



**Business Educators' Articulation Conference (BEAC) 2011  
Minutes from the Business Chairs' Meeting May 5, 2011  
Camosun College, CC Building, Room 320**

Chair: Spencer Dane (Langara)  
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Co-Chair: Susanne Thiessen (Camosun)  
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Attendees:

Alexander College, Vancouver, David Crawford  
BC Council Admissions & Transfer, Vancouver, John FitzGibbon  
Camosun College, Victoria, Susanne Thiessen, Yolina Denchev, Ian Humphries  
Capilano University, Vancouver, Judith Watson  
CGA-BC, Vancouver, Bill Johnson  
College of New Caledonia, Prince George, Eric Griffith  
Columbia College, Vancouver, Fatin Jallad  
Coquitlam College, Coquitlam, Chuck Konrad  
Kwantlen Polytechnic University, Surrey, Bruce Coombs, Carol Stewart  
Langara College, Vancouver, Spencer Dane  
Nicola Valley Institute of Technology, Merritt, Al Fukushima, Warren Weir  
North Island College, Courtenay, Sharon Card  
Okanagan College, Vernon, Madelaine Befus  
Selkirk College, Castlegar, Tiffany Snauwaert  
Trinity Western University, Langley, Mark McKay  
UBC Sauder School of Business, Vancouver, Pam Lim  
University of Northern British Columbia, Prince George, Han Donker

- Distribute agenda
- Updates from institutions
- BCCAT updates
- Host for next year
- Circulate sign in sheet for attendance

Roundtable introductions, all people introduce themselves.

John FitzGibbon – BCCAT Update:

John is new to this position, first year of learning, first round of articulations committees. Has experience with post-secondary from BC Centre for Curriculum & Transfer which worked with BEAC and BEEC in laddering agreements. Back from a recent trip to the Middle East. See handout: BCCAT Update dated April 2011.

Joint annual meeting – all chairs come together to talk about the process of articulation – opportunity to discuss process across the province. Note many BCCAT reference documents available from their web site. New institutions and private institutions joining to become part of the transfer system; refer to new member resource book available online. Quick review of information on rules, culture, sending and receiving status etc.

Articulation committee meetings – institutions have an institutional contact person. This person will complete the process to have your course articulated to other institutions for approval. It is then logged into BCCAT.

**ACTION: Have an institutional contact person show us the process at next meeting**

**ACTION: Distribute list of ICP's.**

New time limit set - one year time period on requests for articulation. Requests over one year are deleted and need to be resent. There is a pending list which can be addressed at this two day conference.

Enabling Mobility – original system set up in the sixties and UBC was receiving institution from colleges, this is still the structure – sending and receiving institutions; however, we now have a student mobility system so institutions need to be both sending and receiving.

Slowly moving towards a more open system but this is a significant change for research institutes, had difficulty with new system and not sure they wanted to be senders. Presents a cultural shift to thinking for universities and challenge to overcome.

Okanagan College is piloting being both a sender and receiver to help with this shift. Research universities are also piloting both sender and receiver functions. Courses articulated among them will be logged on the BC Transfer Guide. Are working on document called “How to Articulate” which shows how to send and how to receive, this makes the process easier for colleges and universities. In the future students should be able to look up and see how all university courses transfer for themselves.

Response: Program quality issue with respect to transfer. Students who transfer in believe they are “in” a program. Other students start to bundle together courses to complete a self-directed degree.

Block transfer – could add associate degrees – we have one of the best transfer systems in the world and students believe they can transfer from one institution to another. BC has also become a highly competitive market for education. Retention has become a bigger issue. We don't necessarily want this. Ask ourselves, how do we encourage retention of students at our own institutions? How can we retain them when moving from 2nd year to BA degree?

We still offer UT programs

Institutes also have residency requirements to manage this dilemma. Residency requirements are not attempts to keep students from going elsewhere they are designed to give the student a particular brand of learning.

