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Articulation Committee Meeting Minutes – Charlene’s Version

Committee Meeting Name	Meeting Location	Meeting Date
English Articulation Committee meeting	Zoom	Friday, May 21, 9:30am-12:30 pm
Chair: Philip Mingay, King's U	Zoom Information: https://kingsu.zoom.us/j/93876287705?pwd=QmJsS2xYWkkrZk5nTWoxS0ZNRXk4QT09 password: 748899	

Committee Members	Accepted	Attended
1. Jonathan Goossen, Ambrose U	?	Y
2. Paul Huebener, Athabasca U	Y	Y
3. Matthew Kriz, Bow Valley College	Y	Y
4. Julie Thompson, Burman University	Y	Y
5. Conrad Van Dyk, Concordia University	Y	Y
6. Kazem Mashkournia, GPRC	?	
7. Ryan Cox, Keyano College	Y	Y
8. Philip Mingay, King's University	Y	Y
9. Charlene Bonnar, Lakeland College (Vice Chair)	Y	Y
10. Brent Cottle, Lethbridge College	?	
11. Rob Wiznura, MacEwan U	?	
12. Rob Boschman, Mount Royal U	Y	
13. Kristine Kowalchuk, NAIT	Y	Y
14. Leigh Dyrda, NorQuest	N	
15. James Onusko, Northern Lakes	Y	Y
16. Mandy Batke-Lwanga, Portage	Y	Y
17. Roger Davis, Red Deer College	Y	Y
18. Marion Synnott, SAIT	Y	
19. Peter Sinemma, U of Alberta	N	
20. David Sigler, U of Calgary	Y	Y
21. Adam Carter, U of Lethbridge	Y	

Guests/Observers to Attend	Accepted	Attended
1.		

ACAT Secretariat/Ministry Staff to Attend		Accepted	Attended
1.	Ann Marie Lyseng	Y	Y

AGENDA		Time Allotted
1.	Welcome and Introductions <ul style="list-style-type: none"> - Meeting was called to order at 9:30 am - Roundtable introductions 	
2.	Approval of Minutes from 2020 meeting <ul style="list-style-type: none"> - Minutes from the June 2020 were adopted with the addition of AU's update - MOTION: James Onusko - CARRIED 	
3.	Alberta Education update <ul style="list-style-type: none"> - Philip provided follow up re: the involvement of post-secondary institutions in the K – 12 curriculum review process - Philip recently received a letter of dismissal from the committee 	
4.	Institutional Updates <ul style="list-style-type: none"> - See attached - Discussion followed re: common threads, including the following: - Plagiarism - Success-fail rates and withdrawal policies - Increase in enrolment, including in English courses - Hyflex classrooms 	5.
6.	Work Integrated Learning (see attached Word doc) <ul style="list-style-type: none"> - Philip explained that King's is moving forward with this - Discussion followed - James shared the following link: - www.trentu.ca/community-based-research/ 	
7.	ACAT Secretariat (Ann Marie Lyseng) (see attached PPT, links included) <ul style="list-style-type: none"> - Ann Marie provided an update and highlighted the following: - Transfer credit awarded (TCA) pilot to continue - Improvements continue in the Learner Pathways System (LPS) for both institutions and students - AB 2030: Building Skills for Jobs – objective 1.3 addresses transfer and pathways - Questions for next steps in governance in ACAT are still outstanding - PCCAT Virtual Conferences on June 17, 2021, is open to us 	
8.	Discussion <ul style="list-style-type: none"> - Open discussion re: goals and format for this committee moving forward 	
9.	Confirmation of Articulation Committee membership list	

AGENDA		Time Allotted
	- Forward changes to Philip	
10.	Any additional business - None	
11.	Identification of next meeting date, host institution, and potential new agenda items - If we are able to meet in person next year, we will plan to meet in Red Deer	
12.	Adjournment - Meeting adjourned at 12:30 pm	

INSTITUTIONAL UPDATES

ENGLISH ARTICULATION COMMITTEE

INSTITUTIONAL UPDATES 2020/21

Athabasca University: Paul Huebener phuebener@athabascau.ca

- As an online university, AU has been much less affected by the pandemic than traditional universities. Our courses are online to begin with and are intended for individualized, self-paced study.
- AU has been faring better than others so far with the budget cuts from the Alberta government. We are entering a difficult bargaining year, though.
- Enrollments have been increasing across the university.
- Examples of annual enrollments:
 - English 211 (Prose Forms): 739
 - English 255 (Introductory Composition): 3,066
 - English 305 (Children's Literature): 108
 - English 458 (The Latin American Novel): 23
- We are currently hiring an Assistant Professor of English with expertise in one or more of: Indigenous literary studies; postcolonial or diaspora studies; critical race and anti-racism studies.
- We will soon be launching two new 400-level English courses: one on sports literature and one on literature and the environment.
- Our current writer in residence, Joshua Whitehead, is the winner of Canada Reads 2021. His novel *Jonny Appleseed* is the first book by an Indigenous author to win.

