

Economics Articulation Committee

BUSINESS MEETING MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Online

May 3, 2021

Meeting attendees:

Degree-granting institutions:

SFU: Steve Mongrain mongrain@sfu.ca

TRU: James Gaisford jgaisford@tru.ca

UBC: Anichul Khan anichul.khan@ubc.ca

UBCO: absent

UNBC: Jalil Safaei jalil.safaei@unbc.ca

UVic: Elisabeth Gugl egugl@uvic.ca
Lijun Zhang ljzhang@uvic.ca

UFV: Vladimir Dvoracek (SLP) vlad.dvoracek@ufv.ca
Sean Parkinson sean.parkinson@ufv.ca

VIU: absent

All other institutions:

Acsenda School of Management: absent

Alexander College: Laurel Xiao l.xiao@alexandercollege.ca

BCIT: absent

Camosun College: Narine Grigoryan (Chair) GrigoryanN@camosun.ca

Capilano University: Chieko Tanimura ctanimur@capilanou.ca

College of the Rockies: James Wishart wishart@cotr.bc.ca

Columbia College: Stéphane Deseau sdeseau@columbiacollege.ca

Coquitlam College:	Sonya Plater	splater@coquitlamcollege.com
Corpus Christi College	Joshua Boitnott	jboitnott@corpuschristi.ca
Douglas College:	Kevin Richter	richter@douglascollege.ca
Fairleigh Dickinson University:	Lu Wang	luwang3@fdu.edu
Kwantlen Polytechnic University:	Sigrid Ewender	sigrid.ewender@kwantlen.ca
Langara College:	Bryan Breguet	bbreguet@langara.ca
New Caledonia:	absent	
Nicola Valley Institute of Technology:	absent	
North Island College:	Othman Bennis	Othman.Bennis@nic.bc.ca
Northern Lights College:	Issoufou Soumaila	isoumaila@nlc.bc.ca
North West:	absent	
Okanagan College:	Michael Sale Tazul Islam	msale@okanagan.bc.ca tislam@okanagan.bc.ca
Quest University:	absent	
Royal Roads University:	absent	
Selkirk College:	absent	
TRU-Open:	absent	
Trinity Western University:	Tracy Stobbe	tracey.stobbe@twu.ca
University Canada West:	Paul Hedru Mokhtar Tabari	paul.hedru@ucanwest.ca mokhtar.tabari@ucanwest.ca
Vancouver Community College:	absent	
Yorkville University	Iqtidar Shah	ishah@yorkvilleu.ca
Yukon College:	absent	

1. Call to Order:

The meeting was called to order at 10:01am, with Narine Grigoryan as Chair and Vladimir Dvoracek as System Liaison Person. Vladimir Dvoracek started his introductory remarks with a territorial acknowledgment where he stated that he works on the traditional unceded Territory of the Stó:lō Nation and on S'olh Shxwèlí. Vladimir thanked the Stó:lō people for the privilege to work on their traditional lands. He welcomed the committee members and our guests, and provided instructions for sign-in and voting. He also notified the participants that the session will be recorded for minute-taking purposes. He then passed it back to Narine Grigoryan to continue the meeting. Narine Grigoryan asked for any objections for the session being recorded, and having received no objection, she started recording the session.

2. Introductions/welcome:

- New Members
 - Anichul Khan, UBC
 - Mokhtar Tabari, University Canada West

- Guests
 - Melanie Meyers, BC Campus mmeyers@bccampus.ca
 - Mike Winsemann, Director, Transfer and Technology BCCAT mwinsemann@bccat.ca
 - Bradley Krause, Western Community College brad@westerncommunitycollege.ca
 - Paula Weaver, Schofield College drpweaver@gmail.com
 - Catherine Kang, Schofield College catherine.kang@schofieldcollege.ca

- Regrets
 - Michael Maschek, UFV

3. Approval of Agenda and Any Additional Items:

No additional items were added to the agenda. No changes and amendments were made to the agenda.

Motion: to approve the agenda of the 2021 Economics Articulation Meeting.

Moved: Sonya Plater; Seconded: Stéphane Deseau. Carried unanimously.

4. Approval of Previous Minutes of the Economics Articulation Committee online meeting on November 20, 2020:

Motion: to approve the minutes of the 2020 Economics Articulation Meeting.

Moved: Paul Hedru; Seconded: Jalil Safaei. Carried unanimously.

5. Business Arising from Previous Minutes – review of actions items:

No outstanding action item was identified. Narine Grigoryan, however, noted that there is an expected discussion around articulation maintenance and ACP funding that were brought to the committee's attention on November 20, 2020. As part of the report by Mike Winsemann from BCCAT, these topics were left for his presentation in the next agenda item.

Agenda item #5 was concluded 15 minutes prior to Mike's scheduled presentation. With Mike yet not at the session, Narine Grigoryan asked Vladimir Dvoracek to update the committee members about the response received from the ministry of Advanced Education and Skills Training. Vladimir Dvoracek informed the committee that Narine Grigoryan had invited a representative from the ministry to attend our meeting to provide further clarification to the letter sent by Dr. Bonnie Henry to the presidents of colleges and universities about safe return in September 2021. He noted that the invitation was declined but the ministry directed us to online recourses for more details.

The meeting was put on pause at 10:20am for 10 minutes until Mike Winsemann joined at 10:30am.

6. Report from BCCAT, Mike Winsemann:

[BCCAT Spring 2021 Update](#)

Mike Winsemann spoke about various ongoing and completed projects but put an emphasis on:

- [Micro – Credentials report](#)
- [Transfer Agreements report](#)
- [Data Governance Policy report](#)

Other areas of interest addressed by Mike Winsemann were articulation during online academic year, articulation meetings, articulation Moodle site update, ACP funding, barriers to articulation maintenance, and expansion of the BC transfer guide. A brief summary on each topic is as follows:

Articulation During Online Academic Year:

The impact on transfer articulation has been minimal. The only area of discussions has been around online labs for science-based courses. However, BCCAT believes that the delivery of education should not be a deciding factor for articulation. What matters is the learning outcome.

