2023 BCPSA
Articulation Meeting
Simon Fraser University - In Person
Friday May 6th, 2023
9:15am – 1:30pm
AQ 6229
Draft Minutes

Co-Chair: Robert Hanlon (TRU) Co-Chair and Secretary: Rosalind Warner (Okanagan, Scribe)

In attendance:

Andrew Owen (UBCV)
Anil Hira (SFU)
Cara Camcastle (SFU)
Darin Nesbitt (Douglas)
Defne Ezgi (Columbia College)
Denis Dogah (Alexander College)
Greg Millard (KPU)
Hugh Gordon (Northern Lights)
Jason Morris (UNBC)
Marcel Dirk (College of the Rockies)
Mark Crawford (VIU)
Neil Cruickshank (North Island) (Liaison)
Paul Rowe (Trinity Western)
Shereen Kotb (UCanWest)
Stephen Phillips (Langara)
Tim Schouls (Capilano University)

Remote:
Fiona McQuarrie (BCCAT)

Minutes

1. Call to Order (9:15am) Welcome and Introductions

2. Approvals

   2.1. Approval of Agenda
          Moved: Greg Seconded: Rosalind, Approved
   2.2. Approval of the Minutes of 2022 Articulation Meeting
          Moved: Darin Seconded: Paul, Approved
   2.3. **Confirmation of Neil Cruickshank, North Island College, as System Liaison Person (SLP) for the provincial Political Science Articulation Committee [Motion]**
          Neil provided a brief overview of the role of the Liaison, and his background and service

Moved: Mark Seconded: Greg, Approved

2.4. Chair Election [Motion]

Rosalind agreed to stand, Greg Millard will join as Co-Chair.

Motion, Seconded by Darin: that Greg and Roz be affirmed as Co-Chairs for the 2023-2024 year - Approved by Acclamation

Thank you to Rob Hanlon for your service as Co-Chair of the Articulation Committee

3. Business Arising

3.1. BCCAT Overview (Fiona McQuarrie) - by zoom
What is BCCAT? – system of transfer of credits among institutions

- BCCAT has been updating the Articulation Committee Guide (formerly the Articulation Committee Companion) and the How To Articulate handbook.
- the Terms of Reference for articulation committees have been revised, and BCCAT's policies on creating new committees and delisting committees have been updated. These have been posted on BCCAT's website.
- Dates for this year's JAM are November 2 (online) and November 3 (in-person and online). Registration will open towards the end of the summer.

  Transfer Guide updates:

- Reciprocity Tool. The Transfer Credit System now identifies opportunities to create reciprocal agreements when a course transfers directly to another.
- BC Transfer Guide Widget. The BCTG widget enables institutions to create their own transfer guide search directly on their website.
- International Expansion. The BC Transfer Guide continues to expand its pan-Canadian and international listings, with several institutions having uploaded their external equivalencies.
- New Publications Collection - Use of Student Data on Race, Ethnicity, and Ancestry https://www.bccat.ca/intro/REAStudentData
- BCCAT encourages all articulation committee leaders and institutional representatives to review the updated documents.
- See the BCCAT Update for details

4. New Business
4.1. The Challenge of ChatGPT

- representatives shared their recent experiences with AI Generative Language Models which have now become widely available, as well as the TurnItIn detection tool and questioned whether our discipline should allow the use of these tools as some disciplines have
- representatives shared their classroom strategies and discussed the degree to which these measures tend to increase workloads and displace existing curriculum from classroom-designated time
  - using an invigilated writing sample

- o using Word or google docs revision tracking
  - o using really current examples
  - o reevaluating learning goals/criteria
  - o ask students to identify errors/poor writing in AI-generated texts
  - o build skills incrementally through stages
  - o communicate need to have policies in place from leadership
  - o consult with Centres for Teaching and Learning for guidance

- representatives shared their strategies for detecting AI-written essays (level of sophistication, comparison with previous writing samples, CHAT GPT hasn't figured out citations or styles yet etc.)
- some wondered about the kinds of skills we wish to teach - will the skills we are teaching be considered valuable or necessary in the future as the tech catches up (we are teaching it as we use it)?
- it may be a vital skill in the future to teach students that they must 'prove that you have done the work'
- what level of using AI is acceptable, if any at all? – 70-100% may be zero – but where is the line?
- One rep noted that we discussed this at length last year – the merits of using research paper requirements across the board for articulation requirements
- is this an opportunity to re-examine our criteria and the learning goals that we have – how can we remain true to the discipline while also being buffeted with technological developments – concede to the pressure of having to craft assignments to respond to this problem
- this may reproduce structural biases - as the system cannibalizes existing work
- SFU has WQB requirements – writing, statistical knowledge, and breadth requirements