Burman University: Julie Thompson jthomps@burmanu.ca

Program Repositioning

- Due to the suspension of the English program, English courses are now under the General Studies department.
- By mandate of Burman's government accreditation body the suspension of the English program is for five years (2020-2025).
- The B.Ed. English specialization and English education minor continue to be supported.

Online Teaching

- This year has been difficult for faculty and students with the quick pivot to online learning for the 2020/21 school year.
- Although there were many challenges this year, such as accommodating for time zones, synchronous vs. asynchronous learning, student engagement, living situations, and the added stress of the pandemic, students seemed to adjust to online English classes quite quickly.

Service Courses

- Faculty provides service courses, such as ENGL 201, 202, 203, and 275 across the institution along with teaching upper level courses on rotation or as directed studies for B.Ed. English specializations and minors.
- Average class size is approximately 15-30 students in service courses and approximately 5-10 students in upper level courses.

Keyano College: Ryan Cox ryan.cox@keyano.ca

- There were very few significant changes in English programming at Keyano College this year that were not directly linked to the COVID-19 pandemic. The transition to online delivery and the subsequent demands that accompanied that transition being the primary factor. Our first year courses were heavily subscribed and this has led to increases in class sizes in ENGL 104: Introduction to Critical Analysis and ENGL 125: Aboriginal Writing. There were signs of potential for growth in the courses at the second-year level, and we are working to optimize offerings to foster that growth. English's ability to service other programs like Nursing, Social Work, and Education remains our primary strength.
- Our staffing remains stable at two full time positions and one contracted course per regular semester. I anticipate this remaining the case subject, of course, to budgetary pressures. The most significant change that University Studies at Keyano, English programming's home department, faced was the ending of the Environmental Science Collaborative degree. This resulted in the loss of 1 course taught by English—LIBST 1203 Cultural Perspectives on Science. While the course was a general education course and taught effectively as a cultural studies course, it was taught and designed by English faculty. The loss of this course, however, allows us to expand English offerings and will be replaced by either a second year English course which will allow us to serve and retain English majors for longer, or additional first year offerings depending on need.
- We have not developed any new course offerings for the coming year. The transition to online, the need to master new pedagogies associated with that transition, and the general uncertainty that crisis brings meant that we focused our development energies on adapting to the present conditions. However, we continue to engage in regular maintenance and course revision activities, while preparing for the full resumption of in-person learning in the fall.
- As I am sure is true of most, if not all, the other departments in the province, the past year was spent coping with COVID. We look forward to the full return to campus and the hopefully less fraught new normal that lurks tantalizingly on the horizon.

King's University: Philip Mingay philip.mingay@kingsu.ca

New Programs/initiatives:

- We hired an Equity, Diversity, and Inclusion Consultant to lead an EDI taskforce
- Centre for Career and Calling created in 2020/21
- 4-year BSC in Interdisciplinary Sciences launching 2021/22
- Institutionally we are beginning a new strategic planning process right now
- We are in the process of choosing a new student information system

Policies:

- Withdrawal deadlines changed from mid-November/March to November 30/March 31. That's officially in the calendar beginning 2021/22 but it was in practice for 2020/21.

Programs:

- Drama is no longer being offered due to budget cuts.

Courses and Classes:

- King's followed a hybrid model for 2020/21, meaning one class each week was in-person (optional). This went well, with no COVID transmissions reported. King's is considering retaining this model for some courses, even if there is a return to in-person in the Fall.
- Student retention was high, but new student enrolment was lower.
- An increase in the number of students dropping courses throughout the year (4.4% vs 3%)
- Increase in failure rates, particularly in English.
- All exams in English were take-home.
- Fewer transfers in and out of King's, although final numbers not yet available.
- No increase in plagiarism cases in English
- Class caps in English will remain the same for next year (25 for Intro courses, and 20-25 for senior courses, depending on course)
- Pursuing alternatives to Turnitin. It is expensive, and not as effective as it once was.

