claiming is change that DQAB making; DQAB has not actually done this, but is being proposed. Workload concerns around that.

Corpus Christi College:

- CCC still mostly staffed by sessionals. Is process for semi-regularisation to “college lecturers”, unclear whether this has actually happened for anyone yet.
- Currently about 400 students in the college as a whole.
- Number of faculty have left. New searches in other fields, then permanent historian announced departure, no sign of moves by college to replace her.
- Enrolments recovering, but not looking good for history given lack of replacement.
- Only one of history sessionals has been working this past year, not clear what happened to others.
- Jessica Hemming was last medievalist at CCC. At one point there were 5.
- Medieval enrolments were very high this year.
- Only other history courses offered were Renaissance to French Revolution; and French Revolution to present.
- No history scheduled for coming summer, including Canadian history.
- Other unexplained things: Islamic history courses are back on books but not clear if any effort has been made to hire someone to teach them.
- St Mark’s has BA on “Faith and Culture” leading into B.Ed. at UBC. Last year offered 3 courses on Britain and international relations; and 1 on church history. Instructors all sessional.
- Enrolments for last Fall 54 students, Winter 43.

Langara College:

- Enrolments soft in department of History, Latin and Political Science. We had to make some last-minute changes to meet demand and ensure that faculty did not lose work.
- Developing new courses, including two surveys of world history (origins of humanity to 1500, and 1500 to present), as well as a course on the Second World War.
- History/Latin is in Action Planning phase of department review, developing a plan jointly with Political Science. Is not clear how many of the recommendations will be approved by the college Administration, especially the ones that will require a financial commitment.
- Administration is implementing Workday Student to replace our old Student Information System. Faculty are not optimistic that this will go smoothly. As part of the process, there will be a pause in the implementation and articulation of new courses.
- The new Provost is attempting to create Associate Dean positions, and has even hired one of them, but this is leading to disputes with the Langara Faculty Association as the duties that he intends to give to these new ADs are work done by the Division Chairs and consequently fall under the Faculty Collective Agreement. Discussion between the Provost, faculty, and the LFA is ongoing.
- College administration has noted that we have now fallen to third most attractive option for international students after KPU and Douglas. This has prompted them to take action to address challenges to recruitment at Langara. Strategies are being worked on.

KPU:

- Anticipating a dramatic drop in *new* international student, down by 46% in summer, with higher reductions expected over the next two terms, especially Spring 2025.
- History is not likely to be worst affected because of lower overall international enrolment.
- All 8 sections coming from Tracey Kinney's retirement will now be waitlist sections, means department may need to hire sessionals in August, will be hard to achieve.
- Promised replacement for Kinney, but probably one or two years away, possibly not FT to start.
- New faculty developing new courses: Medieval Mediterranean, Brewing History, Piracy, Witchcraft (in discussion with Anthropology) seminar and Queer History seminar, both with 25 seats.
- Dropped all European history at first year as part of decolonisation effort. Second year courses almost entirely thematic: animals, food, disease, environment, and more. Upper-level courses entirely thematic.
- 30% of courses on-line, mix of asynchronous and synchronous.
- Offering courses at upper level has enabled unfinished degrees to be finished.
- 39 HIST majors, large growth of 15-credit minors.
- Largest pool of alumni entering grad school this year, first student sent to UBCV!

5. Discussion arising from reports

a) Articulation at UBC:

KPU: UBCV has accepted 4th-year course on Holocaust from Douglas after having withdrawn credit for very similar course from KPU. Unclear why change of course, even to UBCV department head.

UBCV: UBCV rep will follow up with UBCV Registrar's Office to investigate.

Registrar's office at UBC claiming was long-standing policy to refuse upper-level courses. Officer to contact is Tina Huang at UBCV.

b) Credentials and articulation:

KPU: Standing policy across province is that receiving institutions may not question credentials of instructors.

c) Open education resources/instructional autonomy/learning outcomes:

CCC, KPU, Langara: OER in ancient and medieval world is still live, being used. KPU will send out URL. BCCampus also provided grant to hire student to work on glossary. More contributors are welcome!

VIU: Belshaw resource on Canadian history is also valuable resource.

