

**Western Regional Criminology Articulation Committee**

**MINUTES**

**BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)**

Institution/Location: Douglas College

Meeting Date(s): 2-3/May/2019

**Present: Institutions without Criminology, Criminology or related disciplines are removed**

<b>Member Institution</b>	<b>Representative</b>	<b>Email</b>
Alexander College		
Athabasca University		
BCIT		
Bow Valley	Taren Taylor	
Camosun College	Blair Fisher	
Capilano University		
Coast Mountain College	Michael Brandt	
College of New Caledonia	Eric Thompkins	
College of the Rockies	Avery Hulbert	
Columbia College	Carlos Ponce	
Coquitlam College		
Corpus Christi College	Joe Naylor	
Douglas College	Nahanni Pollard, Andrew Reid	
Farleigh Dickinson University		
Fraser International College		
Justice Institute of BC	Greg Keenan	
Kwantlen Polytechnic University	Shereen Hassan	
Langara College	Melissa Roberts	
Lethbridge		
Mount Royal	Doug King	
Nicola Valley Institute of Technology	Lara-Lisa Condello	
Native Education College	Norm Wignall	
Northern Lights College	Jodi Campbell	
North Island College		
Okanagan College	Jarrko Jalava	
Quest University		
Royal Roads University	Kathleen Manion	
Selkirk College		
Simon Fraser University	Gail Anderson	
Thompson Rivers University	Rachelle Stevenson	
Trinity Western University		
UBC-Okanagan		
UBC-Vancouver		
University Canada West		
University of the Fraser Valley	Amanda McCormick	
University of Northern BC		
University of Victoria		
Vancouver Community College		

Vancouver Island University	Michael Down	
Yukon College		Amanda Graham
Red Deer College		Jan MacNeil
U Regina		Nicholas Jones
U Winnipeg	Steven Kohm	

**Recorder: Greg Keenan - JIBC**

**1. Meeting Called to Order at 0905.**

Acknowledgement of territory

**2. Introductions/welcome**

Chair Avery Hulbert welcomes all and introduces herself and vice-chair Michael Brandt

Welcome to new members and introductions by all present.

Regrets sent from: Yukon College, Lethbridge College, University of Regina, Red Deer College.

**3. Approval of Agenda and any Additional Items**

**Motion:** Addition of a discussion on Indigenous content in courses and programs in response to Truth and Reconciliation Calls for Actions.

Accepted.

**Motion:** Approve the agenda as amended

Accepted.

**4. Approval of minutes of the Articulation Committee meeting of 2018 at Mount Royal University**

Amendments: None noted.

**Motion:** Approval of Minutes from the WRCAC May 2018 meeting.

Accepted

**5. Business Arising from Previous Minutes (if any)**

Avery (Chair) provided the following updates: Continued to reach out to institutions where we are missing representatives and have received some response. New member Institutions have been added and information for new department representatives have been updated on the listserv.

Updates on the changes to the K-12 curriculum to be discussed later in the meeting.

Requested an update on the Intro to criminology open education resource which was introduced last year.

Shereen from KPU to provide an update within Institutional report discussions.

**6. BCCAT Report**

Reviewed the Spring 2019 report provided by BCCAT.

Reviewed the transfer system list of outstanding requests. Discussed the importance and process for articulation requests and responses. Provided clarity of the process.

Ensured the contact person at the institutions are correct so requests are not delayed. Some institutions have clear process for assessing and responding to requests, and some do not. We agreed to use the listserv as a communication tool to support the review and response of articulation requests.

Discussed the increase in International Requests being sent to departments for review for transfer credit from students and how these are being handled. Avery advised that BCCAT staff is working on a system of reviewing international programs is piloting a project with UBC to record International transfer credit equivalencies. Pressures on faculty are noted for students seeking review and recognition of international credentials.

K-12 curriculum updates. Reviewed the presentation passed along by BCCAT director Mike Winseman for an update on the changes to the K-12 Curriculum.