NAIT: Kristine Kowalchuk KRISTINEK@nait.ca

NAIT's English and Communications department offers numerous diploma courses. At the degree level, there are also Communications courses in the Bachelor of Business Administration and the Bachelor of Technology programs. (BBA is a four-year degree and includes a mandatory first- and second-level course and an optional third-level course; BTech is a trades-to-degree program and includes only a mandatory third-level course.)

English and Communications Department Updates

- Courses used mostly synchronous delivery, with some time given for asynchronous assignments and projects. Most students were reluctant to turn on their cameras during a regular online class and the Chair felt there was generally less interaction with the instructor and between students.

- The department conducted an informal survey of students during the winter term and found that approximately one third of the students preferred online delivery only, one third would have preferred face to face only, and one third would have preferred a combination.
- The Chair’s observation was that this was a difficult year for both students and instructors; he estimates that student failures and withdrawals were higher than previous years, and notes that talked about feeling isolated. They did set up “social times” through MS Teams, but attendance was sporadic due to workloads and probably “screen fatigue.” He did note, however, that technical support from IT was very good.

Degree Program English Course Updates

- As of 2020, both programs (Bachelor of Business Administration and Bachelor of Technology) are now within the J.R. Shaw School of Business. Workload increased from 8 to 9 courses this past year without extra pay.
- Both programs forced a two-week, eight hour/day “online teaching” program for instructors in spring 2020, even though many instructors had already been teaching online for years.

I. Bachelor of Business Administration

- The English course coordinator noted that “the biggest issue wasn’t the pandemic, it was the course curriculum review and renewal (CRR) process the management put us through during the pandemic, with decisions being made without (meaningful) opportunities for faculty input.”
- The CRR process made changes to the communication courses, COMM1101 (Business Communications; mandatory; focused on writing mechanics) and COMM2202 (Intermediate Communications; mandatory; focused on APA and analysis). These now offer a more streamlined scaffolding approach to skills – however, the new framework also puts COMM1101 in the first term and COMM2202 at any point from the second to fifth term. COMM3321 (Critical Reading and Writing; focuses on critical thinking) is no longer a required or recommended course for most BBA students, other than Finance.
- Proposals to add another English course between COMM2202 and COMM3221 (as there is a big jump between the two) were rejected (but a Business Math course and other new courses were added). The Business Administration with Additional English course was removed from the BBA program and moved to ESL.
- In the 2020/21 school year class sizes were increased. The instructional student contact hours will be cut in half for most, if not all, courses in the fall of 2022.
- All courses are now fifteen weeks.

Enrolment issues: Enrolments have not taken such a big hit as expected, but looking at the post-CRR world, there may be dropping enrollments in Critical Reading as it is now optional.

Health and well-being: More mental and physical health concerns from students, missed classes, deferrals and extensions on assignments. Faculty overworked, feeling unappreciated, more instances of passive aggressive behaviour on the part of the students.

Institution support (tech and otherwise): Very poor support outside of technical. Weekly curriculum review meetings, lengthy bureaucratic documents to review even during the marking period.

Institution updates: Still no new collective agreement (proposed by employer: 3% pay cut this year, no pay increase for five years). Uncertainty on what is happening with return to campus.

Online teaching effects on research: No information is available on this subject.

II. Bachelor of Technology

- The BTech program has just begun a program curriculum review. It is too early to say anything about how this will impact enrolment, course offerings, or curriculum.
- BTech has only COMM3210 (Critical Reading and Writing); it is mandatory. It is a one-semester course and covers critical thinking, writing, and documentation skills.
- Class sizes remained the same in the 2020/21 school year.
- Enrolment did not change much in 2020/21 although many students joined from abroad.
- Ten-week courses were offered asynchronously online, and fifteen-week courses were offered synchronously online.
- Health and well-being, institution support, institution updates, online teaching effects on research: Same as noted in BBA above.

Northern Lakes College: James Onusko onuskoj@northernlakescollege.ca

are the NLC updates for 2021:

- Completing the first year of our partnership with the U of C in offering the Bachelor of Education - Community Pathways Program.
- Through this program, we have developed two streams- English and Social Studies.
- Courses are delivered online by NLC through our SDL (supported distance learning) model and University of Calgary faculty through distance, blended, or on-site delivery methods.
- Students typically attend a two-week residency held each July at the University of Calgary – this will be delivered online in 2021 due to the ongoing pandemic
- We added two Full-Time Permanent University Studies Instructors last summer and we will add one more Full-Time and Permanent Instructor in the coming weeks
- The August hires taught some Senior-level English courses this past year along with other offerings (in other disciplines) in the University Studies program
- Both of these new instructors are Ontario-based
- Our University Studies program continues to grow; English courses have been popular in this program along with other Certificate and Diploma programs
- Anecdotally, I have been told that some students have requested more English courses to be required within their programs (Addictions Counselling) due to several students enjoying both the English courses and the Instructors