Articulation Meetings:

While all meetings have been online during the last academic year, we may see more in-person meetings depending on the vaccine rollout and other factors. BCCAT's Joint Annual meeting will, again, be held online in November 2021 and this will accommodate broader audience.

Articulation Moodle Site Update:

BCCAT currently offers articulation committees the opportunity to operate their own Moodle site, with hosting provided by a post-secondary partner. BCCAT staff are currently exploring options for a self-hosted service, with a goal of having a new hosting platform in place by fall 2021.

ACP Funding:

The Articulation Committee Project (ACP) funding supports research projects by articulation committees into transfer- related issues, as well as research leading to new forms of transfer agreements. Applications for project funding in the 2021-22 fiscal year are due no later than August 23, 2021. Application forms and information on the ACP program are available on the BCCAT website.

BCCAT has not received any funding application yet. The funding is; usually; in the form of course release but exact details can be discussed with institutions.

Barriers to Articulation Maintenance:

BCCAT has been working on strategies to improve the regular maintenance of articulation. One of the suggestions made last year was to impose articulation expiry dates. The idea has not been well received by the articulation committees. No particular decision has been made in this regard but there is a proposal to create anniversary dates that would allow institutions to get reminders as to how old their agreements are.

Expansion on BC Transfer Guide:

This project is aimed at expanding credit transferability outside of BC. The expected completion date of this project is summer 2021.

7. Report from System Liaison Person, Vladimir Dvoracek:

“A 40 Year Decline: Why the Low Interest Rates?”

Below are the key points presented in this report:

Interest rates over the last 40 years have declined. A misleading implication of such a decline is that borrowers benefit and lenders lose. However, due to increased asset prices in the last 40 years winners are asset holders and borrowers that borrow fixed dollar amounts; losers are people looking to purchase assets with income, and people seeking interest income from nominal assets. There have been views explaining possible causes of interest decline:

1. Less competitive business
2. Slower productivity/economic growth
3. New technologies demand less capital
4. Increase in income inequality
5. Global patters of savings (increased savings rates)

6. Aging population in advanced economies

While data partially supports some of these effects, most of them are unsupported. The summary of facts analyzing the above listed arguments are as follows:

1. Almost half of 17 largest companies have come to existence in the last 40 years; this provides evidence that business is highly competitive, likely more competitive than previously.
2. Data for productivity per hour worked and GDP per capital (%) for major economies in the last few decades does not demonstrate slower productivity or economic growth rates.
3. Data ranging from 1970-2015 for capital intensity does not support the notion that less capital is needed.
4. There is evidence that indicates an increase in income inequality.
5. Data shows that global saving rates have gone up. However, savings is an endogenous and not exogenous variable, which means there can be many shocks that could cause changes in savings. Also, saving rates are not evenly distributed among major countries with US saving rates being far below China's, for instance.
6. Median age has increased significantly in the last 35 years in developed countries. So, the world has gotten older, hence people save more driving down interest rates.

The author's view on the reasons for low interest rates in the last 4 decades is also explained by the behavior of the Federal Reserve Bank. The world has been in relative stability with a larger safety net provided by governments ever since WWII. This extends to the behavior of the Federal Reserve Bank. In its mandate the Federal Reserve is committed to conduct monetary policy to support stable prices. This stability has recently claimed to "lean against the wind" in its monetary policy in regard to assets prices. The author argues that evidence shows this is true for prices of consumption goods, but not true for assets prices. Data for S&P 500 and Fed Funds Rate from 1985-2021 shows little to no support of such claim (re: leaning against the wind). During this period the largest classes of asset prices, stocks and real estate, rose at unprecedented rates, while the Fed reduced interest rates at historical low levels. This provides a possible explanation for high asset prices: there exist two possible equilibria:

- (i) A house costs 200k and interest rates are 5%, or
- (ii) A house costs 1M and interest rates are 1%.

In both of these cases, the carrying cost of a house is 10k per year. The difference in purchasing a house as an income earner in which situation (i) is much better; or selling a house to convert to consumption, where situation (ii) is better. It appears the Fed, with support from homeowners and asset holders, has contributed to placing the economy into situation (ii).

The full report can be found below:



Interest Rates - SLP
Report.pptx

8. Presentation of Institutional Reports:

Narine Grigoryan explained as to why she was not able to create a summary of institutional reports featuring main facts or trends emerging from those reports. Particularly, she mentioned that some reports indicated no changes since November 2020 and some other reports came in late, thus, making it hard to produce such a summary. Instead, she instructed that each institution reflects on their submitted reports and briefs the committee on the key aspects.

Institutional reports in full are attached to the minutes. See Appendix A.

9. Back to School – Post-COVID Challenges in Post-Secondary Institutions. All

Safety Measures/ Delivery Methods/Assessments

There was a suggestion by a representative from Corpus Christi College to poll to learn how different institutions are handling the situation. As per the poll results all but one institution said they went fully online. One institution adopted a blended version of in-person and online model for delivery.

Sean Parkinson from UFV shared BC Government link to a [primer](#) on return to campus. He mentioned that the development of this primer did not involve any representative from faculty or staff, and encouraged us to insist some say in this.

Narine Grigoryan recalled the communications received from school administrations pertaining to return to school. She then invited the attendees to share their institutions' plans on safe return and delivery models.

