

Meeting Minutes

BCCAT Anthropology Articulation Meeting

Thursday, May 11, 2023; 9:00-4:00 pm

Anvil Center, Room: 911, 777 Columbia St., New Westminster

Zoom: <https://alexandercollege.zoom.us/my/s.may>

Many thanks to Jaime Yard (Douglas) for hosting and planning, Lindsay McKay (TRU), Jerry (UBCV) for additional planning and organizing, and Humayun Kabir (TRU) for taking minutes.

Attendance (in-person):

- Samantha May, Alexander College
- Jaime Yard, Douglas College
- David Hopwood, Vancouver Island University
- Tara Tudor, Camosun College
- Sarah Fessenden, Kwantlen Polytechnic University
- Humayun Kabir, Thompson Rivers University
- Daniel Nnane, College of New Caledonia
- Roisin Seifert, Selkirk College

Attendance (online):

- Kathleen Miller, Simon Fraser University
- Adam Rudder, Fairleigh Dickinson University
- Jennifer Botica, North Island College

1. Land Acknowledgement and Meeting Opening, adoption of previous minutes, old business?

- Meeting started with a welcome message by Samantha May, Anthropology Chair, and land acknowledgement by David Hopwood
- Approval of agenda: motion by Roisin Seifert, seconded by Humayun Kabir
- Adoption of previous minutes: motion by Sarah Fessenden, seconded by David Hopwood
- Old business: none
- Chair's report: introduction as a Chair

2. Brief Institutional reports + Outstanding articulation requests

- SFU Institutional Report by Kathleen Miller
- North Island College Institutional Report by Jennifer Botica
- Fairleigh Dickinson University Institutional Report by Adam Rudder
- Kwantlen Polytechnic University Institutional Report by Sarah Fessenden
- Camosun College Institutional Report by Tara Tudor
- Vancouver Island University Institutional Report by David Hopwood

- College of New Caledonia Institutional Report by Daniel Nnane
- Douglas College Institutional Report by Jaime Yard
- Selkirk College Institutional Report by Roisin Seifert
- Thompson Rivers University Institutional Report by Humayun Kabir
- Alexander College Institutional Report by Samantha May

3. Updates on [BCCAT](#) from Fiona McQuarrie

- Appreciates hybrid format of meeting to encourage participation
- 60 plus articulation committees' meetings; update articulation committee guide, revised guide will be posted, terms of references are revised, with a component of new representation in the committee, page or two on getting ready for meeting, Update to the update
- BC Transfer Guide: couple of new features; individual institution can add the Transfer Guide; more than 80,000 listed institutions in BC Transfer Guide
- Articulation Reciprocity tool – new (used it), Institutions start transfers themselves
- BCCAT 240,000 course to course agreements
BC has one of best transfer systems in world, “How to transfer to” videos online
- Pathways Tool – allows students to see how much credit they'll get transferring from one institution to the other, starting with Engineering – a difficult one
ABE and EAL currently separate, but will be integrated into transfer guide.
- BCCAT joint annual meeting (JAM) in November 2023
- Various Covid reports – Registrar's Office
- Data Use – students and race/ ethnicity
Survey of survey
- JAM – Nov 3-4 2022 on BCCAT youtube channel, EDI, blooper reel
Nov 2/3 2023 JAM (first day online, second day streaming – anyone can attend)
-hosting in Vancouver Paradox
- Block transfer guarantees entry to first year, can have individual course requirements within the block. None have it for anth except New Caledonia to Royal Roads
- Student retention – TRU where are students going?

4. Barriers to transfer

None noted

5. Issues: AI cheating and transferable skills, other issues, solutions
May be discussed at next meeting or on Moodle.

6. Best practices/recommended content for 1st & 2nd year

May be discussed at next meeting or on Moodle.

7. Field schools/studies and experiential learning (including transferability)

- Discussion ensued (community-oriented field school program; class project working with community members; possibility of a spreadsheet info showing which institution is offering what type of field school etc.)

8. Mapping institutional Indigenization - How do we know we're doing it? - small group brainstorming sessions

Indigenous Consulting Company – Firelight Group, run by anthropologist, Molly Malone

Will be further discussed at next meeting or on Moodle.

9. 3:00-4:00 Indigenization presentation and discussion led by guest speaker Raven John

- Presentation followed by discussion (cultural implication of institutional transfer; support structure for students, diversity and indigenization etc.)

Post secondary – like businesses

Capitalist model of growth

-Rushing students through systems

-Student cultural or class barriers

-various reasons for transfer

-Re-establishment of supports

-cracks students fall through

-shift away from critical theory courses, critical race theory

-Non-academic support for transfer students, will show up on social media

Dave – workload , duty of care,

Tara – Indigenization, EDI, what needs to be prioritized? Supports for students – counsellors, learning supports

Using applied critical race theory, how do we challenge structures of inequality?

Collaboration, working to strengths

Humayun- extra time on assignments as form of equity and inclusion,

**process of learning

Daniel – ESL = accessibility/ accommodation issue

Raven – instructors must hold institution accountable

Raisin – naming elephant in room – capitalism

Raven – what can we offer students?

Roisin – positive example?

Raven – separating larger student groups into smaller groups, investing with them properly

-creating a structure that supports that – school support that has office hours, or meeting dates

Samantha – giving the opportunities for students to develop abilities

Raven – Indig students will be coming in with trauma off the bat, intergenerational etc., she tried to become familiar with post-secondary space in advance of attending Emily Carr to lessen anxiety

-Even filling out paper work – assoc. w/ Indigenous trauma

-being in building spaces

-lack of familiarity with how things work in a city → lack of trust

A great ethnography of plagiarism and college culture:

<https://www.cornellpress.cornell.edu/book/9780801476617/my-word/#bookTabs=1>

<https://onevoicecanada.org/> a good resource to know about for international students if you hear of issues your institution is not addressing

Dave (?) have it as a recommended text on all of my courses:

<https://global.oup.com/ushe/product/writing-in-anthropology-9780199381319?cc=ca&lang=en&>

Here it is <http://www.oupfb.ca/>

<https://web.hypothes.is/>

Raven:

Having an Aboriginal student space at Emily Carr – converted bike locker via Indigenous support person Brenda, Indigenous consultant, developed space over 10 years

Having an Indigenous intermediary/ Indigenous student advocate extremely important

Funding can be late, other things in students' lives besides school can not be going well

What many Canadian students learned of Indigenous history is a roll of the dice – need for critical theory in high school

Activists should utilize language of oppressors – use marketability of EDI concepts

ASK students

The meeting ends at 4:00 pm, followed by dinner at Jamjar Lebanese Folk Restaurant