CotR: Dean has suggested that textbooks should be updated (from 2017!) despite not being historian. How do you address this?

UFV: Faculty have autonomy regarding textbooks. Need to resist pressure to use uniform template across institutions.

TRU: 3-4 years ago student union campaigned for OERs for every course. But different perceptions of what textbook is. They meant any materials used. Consequence is students can now see if course uses textbook or not, but may affect way courses are designed. Not sure if it affects student enrolment choices.

CCC: Modular OERs allow more faculty autonomy regarding choice of resources.

OC: Are also electronic resources in library that can be used to reduce costs for students. Can be challenges with administrators making comments when not actually qualified to do so.

VIU: Faculty relying more on resources in library, allegedly free to students, but subject to budgets of libraries. Can we challenge students to think about who is paying for these resources?

Langara: Highlighted challenges of dealing with institutional offices regarding getting courses in place when non-historians (however well intentioned) act as gatekeepers, poses wider challenges for instructor autonomy.

CotR: Has to report on number of students using resources to Senior Library Technician Copyright to ensure that author is compensated. Possibly need to emphasise to students that what appears to be free is not actually free?

UCW: Students not buying textbooks, coming to class unprepared. Possibly more of an issue for international students due to financial constraints. OERs work better. Would students take courses more seriously if they were actually made to buy textbook? Re:

academic autonomy: With standardization of courses, each section has to use same readings, topics, assessment breakdown, etc. Faculty unhappy about the situation, of course. Is this unique to UCW?

VIU: We seem increasingly to be talking about academic freedom issues. But all instructors have for the most part complete autonomy.

FDU: Standardisation of this type would really only validly apply in courses with external accreditation.

UFV: Pedagogy experts who have not actually taught can be a challenge.

Coquitlam College: Focus is on learning outcomes. Trust is placed in instructor.

Alexander: Have worked on trying to find best textbooks. OERs are great choice because saves money for students, but should not lead to limits on instructor autonomy. Alexander has created platforms for faculty to collaborate, for senior instructors to support younger ones, etc. Canvas is used to share resources.

CCC: Faculty have complete autonomy, but students have to be ready to transfer to UBC at other end. Using course guides for articulation as basis for developing courses.

Columbia: Again, there is complete autonomy. Has caused some concerns with DQAB. So far experimented with template for course development, limit of 30% for final exams.

FDU: Institutions that do not offer AAs can discuss problems with own senior administrators with the four major research institutions in province to get support from them for academic autonomy.

CotR: Dean, Innovation in Teaching and Learning, wants low-risk assignments for students. Faculty with, for example, 40% on final exam, getting push-back from pedagogy experts. But how would this affect articulation? Having lots of low-level assignments, of course, generates lots more marking work for faculty.

NLC: Re: Transfer. NLC gets lots of transfer requests from other institutions. They have to be assigned as 1xx or 2xx credit.

SFU: Faculty have lots of liberty regarding course design. Faculty reluctance to develop formal learning outcomes. How can faculty be motivated to see these as valuable?

UNBC: Using survey to collect information from faculty on learning outcomes, assessments, etc. Looking at how they serve departmental learning outcomes. Pitched as way to help students describe what they have gained from their degrees. Younger faculty are much more willing to do this.

UBCO: Going through curriculum mapping process. Concerns about process in the department. Emphasised that faculty are controlling process.

Coquitlam: Been focusing on learning outcomes as part of curriculum review. Got assistance from Teaching and Learning Centre at UVic. Is generating better results for students and faculty.

FDU: Focus on learning outcomes also enables programs to be reviewed effectively.

d) Lowering Number of Credits for Minors:

TRU: Push from administration to reduce credit requirements for minors to get more students into these.

OC: Reminded of push for microcredentials a few years ago.