A few common recommendations that were brought to the committee's attention are presented as follows:

- Majority of the courses will be delivered face-to-face (especially smaller size classes).
- More online courses may be available (especially for international students unable to return to Canada).
- There might be separate online and face-to-face delivery blocks.
- There might be mixed modes of delivery by offering courses in alternate weeks or alternating online and face-to-face deliveries.
- It is possible that only a portion of classes meets face-to-face, provided that online materials would be available to the rest.

A few queries and concerns raised are presented below:

- How would institutions address workload issues?
- How would medical accommodations be administered?
- Would there be mandatory vaccinations, and would that violate personal rights or privacy?
- What strategies will be in place to address academic integrity?

The above-mentioned discussions were informal in nature and were open to all.

10. Open to Suggestions

None.

11. Report from BC Campus. Melanie Meyers, Project Manager BC Campus

Open Education in BC: Update for Business Programs

Narine Grigoryan introduced our guest to the members of the articulation committee. She recalled that the discussions on open education have been on agenda since last year, and thanked Melanie for accepting our invitation.

Melanie started her presentation with a territorial acknowledgement. She also recognized the amazing work done by everyone to adapt to the online environment, and realized the uncertainties we all are facing going forward. She stated that among many functions, the main focus of BC Campus is teaching and learning practices (including Indigenization), educational technology and open education support to the post-secondary institutions of British Columbia. It is estimated that using OER saved students over \$23 million dollars over the last year.

Melanie highlighted that open education goes beyond open textbooks. It includes open technology and open pedagogy. The latter provides the students with a platform to co-create content/knowledge. Other benefits to using open resources may include flexibility of delivery formats, availability of these resources in perpetuity, etc. She also mentioned that one of the barriers to OER adoption has been the lack of ancillary materials such as a question bank or assignments. BC Campus has allocated funding toward this area to create such materials where they don't exist. One such homework system is H5P which allows students to engage in an interactive practice format in completing their assignments. Another area BC Campus is exploring is open online courses. There are grants available to develop such courses or create Canadian content to already existing courses.

The full report can be found below:



Business-OER-BC
CAMPUS.pptx

12. Any Other Business:

Joshua Boitnott asked if other colleges record the lectures for students who missed the classes to catch up on their studies. Several members, including Narine Grigoryan, Bryan Breguet and Joshua Boitnott indicated that they do because it's helpful to review class discussion and this also addresses internet connectivity issues.

Narine Grigoryan raised the question of recording lectures when delivery is face-to-face. The idea was not supported arguing that technology may not be available and it may violate student privacy.

Sonya Plater asked if there could be a platform to connect to in these uncertain times, to which Narine Grigoryan responded to leave this conversation to agenda item 14 where the format of future articulation meetings is discussed.

Paula Weaver followed up on Mike Winsemann's comment about moving their Moodle operations from KPU to their own proprietary Moodle operations within BCCAT, which may have a vehicle for an asynchronous forum. She said this might serve as an alternative way of connecting. Narine Grigoryan recalled that the committee has discussed adopting Moodle as a platform for communication in the past. She added that the committee members suggested to continue e-mail correspondence as it is more "up-to-date" in the sense that people open their e-mails as they arrive to their mailboxes, whereas many may not visit Moodle to find new information. She, however, acknowledged that given the current situation this option is worth exploring. She said we may post/share information in Moodle that is not communicated through e-mails.

13. Election/Re-Election of Chair/Co-Chair and/or SLP (if required):

Narine Grigoryan reminded that at November, 2020 meeting there was a call for nominations for the chair of the Economics Articulation Committee, but due to various reasons the nominees declined their nominations. There was a motion to move the discussion to electronic format via e-mail correspondence, she said. Having no one come forward, Narine made a decision to stay as the chair sometimes in mid-February, 2021. She also noted that the circumstances around her decision to step down as chair in November have changed, and she is happy to continue serving the role if no one else is elected today.

Narine Grigoryan was nominated as chair of the Economics Articulation Committee.

Motion: to re-elect Narine Grigoryan as chair of the Economics Articulation Committee for another year.
Moved. Seconded: Sonya Platter. Carried unanimously.

Narine Grigoryan brought up the idea of co-chair that once was discussed at a meeting but did not get elaborated on further. She shared her discussions with other articulation committees having co-chairs, and highlighted that co-chairing is not only a fine experience but it also provides continuity and smooth transition if the co-chair is later elected as chair. Narine then opened the floor for an informal discussion. The question at hand was if having a co-chair is a good idea for us.

Jalill Safaei noted that since Narine was already elected as chair, there cannot be a co-chair because that would imply Narine is also a co-chair. He suggested to call it deputy chair, instead. Opinions based on polling were mixed leaning towards supporting the idea of having deputy chair.

Vladimir Dvoracek checked BCCAT website where the role is called vice-chair. Sonya Plater nominated James Wishart as vice-chair. Narine Grigoryan asked if someone would like to move the motion to elect James as vice-chair but at that point it was not clear if James would want to assume chair responsibilities after Narine's term is over. Also, vice-chair responsibilities have not been defined yet. Narine suggested to put this motion on hold until the committee collectively develops a document outlining the shared responsibilities of vice-chair. To double check if the vice-chair should assume chair role, Vladimir Dvoracek looked into BCCAT's

website again. According to the information, other committees appoint vice-chairs as chairs but it's more of a practice rather than a requirement. On this note it was decided to go ahead with the motion. Before the voting results were released, Narine Grigoryan asked James if he would accept the nomination with a possibility of becoming chair. James accepted the nomination but said he won't be able to become the chair.

Motion: to elect James Wishart as vice chair of the Economics Articulation Committee.
Moved. Seconded. Motion Carried.

Narine Grigoryan asked Vladimir Dvoracek if he is willing to continue serving the role of system liaison person. He said he is.

Motion: to appoint Vladimir Dvoracek as System Liaison Person for another year.
Moved. Seconded. Carried unanimously.