Students sometimes ask for transfer credit after the fact

Reluctant to transfer **IN** 3<sup>rd</sup> and 4<sup>th</sup> year courses. Accounting courses must be almost identical. Elective and core courses are different.

Block transfer Agreements - many BTA, most in accounting. BCCAT asks for updates each year from institutions. Over the course of the next months the system will have course-by-course and block transfer agreements live on the BCCAT website. Institutes have been asked to ensure BTAs are up to date and BCCAT knows about them. In June BCCAT will have updated list live on their site.

We don't know why students leave one institute to attend another. Students are surveyed. BCCAT is designing more comprehensive survey for improved student feedback.

We'd like to have more information on block transfer; we can't tell at the moment how this works for students. BCCAT is looking for two volunteer institutions to survey students (focus groups) on completion of their diploma. Another focus group at receiving institutions.

**ACTION – please let John FitzGibbon know if you might be interested in participating in this research.**

Flexible pre-majors – allows student to complete first and second year requirements for a major at any participating institution.

Transfer Innovation Fund – ABT OA grid project is underway and the Tourism Management one is recently completed in tourism.

Overview of admissions practices – interesting guidebook on challenges of admission

English proficiency requirements – ESL and international students, or students who move between institutions. How is this communicated to students, is it clear? This document presents key observations, recommendations and possible actions to the goal of eliminating confusion for students about English requirements or proficiency. Assumes the receiving institutions are willing to accept TOEFEL versus other system. Is BCCAT following up with this?

John will work on this issue with BCCAT. Universities have been slow to respond, only 40% have responded to requests for information on English requisites. These are tools for us to help predict if students will be successful. UVic may be moving away this. **BCCAT is looking for 2 o 3 inst. to look at what admission req. are actually predictors for success,** it is still an open question. Student perspective: levels of progression from low to higher levels of learning. High numbers of students with ESL. English not only an entrance requirement but necessary to proceed in programs.

Student mobility across the province –system that enables student mobility is more cost effective and efficient. We are already there with this process. See stats on student transitions project diagram. Clarification – numbers on student transitions project?

Don't you think this is just such a huge issue – we don't have this option in Canada as they do in the EU. ??????

Pan Canadian protocol on university transfer – first and second year courses. Pan Can council on Admission and Transfer. Don't have a grid but it has been suggested. ACCC talking about leadership role in creating this process in Canada. We don't have the type of statistics to facilitate this yet. BCCAT has pilot project in place between several institutes from BC, Alberta and Ontario. Alberta is sending and receiving lots of student already – part of BCCAT long term planning.

Numbers in mobility will become more of an issue.

Credits to Graduation - Research shows conclusively that GPAs for students on either track are about the same – transfer and direct entry, credits earned to graduate are about the same. This shows that transfer students are not disadvantaged at all.

Overview of “Eligible Transfer Student Cohort’s Study”- shows BA degrees are being awarded about 50/50 between research universities and the rest of the system.

Difference between articulation and conference and fees - articulation meetings are usually meetings with pro d attached. Business has usually organized around a conference of some sort. Is it fair to ask for a conference fee from people that just attend the articulation committee meeting?

BCCAT posts minutes of all meetings on their site as soon as received. Minutes from this meeting will be available within two months. Last year an action item was missing, encouraged to use processes to support the administration of articulation.

#### Update from SLP Gordon Lee

Flag a couple things John said – issues around some institutions only wanting meeting, not conference; this year fee was \$225. Have not had full participation in meetings, UVic, RRU, TRU don't attend. Other years two committees, UT transfer (College to BCoM) and business articulation (college to college transfer). All institutions are supposed to participate in articulation and transfer. Large amount of students transfer yet we are not getting full participation from all institutions. Should we go back to old model where we have one day to look at UT and a separate day to look at business articulation? Many of us have large UT programs. Do we need to go to another process? Leave this as a question to discuss.

Pat suggested merger as in past – first meeting was in one city, second meeting was in another – purpose was to streamline process.

