Communication and Media Articulation Committee (Camac)

Minutes

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Royal Roads - May 11 and 12, 2023

In Attendance:
Alexander College (Caio Cardoso)
Shannon Smyrl(Co-chair, TRU)
Marc Wallin (Sys Liason and TRU)
Jean Hebert (Co-chair, Columbia)
Zhenyi Li (Host, RRU)
Corpus Christi (Petti Fong)
UFV (Rashad Mammadov)
Langara (Effie Klein)
Douglas (Alison McDonald)
Camosun (Kim Lemieux)
Camosun (Aaron Lutch)
VIU (Robin Davies)
FDU (Orion Kidder)
LaSalle (Rob Stefanson)
University Canada West (Karen Tankard)
Okanagan (Jillian Garrett)
College of the Rockies (Nathalie Lesage)
Vancouver Film School (Anthony Grieco)
Remote:
Yukon U (Jon Gelinas)
TWU (Divine Agodzo)
KPU (Chad Skelton)
Coquitlam (Grace Kim)

May 11, 2023

1. **Welcome remarks from Dr. Veronica Thompson (VP Academic, Royal Roads University)**
   - Introduced initiative at RR – Emerging Indigenous scholar circle. Purpose: to provide opportunities for these emerging scholars to work/mentor with more experienced Indigenous scholars.
   - 25th anniversary celebrations – RR new Vision statement and goals and strategic plan, including "any age, any stage, any place."
   - Annual conference on Ethics and Communication. Online. 1200 registrants in 2023.
2. **Approval of Agenda**
   Motion to adopt the agenda.
   Moved: Jean Hebert; Seconded: Mark Wallin; Motion Carried.
3. **Approval of Previous Minutes, May 13, 2022**
   Motion to approve.
   Moved: Jean Hebert; Seconded: Erin Robb; Motion Carried.

4. **Business Arising from Previous Minutes**
   N/A

5. **Articulation Jump Start: "Two Truths and a Lie" (Orientation for articulation newcomers) & Discussion of current articulation issues.**
   - A rousing game to review facts related to BCAAT and articulation in BC.

6. **System Liaison Report – Dr. Mark Wallin**
   - See attached report for core content.
   - *BC Teachers*. CMNS as teachable subject. While CMNS outcomes map well to BC Curriculum outcomes, it's not currently considered teachable subject. Both teachers and organizations establish credentials. After a year of networking, Ministry of Education Teacher regulation branch as key contact for this; the regulation branch currently going through a process of reassessing Majors that are accepted so good timing and they have registered our request and will consider.
     - o Discussion with general committee support.
     - o General committee support for this – need to clarify role and understanding of what communication and media studies is within secondary system. Erin shared link to StrongerBC Future Action Plan 2023– would be useful tool to support committee in making its case in the position paper for CMNS Major recognition.
       - ▪ **Motion** to create an ad hoc committee to prepare a proposal/position paper to the BC Teacher regulation branch to advocate for the inclusion of CMNS and Media Studies as a teachable subject area.
       - ▪ **Moved:** Jean.
       - ▪ **Second.** Erin.
       - ▪ **Discussion.** Need to clarify what is meant by CMNS in this proposal. Includes both Communication and Media/Media studies.
         - • **Carried. Unanimously.**
     - o **Action**: If interested. Contact Mark and he will strike the committee soon.

7. **BCCAT Report – Dr. Elle Ting**
   - Technology updates. Reciprocity tool for bilateral agreements and Dashboard.
   - BC Transfer Guide Widget. Customize access to guide, including real time connection to BCTG.
   - TCS Suite – importing internal transfer tables.
   - Upcoming projects – Pathways tool (developing program pathways, expanding beyond course to course); greater integration of BCTG search results; and upcoming revisions to BCCAT website.
   - Research. List of reports (Links provided attached to minutes). – Registrar offices reset; stranded credits research; EDI data; survey of mobile students; survey of Covid impact.
   - Call for Proposals (open till May 29) – "Ways to Indigenize BCCAT approach to Research and Decolonize Its Research Practices"
   - Joint Annual Meeting (see details in Mark's report too). JAM next year Nov 2/3. Day 1 online again, and Day 2 Hybrid.
   - **Discussion/Questions**
     - o Widget can be embedded into institutional site, tailored to agreements with the institution, and can show live which transfers are approved for existing courses.
     - o Question of consistent transfer credit across institutions. For BCCAT, desired goal, but not regulated, rather occurs through collegial discussions between institutions. Issues like LL/UL, and factors like institutional program structure will affect consistency of transfers.
     - o More details on Pathways tool – updates and more information are coming.
     - o Discussion on issue of institutional structure challenges for block transfer agreements and ways to facilitate articulation at these more flexible levels beyond course by course.