- Some of the concerns raised in discussions following the presentation were: recognition and transferability of grades, program admission processes, impact on dual credit courses that are currently offered, uncertainty of the measurability of core competencies in terms that we will understand, concerns around student successes for preparation of post-secondary level assessments.
- Many faculty concerned about the lack of discussion at their institutions and within their departments on these changes and the impacts.
- Acknowledged the advocacy that BCCAT is doing and their commitment to keeping faculty and institutions up to date on the progressions.

**Action:** Avery to share the provided presentation to the listserv and share any updates from BCCAT as they arise.

## 7. Themes/ Discussions from Institutional reports

Rather than providing verbal reports, the written reports were distributed prior to the meeting via the listserv. The chair identified the themes presented in the reports, selected highlights to share from all of the institutions and collated the topics requested for discussion by members.

### Summary of institutional Reports

#### Major trends/ themes Identified

Themes	Institutions
Increase in inclusion of Indigenous content	BVC, COTR, Cam, JIBC, Doug, VIU, MRU
Increase in number of students (in courses and programs)	BVC, TRU, COTR, VIU, MRU, NLC Continuing high- SFU, KPU, UFV
Increase in International Students	Lang, UFV, COTR, CNC, CMC, NLC
Difficulty hiring faculty	UFV
Poor student performance	BVC, UFV
Academic dishonesty concerns	Almost all
Block transfers Interest	Lang, Cam, RRU, Col, Leth, JIBC
Increase in student needs (mental health) and students support needs	VIU, BVC, RRU, CMC, COTR, JIBC
New Courses	Lang, UFV, UW, Col, CNC,

### Topics for Discussion identified by group

- Contract cheating (BVC)
- Student success, needs and supports (Lang, UFV, CMC, VIU, JIBC, RRU)
- Tracking of poor performance learners (BVC, UFW, COTR)
- Academic dishonesty
- Block transfers (Cam, JIBC, COTR, Leth)
- Student academic Performance
- Honours Programs

- Indigenous content and TRC Recommendations and Responses
- International Student challenges and successes (NLC, CNC, CMC, COTR)
- Faculty hiring ( UFV, RRU, Cam)
- Reserved program seats for Indigenous students (VIU)
- Faculty exchange (MRU)
- Internationalization of content/Programs

#### **Highlights from the Institutional reports shared by the Chair:**

- BVC- Taren moving into Associate Dean role
- UFV completing research with students and highlighted on world stage.
- LANG - recognized on how to promote academic honesty; new crim diploma.
- CAM- new certificate in mental health, addictions and criminal justice.
- CNC has newly developed courses
- Columbia College and Corpus Christi College are new BCCAT members and welcome to WRCAC.
- Lethbridge College degree is also all online and has an applied focus.
- Yukon College is in a period of transition and sends their regrets. Has a new certificate and diploma program in Northern Justice and Criminology
- U Regina - Hirsch will be retiring soon.
- RRU- MA program has launched and going well; Completed second Inside Out program at William head Institution; Exploring indigenous justice inclusion.
- UW – also launched their MA program. Also running a program similar to the Inside out program called “Walls to Bridges” at Stony Mountain Penitentiary.
- CMTN – Coast Mountain College, New name (formerly NWCC); Criminology Field school and teaches the course in a yurt.
- NLC- new course- young offenders for youth justice; exploring other new course offerings; working with the local MLA within discussions on building a jail in the North.
- VIU- moved to one point admissions for criminology program where students apply directly at admission for BA in Criminology; reserved seats for Indigenous students; increase in students.
- MRU – New course developments; In May 2020, Justice studies field school tour in China for a comparative justice course.
- OC – Developing a BA in Justice degree with an Indigenous content focus. Want to partner with a smaller college in the north.
- TRU - BA in Human Rights and Social Justice. Current delivery is Face to face and encouraging practicum; working on Indigenizing content.
- JIBC articulation agreements with NLC, COTR, BVC.
- COTR research grant received for discourse analysis on homelessness and public perceptions- significant faculty releases granted. Large program growth for diploma program in criminal and social justice.
- NEC- Welcome to new member Norm. They have a current partnership with JIBC and working on one with KPU.
- LETH- no representatives present as Ken and Barb are no longer Chairs, the new chair will be added to listserv once appointed. They have conducted transfer agreement reviews, please review their included report and contact them for new/updated transfer opportunities. They offer a few different degree streams in Criminal Justice available online and face to face.
- SFU- faculty Sheri Fabian was awarded the prestigious 3M teaching award. Centre for Distance Education (CODE) changing and some issues persist as they offer 52 criminology courses and concerns with how changes will impact students and faculty.

