

Minutes
BC History Articulation Meeting
May 6, 2019 9am – 2:45pm
Thompson Rivers University
Alpine Room, Campus Activity Centre

In attendance: Anjali Malhotra (Alexander College); Jill Hunter (Athabasca University); Chris Moon (BC Social Studies Teachers' Association); Chris Morier (Camosun College); Marcel Dirk (College of the Rockies); Meghan Bowe (Columbia College); Patrick Best (Coquitlam College); Jessica Hemming (Corpus Christi College); Gail Edwards (Douglas College); Sally Mennill (Douglas College); James Gifford (Fairleigh Dickinson University); Tracey Kinney (Kwantlen Polytechnic University); Niall Christie (Langara College); Ashley O'Connell (LaSalle College); Rob-Roy Douglas (Northern Lights College); Howard Hisdal (Okanagan College); Duff Sutherland (Selkirk College); Nicolas Kenny (Simon Fraser University); Tina Block (Thompson Rivers University); Wilson Bell (Thompson Rivers University); Darren Provost (Trinity Western University); Ruth Frost (University of British Columbia–Okanagan); Adrianna Bakos (University of the Fraser Valley); Ted Binnema (University of Northern British Columbia); Lynne Marks (University of Victoria); Tim Lewis (Vancouver Island University)

Regrets: David Morton (University of British Columbia–Vancouver), Nanci Lucas (Capilano University)

Guest: Fiona McQuarrie, BCCAT

Recorder: Tracey Kinney, KPU

The meeting was called to order by Gail Edwards, Chair, at 9am.

Committee members were welcomed by Tina Block, TRU History, and Richard McCutcheon, Dean of Arts, TRU

Approval of agenda: moved Niall Christie (Langara) / seconded Howard Hisdal (OC)

Adoption of previous minutes, no amendments: moved Howard Hisdal (OC) / seconded Sally Mennill (Douglas)

A list of pending articulation requests was circulated prior to the meeting, with the request that members follow up on outstanding requests with their institutions

Institutional Reports:

Langara:

- small decrease in enrolment overall

- challenges: language challenges, student reluctance to take courses that are perceived to be reading and writing intensive
- despite small **decreases** in domestic enrolments, classes are still running
- dept changes: Anne Toews moves into a regular **H/T** position, Marjorie Lang retired, Dale Montgomery hired → F/T (KPU annoyed ☺)
- Niall Christie is the new Department Chair, with a 3-section release
- the department is **relaunching one of** its Latin courses
- plagiarism: fewer cases of cut/paste plagiarism, essay writing services may be the reason

SFU:

- Undergraduate Chair passing from Nicolas Kenny to Andrea Geiger
- declining enrolment concerns; seat numbers now being tied to enrolments raising serious concerns for History
- Arts Faculty outreach, new curriculum, reconsideration of core course requirements
- re-envisioning the Humanities, how to reach new audiences about importance of Humanities
- overhaul of online course offerings (HIST 10%) - no longer modularized and overseen by tutor-markers; new approach: blended/flex learning, led by regular faculty with more direct engagement
- focus on high school recruitment, public lecture series, public book club, team-taught course on History of Capitalism, MA for teachers

VIU:

- positive overall: Warsh, Spence, and Davies received scholarly research & development awards
- negligible change in enrolment, means that the dept is maintaining increases from previous years; more courses moved to first year level, more education courses
- on leave: Warsh and Spence, 26.7% of the department
- Smith retiring - .25 in History, had hoped to post .5 F/T in indigenous History but no administrative support at this point
- program review completed, successful external evaluation noted community engagement, scholarship, experiential learning (Canadian Letters & Images Project), Gender & History journal (employs 2 students)
- Tier 2 Canada Research Chair Dr. Whitney Wood - 5-year appointment to VIU History

Athabasca:

- new President, development of strategic & IT plan - centralizing governance and decision-making
- new Provost - expansion at the university administration/executive level
- 5-7% increase in enrolment in unit - History stable
- program review led to closure of a number of low enrolment courses
- program learning outcomes have been revised and curriculum mapping completed

- Centre for World Indigenous Knowledge and Research - from 1970s mandate, revisions of curriculum, terminology, etc. to reflect the recommendations of the Truth & Reconciliation Commission

Coquitlam:

- college now enrolls ~3000 students; added a new campus in Surrey
- offer 4 sections of Canadian History, 2 European (240 seats)
- plagiarism problem: non-credit courses have been added to work on reading and writing skills
- questions raised about IELTS levels

UBC-O:

- increased enrolment over 2017
- replacement hire for 2017 Canadianist retirement will be Dr Tim Paulson – Canadian Environmental History
- James Hull retiring - hopeful for a Sci/Tech hire, with open geographic specialization
- experiential opportunity Spring 2020 in partnership with an Okanagan museum, History sponsored several well-attended public talks at Kelowna library with outside speakers
- external review - possibly on the immediate horizon – seen as an opportunity for curricular changes
- possible split of A&Sc into two faculties - uncertainty, would require two decanal hires

Douglas:

- enrolments steady, added sections (+90% fill rate consistently)
- administrative priorities: appeal to domestic enrolment, additional Canadian history sections
- new courses / special topics courses targeted at students in specific degree programs
- Julian Brooks - partnership with SFU Hellenic Studies - certificate in Classics
- decline in demand for American History - rethinking how to structure these courses
- summer contract faculty added: Carling Beninger, Colin Grittner
- Ian Rocksborough-Smith moving to UFV (Douglas ☺)

TRU:

- small increase in History enrolments
- 3 of 5 faculty members had at least one course release last year
- no new courses - sessional summer offering History of Sport
- new dean
- no new hires – overall Arts is gaining 5 interdisciplinary hires (no connection to History) - unlikely to grant anything History-specific at this time
- focus is on the Politics part of the unit build to a major
- launch of a new master's program: Human Rights & Social Justice
- undergrad conference ongoing / journal launched
- new president: Brett Fairburn

- program mapping coming as part of US accreditation requirements

COTR:

- primary focus on Canadian content for teacher candidates, but two students will be moving on to other institutions for history degrees
- lots of student interest in course content
- international students avoiding History because of the reading / writing intensive nature of the courses
- curriculum standing committee - new format for course descriptions and learning outcomes
- Bloom-ization of the wording on outlines
- students = joy; admin = less joy

Trinity Western:

- new President starting, academic focus, aware of challenges faced by the Humanities at this time
- no changes in faculty
- Darren Provost → History program coordinator now
- enrolment up primarily because of international students in Richmond, building to add capacity in Richmond, but no History there because of the international focus
- enrolments down - heavy use of transfer in for foundational history courses, including Canadian survey
- revisions to university core: 'historical and archival ways of knowing' no longer requires specific history courses, impact felt at the 24 month mark of the change → substantial enrolment drop
- new entry-level course for all majors/minors: ways of knowing/historical thinking
- 300-level course in Indigenous History moved to second-year
- program review generally positive - emphasis on teaching quality, chance to think about future directions

BCSSTA:

- transition to new curriculum almost complete
- historical thinking module (option): Social Studies Explorations can be built around any theme, locally developed
- grade 11 and 12 enrolled together into new curriculum options
 - o Contemporary Indigenous Studies, Asian Studies, Social Justice 12, and Genocide
- more focus on inclusivity and differentiation of instruction and assessment
- resource issues – some materials being locally developed, some online via TeachBC, open, shared resources
- assessment: grade 8/9 phase out of percentages, move to letter grades in the short term, eventually to 4-point scale per the elementary system

Alexander:

- departmental changes: Sebastian Hübel → head of Humanities

- Iain O'Shea (modern European) Burnaby Campus - Canadian, European, Modern India (gender/nation) offered on the Vancouver campus
- overall increase in student enrolment, from 210 to 279 - 22 sections (763 students)
- challenges: valuing History courses; academic dishonesty, ghost writers; plagiarism and cheating is a major concern, and has led to the creation of a new tiered reporting process to keep track of repeat offenders
- steady, gradual increase at the College level, looking to expand recruitment to Africa, Latin America, and SE Asia
- questions of academic readiness among student being recruited
- Associate of Arts degree being reviewed
- larger facility in Burnaby - expansion of classrooms, faculty offices, and admin

Columbia:

- restructuring - new President
- enrolment strong at ~2200 students (rapid growth from ~500 four years ago); 1 F/T History, 3 P/T teaching six sections
- struggle with sessional list: Canadian, European, and World
- challenges: classroom space issue, plagiarism,
- In 2018 increase in IELTS bands, new requirement to take ENGL in first semester and tutorial centre opened
- all departments will be creating standardized learning outcomes

Selkirk:

- enrolment up on all three campuses primarily due to International ... 50% of students are South Asian - domestic enrolment down
- Selkirk doesn't count international students in achieving ministry targets
- new teaching strategies, looking at the traditional curriculum and the need to adapt/change
- Duff will be on leave for 2019 - 2020; workload divided between Takaia Larsen, and Darcy Ingram
- still working on program-based learning outcomes, College-level outcomes almost complete
- One River Conference on Columbia River Treaty
- Mir Centre for Peace - hosting Columbia Treaty negotiations