Business arising/Old business:

6. BCCAT Joint Articulation Meeting (JAM) November 2023

All sessions can be accessed on the BCCAT YouTube channel. See the [link here](#)

New Business

7. Update from BCCAT (Elle Ting)

- Updated resources: How to Articulate, and Articulation Committee guide. Includes guidelines (p. 19) about who pays for travel to meetings. Institutions are expected to cover these.
- New co-chair of BCCAT: Angus Graeme.
- BCCAT starting 3-year strategic plan including rebuilding transfer credit system.
- Partnership with ONCAT to deploy Transfer Credit System in Ontario.
- Pathways project is in development. Is to expand to address program-to-program evaluations, which will alert users to gaps.
- Focusing more on health care programs.
- Busy year for research. Documents on Accessible Admissions (to improve admissions pathways), Professional Regulation (how guidelines interact with transfer), Course Outlines (recommendations for content and format), Direct Admissions (overview of new program in US that bypasses need for individual admissions), New Topics (on letters of permission and decisions for awarding equivalence at institutions outside BC).
- 35th anniversary of BCCAT, 15th anniversary of JAM, 10th anniversary of awards program. Let BCCAT know of suitable candidates for awards.
- JAM in 2024 will be Nov 7th-8th, mixed format. On-line elements are open to anyone. Watch for registration email in September. In-person elements will be at Paradox Hotel in Vancouver, BCCAT covers travel costs for articulation committee chairs.
- PCCAT/ARUCC Conference is in Calgary June 24th-27th 2024. Registration is open now!
- Calls for proposals are open, deadlines coming up very soon.
- BCCAT has no official position on Associate of Arts degrees at the moment.
- See also attached Powerpoint slides.

8. Institutional/departmental responses to ChatGPT and other AI systems

- What have been broader institutional responses to AI? And what sorts of assignments have worked well?
- NIC: Ungrading and unessays. See Kohn and Blum, *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*. Ungrading: Uses scale of developing, proficiency, exemplary. Students can re-submit work. Meetings with students. Final grading meetings at which students make case for what grade they should get in courses.

Students have to justify choice. Unessay: Students do final research-based project. Annotated bibliography. Three-page write up about what have learned. Create something, e.g. art piece, film, etc. Can include possibly writing about what did not work well, if that is the case.

- UNBC: Uses two assignments in world history course. Each student focuses on topic and primary source, works through series of scaffolded activities, eventually creates presentation. Then discusses grade with instructor. Upper-level courses use similar approach, final project can be essay, but alternately creative project of other type, e.g. design a witch hunt. Involves self-assessment, half-hour meeting talking about student's learning journey. But time commitment is large. Students learn that research process is not always straightforward.
- UNBC: International students have mixed success. Some are overwhelmed and flounder.
- NIC: Meeting with students is really valuable, especially reassuring international students.
- UNBC: All students have to come to office at start of semester to sign up for project.
- NIC: Students do not present in class time. Day at end of semester when work is presented. Often they make videos.
- Selkirk: Gave students menu for proposals, presentation in class as an option but not required. Most international students preferred video or audio podcast. Grading rubric laid out clearly at start of semester.
- UNBC: Sometimes work presented in art gallery night.
- VIU: Has been using this approach since 2013 with upper-level classes. All sorts of types of projects being produced; e.g. songs, comics, etc. Also used regular course journals. Some colleagues using more in-person or in-class assessments.
- SFU: Reflective portfolios have been effective. In lower-level courses, has in-person exams early in semester that allows collection of writing samples. Then using to ensure later work is not plagiarized. Important to be sympathetic to the difficult experiences students are having now.
- Coquitlam: Also using unessay approach. International students appreciate opportunity to do work that is not rote-learning.
- NIC: Self-assessment is valuable for students.
- NLC: Getting students to come and talk to instructors early is difficult.
- FDU: If you have time, *viva voce* exams are really valuable.
- Okanagan: Also used early assignments to collect writing sample. Students are also very contractual in approach, so if you attach part of grade to meeting, they will come. One colleague had students take pictures of all sources they used with highlighting of source passages, submitted with essays.
- UBCO: You can train ChatGPT to write in a particular style, i.e. to imitate your style.
- UCW: Getting students to do more personal reflections, and also community engagement activities that include photos to show where they were.

