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**Articulation Committee Meeting**

<b>Committee Meeting Name</b>	<b>Meeting Location</b>	<b>Meeting Date</b>
English Articulation Committee	<b>Zoom</b>	<b>Friday, May 27, 2022, 9:30am-12:30 pm</b>
Chair: Philip Mingay, King's U	<b>Zoom Information:</b> <a href="https://kingsu.zoom.us/j/94044166613?pwd=akttOFJEUURhT09EZmhURHR4UnhnZz09">https://kingsu.zoom.us/j/94044166613?pwd=akttOFJEUURhT09EZmhURHR4UnhnZz09</a> <b>password: 082457</b>	

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

<b>Guests/Observers to Attend</b>		<b>Accepted</b>	<b>Attended</b>
1.			

ACAT Secretariat/Ministry Staff to Attend		Accepted	Attended
1.	Eric Dohei	Y	Y

AGENDA		Time Allotted
1.	Welcome and Introductions Meeting called to order at 9:33 am Agenda Approved Eric/Adam	
2.	Approval of Minutes from 2021 meeting Motion Ryan Cox CARRIED	
3.	Institutional Updates Roundtable topics <ul style="list-style-type: none"> <li>• Transfer credits changes</li> <li>• Split of Literature and Writing courses</li> <li>• Loss of full time staff</li> <li>• Indigenous courses in development</li> <li>• Institutions in crisis, strikes</li> <li>• Workload increases</li> </ul>	
4.	Work Integrated Learning (see attached Word doc) <ul style="list-style-type: none"> <li>• Specialized courses for work on student journal, field placements, internships, student-led</li> <li>• Questions about oversight of placement and instructor workload</li> <li>• Arts grads prepared for multiple jobs with their writing and critical thinking skills</li> </ul>	
5.	ACAT Secretariat (Eric Dohei) <ul style="list-style-type: none"> <li>• New transfer search tool flow "to"</li> <li>• TCA data collection starting 2022</li> <li>• System expansion ongoing</li> <li>• Inactive committees now reconnecting</li> <li>• Working on ways to facilitate program level transfer</li> <li>• Building closer ties between BC/AB/SK transfer systems</li> </ul>	
6.	Topics for Discussion <ul style="list-style-type: none"> <li>• Concern over transferability of online courses</li> <li>• Student preferences for online first-year intro courses</li> <li>• Variable success with hybrid course model in different institutions; awkwardness of finding space to do online while on-site.</li> <li>• Course outcomes with WIL in first-year courses</li> <li>• Grade changes: CG credit granted (not part of GPA, U of C)</li> </ul>	
7.	Confirmation of Articulation Committee membership list Request to update the Chair if members cannot continue	
8.	Additional business None	
9.	Next Meeting Chair will poll for additional conversations throughout year.	

<b>AGENDA</b>		<b>Time Allotted</b>
	Chair holds position for three years. Philip has served four years. This will be determined through email group.	
10.	Adjournment 12:25 pm	

## **Institutional Updates**

### **Concordia University of Edmonton**

Linda Van Netten Blimke, Chair of Literature and Language and Associate Professor of English

- CUE Faculty Association ratified a new collective agreement with CUE’s administration after a two-week strike in January 2022. Overwhelming support from the community both inside and outside of CUE and strong solidarity among CUE faculty members led to a positive result for CUEFA, with gains made in workload and salary, as well as the retention of ownership over intellectual property.
- Under the new collective agreement annual instructional workloads for faculty will decrease from 8 courses to 6 courses over a two-year period, while research expectations will significantly increase (30%). With inflationary and salary adjustments, CUEFA members’ salaries will improve by 4.39% to 6.85% (varies by member).
- In February 2022, 90% of CUEFA members voted they have no confidence in President Loreman’s leadership. CUE’s Board of Governors responded by publicly stating their confidence in President Loreman’s leadership. CUE’s administration has since held a series of talks with different groups within the institution in an effort to improve workplace culture.
- The strike significantly boosted faculty morale and improved workplace conditions, but also made for a difficult Winter 2022 semester as reading week was cancelled, the semester extended by a week, exam deferrals reached an all-time high, and ongoing issues exposed or highlighted by the strike continued to consume faculty members’ time.