#### **Topics Requested from members for Further Discussion:**

##### Modes of delivery:

We shared the various formats that courses and programs are delivered in and discussed how the delivery mode should not detract from the content, academic integrity of the courses.

- Discussed condensed delivery in summer semester and if there were feelings of less academic rigor in these courses. Group agreed that they are equivalent.
- Discussed integrity, identity of student and exam security for online courses
- Some programs offer continuous intake courses.
- Learned about a new delivery mode called "Hyflex". Can be in-person, or online synchronous or asynchronous.

#### Open education resources:

Discussed the challenge with intro to crim textbooks and the potential for development of an open education resource. KPU is taking the lead on this initiative. Shereen from KPU requested that members provide: a list of textbooks and course outlines that are currently in use for Intro to Crim class. Some money has been secured to do focus groups with students and faculty to receive input on what should be featured in the text. Seeking collaborators and reviewers for the resource. We shared feedback that we would like to see Canadian content, instructor resources, and a focus on Indigenous content in this open education resource.

Question raised if the collaborative research development and incorporation of the Intro to Crim open education resource could be eligible for Transfer Innovation funding through BCCAT. Avery advised that funding for such projects are available through BCCAMPUS and that the TI application is on hold but that she will check in with BCCAT staff.

**ACTION:** *Shereen from KPU to send out table to collect data on intro to Crim Open education Resources*

**ACTION:** *Avery to check in with BCCAT staff*

#### Assessments for articulation:

Questions posed to the committee on how assessment methods will impact articulation agreements. Some faculty at various institutions are feeling that due to increased workload with increase in student numbers and a lack of support that they are being encouraged by their institutions to use less written assessments.

WRCAC members strongly asserted that written assignments and research papers are expected and required as skill within criminology and criminal justice programs but also integral in employment opportunities within the field.

Members strongly discouraged faculty moving to less written and research assessments and recommended that Institutions allocate more resources to supporting student success with written assessments rather than recommending changes to assessment tools.

#### International students:

Discussed the dynamics of International student representation across programs. Not all of our member institutions are experiencing an increase in International students. It seems that more International student numbers in programs are in the Rural/Regional colleges, specifically at the Northern Institutions and Langara college. Discussed challenges and best practices. One of the biggest concerns are that some International students are struggling with writing assessments and are turning to alternative unacceptable methods such as plagiarism and cheating to complete requirements.

Discussed the review of International student transfer credit requests. Avery mentioned that BCCAT is working on a project with UBC and will share any updates. Group stated that it would be valuable to share any international credit equivalencies deemed by institutions, a database to manage this like BC transfer guide would be ideal.

Reiterated the importance of not lowering standards with courses and programs but advocating for Institutional supports to be allocated to encourage student success.

Student Needs:

Michael from VIU introduced this topic for discussion as their department is finding more students are struggling with mental health concerns and crises and an increased request for support. The lack of counselling availability is a concern. Concerns also raised with lack of campus security and their ability to respond to the concerns and student and faculty needs.

Some strategies at other institutions:

- SFU help app (online where students can reach out for immediate support); UFV priority access to counselling if Faculty or staff recognize a student needs support the PASS referral will have a timely response; MRU has an early warning system in place; Melissa from LANG will send out the blurb on mental health that she adds onto all of her course syllabus; KPU has anxiety resources presented in classes and posted in classrooms; RRU has a mental health strategy and a crisis line. They also have a buddy system for those who are feeling at risk and needing support.