14. Format of future articulation meetings. Hospitality fee. All

Hospitality Fee

Narine Grigoryan explained the rationale of hospitality fees. She said it is not a registration fee; it is a fund to help host institutions with meeting costs. There is no hospitality fee for online meetings. Hospitality fee for face-to-face meetings has been \$100 dollars in the last few years. Despite growing inflation, Narine suggested to keep that fee unchanged.

Sonya Plater asked if that fee was adequate for the last in-person session. Narine replied that it was not, and that the dollar amount from hospitality fee covers only a portion of overall expenses. The remaining expenses are covered by host institution as well as by publishers if invited for presentations.

Tracey Stobbe expressed concerns that if hospitality fees don't cover meeting costs it may limit which institution will be able to host. She expressed willingness to host one of our meetings at Trinity Western University at a later date (2 or 3 years from now), but recognized that it might be financially tight for her institution to support in terms of hard dollars. The suggestion was taken into consideration but it was agreed to leave a possible hospitality fee increase discussion to the next meeting.

Motion: to keep the hospitality fee at \$100.
Moved: Elisabeth Gugl. Seconded: Steve Mongrain. Carried unanimously.

Format of next year's articulation meeting

With the hope that we will meet face-to-face next year, Narine Grigoryan said we can resume our pre-COVID 2-day format hosting the business the first day and having PD sessions the second day.

15. Topics for round table discussion/Interactive sessions:

Below are the suggested topics for next year's meeting:

- Curriculum Indigenization
- Equity, Diversity and Inclusion
- Research presentations (either by guest speakers or by our own members)

16. Next meeting:

Douglas College is willing to host the meeting in 2022 but Kevin Richter has to check if the college can secure funding. Kevin said he will discuss this with their new Dean and confirm with us after.

Location: Douglas College (pending)

Date: May 2-3, 2022 (tentative)

17. Closing remarks:

Narine thanked everyone for joining the meeting, for their participation and for sharing their views on various topics and issues. She said she is looking forward to continue working with all, and is truly hoping to see them all in person.

Vladimir thanked everyone for attending and participation, and wished them well.

The meeting was adjourned at 3:40pm.

Appendix A

Economics Articulation Meeting

Online – May 3, 2021

Reports from department representatives

Degree-granting institutions – BA or BSc in Economics:

Simon Fraser University

1. Institutional Update

Despite the situation, there were no significant change in student enrollment nor budget.

Minjie Deng, Ph.D. University of Rochester joint our department as an assistant professor last September. Her areas of research are international macroeconomics, sovereign debt crisis, monetary policy.

2. Program and Course Update

2.1 -- Social Data Analytic minor

The Economic Department, in collaboration with the Political Science, Philosophy, Linguistic have developed a Social Data Analytic minor. Starting this fall, 6 of our economic students are accepted into the Social Data Analytics.

Students who complete the SDA minor will develop strong skills in data collection, analysis, and effective data communication with a grounding in the deep knowledge of their home discipline and training in the ethical and privacy challenges in the big data age. The curriculum contributes and builds toward these goals with three required lower division courses: *Computational Social Text Analysis* (SDA 250); *Introductory Statistical Analysis using R* (POL 201, ECON 233, or STAT 270); and *Ethics, Data, and Society* (SDA 270). It also requires completion of a *Capstone Project Seminar* (SDA 490) where students will apply the skills they have gained through the program to a real-world project. To complete the 28 units required for the minor, students will choose between a range of elective courses from several different departments.

2.2 -- Data Analysis Concentration

We are in the final step for approval for a concentration in Data Analysis, hopefully starting September 2021. To qualify for the concentration any major and honor students would need a selection of data driven courses. See bellow.

2.3 – New Courses:

We made three selected topic courses permanent:

Econ-436, Network Economics;

Econ-483, Applied Market Design;

Econ-437, Urban Economics.

Concentration in Economic Data Analysis:

Students qualify for this concentration by completing one of

BUS 232 Data and Decisions

ECON 233 Introduction to Economics Data and Statistics

STAT 270 Introduction to Probability and Statistics and ECON 333 Statistical Analysis of Economic Data

and at least four of

ECON 334 Data Visualization and Economic Analysis

ECON 335 Introduction to Causal Inference and Policy Evaluation

ECON 428 Seminar in Experimental and Behavioural Economics

ECON 435 Econometric Methods

ECON 433 Financial and Time Series Econometrics

ECON 480 Seminar in Economics of Labour Market Policy

CMPT 129 Introduction to Computing Science and Programming for Mathematics and Statistics

STAT 260 Introductory R for Data Science

STAT 310/311 Introduction to Data Science for the Social Sciences*

STAT 342 Introduction to Statistical Computing and Explanatory Data Analysis -^o©- SAS

STAT 440 Learning from Big Data†

STAT 475 Applied Discrete Data Analysis*

STAT 485 Applied Time Series Analysis*

At least four of these six required courses must be ECON courses. Other courses with appropriate content can be used for credit upon prior application to the advisor.

Submitted by Steve Mongrain

University of British Columbia

Two new courses were introduced to our School in 2019.

Econ 323 Quantitative Economic Modelling with Data Science Applications: Computational tools used in modern economics. Including application of data science in economics; visualization and manipulation of economic data; solving and simulating dynamic economic models.

Econ 398 Introduction to Applied Economics: Theory and practice of the analytical application of economics. Causality, empirical analysis, and the application of theoretical models through engagement in applied work.

Submitted by Anichul Khan

University of Fraser Valley

1. Institutional Update

- General

The Department of Economics is an academic unit of the Faculty of Social Sciences in the College of Arts. The department offers two programs in the College of Arts: the Bachelor of Arts Major in Economics and the Bachelor of Arts Minor in Economics. In addition to its own programs, the courses provided by the department serve a large number of students in programs offered by the School of Business.