Some of us don't have degree granting status, important consideration.

UVic made point last year that the meetings had no value to them. Universities work with individual institutions. Is there a way to share information without having an all day meeting?

We had a similar conversation last year and it was suggested we would have a set couple of hours to deal with articulation and transfer issues.

Chair – clear direction for next year that institutes should come prepared to articulate.

Harder for research inst. to do because of number of courses and instructors.

Chair - list of courses that have not been approved is so diverse. Has articulation for every course UBC would give already done?

We only send, do not receive. System through BCCAT is working so well actual annual meeting seems redundant. Amount wasn't the issue but the way articulation money and professional development money was being collected. This got confused over the last two or three years.

Chair – same experience with policy.

John – institutions to send representatives as part of leadership responsibility. BCCAT is tracking participation of institutions. They should be sending a rep. Issue of cost. Shame when someone can go but doesn't bother. BCCAT trying to work on this to encourage more participation.

Chair – to improve the process – WHAT would make this meeting better for you next year?

We need to emphasize that articulation is the key to this conference. We need to focus on the curriculum. This group is looking more broadly at programs. Where is the value for universities in participating that they are not already receiving from BCCAT?

Chair - last year we thought of meetings as best practice meetings, the articulation has already happened. The information being shared ended up being more “best practices”. Less about articulation as many agreements are already in place. We are running into issue with new degree granting institutes for 3<sup>rd</sup> and 4<sup>th</sup> year courses. We may need to focus on this more and these courses make up the bulk of the list of course needing to be articulated.

If we are just discussing best practices – why are we just selecting specific courses? Maybe it's a logistic thing? It adds to the confusion about what articulation is.

Chair - I was asked last year to decide on courses to be examined. The thought was to choose course with universal interest.

Notion may have been adopted from previous years followed a similar pattern to ensure courses that hadn't been attended to were reviewed.

Gordon - we should schedule a half day articulation session and everyone is invited. Agenda should be circulated beforehand. What are issues, what needs to be discussed? Let's give this a try. If we can identify one or two issues that have broad appeal that might work.

We should look at outdated info in the guide

Gordon – this might be an issue – how do we clean out the old guide?

Perhaps the issue shouldn't be should if UVic sees value – maybe the issue should be do students see value. Compare Air Canada with other airlines – think student would like to believe we are taking care of them.

This is where best practices come in – there is appetite from faculty – there is value in best practice meetings.

Gordon – Mark has stated this quite well – it is about making sure we don't "lose their luggage". How do we improve mobility for students? There is a lot of mobility going on. Students are key.

Chair – we will break for 15 minutes.

Chair – resume meeting – confirms that Capilano will be hosting next year. UNBC will be hosting the year after with College of New Caledonia. Looking for volunteers in 2014.

Kwantlen will commit. NVIT will commit – campus in Burnaby. 2014

Chair – NVIT for 2014. Tag along with Capilano next year.

Had a discussion topic but will table (question is CA CGA CMA equivalent?) As far as hiring faculty is it considered a Masters Degree? He will throw it out but don't need to discuss today. Big push to put Masters on the table. Conditional employment without Masters for CGA.

Chair – thinks they are equivalent

Issue is industry vs. academic –

Chair – no incentive for an accounting professional to pursue a Masters. If we demand a Masters the pool will be very small.

Don't know why Masters is required.

Chair – His Dean had PhD.

Another box to tick.

Chair – If you promise to **send in your institutional reports to Susanne** we can dig into this topic now.

Arthur – Kwantlen – alienated his entire department by insisting on Masters and has found many excellent Masters qualified in accounting. Saw the writing on the wall as a University/College delivering BBA's. Is it equiv. and was unilaterally told no it is not. The longer established universities would not consider it to be equivalent. A lot of good diploma qualified instructors with designation.

