

**2022 BCPSA**  
**Articulation Meeting**  
**Okanagan College/TRU - Virtually**  
**Friday May 6<sup>th</sup>, 2022**  
10:00am – 2:00 pm  
Draft Minutes

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

In attendance:

Aia (Aigerim) Shilibekova (UCW)  
Andrew Owen (UBCV)  
Daniel Kay (Lasalle College)  
Denis Dogah (Alexander College)  
Gary Wilson (UNBC)  
Jeanette Ashe (Douglas)  
Jocelyn McGrandle (Columbia)  
Marcel Dirk (CotR)  
Maxime Heroux-Legault (UBCO)  
Paul Rowe (Trinity Western)  
Rob-Roy Douglas (Northern Lights College)  
Simon Glezos (UVic)  
Tim Schouls (Capilano University)  
Valérie Vézina (Kwantlen)

### **Agenda**

1. Welcome and Introductions
2. Approvals
  - 2.1. Approval of Agenda
    - 2.1.1. Moved: Annette, Seconded: Gary, Approved
  - 2.2. Approval of the [Minutes of 2020 Articulation Meeting](#)
    - 2.2.1. Moved: Jocelyn, Seconded: Rob Roy, Minutes Approved
  - 2.3. Chair Election
    - 2.3.1. Both Rosalind and Rob agreed to stand as Co-Chairs again. Elected by acclamation.
3. New Business

4.1 The Department of Political Science at Okanagan College seeks clarity on the current articulation standards for Political Science departments in BC, and requests the Committee's consideration of, and decision upon, the following:

- Requirement for a research paper component, or an acceptable alternative, for lower-level courses;
- Proportion of content overlap between the course being transferred and the recipient institution's course (e.g.70%);
- Length of time that an accredited course taken by a student should be accepted (e.g. 10 year rule);
- Specification on any other new criteria for articulation of courses.

1. Motion tabled until next meeting by consensus

#### Discussion

- General discussion on course transfers and articulation. General comments and discussion raising questions concerning how this motion will impact articulation agreements currently in place
- Question for clarification on the nature of bulleted items. Status and purpose of motion should be clarified concerning common standards being reviewed.
- Member suggests discussions should happen with department first before any decision is made
- Members raise questions on what brought the issue to front.
- Committee members note that this is a far-reaching question and should be discussed point by point if the motion is being put forward.
- General discussion on whether to differ each point or to discuss point by point.
- Committee decides to discuss each point in detail.

*Point 1: Requirement for a research paper component, or an acceptable alternative, for lower-level courses;*

- Broad discussion to consider the requirement for a research paper component, or an acceptable alternative, for lower-level courses.
- Committee members discuss motion, and several note that there seems to be no specific rationale. One member suggests the person who made the recommendation should be at the meeting to explain the motion.
- Committee member expands on possible rationale saying concern is for some courses that have no research paper component. Talking about importance of writing a political science paper. A larger question on what the value in a political science course is and if a paper should be a part of the class.
- Question is raised on how to define a research paper in syllabus lower-level courses.
- One member notes that research papers can be restrictive and there are other methods that can be creative.

- One member notes the papers are valuable but there are many ways to introduce standards. Others agree.
- Member notes that she moved away from papers and has started to include other types assignment. Suggests there can be more influence around where students come from.
- Member asks what committee expects of paper standards for students in 3<sup>rd</sup> and 4<sup>th</sup> year.
- One member notes the importance of being able to write a major paper for upper-level courses. Also associated skill of doing research. Writing vs. research is difference. Shares concerns about vagueness. States the committee should want to know what others are thinking about in the departments, and how this impacts students.
- Another member agrees and say they should be able to write research papers. More concerned about how such a motion would be operationalized. Students should have the basic knowledge of writing but forcing people to standardize is too stringent. Skill building exercise over four years.
- Members note that writing is an incremental process over the course of a degree. Therefore, being too prescriptive is too rigid for courses.
- Discussion on how Capstone projects and other things help build program capacity Requirement is unacceptable.
- Member points out that what goes into syllabus does not always translate.
- Another member points out that writing is useful, and the member's university is business focused with many students being international. One approach is to build in short commentaries, Finding alternative assignments for international student is important, so they have different perspectives.
- Member notes that 1<sup>st</sup> and 2<sup>nd</sup> year opportunities. Problem if we require students to write more in 3<sup>rd</sup> year and not 4<sup>th</sup> year. Example: some may use newspapers not knowing how to write a proper research paper by upper-level courses.
- Member notes that all are good points and lots of different approaches