- Budgets/Facilities

- Students/Enrollment

The number of students graduating in the current academic year with a BA Major in Economics is currently anticipated to be 13; down from last year's total of 20. This decrease is not believed to be entirely associated with the global pandemic or the shift to online curriculum, as last year's graduation rates were slightly above trend.

Prior to the 2020-2021 academic year, approximately 40 percent of our enrolled students were classified as "international". Given current challenges, it is not surprising that this source of enrollment has decreased. Partially offsetting the decrease in international enrollment was an increase in enrollment of domestic students. The result was a decrease in actual course sections from 24 in Fall 2019 to 23 in Fall 2020. During the Fall semester, for courses at the 100-level in, enrollment of international students was approximately 26 percent of total.

In the Winter 2021 semester, international students accounted for approximately 32 percent of 100-level courses. However, the increase in this ratio is being driven primarily by a decrease in the number of domestic students in economic courses. As a result, despite the slight increase in the ratio of international enrollment compared to the Fall semester, the number of sections offered in the Winter semester decreased from 25 in Winter 2020 to 22 in Winter 2021.

A slight increase in the anticipated course offerings in the Summer 2021 semester will mean that in total the Department of Economics will have an output of 52 course sections in the 2020-2021 academic year compared to 55 in 2019-2020.

- Staffing

No significant change to staffing has occurred since the previous articulation meeting. The department currently has 5 full-time faculty members (of which one is seconded to serve as Treasurer of the Federation of Post-Secondary Educators), no faculty members on Limited Term Appointment, and 4-5 regular sessional instructors.

Michael Maschek has had their term as Department Head extended until the end of the 2022-2023 academic year.

The department is provided a 40 percent equivalent staff support position.

- Instruction/Open Education Resources

2. Program/Course Update

- Curriculum Developments

The BA Major in Economics has a lower-level accounting course as part of its program requirements (BUS 143). This course is offered by the School of Business, an academic unit distinct from the Department of Economics. This BBA program offered by the School of Business is having its lower-level accounting requirements adjusted. In order to adjust to the anticipated frequency of certain accounting courses, the lower-level requirements for the Economics Major have been adjusted to permit more flexibility. Specifically, the proposed change will allow students in the economics major to take *either* BUS 143 *or* BUS 145 as part of their lower-level required courses. The change will permit students easier access to the prerequisites for BUS / ECON 349 (Financial Management I) based on anticipated scheduling of these sections. Approval by the appropriate subcommittee of the UFV Senate is pending.

No other significant program or curriculum changes have occurred since the previous report.

Submitted by Michael Maschek

University of Northern British Columbia

The following is an update and notice of some changes, which have occurred in the Department of Economics at the University of Northern British Columbia since the last report in November 2020:

- **Teaching Delivery Mode**

The entire courses in the winter of 2021 were delivered online predominantly through synchronous methods. The same is expected for the spring semester. For the fall of 2021, the courses have been mainly scheduled for the face-to-face delivery with the understanding that they we may switch to online if the circumstances require.

- **Organizational Restructuring**

UNBC has now completed the university-wide restructuring from two Colleges (College of Arts, Social and Health Sciences; and College of Science and Management) to five Faculties, one of which is the Faculty of Business and Economics. This restructuring began officially as of April 1st, 2021. According to the Faculty Governance Document, which is going through the approval process, the Department of Economics will most likely be renamed as the School of Economics.

- **Changes in Staffing**

- Dr. Liam Kelly has completed his PhD and continues his tenure-track appointment at the rank of Assistant Professor.
- Administrative assistance to Economics is now provided by Afton Zral.

Submitted by Jalil Safaei

University of Victoria

1. Institutional Update

- a. The department has completed the chair search successfully. Vasco Gabriel has accepted the offer, and he is expected to be the department chair starting July 2021.
- b. The department has moved to 100% online instruction since Summer 2020, and online instruction will continue in summer 2021. Enrolment continues to be higher than usual during online instruction and has led to more courses offered in the summer.
- c. We move back to face to face in fall – at least these are our current guidelines from VPAC. Faculty and students see the return to face to face with mixed feelings – good for instruction in general, risky for their physical health potentially.

Submitted by Elisabeth Gugl and Lijun Zhang

Pending reports from the following degree granting institutions:

TRU

UBCO

VIU

Institutions offering economics courses:

Alexander College

Institution Update

1. Course Registration and Offerings

- a. Because of the pandemic and the travel restriction, the number of new overseas students from many countries dropped. Many overseas students deferred their admission to Spring 2021. We continue on our diversification strategy, with goals to keep applications open to major markets and increase enrolment from markets such as Africa, Latin America, Middle East and Southeast Asia.

2. Institutional Developments

- a. Alexander College has been running online for a year, starting from March 2020.
- b. Spring and Summer 2021 will also be running online, as notified on the school website.
- c. In cooperation with other universities and colleges in Canada and the direction of the Provincial Health Officers and Public Health, Alexander College intends to open the Burnaby campuses for face-to-face classes and some campus services in September 2021.
- d. Alexander College is on the list of COVID-19 readiness plan approved DLI, and overseas students can come to Canada with travel support document and quarantine plan if they have student visa approved.
- e. Starting from Winter 2021, according to the updates from IRCC, we adjusted the overseas course registration procedure, which allowed overseas international students who have submitted the study permit application or who have received approval in Principle letter to register and study online while waiting for the approval of study permit.
- f. The new Burnaby location is ready for moving. We are making the moving plan with all the departments and will move in July 2021.