### **Literature and Language Department Updates:**

- This year presented multiple challenges for instructors in the Literature and Language Department. Although necessary, the immunization policy instituted well into the Fall 2021 semester, the brief switch to online learning as a result of the immunization policy, the strike at the beginning of the Winter 2022 semester, and the switch from online to in-person learning in the middle of the same semester interrupted classes and created challenging working conditions.
- Plagiarism cases remained high; elevated absence rates among students resulted in unusually high failure rates; high numbers of deferrals (both term work and examinations) created challenging schedules for instructors; and many instructors reported that students lacked the motivation or the basic skills necessary to succeed in university—particularly in the first-year courses.

- The Department offered a handful of blended courses at the first-year level. Enrollment was ultimately uneven in these courses, with one blended English course cancelled due to low enrollment. Across the university, only 2% of courses were converted to a blended format; given the uneven enrollment numbers in these courses, that number has not increased and the institution's interest in offering blended options seems to be waning.
- Course caps remained steady at 30 for 100- and 300-level English courses (except for ENG 101/102, which are capped at 24), 15 for 400-level English courses, 24 for Language courses, and 15 for creative writing courses. Course caps will increase to 25 in ENG 101/102 and Language courses and 20 in creative writing courses next year.
- Although enrollment remained solid across the Department's programs, student attrition due to the ongoing pandemic, immunization policies, and the strike meant that enrollment was not as high as it has been in past years. However, the 3- and 4-year English programs are still experiencing robust numbers, and the Department raised its annual caps for both programs to accommodate student demand.
- The English program retained its full complement of six full-time instructors (with one instructor retiring in July 2022) and the Language program retained its complement of two full-time instructors.
- The English program received the go-ahead to hire a replacement for one of our retiring faculty members and conducted interviews in Winter 2022 for a position in global anglophone literature. The search ultimately failed, but we are hopeful that our search will be more fruitful next year.
- The English program is currently designing a new 400-level course (WRI 401: Journalism and Magazine Editing) around the production of an undergraduate student journal. This course will include a WIL component.
- The Language program received a government grant to develop a new French Language certificate over the next few years; one new (FR 280) and one redesigned course (FR 372) within that certificate were offered this year.
- The Language program cancelled all German courses, largely due to the impact of the COVID pandemic.

## **Keyano College**

Prepared by Dr. Ryan J. Cox

- While enrollment at the College overall was slightly down, First Year English courses were in the Fall at or above capacity across 5 sections. However, FYE courses were undersubscribed in the Winter semester. This is likely ascribed to the course patterns that programs being serviced by these English courses are using rather than anything else. Student enrollment in senior level courses was roughly consistent with historic patterns.
- College has demonstrated an interest in cross-departmental teaching. This resulted in the contract English instructor teaching business writing for the business department in winter semester.
- We are in the process of replacing one of our faculty positions as that instructor is retiring. This is leading to some minor shifts in programming in the short term relating to instructor area of

specialization at the senior level—we will be offering ENGL 376 Canadian Literature since 1960 and ENGL 221 Reading Politics: Class and Ideology instead of ENGL 228 Folklore and ENGL 229 Children’s Literature. It is expected that we will complete the hiring process in the next month.

- In response to an institutional push for credential completion options in the Fort McMurray area, we have been exploring two (2) diplomas in the Humanities, Arts, and Social Sciences: Sociology and Psychology (SP), and Governance and Civil Society (GCS). English along with Philosophy and Political Science is one of the core disciplines of the GCS diplomas. This diploma is aimed at students interested in work in government, Indigenous government, NGOs/Social Profit, and related in the local area. Both diplomas have completed initial planning stages and are waiting on institutional feedback before proceeding further. There is a tentative target program start date of Fall 23.

### **King’s University**

Philip Mingay

- English major numbers down, but English minor remains steady.
- King’s continued its hybrid option, but is leaning toward removing it next year.
- Caps for introductory courses now permanently at 30
- Continual refinement of late assignment penalties in light of Covid and mental health concerns. Currently, student lose one grade point per day, but instructors are also generous with their accommodations. To combat plagiarism, students also continue to sign an academic integrity agreement when submitting their assignments.
- no new courses offered at this time.
- development of BA in Philosophy and Theology
- preparation for program review in 2022/23, including changes to SLOs and the reorganization of English degree requirements.
- King’s continues its push for departments to incorporate Open Education Resources into their course syllabi.

