

## AGENDA

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

At Capilano University: BR 126

May 9<sup>th</sup> and 10<sup>th</sup>, 2018

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Welcome from Mark Wallin and Bill Strom

May 9, 2018

1. 9:00 am Call to Order

2. Introductions/welcome

- Lori Walker greeted everyone to Capilano University and introduced Ernie George.
- Indigenous Greeting/Prayer: Ernie George of the Tsleil-Waututh Nation explained some of his journey, and then offered a prayer song along with guest David Kirk.
- Mark Wallin asked for everyone present to introduce themselves, which we did.
- New Members/Guests: Sam Lee (BCIT); Jean Hebert (Columbia); Simon Thompson (Northwest CC); Carla Furlong UCW); Renee Jackson-Harper (Selkirk)
- Guests: Darryl Smith (Langara); Sue Priebe (TWU)
- Regrets: Eric Spalding (UFV), Beverly Sinclair (KPU), Vensna Maljkovic (Lasalle), Daryl Jolly & Bryan Webb (Selkirk, Digital Media), David Murphy (SFU), David Thompson (UVF Communication Studies), Susan Doyle (UVic), Dan Dickson (Van Film School), Debra Pentecost (VIU).

3. **Approval of Agenda and Any Additional Items:** Mark Wallin called for a motion to approve the agenda, moved by Greg Lainsbury, and seconded by Erin Rob. Carried.

4. **Approval of Previous Minutes of the Articulation Committee meeting of May 10 & 11, 2017.** Motion moved by Kate Sangha and, seconded by Lori Walker. Approved.

5. **Business Arising from Previous Minutes:** There was no business arising from the minutes of May 10 & 11, 2017.

6. **BCCAT Report :** Dr. Robert Adamoski, Director, Research and Admissions at BCCAT spoke. (Ruth Erksine originally scheduled.) Robert highlighted JAM (Joint Annual Meeting, Nov. 16, 2018), recognition awards for outstanding effort to facilitate transfer within CAMAC courses, new grade 10 curriculum in place this coming school year, then for 11 & 12 for the next 2 years. No longer based on fact learning but on big ideas and skills outcome. We examined an example on the BCME website. Assessment front is also changing—though English remains not phased out, but is targeted for removal by 2020. New exam forms are being developed with much work still to be done. A discussion about grade inflation led to our understanding that admission may be based on a g.p.a. for all courses in grades 11 & 12, not the current four.

Robert brought further attention to 1) a BCCAT study “Being Seen, Being Counted” on gender identification, 2) a study titled “Indigenous Educational Pathways” re: indigenous student transfer experiences, 3) and studies in admission for high school non-grads. BC is fortunate that many colleges sponsor university-transferable courses, more than the norm across Canada.

Robert encouraged all articulation faculty to make decisions on transfer requests promptly.

Robert discussed dynamics of international students in our programs. We critiqued the business model driving IELTS scores and its invalidity in indicating language competence for university preparedness. We also discussed the lack of availability of professional development for faculty to address English competency across the curriculum.

We discussed the wider policy of accepting only 50% of a student's university credits from one institution into another, which Mark W argued curtails mobility. Brenda T pointed out that students more and more gather credits from numerous institutions stretched out over more than four years. Robert affirmed BCCAT's commitment to mobility and ease of transfer.

7. **Brenda Thomson**, TRU, System Liaison, raised the issue that our discipline is not included in the Associate of Arts Degree guidelines, as a 'subject area'. She encourages us to advocate for change in our universities. She referred to research indicating over 75% of careers requiring communication as an important competency. (See *BC Labour Outlook 2017*). Experiential learning also becoming increasingly emphasized. Sam Lee contributed that he is developing research to discover what employees (in his case, computing scientists) define as "excellent oral and written communication skills."

## 8. Presentation of Institutional Reports

- a. BCIT/Sam Lee: Jean Scribner says hello; their department offers 280 sections across diverse disciplines; they struggle with handling second-language learners; they offer a "language support course" to linguistically challenged students, as requested; he is doing research on how effective their training is over 15 weeks.
- b. Camosun College (English)/Kim Lemieux: Joe B is retiring. Discussion led to the fact that succession planning is critical with the baby boomer professoriate beginning to retire. Kim also noted that they are indigenizing their research & writing course, using the nine principles of indigenous learning. They hope to add oral presentations to their basic writing course. Others noted that a poster approach works well too where students speak to the poster rather than do a speech. We discussed how resume and cover letters are being handled (sometimes in conjunction with career centres.)
- c. Camosun College (Communication) /Lois Fernyhough: Lois clarified that Camosun has 'professional communication/English' (Kim), and "communication" (Lois)—the latter more digitally oriented, both in school of arts and science. Recently developed courses in visual storytelling, CMNS 120 and 140 courses (diverse media), and is seeking transfer credit. Send ideas to her.
- d. Capilano University/Lori Walker: Cap now offers a new course online in busi writing for international students; moving to a gen education core and moving to see comm courses in this core. Wrinkle with SFU block transfer that needs attention at SFU. Lori pointed out that CapU requires some kind of theory and research for courses to transfer to CapU. She said that reaching out to other departments (e.g., health communication in human kinetics) is working well.
- e. College of the Rockies/ Nathalie Lesage: Four courses offered, international student dynamics, plagiarism trends. Discussion ensued around plagiarism and general academic honesty, which Brenda T spoke to from research on SFU paper mill groups. She underscored the importance of doing the paper work on cases of plagiarism so that patterns can be identified by student. One

strategy to weed out plagiarism: in-class writing compared to out-of-class papers. Zhenyi spoke about some students using “Re-Check” to dodge getting caught.