Fairleigh Dickinson:

- 12 years in BC - American private non-profit
- built around the university press
- consolidating departments across its international campuses
- running 3 history courses in Vancouver; third year courses, but only prerequisite is first year composition - looking at developing Canadian History
- Fairleigh-Dickinson Press is actively looking for more BC content

Corpus Christi:

- now ~500 students, wave of student increases, but still a very small number of international students
- mostly sessional faculty; six permanent faculty members (College level), soon to increase by two (ENGL and BUSI)
- History: 3 faculty, one permanent (Jessica Hemming); new summer sessional: Reimer
- 6 history courses in regular rotation - steady increases in students
- new courses on race have yet to be offered - added two new: Indigenous peoples (will be offered in an upcoming semester)
- new Dean of Arts coming in, possibility of new initiatives

Fraser Valley:

- currently in Program Review (externals: Tracy Penny Light, and John Lutz) - useful process
- added Ian Rocksborough-Smith as F/T history: American, Public, methods
- more hiring on the horizon - aging department with a lot of retirements
- from 13 faculty, now down to 8, with another retirement coming
- potential to hire Indigenous scholar (joint with Geography)
- Maps, Lands, and Titles certificate (Geography/History) hope to relaunch
- no more cancellations - growing enrolments, mostly waitlisted
- online presence increasing - 17 sections this year, including upper level
- international students are +/- all taking online courses
- 20% international at the college level; small number in Canadian and India courses
- hybrid classes being encouraged to save space / sharing classroom spaces
- history of capitalism, history of fun
 - o methods and thinking courses: through any topical lens
- external program advisory committees (EPAC) - better preparation for work, has been a helpful process
- revisions to applied history focus

Okanagan College:

- regional population growth: 3/4 regional campuses met ministry targets, some issues in Salmon Arm; Kelowna up to 30 students and waitlists in second year courses; 40 in intro courses, also full and waitlisted; opened an extra section of war and terrorism course
- James Wood will now be F/T continuing
- 3 new sections: Modern World History, BC History
- OC searching for a new hire for these 3 new sections
- 770 History students, increase in international students; attempting to spread international students across all of the courses by introducing quotas
- challenges: issues with plagiarism - rough drafts with edits, in class quizzes
- substantial improvement after 3 semesters
- developing: rise of modern capitalism (third year)

Camosun:

- 2 campuses: relaunch of Interurban with new buildings; Lansdowne Campus still home to much of Arts & Sciences
- 2 F/T continuing - struggle to replace retirees, admin averse to risk, reluctant to launch new classes
- doubling up on full sections; challenge to keep students for two years before the transition to university - requires diversity of offerings
- Crime & Punishment, Gender, Immigration - reluctance to try
- new Arts & Sciences program leader to be hired for outreach into Victoria community
- attendance issues: especially Thursday afternoon & Friday
- question of online offerings
- scheduling software creating class conflicts in History among first year courses
- small rebound in winter numbers

UNBC:

- population decline in PG contributing to lower student numbers, plus creation of new teaching universities
- external review recommended return of methods / foundational skills, after previous review recommended discontinuing
- employers reporting issues with the ability of employees to assess/use evidence/critical thinking
- particular concern led to the reintroduction of History 200 (methods)
- revision of 240/241 to move from European to global focus: expansion and empires
- two-semester US survey eliminated in favour of a broader span of American History (option for thematic lens)
- now 4.5 historians, no increases, not favourite of administration
- student numbers are flat, students no longer transferring to UNBC, local population cannot sustain student numbers

Northern Lights:

- 2 History courses / 4 sections - 1/10 of teaching load
- numbers stable; increase in domestic numbers
- plagiarism and International Students; software tools to rewrite essays
- more students now purchasing essays at specific grade levels
- admin support to impose penalties
- new collective agreement: creation of writing/math centre (next academic year)
- recruitment officer to be hired, to target local high school students
- F/T status for Rob, means lower teaching load (9)

UVic:

- new Indigenous faculty member hired (from indigenization monies)
- up to two Indigenous faculty members in History
- enrolments stabilized; fewer sections; 440 majors (up)

- Humanities pressured to increase enrolments or lose retirement positions: none for John Price
- new courses: Food in World History, Conspiracies, Deportation & Exile, Env. History of the World
- U/L enrolments strong because of gateway courses; lower at second year level (trad surveys)
- new field school on History of Japanese Internment
- new graduate funding formula will negatively impact Humanities
- outreach: History fairs for local High Schools (200 students in for mini-lectures): pro-D for teachers, indigenization includes new courses
- colonial realities bus tour - across Victoria
- 6-part workshop in Indigenous ways of knowing
- refugee support and sponsorship, plus public lectures