- In the past academic year, we used Turnitin as a tool for both students and instructors. This was a Pilot Project in 2020-21 and used only in 3-4 sections of ENGL 1000. I do not have an update on how this was used or received by students or instructors, at this time.
- As we look to expand offerings, more upper-year English courses are being developed for students
- Related to online learning, which is of course, our specialty, students continue to clamour for recorded Live Sessions. While not all can attend these sessions, students overwhelmingly prefer these to pre-recorded or “canned” Live Sessions.
- Our University Studies program continues to use D2L (Brightspace) and Ultra Collaborate as our Learning Management System; Zoom was piloted in some courses, but due to cost, we will be using Ultra Collaborate to deliver Live Sessions for the foreseeable future

NorQuest College: Leigh Dyrda Leigh.Dyrda@NorQuest.ca

Our post-secondary English classes are housed in our Arts and Sciences department, with our other first- and second-year generalist courses from the social sciences, sciences, and humanities. Our English offerings expanded slightly this year with the launch of a Justice program. Justice students take our Introduction to Composition class. Next year we anticipate similar small expansion in our number of students with the launch of a Machine Learning program and an Energy Management program, both of which take our Technical Writing class, and an Indigenous Studies program, which will take both Indigenous Literature and Introduction to Composition. At our last meeting I had indicated that a workload increase had occurred at NorQuest; this has held steady during the 2020-2021 year.

The number of cases of plagiarism in English classes anecdotally was on the rise this year, however, it was not too far off what we have experienced in the past. Teaching remotely had challenges for English instructors, who rely on group work and class discussion; I can say on a personal note that although I enjoyed the engagement I had from a small portion of my class, teaching to a “room” of turned-off cameras was less than rewarding at times. However many instructors also said that they enjoyed aspects of it as well. As many of our classes have run online before, the turn to online-only teaching was challenging but doable. As we have always had online asynchronous composition and technical writing classes, we will continue to do this in the future, and we will likely enhance our in-person classes with more Moodle content in the future. For deliveries of regional programming (such as teaching English for the Nursing Program in Wetaskiwin) it is likely we may use online synchronous delivery in the future. Otherwise we anticipate a “return to normal” (such as it may be) in September. At this point we do not know what, if any, consequences the reduction in the provincial budget will have on delivering English at NorQuest.

Portage College: Mandy Batke-Lwanga
Mandy.Batke-lwanga@PortageCollege.ca

- In the latest round of government cuts, the college lost 4.7 FTE faculty positions that were already vacant. Also, positions in student services (3.6), finance (2.5) and two low-enrolment program areas in heavy equipment and business (total 2.5) were cut. In September, we have a tuition increase of 7%, and anticipate another \$800,000 in cuts next year.
- In the University Transfer department, there are no anticipated changes in services with English. That said, ten course offerings across humanities and science were cut within UT. We are adding a contract position for lab support for Natural Resources and UT and more contract instructors for any unfilled vacancies and early retirements. Our numbers for online instruction this year were slightly decreased in September over all programs and lowered slightly again in the Winter, particularly for optional courses. Student numbers for English courses remained normal with a slight drop in Spring compared to the previous two years. This is due to normal enrolments in core programs we service (Social Work, Practical Nursing, ATEP.)
- There has been variable department response to the increased workload of online instruction. Some departments adjusted workload hours; others could/would not. The Faculty Association is continuing to follow up.
- In fall, we changed with withdrawal deadline to one week prior to the final exam to avoid negative impact on students' transcripts both in the short- and long-term.
- There are two looming issues in terms of English and Humanities instruction at the college. First, the college is bringing in HyFlex classrooms, which, while perhaps a very convenient solution for our diverse students, has the potential to decrease offerings and overload instructors. Second, the addition of work integrated learning mandated by the province. We are still waiting for information on how WIL will impact first- and second-year English courses and instructional expectations at transfer colleges. Many of our programs already include work experience or practicums. There is a great deal of uncertainty in terms of how to provide English-specific WIL experiences to 1st and 2nd year students (who anticipate going into social work and teaching degree programs).

