



# MINUTES

May 11, 2022

University of Victoria, Clearihue Building CLE B021

## Zoom link:

<https://us02web.zoom.us/j/89316868548?pwd=eklpRzJPODJ2ZWduSnlrUGpkTVpTd09>  
Meeting ID: 833 3006 0274  
Password: 304564

1. Territorial Acknowledgments
2. Introductory Remarks by David Visentin, Chair (VCM), Dr. Alexis Luko, Music Director, and Christopher Butterfield (UVic)
  - (semi)In-person meeting for first time in several years. Change in schedule in order to really dig into several topics more deeply.
  - Dr. Luko sends regrets, unable to attend – C. Butterfield as proxy
3. Approval of the Schedule / Agenda
  - Additions: N/A
  - Motion: Approved
4. Approval of the Minutes from May 10, 2021 BCPSMF Meeting (held online)
  - Additions: typo – SZABO at UBC
  - Motion: Approved
5. Approval of May 2021 Institutional Reports
  - Additions: N/A
  - Motion: Approved
6. “Lightning Round” Introductions and Institutional Reports (3 minutes each)
  - a. One thing that went well
  - b. One thing that didn't go well
  - c. One thing learned worth sharing
  - Athabaska University: N/A
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  - Capilano University (Jazz): Steve Kaldestad
    - Coordinators and educators went without a break during pandemic, burn out amongst educators
    - In-person helps with mental health issues, thanks to engagement with live music
    - New Hire Kofi, higher level of engagement within students.
    - 25 grad recitals well received, but burn out lurks underneath surface

- Faculty meetings: restructuring how much time and help is available for single students, referring to professional counsellors – learning how to steward and shepherd students to available resources
- Capilano University (Classical): Meaghan Williams
  - New to role at Cap. (covering mat. Leave)
  - Successes instrumental ensemble, reinstated.
  - Physical and mental health challenges
  - Program review yet to be concluded over next few months.
- Douglas College: Jim Palmer
  - Feels like we're back to normal
  - Large change in programming in concert series, well received by students excited to be involved in live music. Only 1 'western' style performance over the series.
  - New director of performing and FA, Colleen Maybin
  - Didn't do a good job of sustaining energy of teaching online, maintaining enthusiasm was a challenge
- Fairleigh Dickinson University: James Gifford
  - No music in Vancouver, but they do accept Music transfer credits
  - Only music course: Humanities and Social History of Music
- Kwantlen Polytechnic University: N/A
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- Selkirk College: Melody Diachun
  - Students gave no trouble about mask mandate. 100% back f2f, with high morale
  - Counsellors say unprecedented amounts of mental health issues (including talk of suicide).
  - Due to students ability to organize, added a mandatory session to learn about organization and time management etc. during orientation week
- Trinity Western University: Jon Thompson
  - David Squires (dean of 10 years) returned to composition instructor in music department. Student composing music for 50 ft bell tower.
  - Aspects of recording rather than concerts: students unable to do certain aspects of technology. Students need to be trained to do certain aspects of recording.
  - Music appreciation course coming back: Name to be updated?
- University of British Columbia: Patrick Carrabre
  - Significant renovation: online and larger spaces required = renovating ½ of school without impacting students
  - Synchronization licencing was difficult. Ensemble directors posting without licenses, which caused legal issues.
  - Scrutiny does an amazing thing: looking at every component for safety reasons, found many issues. Curriculum etc wasn't following Dean's office's parameters.
  - No flexibility for online courses: students need to be in-person once a week (instructors as well). Early morning classes will be blended going forward (online and in-person, zoom recordings etc.) Faculty not allowed to require students to turn on camera (avoiding embarrassment regarding home life), had to learn how to manage chat.
- University of Victoria: Christopher Butterfield, Susan Lewis, Bethany McNeil
  - Flexibility in courses, most students were able to progress through their courses
  - Faculty and staff were exhausted, without any real long breaks
  - Challenge of matching health and wellness resources (counsellors, 24-7 line) within the institution
  - Susan Lewis instrumental at beginning of pandemic: music school was able to keep in-person lessons throughout pandemic. Only programme able to maintain personal contact during pandemic.