- f. Columbia College/ Jean Hebert: CC is under the BC Society Act, with recent changes, and head leader retiring. Re: communication, new digital media lab going in (for digital-based courses that will transfer to SFU), good growth in faculty FTE (from 1 to 3 plus more being added). 99% international student body. Writing centre planned. English tutors swamped.
- g. Coquitlam College/ Grace Kim: Enrolment is strong. New course in business writing (looking for transfer with UBC Business). Team teaching initiated, and seeking input on how to do it well. Members are encouraged to speak with Grace about team teaching tips.
- h. Kwantlen Polytechnic University/ Beverly Sinclair: did not attend
- i. Langara College/ Erin Robb: Described attempts to create service courses that meet the needs of diverse departments. We discussed the benefits and drawbacks of specific versus generic competency courses.
- j. Lasalle College/ Vensna Maljkovic: did not attend.
- k. Northern Lights College/ Greg Lainsbury: Greg showed a bar graph indicating the exponential growth in international students compared to domestic. Nigeria and India (more recently) represent the majority. Some student use of ‘rewriting software’ to alter existing milled papers was flagged as unfortunate trend.

Special visitor: Paul Dangerfield, CapU President, greeted CAMAC members, expressing Cap’s value on local communities and all our roles in helping students thrive.

- l. Northwest Community College/ Simon Thompson: arrived later in the day and reported on day 2. See below.
- m. Okanagan College/Raluca Fratiloiu: OKC has a diploma, certificate, and concentration. Only change is a new admission requirement. Their department has worked with OC to support international students with two initiatives: Academic Skills Workshops and the Managing Culturally Diverse Classrooms project (supported via an Innovation Fund in 2017-18). One-on-one help has shown to work well with international students.
- n. Royal Roads University/ Zhenyi Li: 5-year review and revision held recently. BA professional colloquium is a completion program. Also moving toward indigenization, and digitization across the curriculum. He described the challenges of finding an appropriate social media platform for online discussions with distant students. Mobile-friendly platforms, such as “Bright Space” (thanks Sam Lee), are better than computer-based ones. D2L (Bright Space) has reps available in BC, fyi.
- o. Selkirk College (Communication)/ Renee Jackson-Harper: They are developing two new programs. Also, increasing experiential learning for writing, namely, *The Black Bear Review* (creative writing students + digital arts students) with print and digital versions (including event planning for launch). School newspaper is functional again after 4-year hiatus. Hope to start a digital publishing course. Brenda T encouraged Selkirk to consider moving this toward a credential and laddering it to TRU or other universities. We also discussed the culture-stress from which international students suffer that complicates teaching and learning.

**Internationalizing the Curriculum – Special Speaker:** Darryl Smith, Langara, Intercultural Initiative Coordinator: Darryl addressed: 1) what is internationalization? Summary: an intentional effort to see international dynamics and values across the campus for the purpose of helping students, faculty, and staff become more inter-culturally competent. And 2) Why internationalize? Answers included: To bring in the world. Because the world is already here. And to send students into the world. Also because cultural agility is a mainstream imperative. See books: *Robot-Proof*, and *Humans Wanted*.

**Stakeholders** of internationalization include indigenous, domestic heritage cultures/settlers, international, newcomers.

**Components** of internationalization include student experience, support for students, and support for employees, and more.

Langara has built internationalization initiatives on the college's values: excellence, collegiality, innovation, and integrity. It is also a goal-driven movement. Other universities/colleges are encouraged to imitate.

Darryl showed a **timeline** indicating how his committee engaged departments/areas to understand key issues. They used forums, surveys, focus groups, and town hall meetings to gather, analyze, and communicate data.

We broke into groups and discussed five questions and reported results. Darryl ended with statements from Humber College and Centennial College that epitomize healthy perspectives on internationalization.

## 9. We adjourned Day 1 at 3:00 pm

## May 10, 2018

**10. 10:00 am call to order:** Chair Mark Wallin called the meeting to order and provided an overview of the day. We then proceeded to reports.