4.2. Best Practices for Indigenous Inclusion in Curriculum Consultations

- some institutions have an Office of Indigenous Education or something similar that offers PD opportunities for faculty – others have no indigenous politics class – no indigenous studies focus –
- some may have 'Indigenous ways of knowing' course – often offered by a philosopher and an elder in the community
- courses on non-Western models and methods
- First Nations as well as Politics and history – decolonize the indigenous courses – Human Development and ECE folks got a grant to redo the course – learning objectives ended up being completely different
- Community talks and elder invitations – to introduce in other ways rather than through curriculum
- often reliant on personalities or ad-hoc – mostly not a core requirement for political science studies – burden of a course requirement may fall into a small number of faculty
- separate finance systems for indigenous honoraria are now standardized

5. Reports / Subcommittees

5.1. Institutional Reports

5.1.1. TRU
- Enrollment stable – international up and domestic slightly down
- New major – Political and International studies – first stand-alone major
- Approved for a new hire – TT research position

5.1.2. Douglas College
- POLI being merged with other departments [History]
- Enrollments up 10%
- Post-COVID environment – students have more behavioural issues (less civility)

5.1.3. Langara
- Enrollments recovered by 20% but not at pre-COVID levels
- Class composition – more international students – now mandated minimum
- Program Review begun

5.1.4. Alexander College
- Significant increase in enrollment – 200%
- Most students are from South Asia
- New Course – Intro to World Politics

5.1.5. University Canada West
- Huge increase in enrollments creating space shortage
- 3 POLI courses but lots of sections
- Open educational resources – zero cost options – flipped class model

5.1.6. Vancouver Island University
- Stable numbers
- network of teaching-focused universities
- Concerns over cuts – esp. for sessional instructors

5.1.7. UNBC
- Stable minor and major program
- COVID a problem for clubs and activities – Poli student associations
- Bargaining ongoing – External Program Review beginning

5.1.8. College of the Rockies
- Mix of International/Domestic
- New Course Developments – trying to follow student interests and political trends [Environmental Politics]

5.1.9. Northern Lights College
- Most international students

- Plagiarism and Academic Integrity issues
- Addressing reactionary and media-based ideas about globalization

5.1.10. Capilano University
- No caps on international enrollment (80-90%)
- Phenomenon of 'bipolar' courses – small minority of engaged students vs. dynamics of large majorities of apathy and unengaged students
- BA with Major in Governance Policy and Justice [PPE] in process

5.1.11. Kwantlen
- Stable or growing department
- Program Review & Implementation – of all program course outlines being reviews for learning outcomes
- RAs have to go through an interview process

5.1.12. Trinity Western
- Enrollment has plateaued – recruitment flat
- Unionization vote – very slow

5.1.13. Athabasca
- Near virtual University – conflict with Provincial gov't over local vs. online
- U of Chicago statement on principles of free expression – Alberta gov't imposing on Universities – annual free speech reporting

5.1.14. Columbia College
- Increase in enrollment in POLI
- Associate of Arts POLI – 5th year
- Newly-articulated Methods course

5.1.15. SFU
- Declining enrollments creating pressure for cuts – Social Data Analytics course is popular
- Behavioural Insights Grant – new hire for NATO Field School

5.1.16. UBC
- Declining enrollments in domestic and international
- Effects of COVID on educational interruption
- How to indigenize curriculum

5.1.17. OC
- Declining enrollments creating pressure for cuts
- New degree program has not had much impact
- Loss of nursing program a blow for other departments

Questions Arising:

- Loss of decorum a theme this year
- Effects of Indigenization on curriculum – some students not familiar
- More bipolar classes – varying levels of familiarity and accomplishment in the classroom
- Micro-credentials
- Student Evaluations of Teaching
- Model UN – Model Parliament – Guest speakers all really successful strategies

6. Next Meeting - TBD

7. Adjournment (app. 1:30pm)
    - Moved: Darin, second: Stephen, Approved