- Sustained in person teaching this year, despite short lived online period during January.
- New Dean: Alanna Lindgrun
- Only large auditorium in the province without A/V equipment. Receiving update this summer
- Incoming numbers sustainable
- Music/comp sci program has a new technician.
- 1/5 of school is retiring, horn, strings, composition + theory. Lafayette string 4tet disbanding (3 remaining on faculty, one retiring)
- Bachelor of Arts degree gone to Ministry for approval in the area of technology, music education and electronic composition
- Ongoing discussions about decolonization, each school has their own definition.
- Vancouver Academy of Music: Ruth Enns
  - Lack of international students
  - Kept doing entire orchestra program, orchestra is flourishing, and in person throughout covid
  - Kudos to instructors with their ability to pivot between online and f2f instruction
- Vancouver Community College: Deirdre Morgan, Laurence Mollerup
  - Hiring Russell Wallace, teach indigenous vocal ensemble
  - Health challenges throughout department
  - Well-situated for covid due to social media, live stream etc music classes.
  - New Faculty head department = manages dance program under arts umbrella.
  - Finalizing degree process.
  - Preparatory courses going to become a certificate. (International students able to apply for prep courses, as they now constitute a degree) Sept 2023
- Vancouver Island University: N/A
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- Victoria Conservatory of Music / Camosun College: David Visentin
  - Amazing flexibility of faculty in terms of realizing the needs of students to take into account the overloading of students = nurturing attitude cultivated regarding students as people, not clients
  - VCM maintaining restrictions and protocols with sensitive vigilance, keeping building secure, students accepted restrictions
  - 2020 being forced into online course delivery: higher attendance + academic assessments. Online instruction maintained for several courses. Especially good for transferring credits and skillsets across institutions
  - Students mental health issues including anxiety, stress and pain throughout the year. Cannot 9-5 with students, instructors and faculty extended selves to aid students. Extra things (movie, jam, pizza) were extremely valuable for students and building support structures with each other.

NOTE: Written institutional Reports will be compiled and sent out after May 11.

7. Roundtable Discussion Topic #1: "How to Better Actualize Collaborative Articulation Functions Between BCPSMF Member Institutions?"
- a. Is it working? Can it work more effectively and efficiently?
  - b. Who handles it for your institution?
  - c. Co-ordination between institutions, and recommendations for improvement
  - d. Sharing/Reposition of information (ex. Course syllabi)
  - e. Actions to be taken with timelines.
- BC is a standout with articulation / collaborative agreements cross institutions. How can we interact to improve student experiences coming in? Out?
  - JP: Practically speaking, directing students to BC Transfer Guide. Course requests come through, and it's a given that courses don't transfer directly. Make a note about which

courses transfer directly, get it on the guide immediately? Communication beyond just an email?

- DV will be repository for course syllabi, would be appreciative of archive of course syllabi from other institutions in order to determine equivalencies. Unique courses in response to several stimuli, ex. Introduction to performance wellness (health and wellness), foundations of stage presence. How can these unique courses be bundled with other institutions (relevant, transferrable credit)? Other institutions have performance techniques (song writing [Selkirk], stage lighting/mixing/production [VCC]).
  - Worries about theft of intellectual properties regarding syllabi. Safety procedures?
    - Perhaps a repository of course outlines would be acceptable to protect intellectual properties.
      - Hours per week
      - Learning outcomes
  - If syllabi aren't online, many syllabi are unknown?
  - Repository of syllabi under different courses (theory, musicology, aural skills, etc.) in order to compare courses for transfer credits
  - UBC into 3 year analysis of curriculum. How much freedom and deregulation is allowed within the courses? Core academic courses being jettisoned in order to streamline the program. In terms of transfer courses, what is more important, the content of the course, or the course name itself?
  - CapU has a shell outline which details the learning outcomes (very little published online), and an in-depth syllabi as separate documents.
- Definitions: course outlines vs. syllabi
  - Outlines
    - have office hours, learning outcomes (Selkirk)
    - Course outlines? Grade breakdown. (Douglas College has them all online + published)
    - VCC – dictated by university. (Public facing on website)
  - Syllabi have week to week sequential information
    - VCC – course outline is spine, syllabi is the flexible portion for the instructor
    - Syllabi is considered contract with student.
- Course maps for undergraduates?
  - Collaborations amongst institutions creating course maps of online courses
- Barriers concerning required courses of each institution?
  - Compliance across larger institutions may be a struggle.
- Transfer guide doesn't replace ability to converse and communicate with members of the BCPSMF.
- Shell course outlines to DV as a repository, to share within the BCPSMF in order to streamline transfer credits.

#### 8. BCCAT Update: Fiona McQuarrie, BCCAT Special Projects Officer

- Course outline archives? Copywrite and Intellectual property. Official course outlines may be treated by institutions as their personal property. Institutions also update their course outlines, possibly without informing BCCAT. Individual committees may compile their own archives, BUT they must be up to date. The institution is responsible for replacing any updated course outline in the archive.
- JAM – joint annual meeting: All sessions were online and recorded. All sessions are on youtube. 400+ attendees (online), issues covered: academic integrity and online environment, discussion panels over micro-credentials, covid-19 impact.
- November 3-4 hybrid event. Registration open over summer.
- Research:
  - Micro-credentials, overview of trends

- Reverse transfer: student enrolled in 2 year program transfer to 4 year without finishing their first program – able to transfer credits back to the 2 year program to achieve the credential.
- Report on impact of covid 19 on transfer. Too soon to tell, move online might have an impact.
- Research report, registrarial impact on shutdown and covid 19
- BC transfer guide updated to be more user friendly. – incorporating international and cross-Canada institutions into BCCAT.
- Update to personnel.
- Hybrid meetings across province. BCCAT issuing funds to travel to articulations across province. Institutions required to pay for travel expenses (BCCAT keeping an eye on this).
- Courses and agreements included in transfer guide. Agreements included in guide, courses needed to be university level and offer credits. Subcommittee formed to update to reflect different institutions with degree granting status, as many institutions are not university level, but still have degree granting status.