Program/Course Update

- a. A new course, Econ 255 Understanding Globalization, has been articulated. The prerequisites are ENGL 099, Econ 103 Principles of Microeconomics and Econ 105 Principles of Macroeconomics.
- b. Compared with 2019-2020, there is a slight increase in Econ's course offerings because we started to offer several ECON100 sections each semester to first-year students.

Questions to Ask the Committee

Do other colleges record the lectures for students who missed the classes to catch up on their studies?

Submitted by Laurel Xiao

Camosun College

Institutional report – The Department offers courses in economics and statistics on both of our campuses in Victoria (Due to Covid 19, Winter 2021 courses are all online)

Econ 103 - Principles of Microeconomics

Econ 104 – Principles of Macroeconomics

Econ 203 - Intermediate Microeconomics

Econ 204 - Intermediate Macroeconomics

Econ 210 - Money and Banking

Econ 212 - International Trade and Finance

Econ 205 - Managerial Economics

Econ 315 - Economics of Sport

BUS 230 - Business statistics

BUS 231 - Quantitative Methods

Staffing – The department hired two term faculty for Summer 2021. The total number of full-time continuing faculty is 10.

The department is undergoing a name change as a response to perceived confusion between business statistics and math statistics. The department's new name will be Economics, Quantitative Methods and University Transfer Business (EQMU)

Submitted by Narine Grigoryan

Columbia College

1. Institutional Update

The College is in the early stages of preparing a return to in-person instruction. Because the student body is almost exclusively international, the College anticipates some students may not be willing or may not be able to be on campus in September. Polls of current students (in early April) and instructors (in early May) will be conducted to assess the eagerness and apprehension about returning on campus. The goal is to develop a plan to best address any concern students, staff or faculty may have. At the time of writing, the College anticipates synchronous in-person and online instruction (hy-flex) in September, moving toward a blended or hybrid model in January 2022. The situation remains very fluid though, and plans may change accordingly. There have been no changes to staffing in the Economics Dept.

2. Program/Course Update

There have been no changes or updates to course offerings in the Economics Dept at Columbia College. There have been no changes to the FPM.

Submitted by Stéphane Deseau

College of the Rockies

College of the Rockies has ECON 101 (Microeconomics), ECON 102 (Macroeconomics), ECON 207 (Managerial Economics), ECON 250 (Environmental Economics), and ECON 280 (Labour Economics) as possible economics course offerings.

For the 2020/2021 academic year, four sections of Microeconomics, three sections of Macroeconomics, and one section of Environmental Economics were offered. All courses were offered fully online in an asynchronous format. Total enrolment in economics courses was down 40% this year when compared to last. I suspect this large decrease is for three reasons: 1. 2019/2020 had an over-representation because of program changes in the Business Department, 2. decrease in domestic enrollment (partially from potential students taking a break hoping courses return to face-to-face delivery), and 3. decrease in international enrollment (likely due to COVID restrictions).

In June 2020, the College welcomed a new President and CEO, Paul Vogt, who replaces David Walls who was in the position for the previous seven years. So far, as to be expected in the honeymoon phase, he has been positively received by other administrators, support staff, and faculty.

Submitted by James Wishart

Corpus Christi College

Institutional Update

1. Institutional Update

In the 2020/2021 academic year, Corpus Christi College (henceforth CCC) continued to offer Principles of Micro- and Macroeconomics (ECON 101 and ECON 102) to its full-time, but did not offer separate part-time student sections. This summer both full-time and part-time students will once again have access to the Principles of Micro- and Macroeconomics. Additionally, a 200-level course on Money and Banking (ECON 206), will be available during this summer semester.

A total of 4 sections of ECON 101 & 102 were offered in the past two semesters. The total number of enrollments in those courses was 151, or an average of about 38 students per section. These figures include both students from the regular day program as well as the part-time studies program who were able to take courses during the day.

Last year, CCC hired one full-time faculty to teach economics and business courses.

In the summer of 2021, CCC is expected to finalize completion of construction. Additionally, CCC has received approval from UBC to amalgamate with St. Mark's College and is waiting for legislative approval/adjustment of the St. Mark's College charter which is expected to be part of the Spring 2022 legislative agenda. During the 2021/2022 year, the College will seek a formal review of the current Business/Economics program being offered by CCC with an eye on setting up the data and plans for an AB degree proposal to go to DQAB in 2022/23.

Submitted by Joshua F. Boitnott

Coquitlam College

- **Institutional Update**

- The college has been providing instruction via Remote learning since March 18, 2020 due to the COVID-19 Pandemic. The college will continue with Remote Learning in Summer 2021. Note Coquitlam College is on the Trimester System. Return to in-person/face-to-face instruction anticipated/planned for Fall 2021.

- **Department Update**

- Renumbering of two courses in order to reduce confusion:
 - Economics 201 – Principles of Microeconomics is now known as Economics 101 Principles of Microeconomics.
 - Economics 202 – Principles of Macroeconomics is now known as Economics 102 Principles of Macroeconomics.
- Two new courses are currently being articulated:
 - Economics 226 – Introduction to Game Theory
 - Economics 227 – Introduction to Economic Development
- No changes to number of instructors or total sections offered. But offering more second year course sections this semester and last semester.

Submitted by Sonya Plater

Douglas College

Institutional update:

- General: We have a new Dean for the Faculty of Commerce, and Business Administration: Dr. Justin Willams. He is currently Dean at Niagara College, Ontario and his term begins in May.
- Budget/Facilities: We run roughly 33 Fall, 35 Winter and 22 summer sections each of 35 student capacity.
- Students/Enrollment: We continue to have strong enrollments despite Covid 19 closure of on-campus instruction.
- Staffing: One new hire to replace a retirement. Over-capacity handled this year strictly by part-time contractors.
- Instruction/Open Education Resources: All classes are on-line in the summer, but the expectation is about half ECON will return to on-campus instruction and half remain on-line instruction for the FALL.