8. **Presentation of Institutional Reports – Part 1**
   - 5-minute summaries of institutional reports followed by some questions/discussion. All written reports are available on Moodle.
   - **Common Issues Themes/Discussion**
     - o Discussion of the impact of changing government mandates and institutional reorganizations at leadership levels on program developments. For example, much discussion on process for meeting government expectations for skills training and micro credentials and the role of micro credentials in academic units or continuing education. Discussion of best practice design of articulation pathways – blocks, LL/UL relationships
     - o Discussion of the relationship of CMNS and JOUR within academic environments, and the

question and experience of how industry connection and applied hands on elements are received and supported within the larger academic community. The increasing integration of skills from communication and jour graduates and faculty teaching across these fields was noted, with general agreement on movements to think about framing as disciplines of storytelling (Ellie). Exploring storytelling across needs and opportunities of different media.

- o Comparison of experiences participating in the COIL program, matching to international classrooms to give intercultural experience learning from home.

May 12, 2023

9. **Workshop: "Digital Media Literacies in an age of Generative AI" (Dr Elizabeth Childs) (Slides attached)**
   - "What does it mean to be in digital and hybrid spaces, and how do we do it well?"
   - Opening Conversation around the opportunities, risks, concerns of using Generative AI in work produced points such as its role for English language learners, questions of instruction and pedagogy.
   - Key points from the speaker focused on the ways in which new technologies always bring upswell of anxiety and concern – same questions whether printing press, computers, calculators, Chat GPT – concerns around literacy, jobs, dilution of critical thinking. So, as Universities consider responses to new technologies, thinking about the nature of our interactions with it. Questions around legitimacy of information, valued outcomes of tech use, nature of assessment, ethics, literacy and privilege.
   - Resources:
     - o Studyonlinequicktips.ca – custom generate AI for Contact North (ON) – uses the institutions wealth of content to synthesize and produce guides/tips for students to study online.
     - o BC Campus – Digital Pedagogy Toolbox: Let's make friends with ChatGPT. Toolbox Blog series. Gwen Nguyen. Article.
     - o Asian Journal of Distance Ed. "Speculative Futures of Generative AI"
     - o KPU "How can we design for Learning in an AI world"

   Themes from small group conversation
   - Shift from policing to teaching mode in response to generative AI. Emphasis on ethics and literacy and values focused on pedagogy. Technology supports – encourage critical thinking approach to the nature of the engagement with generative AI – navigating the fake/real dichotomy to renegotiate valued and ethical content production. How will we support/resources rethinking of pedagogy and tools for learning to respond to reality of these technologies?
   - What does digital literacy look like across cohorts, fields, and how to assess, teach and value?
   - How will we culturally construct the identity, value and meaning of generative AI within the educational field? And then how will we develop practice around this identity?

Presentation of Institutional Reports – Part 2
- 5-minute summaries of institutional reports followed by some questions/discussion. All written reports are available on Moodle.
- **Common Issues Themes/Discussion**
  - o Ongoing thinking about role of online, in-class and hybrid delivery. Meeting faculty and student interests on this.
  - o Strategies of responding to and/or integrating generative AI into classroom/courses
  - o Institutional and pedagogical strategies for decolonization and Indigenization.
  - o Micro credentials – how they fit with institutional curriculum approval processes and role of academic oversight for them.
  - o Pressure and uncertainty around shaping courses and program curriculum around imperative to emphasize real world ready curriculum for students/career pathways.

- - Revising programs, degrees, and diplomas, to reduce credit load, increase access and flexibility for students.

10. **Overall Themes from Institutional Reports and Discussion.**
    - 4 key themes:
        - The relationship and impact of technology and pedagogy (from labs to generate AI conversation)
        - Strategizing for indigenizing and decolonizing programs and institutional supports/policy around this.
        - Responses to govt and/or institutional imperatives around career-focused programming and resulting decision making around changes and innovations (including micro credentials).
        - Relationships between different fields represented at CAMAC (Jour, CMNS, critical cmns studies, digital media production) and how they interact, integrate in programs, synergies between them in variety of professional and industry contexts and how to design programs to be responsive to this.
    - Discussion
        - Question of micro credentials. Who has them, how are they defined across ministry and institutions.
        - Some institutions are building them, some aren't on their radar at all. In some places, micro credentials are not within programs, but part of version of continuing education. Creates complex relationships between program design/delivery – does continuing education go through curriculum approval and who's responsible for it.
        - Questions of logistics of delivery, of funding, of relationship to existing programming.
        - Challenge is institutional structures limit shape of course delivery (scheduling, pay structure, contract templates) impede ability to delivery micro credentials. Structure of instruction precludes innovations like delivery of micro credentials.
        - Discussion of the relative value of micro credentials – who benefits, and what are the risks. IE pulling students from full electives, but also may be better to create more flexible delivery options for full courses is better, portfolio models.

11. **Other Business**
    - **Election of new co-chair.** Alison McDonald, Douglas College.
    - **Next me**eting: Location: Columbia College, May 2024. Idea for 2025: Yukon University (tentative) Date: May 9/10. Topics: Indigenization/Decolonization.

16. **Adjourn Day 2 1:30 pm**