### **Lakeland College**

Charlene Bonnar

- A new program offered by our Learning Commons will see all UT students scheduled into a student skills program during the first month of classes.
- A new Bachelor of Agricultural Technology is being offered on the Vermilion Campus.

### **University Transfer**

- Two full-time instructors have retired, so we will be hiring for sociology and biology.
- Some instructors are continuing with blended learning in the upcoming year.

### **English courses offered:**

- ENGL 112 (6 credit Introductory English) – 7 sections at approx. 30 students each

- During our “common lunch hour,” I also run a one-hour per week tutorial that focuses on grammar and writing.
- ENGL 388/389 (Children’s Literature) – 1 each semester
- ENGL 224 (Indigenous Storytelling) – Sem 1
- ENGL 373 (Canadian Literature) – Sem 2
- One full-time English instructor and three part-time English instructors

#### 2021 – 22

- Enrolment has stayed on par at approximately 300 students.
- Year 4 of U of A ATEP continued with new intakes every second year. □ These students will cross the stage at Lakeland College on May 27, so I will miss our meeting!
- New partnership with the U of C Education degree
- In UT, we were given the option to teach online, in-person, or blended; I did one hour per week asynchronous and two hours per week synchronous.
- New courses: two PAC classes

#### 2022 – 23

- At this point, numbers are close to where they have been in the past few years.
- Partnerships with the U of A ATEP and U of C Rural Education programs continue. A new partnership is in the works to offer Year Two of the U of S’s Bachelor of Science in Nursing in our community, starting this fall.
- I teach 4 sections of ENGL 112 and will continue with 1 hour per week asynchronous and 2 hours per week synchronous. I will be moving back in person but am offering 1 section online. It worked well for the 8:30 AM timeslot! For the second-year classes, I am returning to three hours per week in person.

### **University of Lethbridge**

#### **Brent Cottle**

- University of Lethbridge faculty were on strike from February 10 to March 20, 2022, a period of over five weeks. We were locked out of campus and e-mail throughout this period. Classes resumed on-line March 23 and extended until early May to make up for the lost weeks.
- In April 2022, a grassroots movement led by numerous senior members of the university (including research chairs and department chairs) moved a vote of non-confidence in the University President, Provost, and Vice-President Financial, citing various areas of concern, including the arbitrary exercise of power in a proposed restructuring of the university for which numerous committees had no faculty representation. Votes were taken at a departmental level then communicated to the leadership group for communication to the administration. Nine of ten votes in the department of English voted non-confidence in the senior administration. The total across the faculty was over 90% in support of the non-confidence motion. Asked to respond, the Chair of the Board of Governor’s—the ruling body of the university—variously dismissed the vote as

illegitimate as it did not proceed from any recognized body involved with university governance but from a small, disgruntled group; suggested that the motion was sour grapes deriving from a divisive strike; and expressed the Board's complete confidence in senior administration. There has been no direct response from the president to faculty's overwhelming non-confidence in his leadership. He has indicated, however, that as he moves into his last year as president next year, he will abandon the major restructuring of faculties and departments which have been on the horizon for at least the last two years.

- Since 2018 the English department has lost through resignations or retirements six members: two assistant professors, two associate professors, a full professor, and a full-time permanent teaching instructor. In two cases these are incentivized retirements encouraged by the university to cut costs. There has been only one assistant professor tenure-track hire (starting July 2020) to begin to replace these losses. In the past academic year (2021-22) it was indicated we would get permission to advertise for one-tenure track hire and a fulltime instructor but when the provost declared a budget emergency as has happened with some frequency in recent years, these were withdrawn to be replaced with two two-year contracts for these positions for which we are, at the last minute, currently searching to fulfill.
- The department currently consists of five tenured or tenure-track members and a fulltime instructor—half what it was only several years ago. Furthermore, two senior members have been successful in gaining grants and appointments to positions that come with considerable course relief (over many years in one case) but there has been little support for the teaching thereby lost to the program. Indeed, we do not currently have the period and regional coverage to offer a sound degree much less an engaging one. This despite the fact that we have long been one of the most robust, well-enrolled, majors in the university.