Academic dishonesty:

Most members reported an increase in incidences and types of academic misconduct and cheating.

Discussed innovative cheating that has been detected such as:

- Contract cheating; paraphrase.com and new tools that are being used. Discussed how we are mitigating opportunities for cheating and plagiarism.

Some strategies that were shared were:

- in class writing assessments (to provide a writing sample of students original work); formative writing processes (students have to show their work throughout and receive feedback); draft paper submissions; use of library staff; encourage notetaking; teaching academic honesty (rather than dishonesty) and the values of why it is important; request sources of information used upon submission; create specific assignments that are unique; in class presentation requirements; word document submissions (to review editing and writing processing time); referrals to writing centres for students; student understanding agreements.
- Melissa from Langara shared their strategies for handling academic dishonesty as they have had a large increase in detected cases this academic year. They have developed an online tutorial on student success with 8 modules. It is embedded into the course. For completion students can receive a bookstore credit
- Camosun requires a 1 credit course on student success which includes writing supports; academic honesty, student supports; career prep for their next steps.
- UFV offers Jump Start for academic prep. They have an infographic posted and clear policies.

**Action-** members will to continue to share their finds and resources. Avery to share Lethbridge College's document on student contract from last year (created by Ken Sauter) and the one that she is using at COTR.

BCCAT and block transfers and articulation requests:

Reviewed the meaning and types of block transfers and course by course articulation requests. Also discussed the meaning of dual admission. It was helpful to create a mutual understanding that the type of agreements vary based on programs designs and program/credential type. For example, RRU only does Block transfer agreements, JIBC does both course by course and block transfers.

Discussed the confusion the various types of agreements cause. Education pathways is commonly used when discussing opportunities with students.

Members find it very helpful to not only send requests through the BCCAT system but to also follow up with an email, especially for programs so that faculty/coordinators can have discussions and create understanding as the signatories for agreements are typically Deans.

Faculty and department chairs working together on these agreements help ensure realistic transfer pathways and ensure students are getting the information about transfer pathways.

Faculty need to ensure that any changes made to courses or programs are communicated to others where agreement has been reached. Blocks are reviewed at time of agreement so students do not have to review their courses before applying to another institution, check in with your current program students when there are changes made to a pathway or block transfer as it may impact their education plans.

#### Faculty exchange:

Doug King (MRU) introduced the topic for interest in faculty exchange opportunities. He suggested examples such as a week or two, guest lecturing, even skype so no travel or relocation. The requirement for exchanges being that compensation is remunerated from home institution. Discussed the use of sabbaticals as an opportunity to engage in faculty exchanges.

If interested, recommended that you check with faculty agreements for limitations.

**ACTION:** *Doug to send out a list of potential teaching topics and opportunities to listserv so we can circulate.*

#### Faculty hiring:

It was noted that many institutions are hiring and having a lot of sessional work available.

Discussions took place about why this trend is continuing and if this is positive or a challenge. Some of the faculty recruitment issues raised were:

- Issues with institutional funding for full time/professor positions, cost of living, housing. Some Universities noted that offers are made and not being accepted. It was noted that application numbers are down or applicants are not qualified. Lastly faculty retirements are not being automatically replaced with permanent positions but rather filled with sessional, term or part time faculty.

#### Honours programs:

As discussed in past years we find there are considerable variations across institutions with Honours programs. Specifically, differences between the student fees, Faculty release time for supervision, credits were noted. KPU, U of W, MRU, SFU have Honours programs.

### **8. Guest Speaker Andrew MacDonald Regional Crown.**

Andrew came to speak with us about Indigenous justice initiatives in BC Crown Prosecution Services. He spoke about his experience in supporting Indigenous justice and the impacts on the Justice system since the R.v. Gladue decision. We discussed that since Gladue decision we are still experiencing an increase in incarceration of Indigenous peoples. Prosecution services in Canada specifically in BC are taking intentional notice. They are exploring research by social scientists to design realistic and practical solutions. Andrew shared some of the policy changes coming forward and the complications that exist.