- Langara: ChatGPT is getting too good at creative projects.
- NIC: Indicates that students can use AI for particular activities, e.g. brainstorming, as well as what they cannot use it for. There are no guidelines from the college administration. Also having students work in teams in class has helped to limit opportunities to cheat.
- KPU: Gave students two photographs to discuss how they speak to the present and the past. Became really clear when AI had been used.
- VIU: Has gone back to final exams in upper-level courses. VIU has said it is up to instructors to determine how they use AI, but has to be stated in course outline.
- KPU: Same approach at KPU.
- Okanagan: AI is forbidden unless allowed by instructor.
- UBCO: On-line exams are strongly discouraged.
- UFV: Policy is in state of limbo. Proving use of AI is a challenge. Conversations with students tend to be informal. Then there is formal process of report and challenge.
- Alexander: Huge concern at Alexander College. Strongly discourage instructors from using take-home exams, instead use in-person exams. Also encouraging mid-term exams, even with on-line classes. Sometimes requires classroom loans because of space limits. Lots of faculty interest in learning about AI, demand for workshops, etc. Students are finding new ways to cheat, even in classroom exams. How do we prove that students used AI? What are the consequences for students? Pressure on faculty when students express distress and possible consequences. Lack of institutional policies to support instructors.
- UCW: Some say that we should embrace AI and rethink how we prepare students for further lives. How feasible is it to incorporate AI into assignments?
- Langara: College allows faculty to convict for cheating on a balance of probabilities. Formal appeal process if a student believes has been treated unfairly.
- TRU: No institutional policy on AI. Students are not always clear on what is or is not AI, e.g. Grammarly Premium, which can rewrite paragraphs on the basis of the student's original information.
- UBCO: ChatGPT refused to create text in the voice of religious figures! Policy at UBCO is that students suspected of misconduct are interviewed by faculty *and* the Dean of Students. Some colleagues do use ChatGPT in assignments; e.g. ask ChatGPT to generate short essays, and then students critique work.
- UFV: ChatGPT assignments often just are not very good! Would rather student use it to fix up grammar, syntax, etc., rather than generate text. Students need to be told that it is not very good.
- Okanagan: One colleague had students analyse murals, worked well. With students, can you establish whether or not they were author? AI can criticize itself, unfortunately.

- UNBC: Uses ChatGPT in first-year courses to demonstrate that it will make up bogus sources. Likewise will make up inappropriate themes for course. Also getting students to revise work, which helps.
- FDU: Learning outcomes can be helpful. Think about whether or not what one is doing is actually fulfilling these. Use assignments apparently with different purpose to find out if students are achieving these.
- VIU: Also useful to have conversations about ethics of using AI with students, as well as discouraging defaulting to Google.
- NLC: Using in-person midterms and finals to try and combat cheating. However, students will take a lot of bathroom breaks to go and look things up. No official policy at NLC, but chair is supportive. Subject is under discussion.

9. Articulation process for major curricular changes involving multiple courses

- KPU: KPU History completely reworked curriculum over last two program reviews. Have had to re-articulate all courses individually. Can we come up with guideline to help make the articulation process easier?
- NIC: Getting multiple requests at once is indeed daunting.
- NLC: Sometimes different requests related to same courses come in from institutions and departments.
- VIU: Is there way that new TCS could simplify things? See and approve all requests at once?
- BCCAT: Pathways project might be looking into this sort of thing? Will take question to team.
- KPU: Changes were substantive, as far as system was concerned.
- FDU: Can changes be flagged as “non-substantive”? Was mentioned last year?
- KPU: Senate sees it as substantive.
- Elle from BCCAT will look into this.

10. Housekeeping: appointment of incoming chair and election of incoming secretary; location and date for 2025 meeting/BC Studies.

- 2025 meeting will be at UBCV at same time as BC Studies. Date will be first Monday in May.
- Niall Christie from Langara was appointed as incoming chair for 2024-25.
- Katherine Rollwagen from VIU kindly agreed to serve as committee secretary for 2024-25.

11. Motion(s) of thanks

- Motion of thanks to Ryan Blaak for kindly arranging and hosting this year's meeting, moved UFV, seconded VIU.
- Thanks were expressed to the secretary and chair for their service.

Adjourned at 2:35 pm, moved Okanagan, seconded UNBC.