He would allow them to teach on an ongoing term basis if his union allowed. Very little to do with instructor's technical qualifications vs. our academic knowledge. There is now a reluctant acceptance at Kwantlen. There will never be PhD requirements based on salary scale.

Understand where it comes from – it is related to research basis applied. Business can be argued that it is not an academic degree. Getting MA was way easier than getting an accounting designation. Depends on your program. Relevance is a key issue.

I have a couple interesting observations – Universities will look at the credential of those actually teaching the course when deciding on articulation.

Some extremely talented folks. Business school used to be about practitioners.

I was hired to teach without a Masters but chose to. Masters did not have same rigor required as accounting designation. Looked at Bus Ed in Masters. Business had a trade school mentality then evolved into an academic model. Employers began to experience discontent as graduates were not coming with applied knowledge. We needed to go to an output measure. Now Bus Ed is in flux- not wanting to go fully to trade school model. Will our students be considered employable? Bus Ed enrollments are decreasing. Institutions don't fit the business model.

Can make the argument beyond accounting. Would you rather study entrepreneurship from a business person or PhD?

Arthur – Business school used to be a professional program, now academic.

### Report on BC Business Simulation Competition

Have been doing this since it was instituted, ran again this year with 25-27 which was difficult. Mandate was expended into school from other areas –conflicting. New support this year – always had support from accounting associations - would like to recognize Canadian Institute of Marketing. VP was one of our judges this year.

What we are trying to do – case competitions take it to the next level, in a simulation you have to make it work. Important to involve all the disciplines. Involved in six different businesses. Students need to realize what is reality as to what is a game. Benefits are viral, not just for students who attend. Different levels become more obvious between students. They share this experience with other students. It's a way for your student to internalize what it going on and take it to the next level. This year the competition split into two divisions – sophomore and senior. Now there is more of a difference in student expertise as we have undergrads and masters. The undergrads would blow the MBA's away.

Some uniqueness developing, online phase. Students need to prepare a strategic plan. Intensive three day phase, should be a learning experience for everybody. Several things new for the competition in 2010, see individual report for further details. Judging of competitions – built a balanced scorecard. Judges are experienced running their own companies. Thanks to volunteers. Has had good support from department and student volunteers. They did a fantastic job.

For 2012 – would like to rebrand this, March 23 – 25. Will introduce a reality challenge to climb the ice wall. Why rebrand? Interest from four Alberta colleges and two from Washington State. Would like stronger participation to become a “Queens Competition” from western Canada. Would like sponsors to get more value. For those who are interested please sign up.

How many teams and institutions? Five teams, six institutions.

Selkirk does mandatory comp for all students and can do the same thing for all for same price. We also do in house.

Guidance on selection of students – in general

Two things 1) go to the people who are finishing their semester, look for above average student who is underperforming to accept a challenge to do better. Most students don't think they are capable but are. Get student to perform to the level you know they are capable of. They become better students because of it. 2) Display and file folders and information and indicate to students to sign up if they are interested and contact them.

Asked Presidents to recognize people who perform on teams – just like we do with athletics. Now have a President's Recognition Supper for all students who have been ambassadors for the institution.

When do we have to start preparing?

We don't do selection until Nov/Dec. Try to get them committed in Nov while they have a lull in their studies. Decide whether this is for credit or not for credit; have had various experiences with this approach. We are not offering now for course credit. Look for interested business people to take interest and help with costs. Businesses get pride.

Last meeting we decided would not be credit granted. At BEAC simulations we voted we should not be getting credit. We can revisit it but it is what I recall.

Worth noting – snob factor has to be overcome Students from university feel somehow as if they put themselves into the wrong element with college students. Maybe with rebranding we can overcome some of this.

Chair – everyone please sign in before you leave. All send in an electronic copy of your institutional report. Any suggestions as to how you would like to see this meeting next year? Send Chair the email for issue and improvements for be made for next year

Can we do a session on case competitions? Open up for Faculty who might be interested.

Chair – motion to adjourn, carried by Judith

Meeting adjourned