## **MacEwan University**

Bill Thompson

- “The university has had to adjust as a result of the pandemic, including offering more courses in an online and hybrid format, as well as enabling faculty to pivot to online delivery.”
- Fully online sections at the university received an enrollment increase—numbers in first-year English writing courses went from 35 to 40, while first-year literature courses went from 40 to 45.
- Online and hybrid delivery has not been consistent across the university, leading to student concerns and student stress.
- As of fall, 2022, the Faculty of Arts and Science is adopting a standard hybrid model with an asynchronous online component. This is part of the effort to make hybrid and online delivery more consistent across the university.
- In the last two years, the Department of English established a department curriculum committee to deal with new curriculum in the department. This has meant a new process for faculty who want to propose new courses.

- The Department of English has created new courses at the 100, 200, and 300 levels, including WRIT 101, an introductory course in writing and rhetoric, 200-level courses in literature and the environment and the graphic narrative, as well as 300-level courses in film in order to fit the new Film minor.
- Members of the department were also instrumental in helping to establish The Film minor and the Genre Studies minor at the university.
- The department lost one member to retirement in 2020, and will lose two more faculty to retirement in 2023. The department had one new hire in 2021, and is applying to the faculty for a new hire for next year.

## **NAIT**

### **Kristine Kowalchuk**

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 diploma/trades-to-degree program and includes only a mandatory third-level course.)

### English and Communications Department (Diploma) Updates

- The majority of courses were delivered synchronously online this past year. For fall 2022, all courses are expected to go back to face-to-face delivery.
- Class sizes have generally remained at 25 – 30 students for most classes, but there were higher attrition rates during Covid and online delivery.
- Workload increased with online delivery, primarily because students had more questions, including technical questions, and extra prep was required at times to “translate” course materials to online.
- The English and Communications Department wrote a brief to Department Head and Associate Dean (Academic) to highlight strengths, concerns, and suggestions related to teaching English at NAIT. An example of a concern: the increasing number of contract positions within NAIT and within this department.
- NAIT should push for what Randy Schroeder called (at English Now conference) “hybridity of meaning,” which seems to refuse to accept a split between science and humanities and rather see that both exist within language and require interpretation, and that they can and should speak to each other. Cliff Werier spoke about “texts within contexts,” and that too can apply to what we do at NAIT: we should discuss and research scientific and technical texts always within their wider social, communal, environmental contexts. We’ve been talking about this and developing new outcomes related to this for a while within our department.
- Important that NAIT English departments remain connected to organizations such as ACAT English Articulation Committee as well as ACIFA. There is much to be gained from a collective approach and, hopefully, unified voice in these areas. Can NAIT do something similar to Ontario, in which all colleges negotiate their contracts together, collectively, and use work-to-rule and letter-writing by students to effect some positive change?



## Degree Program English Course Updates

### I. Bachelor of Business Administration

- The CRR process has split the original COMM1101 into two courses for fall, with 1101 now more of an introductory course. The second part is the new COMM2202 (below).
- COMM2215, which covered speeches, interviews, cover letters, and resumes, is cut.
- COMM2202 will focus on critique and APA. Unclear why this course was created.
- COMM3321 Critical Reading and Writing is no longer a requirement for most students, but overall the course remains the same in content and hours. Expecting a drop in enrollments now that it competes with a dozen other courses as an elective.
- Most courses in the program have moved to 45 hours or will likely do so soon.
- Workload is increasing again in fall (one additional section for many instructors).
- Most instructors report being burnt out.
- When workload concerns were brought to leadership in a recent meeting, response was “to have fewer assessments and lower expectations and standards.”
- Class size appears to be capped at 25 for face-to-face delivery but 32 for online.
- Top wish for change would be for humanities to be treated with more respect.