## 11. Presentation of Institutional Reports

p. Douglas College/ Maureen Nicholson and Kate Sangha (Maureen reported): New courses delivered this year: "engineering communication", and "professional communication for arts entrepreneurs". Also offered social change course (similar to SFU). Program review highlighted challenge of international student influx and teaching the basic writing course. Had to work with registrar to cap number of international students to 8 per section in order to help new students orient to life in Canada and university life.

q. North Island College/ Judy Johnson: Learning commons is now finally in place. Still lots of dynamics with increased international students. She referred to Darryl's presentation and how it behooves us to have a thoughtful philosophy of education. Hers reflects love, empathy, and an open heart. She offered

some prosocial rules for teamwork building among her students. She made comment on her use of student instructional assistants.

r. Selkirk College (Digital Media)/Daryl Jolly/Bryan Webb: did not attend.

s. SFU/ David Murphy: did not attend.

t. Systems Liaison/ Brenda Thomson: Spoke on day 1. See above.

u. Thompson Rivers University/ Mark Wallin (Co-Chair); Observed upward trends in international students and fewer domestic ones. Mentioned eight new courses, 5 in CMNS and 3 in FILM. Also four new open learning courses in CMNS. The most significant development at TRU is OER. Online open educational resources for academic writing available now, with a professional comm version targeted for launch January 2020.. University Writing Lessons “Library” and “Gym” (theory and practice, respectively). This online “textbook” is case study driven and walks students through the processes of writing. This is an online, free resource, for non-TRU universities and colleges. Available to all universities here: <https://universitywritinglessons.trubox.ca>

v. Trinity Western University/ Bill Strom (Co-Chair): Bill reviewed that they offer a BA in Media + Communication, and a BA in Corporate Communication. The GAME (Game Development) BA proposal is still before the Minister of Education with anticipated approval by December 2018. New courses developed last year include Hollywood & the Superhero, Communication and Diversity, and leadership communication capstone. The program is undergoing an internal review as per the 5-year cycle; external reviewers being sought to help. Questions led to expansion on the GAME program, namely, that it draws from computing science (software development), art + design (graphics), music (audio), business (marketing), and communication (story, rules, and outcomes), and will be cohort based.

w. University Canada West/ Carla Furlong: Carla reviewed UCW’s presence and role in Vancouver. Private college that focuses on international students. Aiming toward an AA degree. Focuses on business courses, and now targeting digital marketing. She highlighted the workplace issue of challenging interpersonal relations, so they are developing an interpersonal skills course. Also commented on international student expectations and relations. We discussed the importance of helping students to become emotionally aware, centering, and being mindful with each other.

x. UBC: no rep attended.

y. University of the Fraser Valley/ Dana Landry/ David Thompson (Dana attended): Dana described the dynamics of settling on a suitable new course, 120 (a 4 s.h. course), to better meet the service needs across the institution. It will emphasis process, practice, how to read academic articles, etc.. Discussion ensued about the 4-s.h. course and program dynamics.

z. University of the Fraser Valley/ Eric Spalding: did not attend.

aa. University of Victoria/ Susan Doyle: did not attend.

bb. Vancouver Film School/ Dan Dickson: did not attend.

cc. Vancouver Island University/ Debra Pentecost: did not attend.

dd. (from day one) Northwest Community College/ Simon Thompson: Offer technical writing for diverse disciplines. Shared of grants for students. 45% of students are indigenous. Significant initiative is they are looking to rearticulate their university courses. Also, a creative answer to supporting international students was the development of one hour per week for tutorial with students (as part of instructor's workload) beyond the regular classroom. Finally, new influx of Punjabi students.

**12. TWU's ESL Model – Sue Priebe, Trinity Western:** Sue described ESLI as a pathway model for international students to enter a university. The focus is on helping students get through their entire university process, not on just getting in to university. Emphasized how curriculum is developed continually based on culture cohort and social change. The issue of plagiarism is addressed with lock-down online processes. She emphasized their goal to integrate international students into campus life. She spoke to what readiness means: 1) able to take and pass one univ course, 2) write a term paper, 3) 65% in ESLI, 4) take a sheltered course. Students normally complete level 4 (equiv to IELTS 6.5 or TOEFL 79 or 80). Course assignments for the pre-MA students vary based on students' intended academic discipline. Special challenges when students struggle with learning disabilities. At level 5 increased expectations on critical thinking and genre mastery. Courses emphasize writing, grammar, and speaking. She reported graduates's high success rates in matriculation and gpa in university.

**13. Any Other Business: We discussed possible special speaker topics:**

- a. International student dynamics.
- b. Admission standards
- c. Consider inviting Meg Stainsby from BCCAT. She is Director of Transfer and Articulation
- d. Consider inviting Kyra Garson at TRU center for teaching learning innovation.
- e. Consider inviting Shannon Smyrl on her communication writing OER (open educational resources)
- f. Consider inviting Johanna Hammond on indigenization.
- g. Try to offer a more practical workshop on day 2.

Mark Wallin and Bill Strom (co-chairs) will discuss these options and do some emailing of CAMAC members for feedback as they develop next year's agenda.

Sam Lee offered a set of plagiarism videos. He will upload it to Dropbox.

**14. Next meeting:**

Location: TRU welcomes to CAMAC to Kamloops!

Date: May 8 & 9, 2019, Wednesday and Thursday.

We agreed to meet at Douglas College in New Westminster, May 2020. Thanks Kate, and at Royal Roads University, May 2021. Thanks Zhenyi.

16. Moved to **adjourn** by Kate S, seconded by Erin R. 1:23 p.m.

Respectfully submitted,  
Bill Strom, co-chair and recorder