

Apr 25, 2025 | [Articulation Meeting](#)

9:30-2:30 PM at Fairleigh Dickinson University

Attendees:

Bronwen Tate (UBC Vancouver), Fiona McQuarrie (BCCAT), Kevin Chong (UBCO), Holly Flauto (Capilano), Sarah Brown (Alexander College), Rob Budde (UNBC), Orion Ussner Kidder (FDU), Trevor Newland (Langara College), Corinna Chong (Okanagan College), Micaela Maftai (Camosun), Matt Partyka (CNC), Kathryn Mockler (UVIC), Donald Tomas-Cappello (Lasalle College), Tamar Harris (Alexander College), Angie Abdou (Athabasca University), Irene Iwasaki (Coquitlam College), Nathan Dueck (College of the Rockies), Leesa Dean (Selkirk College), Jamella Hagen (Yukon College), Thom Vernon (TRU), Heather Simeney MacLeod (TRU)

Regrets: Kwantlen Polytechnic University, Simon Fraser University, Douglas College

Notes taken by Bronwen Tate, UBC Vancouver

- 1. Land acknowledgment**
- 2. Introductions/welcome**
- 3. Approval of agenda and any additional items**
- 4. Appointment of new committee chair**
 - a. Leah Bailly at Capilano University will chair next year, and Capilano University will host next year.
 - b. The group discussed a rotating chair model moving forward.

5. BCCAT Report

Presented by **Fiona McQuarrie**, Special Projects Office:

- Encouragement for hybrid formats. Funding pressure (international student tuition, tariff-related issues).
- Importance of maintaining the success of the transfer credit program (important component of BC's post-secondary system).

- JAM (Joint Annual Meeting) brings together Articulation Meeting Chairs (first day fully online, second day in-person + online), November 6th and 7th, 2025. Registration for online portion open to all—invitations to come in September.
- Currently facilitating review of institutional membership policy. More institutions offering associate's degree → more eligible members.
- Relevant research reports coming out:
 - 1) exploring “letters of permission” (allow simultaneous enrollment at multiple institutions), wide range of practice revealed;
 - 2) How to award equivalences for transfer credits requests for classes taken outside of BC;
 - 3) Alignment of Canadian Language Benchmarks with English for Academic Purposes. Working on micro-credential transfer credit approach and aligning transfer credits between BC and Ontario institutions.

6. Transfer Matters

- a. Q of benchmarks for film/media courses? A: Depends on what students are producing in the course and how broad/specific the course is in terms of genre.
- b. Q: Is it an issue to have too many generic credits given versus specific requirements? A: Depends on where students are going, but often electives are fine for students. It's fine to ask for course outlines from colleagues to get a sense of what those benchmarks are.
- c. Announcement: Cap U was just approved for a four-year degree BA in Writing & Literatures, looking to articulate folks in two-year programs to come finish the degree at Cap (ie. block transfer of two years). Interest from Okanagan College.

- d. Q: Whose responsibility is it to make sure that articulation is kept up? A: It varies by institution. Recommendation that both sending and receiving institutions keep up with changes through a regular review process. Designated transfer contact person for each institution.
- e. UVic gives elective credits/general credits but not specific credits because cohort-based program starts to specialize in second year and these courses are locked in. Cohort selection is based on grade in intro class.
- f. Q: Multi-genre classes and multi-level classes—would like to propose more multi-level courses. How are these received by larger institutions that might accept transfers? (I.e. students repeating a course multiple times). A: Suggestion to do a “cross-listed course” with multiple numbers with different outlines (i.e. added reading or higher assignment expectations for more advanced students). (i.e. 211/311).
 - i. Discussion of mixing graduate and undergraduate students. UBCO is moving in this direction because of budget pressures, but existing students are unhappy with it. Debate among colleagues about portfolio-based entry for undergrads, especially when mixing grad and undergrad cohorts. Voices of support for mixing grad/undergrad from UVic.
 - ii. Discussion of courses that can be repeated for credit.

7. CRWR Classroom challenges and successes

Successes:

- a. Success with contract grading/labour-based grading (with formative assessments and option to revise). Rubric examples to be shared on Moodle for group. Versions of ungrading/student proposed grades (supported by evidence). Experiments with broadening options for participation marks (including attending events, etc.) Also discussed challenges with ungrading in different contexts: many found it more suitable for CRWR versus English classes.
- b. Successes with bringing literary events into class (also open to public). Suggestion of creative writing conference for UG students, to be organized by

institutions in the Vancouver area.

- c. Adjustment to options available to students when writing about confidential topics (workshop or non-workshop, etc.) / Success with “Theatre of the Oppressed” based in-class exercises. Lots of clear parameters to support trauma-informed teaching practices.

Challenges:

- a) Increase in AI-based academic misconduct. Differences noticed across English and CRWR courses. More obvious ways to mitigate in CRWR courses. Shrinking of offerings at institution means students who haven’t chosen CRWR are in the room. Need to go back to basics and not take any knowledge for granted.
- b) Small courses make space for personal relationships and building trust to counter AI. Discussion of ownership (What is a personal story? What is a personal experience? Now change POV, Now change location, etc.). Scaffolding to remove need for external resources. Use of in-class handwriting. Demoralizing when students turn to AI use after extensive support and scaffolding.
- c) Discussed the issue of perceptions, especially among international students, of “correct writing” versus “meaningful writing.” Some instructors show examples of “poor but grammatical” writing and “voice-driven/strong writing with errors” and discuss reasons why the second can be meaningful/preferred. Some show examples of how writers use models in meaningful ways (ie. Frank O’Hara poem → Ocean Vuong poem). Discussion of “ethical borrowing.”
- d) Some instructors start class with AI deep-dive, building on working group strategies. Write by hand and then input the same prompt into ChatGPT. Compare outputs. Discussion of academic integrity and purpose (Why are you here? Importance of individual v. homogenized voices).
- e) Helping students understand AI voice versus authentic voice: Comparing writing from their notebooks (you’re here) and GenAI work (you’re not showing up here the same way – how do we get YOUR voice into this work?). Giving option to resubmit.

- f) Question of how much to do this work in the classroom versus deal with it later during office hours (student fear of risk/being wrong needed diffusing—what happens when students prefer the AI version to their own?).
- g) How to talk about taste and developing an individual sensibility. Question of what and how to grade (ie. removing assessment of the product and instead grade the process).
- h) Issue of lack of reading means lack of context/individual sensibility. Discussion of new media and reading. Developing skills in reading.

8. Presentation of Institutional Reports. [Refer to reports posted on Moodle.]

9. Breakout Discussions

- a. Analogue practices in the classroom/AI
- b. Building CRWT community
- c. Trauma-informed pedagogy

10. Next Meeting (date and format)

- a. Capilano University, Date TBD during first week of May