### II. Bachelor of Technology

- Very little movement between institutions during Covid; no course equivalency requests.
- Program curriculum review did not advance much from last year; is ongoing.
- 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 size capped at 25 for now.
- International enrolment dropped a bit in 2021/22 but domestic did not change much. Expectation is that international enrolment will increase again with face-to-face delivery in fall.
- This past year, all courses were offered online (ten-week courses were offered asynchronously online, and fifteen-week courses were offered synchronously online). For fall, all synchronous courses will return to face-to-face instead.
- For fall, all courses will be fifteen weeks. There has been no change in workload to offset change from this 10- to 15-week online schedule. When an inquiry was made into this change, the response from Admin was that there is no increased work--that instructors should just give students feedback 10 out of the 15 weeks and that the lack of feedback the other weeks would be “refreshing” for students and instructors.
- Program is exploring co-ops for students for next year (at the program level; not for each course).
- Health and well-being of students and staff, institution support: same as noted in BBA above.

## **James Onusko**

- Completing the second year of our partnership with the U of C offering the Bachelor of Education - Community Pathways Program.
- Through this program, we have developed two streams- English and Social Studies.
- We will see the first graduates of this program this spring – exciting for all.
- 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.
- We have several faculty teaching English courses at this time. It is a blend of Sessional and FT Permanent faculty. English majors are housed in our University Studies program which continues to see growth. We had several English courses with more than 100 enrolled students from various programs.
- We have not implemented an online plagiarism tool at this time. We used Turnitin as a tool for both students and instructors in 2020-21 in 3-4 sections of ENGL 1000. It was cost prohibitive so we continue to seek other solutions.
- We offered a new course – The Spy Novel this past academic year. It was developed and taught by one of our FT permanent faculty.
- As we look to expand offerings, more upper-year English courses are being developed for students. Another new offering, also developed by our faculty is No Adults Allowed: An Intro to YA Literature. I believe this course will be offered in the 2023 Winter semester.
- Other newly developed courses which will be offered in the 2022-23 academic year include: ENGL 3000 – Literature Before 1700; ENGL 3020 – Literature From 1700; ENGL 4000 – English Renaissance Literature: The Sixteenth Century; ENGL 4010 – English Renaissance Literature: The Seventeenth Century; ENGL 4050 – Shakespeare and his Contemporaries.
- Delivering online courses synchronously remains what our UG students want. The Live Sessions are popular and absolutely provide some important “connective tissue” – much like your small lectures, seminars and workshops do at your institutions. These are always recorded and available for both downloading and viewing at the students’ leisure.
- Our Live Sessions may shift within the D2L/Brightspace shell from Ultra Collaborate to Bongo. We are doing some beta testing of Bongo in multiple courses in the current session. To date, it seems to have been well received by both faculty and students. One benefit seems to be that it requires substantially less bandwidth than Ultra Collaborate.

## **Portage College**

### **Mandy Batke-Lwanga**

Hyflex (online plus in-person) pilot will continue into 2022-23.

This year online instruction continued alongside face-to-face and HyFlex. Many students continue to opt for online instruction, preferring consistency, and given the situation the past two years, online is now normalized for many of them. That said, students struggled with absorbing content and producing longer tracts of writing; the more complex research and writing tasks seemed overwhelming to greater numbers of students. With the continuation of online classes, increased numbers of students cheating on exams and plagiarizing continued.

This year the college devoted time preparing for an expected increase in the number of International Students. We are in the process of adding additional teaching and learning support and a writing centre position, alongside an International Student advisor.

The addition of two new partnerships with Athabasca University and the University of Calgary are expected to student numbers and to lead to an increase in literature courses. Updates and changes to existing English courses are expected in the coming year. An additional junior-level Indigenous Literature courses is expected to go out for transfer in Fall 2022.

At the same time, this spring we were awarded Expansion Grant Funding (\$1.7 million over 3 years) to create or expand three programs – Computer Science, Community Social Work and Practical Nurse. All three impact the teaching workloads of casual and permanent staff in the UT department. With increases in International Students, and two additional cohorts of CSW and PN students, UT is expected to double the regular offerings of introductory English courses.

There are two new WIL courses that now have transferability with Athabasca University. These are INTD205 Career Internship 1 and INTD206 Career Internship 2. Students are responsible for finding an internship placement (paid or unpaid). Students are required to find placements that align with their career goals.

Going into Fall 2023, the workload pressures of new teaching technologies, ELL students, and additional courses on staff are considerable.

## **SAIT**

- no changes from last year