Program/Course update:

- Curriculum Developments: Still trying to maintain 35 student capacity on upper-level ECON course offerings to allow additional sections of interest in ECON in the future.
- Research/Projects: Continuing to promote our Economics Minor in the four BBA degree programs and continue to fill our Post-Degree Diploma in Global Banking and Economics

Other Items of Interest : I am surprised by the success of the transition to on-line teaching both by faculty and the students. It remains certainly our preference to return to in-person instruction as soon as possible, but the Fall term remains very uncertain. It is very difficult to match the needs of domestic and International students with a stable balanced program when we are so unsure of the conditions they will face in the Fall.

Submitted by Kevin Richter

Kwantlen Polytechnic University

1. **Delivery Model:** online delivery
2. **Program Reviews:** none
3. **New program:** no new program
4. **New Courses:** no new courses
5. **Enrollment:** slight decrease in enrolment in Spring 2021 semester, strong enrolment in summer semester
6. **Staffing:** no changes

Submitted by Sigrid Ewender

North Island College

1. Institutional Update

3. Institutional Update

- General

COVID-19 has transformed post-secondary education worldwide. Not only has it led to the acceleration of upcoming trends, but also it has created unique challenges and opportunities. NIC is committed to develop and implement new strategies to adapt to the changes that COVID-19 will continue to form the future of teaching and learning.

- Budgets/Facilities

Although NIC faces about two million dollars deficit, they successfully purchased about a hundred technological kits (approximately \$0.6 million) for faculty to support digital course delivery. Two ongoing projects at the Comox Valley campus are student housing and the replacement of the portable units (Village) to a building.

- Students/Enrollment

NIC has faced a significant reduction in international students' numbers due to current protocols associated with pandemic and international travel. On the positive side, transitioning to digital teaching and learning has led to a noticeable increase in domestic students' numbers. The 2020-21 net impact was about a 30% reduction in FTE students.

- Staffing

NIC has established its Centre for Teaching and Learning Innovation just before the pandemic. Along with the IT department, both experienced minimal growths to provide technical support to faculty transitioning to digital course delivery. From the faculty point of view, NIC experienced the most significant cut in the faculty number in their history.

- Instruction/Open Education Resources

After reviewing some of the available resources, business faculty chose to benefit from publishers' resources (complete or customized) or Vital Source Bookshelf for the next academic year.

4. Program/Course Update

- Curriculum Developments

NIC School of Business is undergoing an institutional program review. The program review's recommendations will help update current programs and engage in new curricular activities. The final report will be prepared and submitted in early June.

- Transfer Credit Applications or Alterations

No change.

- Issues

Due to current circumstances, the NIC School of Business offers all courses online in both delivery modes of asynchronous and synchronous. The change in faculty workload because of the transition to digital teaching and learning and employing appropriate assessment methods to maintain the course and program integrity has been the major challenge.

Another source of concern is the unpredictability of the return of new international students.

- Research/Projects

NIC School of Business has ongoing communication with other programs and post-secondary institutions to identify the possibility of laddering options to NIC Bachelor of Business Administration, Management and Marketing Majors. They also work with international partners in developing double major programs.

5. Other Items of Interest

The Board of Governors appointed Dr. Lisa Domae as the Sixth President of North Island College. She previously held the position of Executive Vice President Academic and Chief Operating Officer.

Submitted by Othman Bennis

Okanagan College

Institutional Report: The Department of Economics at Okanagan College currently employs six full-time continuing faculty members.

In the upcoming academic year, the Department of Economics plans to offer 48 sections

- 19 sections of Principles of Microeconomics (ECON 115)
- 16 sections of Principles of Macroeconomics (ECON 125)
- 1 section of a 200 level Intermediate Microeconomics course (ECON201)
- 1 section of a 200 level Intermediate Macroeconomics course (ECON202)
- 1 section of a 200 level Managerial Economics course (ECON205)
- 1 section of a 200 level Women and the Economy course (ECON210)
- 1 section of a 200 level Introduction to Behavioural Economics course (ECON231)
- 1 section of a 200 level Economic Data: Prediction, Analysis, and Presentation Course (ECON251)
- 1 section of a 200 level Poverty and Inequality course (ECON260)
- 1 section of a 200 level Economics of Developing Countries course (ECON261)
- 1 section of a 200 level Environmental and Natural Resource Economics course (ECON271)
- 1 section of a 300 level Economics of Social Issues course (ECON335)
- 1 section of a 300 level Money and Banking course (ECON352)
- 1 section of a 300 level International Economics course (ECON357)
- 1 section of a 300 level Labour Economics course (ECON362)

Concurrently, the department schedules Distance Education courses in Principles of Microeconomics and Principles of Macroeconomics as well as Environmental & Natural Resource Economics. In addition, the Department will offer three sections of Principles of Microeconomics and two sections of Principles of Macroeconomics, during summer 2021.

The Department of Economics offers required and optional courses mainly for Okanagan College's School of Business, but also for the Diploma of International Development and the Diploma of Environmental Studies. The Department of Economics is currently working towards having its own two-years' undergraduate Diploma Program.

Submitted by Michael Sale

Selkirk College

1. Institutional Update

General: COVID policies running the show.

Budgets/Facilities: N/A

Students/Enrollment: N/A

Staffing: N/A

Instruction/Open Education Resources: N/A

2. Program/Course Update

Curriculum Developments: N/A

Transfer Credit Applications or Alterations: None

Issues: None

Research/Projects: None

Submitted by **Jonathan Buttle**

Trinity Western University

1. Institutional Update

TWU offered most of its courses online in the 2020/2021 school year, including its business and economics courses. Enrollment was thankfully not affected to a great degree by Covid-19 and the university finished the academic year well.