9. Roundtable Discussion Topic #2: "Fostering Co-operation and Co-ordination Between Institutions in Admissions and Course Offerings"

- a. Student applicant acceptances and rejections – "No student left out" attitude
  - b. Online course delivery
  - c. Actions to be taken with timelines
- Fostering communication towards applicants regarding other programs, should they not be offered a place on their respective institution. Supporting students, even if they are not offered a position in their first choice of institution.
  - Competing for student population at larger institutions, having earlier deadlines, resulting in getting back to applicants earlier. Difficulties due to online applications/rescheduling auditions.
  - Moving up of application deadlines? Students applying earlier due to online application processes. Generally, first round of auditions due end of February (in person). Students can be accepted up the first week of mid-Feb - March. (VAM in December for following Fall). Colleges required to accept students as they apply.
  - Do applications ask students if they have applied at other institutions? CapU asks, but applicants are not required to divulge.
  - Studio instruction does not qualify for transfer credit. Is this open to change? Learning outcomes in applied instruction have a structure where certain benchmarks must be met (can those benchmarks be made public so that transfer students can go directly into 3rds year?). Do students who apply in terms of Education vs Performance degrees have more wiggle room in terms of skill levels? What is the standard template for assessment in terms of lessons, chamber music or large ensemble? Co-ordinate lessons with faculty at chosen universities (realistic expectations? Possibly have recruitment officers come to 2 year programs, prepare for the interview, audition etc.)
  - What are the opportunities for students who did not get accepted into 4 year degree plans out of 2 year accredited program? VAM accepts students into 3<sup>rd</sup> year, but only classical music performers.
  - If students are being taken into larger Universities at lower standards, does that affect all 2 year institutions? Certain areas have a higher bar vs. others, however, lower level applicants being accepted may impact the upper level gate-keeping courses. Conservatory based education in Universities (attempting to justify their own presence on the campus): curriculum is extremely hard to get through, but may lack many fundamentals.
  - 5 years out: 50% of UBC grads are in the music field, teaching in the lower mainland, but underpaid. 1/3 go on to graduate studies.

- No student left out:
  - UBC growing in under-represented areas and communities (diversity, inclusion and decolonization) that are under-served in terms of traditional Western music education. How will communities support themselves in teaching and creating culture? Ex. sessional instructors on traditional instruments.
  - Decolonize music theory and aural skills?
  - K-12 music educators trying to change the narrative. How will that affect the faculty and programs in postsecondary, when students have taken more diverse course material than the postsecondary offers and/or is able to serve?
  - Non-linear music theory, non-western traditional music theory. UBC: MUSC128 Musical Rhythm and Human Experience.
- 4 year Bachelor's as gold standard of undergraduate degrees vs. Micro-credentials.
  - VCM: advanced independent music certificate as 4 year program.
    - 4 streams: performance, technology, pedagogy and theory.
      - Students choose their own path to specialize.
      - Hands on approach, even to students leaving the program.
  - Different exit point? Possibility of students leaving within the program without completing.
  - Douglas: exploring a Bachelor of Performing Arts (previously with KPU), intended to be entered after 3<sup>rd</sup> or 4<sup>th</sup> year. Inclusive of Dance and Theatre: collaborative arts practice.
  - Micro-credentials able to be disassembled into music certificate/diplomas?
    - Themed in a particular way with a cluster of courses – resultant a certificate.
    - Possibility of POST degree (MMus, DMA, etc) to fill gaps in education with hindsight.
  - Advanced diplomas at SC – capstone in a chosen area of specialization. However, advanced diploma does not count for more than the regular diploma in eyes of University.
- When is it appropriate for student to be left behind? If they cannot play or match pitch? Tough love to help them go into a better career path for them.
  - What is our job? Is it as gatekeepers of who can/cannot be a musician or something else?
  - Universities are not job training.
- Who isn't in the music schools? Is there a wonder they don't want to be there if the Western musical practices will end up colonizing their sensibilities?
  - What other narratives are there post certificate/degree? Transferrable life skills – ex. thinking in the abstract.
- Universities learning outcomes: research, concertos, etc etc. Specifics are easier to matriculate.

#### 10. Other Business / Concerns / Needs

- UBC replaced a core theory courses with either Michael Tenser's Rhythms in Human Experience OR a world music ensemble.
- Video forthcoming from Vancouver Opera singer about decolonization vs. indigenization.

#### 11. [3:25 – 3:30] Closing Remarks and Termination of Meeting

- DV will be Chair for next year, volunteers for beyond that.
- Next meeting in mid-May 2023. Hosted by (possibly Douglas College, possibly CapU)