### **9. Election of Chair and Vice Chair**

Nominations were called for positions for Chair. Avery Hulbert was nominated as Chair and accepted the nomination. There were no other nominations. Avery accepted the chair position by acclamation.

Nominations were called for positions for Vice-Chair. Michael Brandt was nominated as Vice-Chair and accepted the nomination. There were no other nominations. Michael accepted the vice- chair position by acclamation. Avery and Michael look forward to continuing to work together with the WRCAC and BCCAT.

### **10. WRCAC PCCAT presentation June 20-21, 2019 Regina, Sask**

Avery noted we are one of the only --- and the oldest --- BCCAT committees with a regional focus. She is presenting at the Pan Canadian Consortium on Articulation and Transfer in Regina on June 20-21 on how well-functioning the regional model is for faculty and students. Benefits of in-person Articulation meetings include: assisting with building relationships among faculty, facilitating block transfers and course articulations, sharing of best practices, assisting with external program reviews; and, helping faculty members more connected to the discipline.

Avery asked if anyone is interested in co-presenting. Committee assisted Avery by suggesting content for the presentation. Avery will send the draft presentation to members before PCCAT for feedback and review.

**ACTION:** Avery to put together an outline of the presentation and circulate to listserv for feedback.

### 11. Further Actions resulting from meeting

#### Letter of support for SFU online

**Motion:** to draft a letter of support to SFU to ensure CODE supports criminology distance courses.

Michael Downs. Seconded by Michael Brandt.

All in Favour. Gail (SFU) abstained

Criminology CODE (Centre for Online/Distance Education) courses are integral not only the SFU program but many of our students from other institutions can take online criminology courses. Students who are wanting to transfer to SFU can take courses online to support their transitions. We are concerned about the loss or change of a system that from our perspective is working well for current students. We hope that SFU CODE with work in consultation with the School of Criminology to ensure the changes are relevant and meaningful for students and faculty needs.

**ACTION:** Avery – to draft a letter and send to Gail Anderson for forwarding to SFU CODE.

### 12. TRC Recommendations at institutions

As with previous years we shared what is being done in departments and Institutions to support the TRC recommendations. Due to time constraints we placed this on the board and members filled in what is taking place at their institutions.

- Introducing required second year Indigenous justice course
- Looking for ways to incorporate Indigenous content across curriculum
- JIBC- First year course reconciling colonial practice in justice and public safety
- JUST 312- Indigenous perspective on justice. Incorporating more Indigenous writers' voices, content and approaches into all courses
- Holding circle processes in ADR (Alternative Dispute Resolution) courses
- Inviting all associate faculty to "Circle Day" to explore additional approaches to addressing the TRC
- New Indigenous course for all staff and faculty
- Adopted: "Trauma-Informed Youth Justice" textbook, written by Oudshorn for CRIM 210 – Law, Youth and Young Offenders. Recommended.
- Using Monchalin's book, "The Colonial Problem" for CRIM 101 – Introduction to Criminology
- Embed Indigenous perspectives from Indigenous community members and elders in all programs and courses college wide.
- First year Indigenous Legal traditions is a required course

**ACTION:** All members, post any additional information to the listserv.

### 13. Review of Action items

Reviewed the list of action items created during the meeting.

### 14. Next meeting:

Location: Vancouver Island University, Nanaimo BC

Date: TBD last week of May, 2020.

**ACTION:** Michael Down to work with Avery and to confirm dates and circulate.

**15. Notable future departures**

Steven will be going on sabbatical and University of Winnipeg is appointing a new department chair. Thank you Steven for your commitment and dedication to our Articulation Committee over the years. We will miss you. Taren from Bow Valley College will be moving to a more senior position, and she will remain our committee contact.

**16. Meeting adjourned at 1430.**

***BCCAT Contact:*** Ruth Erskine, Committee Coordinator

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