Economics, as part of the School of Business, will be moving into a new building (built specifically for business) this fall.

2. Program/Course Update

The only change to economics offerings or the programs this year is a pending application (currently at the university's senate) to renumber and sequence our Principles courses. We are going to start sequencing the introductory micro and macro courses (with micro coming first). This change will also renumber macro (which had been ECON 102) to ECON 202, which will be consistent with our micro, as it is ECON 201. This change will allow for considerable efficiencies in teaching the Principles courses.

Submitted by **Dr. Tracy Stobbe**

Trinity Canada West

1. Institutional Update

General

During COVID – 19, UCW has been experiencing a slight decrease in the student enrollment for some term but in general the total student enrollment at UCW is still climbing up gradually.

During COVID – 19, UCW transitioned to online delivery quickly with support from IT and Academic Department on the area of technology. With the establishment of Centre for Teaching Excellence, faculty are able to set up the discussion group in terms of the best practices in teaching pedagogy. Meanwhile, CTE has been continuously providing professional development training to faculty.

During 2020, UCW has been working hard on the student support program, which includes reformatting new student orientation, implementing Learning for Success Workshop, and building the micro-credential in the career development & learning success programs, etc.

UCW another campus – Vancouver House has now opened. Due to COVID, we did not have the chance to move in as of now. The new campus is located near the Granville Bridge and it is new feature for UCW.

Budgets and Facilitate

UCW has allocated a set up amount of budget to faculty who adopt OER textbooks for their course development. Meanwhile, there is budget allocated to faculty every year for their professional development and scholarly activities.

Vancouver House campus is now open, and we have increased the number of classrooms, dry lab and computer lab. The student activity areas have been increased as well in Vancouver House.

Staff

- Dr. Cyndi Banks has been starting her position as the VPA at UCW since Feb 2020.
- Dr. Aigerim Shilibecova has been appointed to the Manager of Online Learning since April 2020 to April 2021 and return to a FT faculty position at UCW.
- Seyed-Reza Hosseinifar has been appointed to Director of CTE as of March 2021.

- Meghan Barclay has been appointed as the Manager, Learning Success since January 2021.
- Amy Hua has been promoted to the Director of Strategic Academic Planning since December 2020.
- Christine Chan has been appointed as the Director of Student Affairs since March 2021.
- New FT faculty Dr. Mokhtar Tabari has been hired for the economics field.

Transfer Credit Applications or Alterations

According to the BCTRANSFERGUIDE.CA, there are the following courses articulated with the research institutions and other institutions across BC.

ECON 102 – Principles of Microeconomics
ECON 104 – Principles of Macroeconomics
ECON 201 – Canadian Microeconomic Policy
ECON 202 – Canadian Macroeconomic Policy
ECON 204 – Money Banking and Financial Markets
ECON 205 – Managerial Economics
ECON 206 – Environmental Economics

All of the 2XX courses were newly designed and added into our undergraduate programs.

Submitted by Mokhtar Tabari

Yorkville University

1. Institutional Update

- **General:** Yorkville University, British Columbia campus offers Bachelor of Business Administration programme with following specializations Accounting, Energy Management, Project Management, Supply Chain Management. Apart from the four mentioned above, the General Bachelor of Business Administration degree at Yorkville University is also offered. BBA programme is offered in two different delivery modes – on-campus and online. Like other post-secondary institutions, in line with the public health guidelines, the on-campus classes were primarily offered through synchronous online sessions for three terms in 2020 (starting April onwards) and are still being conducted online using Zoom. Efficient and effective online teaching protocols and process has been developed during the last academic year. Exams were also conducted online using Zoom and MS Teams. As part of its BBA degree, Yorkville offers two economics courses as core courses: Microeconomics (BUSI 1083) and Macroeconomics in Global Context (BUSI 2003). Yorkville University has transfer agreements for these two courses with other post-secondary institutions in BC. Proposals have also been received to introduce other economics courses as business electives. These will likely be introduced in the next few months.
- **Budgets/ Facilities:** Yorkville University's campus is in New Westminster.
- **Staffing:** Two full time and many sessional faculty members are engaged in teaching economics courses at Yorkville University.
- **Instruction/Open Education Resources:** Yorkville University recently undertook a major project for reviewing, updating and redeveloping all business courses. Emphasis was placed on use of open educational resources for courses. The economics courses were also reviewed and now use open textbooks as recommended texts for both courses. This change has been implemented from Spring 2021 onwards. Many open textbooks on BC Campus (<https://open.bccampus.ca/>) have been officially reviewed by the faculty members from Yorkville University.

2. Program/ Course Update

- **Curriculum Developments:** As mentioned above, the courses were recently reviewed and updated. Open textbooks have been added as recommended textbooks for the course. Emphasis has also been placed on modifying the nature of assessments in the courses. The students are also offered opportunities to test/ apply the concepts learnt through a variety of assignments.

- **Transfer Credit Applications or Alterations:** Yorkville University is committed to enter into agreements with other institutions and welcomes opportunities to associate with other post -secondary institutions in BC.

- **Research/ Projects:**
 - Yorkville University has implemented a Support for Scholarly Activity Fund (SASF) to encourage and support faculty in their intellectual engagement with developments in their fields. Applications and proposals are invited every quarter and faculty members apply for financial support of their scholarly activities. 4 faculty members received funding/ support for their projects through SASF funds.
 - Yorkville University's students participated in a project to support local businesses along with the New West Chamber of Commerce.

Submitted by Iqtidar Shah

Pending reports from the following institutions:

Acsenda School of Management
BCIT
Fairleigh Dickinson University
Langara College
New Caledonia
Nicola Valley Institute of Technology
North West
Northern Lights College
Royal Roads University
TRU-Open
Vancouver Community College
Yukon College