Red Deer College: Roger Davis Roger.Davis@rdc.ab.ca

Transfer credits changes

- ENGL 385 (Indigenous Literature) to Athabasca
- ENGL 364 (Literary Theory: Contexts) for ACAT, generally, I think to UofL, if memory serves.

Loss/addition of courses

- In any given year, we can only offer a small number of 2nd year courses. The language has shifted from “enrollment rates” to “fill rates,” suggesting that courses must be full rather than populated in order to be offered. I believe we are offering seven (7) 2nd year courses next year. We are in the process of beginning to offer Education Degrees, so that may help bolster ENGL numbers in specific courses.

Class sizes

- RDC first year composition course (ENGL 219) is capped at 35. First year Literature (ENGL 220) is capped at 40. Upper year courses are capped at 30. 2nd year creative writing courses are capped at 25 according to the timetable.
- Our full-time faculty teach 8.5, meaning 4/4 for Fall/Winter and a rotating Spring course (the .5) in alternating years.
- This equates to roughly 140/160 students per term, 300 for the year (not counting the Spring course).

Support (tech and personal)

- RDC faculty are able to purchase some technology through Professional Development money (there are stipulations). There was a one-time stipend for COVID times (e.g. microphone or webcam).
- We have a strong Centre for Teaching and Learning that is helping instructors navigate a good deal of this online preparation.
- Some questions persist about institutional handling of “Course Outcomes” and other formal language around course/syllabi construction. Who doesn’t like a good Bloom’s Taxonomy verb?!?

Grading Procedures (including exam formats)

- We lack an institution-wide grading scheme. Most of us in ENGL agree on a standard schema with slight variations on which we agree.
- We generally don’t have exams in our courses.

Program changes/reviews

- As is a trend in some places, RDC is trying to offer “micro-credentials”: some things are a “go” for the coming year. We’ll see what happens.
- The latest government announcement has Red Deer College becoming a Polytechnic Institution, rather than a university as previously announced by the NDP over 3 years ago. Like many things, we’ll see what happens.

Fall classroom plans

- Administration was very flexible and accommodating for Fall return. We could run the gamut of course-delivery models: in-person, blended, online (syn/async), or hyflex. Within ENGL, for example, where many sections are offered for a single course, we aimed for a mixture of offerings for students. This was supposed to meet student demand for flexibility. I think it will work well, except some students will likely find they are in the “wrong” type of section (expecting in-person and ending up with online asynchronous, for example).

University of Calgary: David Sigler

dsigler@ucalgary.ca

- This has been a difficult year at the University of Calgary, as it has been everywhere in pandemic conditions, with instructors having to make big adjustments in their teaching and research on the fly, redesign their courses for the remote teaching modality, and show unusual flexibility and compassion to students with deadlines on assignments;
- In redesigning courses, instructors have been able to design their courses in synchronous, asynchronous, or hybrid models
- Enrolments in English have remained strong through the pandemic; our courses are mostly full with waiting lists, and we have a shortage of teaching capacity. We are also offering a more robust slate of Spring courses in 2021, and these courses are all at capacity.
- In response to the killing of George Floyd in the US in 2020, the department of English has opened a robust series of conversations about diversity and equity throughout our graduate and undergraduate programs, which has led to some curricular changes (e.g., the elimination of the historical requirement for graduate students; enhanced offerings in BIPOC literatures), and the institution of a departmental Anti-racism and Diversity, Equity, Inclusion Committee.
- Separately from these remote teaching modalities, the department continues to support the long-term development of certain online courses, in Children's Literature, the Short Story, and Canadian Literature
- We are currently conducting a Curriculum Review in our undergraduate program in English, including learning outcome mapping for each course. That work will be completed this Fall.
- In response to the pandemic, the University of Calgary introduced the temporary policy of allowing students the option to take one course per semester on a Credit/No Credit basis. Students can select this for one course per term, they need to have earned at least a C- in the course to qualify, and they make the selection shortly after final grades are posted and approved. There are discussions underway, led by the Registrar's office, about possibly making this option permanent.
- Exam regulations have also changed to give students more flexibility about self-scheduling their exams within a 24-hour window and 50% bonus time for the exam.
- Budget cuts have forced the Faculty of Arts to reorganize staff support; we no longer have dedicated administrative staff for the English department, and will receive modified (reduced) support from centralized teams. Under this model, the student advising that had been taking place in the department will mostly be moved to a centralized advising hub; the Department will do less advising than before but will still make transfer assessments.
- In addition to the loss of staff support, budget cuts have curtailed our graduate admissions, our sessional instructor allocations, and the loss of the discretionary departmental budget.