*Point 2: Proportion of content overlap between the course being transferred and the recipient institution's course (e.g.70%);*

- Member notes problem with quantifying. Should be discussed and assessed by the individual of articulation. We should amend motion to note that 'the Committee trusts members who are articulating'
- Member notes that Introduction to politics courses already have articulation reps and different programs will see this as infringing on academic freedom.
- Member asks how departments and members communicate to each other about articulation standards internal. Followed by general discussion.
- Member notes the importance of communicating on how to prepare students for other courses.

- Member asks BCCAT rep for information

*Point 3 and 4: Length of time that an accredited course taken by a student should be accepted (e.g. 10 year rule); Specification on any other new criteria for articulation of courses*

- BCCAT member suggests to avoid percentages and look at learning outcomes. Can assign credit for courses that may overlap. Cautious about feeling people contained
- Member notes they are looking forward to understanding what departments come back
- BCCAT representative notes guiding principles are important. Thinks some limit will be important. For example, 10-year limit before courses should no longer be eligible for transfer.
- One member says this is a clear and reasonable timeline
- One member notes that most institutions already have guidelines in place and the committee may want to explore what exists on the books already.
- Members discuss diverse range of resources such as textbooks, open resource material, media sources, etc. and diversity of syllabi.
- Discussion on proposed motion ends with Chair recommending the motion be brought back to home departments for discussion to then be raised again at next meeting.

BCAAT Presentation:

- Background to BCCAT (see presentation on BCAAT Website)
- Discussion on technology and BCAAT/articulation handbook all online
- Updates during the pandemic:
  - Representative notes that 1/3 of articulation meetings now have hybrid options
  - Camosun College only institution to cut all non-essential travel including articulation (Okanagan College similar).
  - Articulation cost is built into the ministry and BCCAT is monitoring as costs rise but institutions should have funding to send representatives to meetings.
- Update on BCCAT transfers from across Canada and international.
- Update on basic education guide and EAL requirements
- Anniversary date to review ILOs (practice of maintenance of review ILOs and trying to solve old courses on the books). But also, a general reminder to committee for agreements to be kept updated.
- BCCAT reports: Discussion on environmental scan of credential and graduation information. Impact of COVID
- Provides briefing on JAM 2022 which will be a hybrid event hosted November 3-4.
- Mentioned BCAAT Transfer Awards program – and if anyone knows someone who has supported for student mobility to nominate them.

## Q and A

Question is asked if there are any BCCAT trends?

- Representatives confirms that when a course is recently reviewed it is more likely to get credit
- Notes that 45 percent of courses reviewed are typically courses for unassigned credit
- Direct credit is most beneficial for students, which is why we have a new proposed deadline for courses submitting transfer credit applications.

### **Break (11:15am-11:30am)**

#### 4. Reports / Subcommittees

##### 4.1. Institutional Reports

**See institutional reports posted on Moodle for full details. The below are highlights from the discussion.**

Okanagan College:

- Enrollment and budget constraints continue
- A new BA of Arts Degree has been approved
- Broader question on how to communicate political science outside department
- Concern about quality of new courses and about course transfers
- Academic integrity concerns
- Equity and digital divide, mental health continue to be challenges for students

Northern Lights College:

- No particular issues
- Enrolments are stable
- Academic integrity continues to be a concern.
- One faculty member has retired and is being replaced by 0.5 instructor
- Indigenization of curriculum is priority

College of the Rockies

- Large numbers enrolled, and then some left because of scheduling issues
- Theory is that there are internal scheduling conflicts
- Challenge that a generation of students in the area are coming out of high school and not knowing anything about CDN politics and government
- College developing more courses in other disciplines

UBC – Okanagan

- Even divide in major and minor
- 7 to 6 permanent/sessional
- Important program is the 'Go Global' program which see most students from UBC going abroad and thinking how the students transfer back. May be impacting enrollment.