KPU:

- unexpected retirement in Canadian History, unlikely to be replaced at 100% initially; will likely necessitate sessional hirings for the fall semester
- University is facing the continuing impact of its decision to admit 5000 International students - now primarily waitlisted in effort to complete two-year credentials
 - o means that History enrolment has increased dramatically, but few of these students will be History majors or minors
- pressure to offer more lower level sections to move those students through, impact on our History majors as fewer upper level courses are available
- in History the transition from area studies to thematic courses now complete at all levels of the program (see 'additional information' for details on the final group of new courses)
- new 'pathways' course (History through Film) to introduce students to historical thinking, critical analysis, and the foundational reading/writing skills necessary to succeed in undergraduate courses
- the pressure to launch online and mixed mode (hybrid) courses will increase primarily due to space issues

Discussion Arising from Reports:

- enrolment: committee members discussed many of the possible reasons for declining History enrolments in some regions versus increases in others. Possible causes include regional population shifts, demand from teacher education programs, the influx of international students into some institutions, and broader North American trends in Humanities enrolments
- academic misconduct and plagiarism: committee members discussed the problems associated with plagiarism software and the increasing sophistication of essay writing services. Possible strategies for minimizing academic dishonesty include student honesty pledges; multi-stage and/or lower stakes assignments; "plagiarism-proof" topics; in-class writing for portions of major assignments; assignments based on a single source; clear instructions as to what constitutes academic dishonesty and the inclusion of possible consequences in the syllabus.

The committee also discussed the pressures on students that can lead to plagiarism including the failure to understand the scope of activities that constitute plagiarism, parental pressures, visa requirements, the need to perform at a certain level, and the perceived obligation to help friends. BCHAC will look to raise awareness of the challenges caused by the increase in plagiarism and other forms of academic dishonesty at its next meeting. The incoming Chair will circulate a Google document to record these issues.

New Business:

Report from BCCAT / JAM:

Fiona McQuarrie (BCCAT) reported on key developments including the temporary suspension of the transfer innovation fund based on recent program outcomes. The fund should be available again in 2020/2021. UBC has now made its internal transfer guide public allowing institutions to view the 50,000+ transfer agreements currently in place. The Education Planner tool is now being run by an independent not-for-profit consortium. BCCAT has developed a statement of respectful behaviour for articulation committees, listservs, and forums. A survey of dual credit student outcomes is underway including the impact of enrolment in dual credit courses on subsequent enrolment pathways and academic performance.

Gail Edwards reported on the BCCAT JAM. The keynote by Joel Heng-Hartse (SFU) discussed academic literacy / building writing capacity by emphasizing the different skills that people bring to the classroom. Need to build language capacity rather than focus on deficiencies: <http://www.bccat.ca/pubs/Beyond%20ESL.pdf>. A presentation by Stephanie McKeown addressed Indigenous student pathways through post-secondary, including retention barriers and other challenges. This research is being done by graduate students using a peer-to-peer approach. The Phase I report is now available on the BCCAT website: https://www.bccat.ca/pubs/indigenous_pathways.

Open Education Projects:

- current OER initiatives include the development of open texts for BC History (Belshaw) and for the Ancient & Medieval World (Kinney). Committee members discussed the benefits and the challenges of open resources, the question of open contributions with respect to promotion and tenure, the utility of open “sprints”, and the vetting of open resources once they are available to download and edit

Indigenization:

- committee members were asked to give a brief update on the status of indigenization projects at their own institutions:
- *common themes*: problem of defining “indigenization”; many important symbolic gestures, but difficult to translate administrative ‘vision’ into meaningful curricular change; struggles to retain Indigenous scholars; separation of Indigenous Studies and History Departments; lack of resources to support meaningful change