## UBC – Vancouver

- Drop in students but not sure if that's because of COVID
- Academic misconduct up
- Concerned about writing standards
- Concern about concessions by administration (see report on Moodle)

## University Canada West:

- No distinct major
- Grown substantially with online programs because of study permits
- Four faculty – 2 full time and two sessionals

## Douglas College

- Enrolments took dip but now back. Enrolment has bounced back
- 4 full time, 3 sessional
- Few joint degrees, themes in arts degrees such as Global Citizenship.
- More transfers in which is detailed in report
- Department is undergoing a review 9(see report)
- Incentives to do research (SSHRC workshops and Social Science and Research Committee)
- New campus being built. Top few floors of downtown new west. Building a high rise in New Westminster.

## Columbia

- Enrollment down 12 percent in political science
- College lifted freeze of positions
- All faculty now having PhDs
- Digital divide was a challenge, so all students were given a laptop
- Still offering online and face to face.
- Academic integrity issues.
- Associates' concentration in political science (42 students in program) – lots of interest in the intro courses

## Langara

- Enrolments down about 12 percent
- Role of mixed-mode technology on the rise (see report)
- Admin is keen to return to normal, and now it seems all is back to normal
- Intro to Canadian has been dropped as a service course after 30 years which is concerning to the department.

## Capilano

- Department has been through a period of depletion and rejuvenation
- Retirements, enrollment is down
- Hired two new faculty - now full summer school which is full
- Development of BA in Arts in Policy and Justice and governance (Applied competency) – at stage 1 with DQAB

- 4 part time faculty now

#### Trinity Western

- Enrollment decline over the past few years – private institutions so its expensive and difficult to get out and recruit
- Has seen a 6 to 8 percent decline
- Tenure-track appointment approved and as of yesterday, we have hired one new faculty member starting in August 2022
- Residential program continues in Ottawa but pandemic has also had challenge.
- 2 full time, and one joint and one sessional.
- Humanities and social sciences in general trying to recruit can be challenging
- Stresses around unionization are now emerging.

#### UNBC

- Some changes over the year. Five departments moving to two faculties
- Lost some tenure track positions
- Sessionals have been promoted to senior instructors (permanent)
- Major and minor in poli sci. (4 or 5 students in political science in the MA program)
- COVID challenges – increase in articulation request.

#### Alexander College

- New program, and one poli course which contributes to associate degree
- Three sessionals and no permanent faculty
- Less diversity, college is trying to expand recruitment

#### Kwantlen

- 4 full time, 2 at 50 percent and they are bumped to 100 percent. 1 and 3 sessionals
- Transfers –possible lack of diversity and needing to find new recruitment methods

#### LaSalle

- Many international students. Lots of programs
- One political science course
- Long history of asynchronous
- New building being constructed near Renfrew
- Academic integrity issues on the rise

#### Corpus Christie

- 66 students, 74 last year
- Energy down, less enthusiasm given online course
- Fewer taking it as a major
- 5 faculty members, (trying to bring it up to 8)
- Decreases in plagiarism

#### TRU

- Student enrolment stable (up in international, decline in domestic)
- Faculty hires (teaching position)
- New Masters program being launched in 2022 w/poli serving as Co-chair – significant poli focus
- BA, 15 new courses (push towards General Education program and capstone needed)
- Rest of details can be found in report.

## 5. Next Meeting

### 5.1. TBA

- Adjournment Motion to adjourn at 1:45pm