- KPU – Indigenization was a central part of Vision 2018 and remains a goal of Vision 2023; new opportunities have been created to work with the KPU Elder in Residence and with the Kwantlen First Nation, all KPU faculty and staff are *strongly encouraged* to complete an online workshop; an informal faculty working group gathers to share resources, methods, curriculum; pre-Confed is a required course in the Indigenous Community Justice Minor
- UVic – more Indigenous hires, but overburdened due to the workload expectations of those hires; Indigenous Studies major and minor; meaningful transformation of the curriculum still needs to be done and there is little administrative support for a *required* Indigenous Studies course
- NL – Indigenous content incorporated into Canadian History, guest lectures, college-wide workshop, no required courses, upgrading for Indigenous students
- UNBC – efforts to include Indigenous requirement failed; difficulties retaining Indigenous faculty members, now trying to get meaningful change through the bargaining process
- Camosun - struggles to define indigenization, different disciplines have very different takes on what this means, Indigenous Studies program includes a requirement to take a History class
- OC – symbols - prominence of those symbols on the campus, Indigenous Peoples course on each of the 4 campuses, indigenization committee, aboriginal student centre on each campus, Indigenous Studies, workshops (ways of seeing); OC has hosted 10 powwows to date
- UFV – working with Stó-lō on campus, looking at indigenous governance structure, Teaching & Learning has an Indigenous learning coordinator, Stó-lō history course, residential schools history, comparative courses
- Corpus – waiting for new Dean of Arts to see new initiatives, only HIST and ENGL have made inroads into including Indigenous content, campus benefits from broader UBC efforts
- FDU – longer term efforts to include Indigenous content, cross-cultural context (TRCs)
- Selkirk – working towards a plan; consultations required before inclusion of Indigenous content, effort to build connections - Indigenous liaison, MOUs with all of the regional Indigenous peoples; focus on calls to action, content vs pedagogy
- Columbia – piecemeal approach - Indigenous committee, part of new student orientation, rejected required faculty workshop & art purchases, left in the hands of instructors
- Alexander – no formal plan so left to instructors to include guest speakers, etc.
- BCSSTA – indigenous ways of seeing, knowledge required to be incorporated into the curriculum - concern from teachers, unfamiliar - pro-D, scramble for resources, textbooks
- Trinity – leaders have emerged in several faculties, effort to coordinate across campus; still unclear on “indigenization” – are symbolic gestures; review of policies and course materials
- COTR – students from pre-Confed often move on to courses with Indigenous focus; pushback from some students, retention issues with Indigenous faculty
- TRU – informal developments on campus; book clubs - ground up initiatives; symbolic gestures; curriculum experts available from Office of Indigenous Education, inclusion of Indigenous program developers - core course in new graduate program, some targeted hirings - HIST lacks expertise to offer their Indigenous History course, free language courses
- Douglas – indigenizing strategy being created; different working groups to address core issues around curriculum, support, retention, student experience; trying to avoid tokenism, or over-promising; indigenous studies working group; struggle to find resources to make meaningful change

- UBC-O – symbols, one-day workshop cross-campus, also unable to offer Indigenous history courses - Indigenous Studies sits outside of History
- Coquitlam – Indigenous coordinator hired; events on campus; info for International Students, interest from instructors, selected topics courses on Indigenous topics
- Athabasca – Centre for World Indigenous Knowledge & Research - but lack of awareness, guest speakers on decolonization, reconciliation, replacement hire in Indigenous studies, and Indigenous scholar hired in ANTH
- VIU – emphasis on reaching out to Indigenous peoples, Indigenous centre / gathering place, initiatives, HIST/Indigenous Studies cross-over (lost due to retirement), push to create a Faculty of Indigenous Studies, perception that this is pushing Indigenous scholars into a separate silo, growing demand from education students for Indigenous education content
- Lasalle – very limited efforts, preambles service at formal events, new executive initiative - reach out to northern peoples to develop blanket ceremony
- SFU – Aboriginal reconciliation council; meets quarterly to advise on key issues; decolonization working group at the faculty level to rethink course requirements; slow pace of progress, content revision in Canadian History courses - more movement at the level of individual initiative; comparative TRC course; First Nations Studies Dept hiring at rapid pace, working on joint major with History
- Langara – lack of clarity at the level of senior leadership; rebranding exercise is complete; Indigenous Studies department; overall, under resourced to carry out meaningful initiatives

Housekeeping Matters:

Attendees are asked to contact Tina Block (TRU) if they are willing to host BC Studies 2021

Location and date for 2020 meeting: **Douglas College, New Westminster, May 4, 2020**; the BCHAC website will be updated as more information becomes available: <http://www.kpu.ca/arts/history/bc-history-articulation>

Incoming Chair: per BCHAC tradition, the 2019 Secretary was acclaimed as the 2020 Chair; moved by Adrianna Bakos (UFV) / seconded by Jessica Hemming (Corpus)

Incoming Secretary: after the usual awkward pause Duff Sutherland (Selkirk) volunteered; moved Marcel Dirk (CoTR) / seconded Niall Christie (Langara)

The committee members expressed their thanks to Tina Block and Thompson Rivers University for hosting the 2019 meeting, and to Gail Edwards and Tracey Kinney, as Chair and Secretary

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