

VISUAL ART & DESIGN ARTICULATION COMMITTEE

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Institution/Location: **LaSalle College Vancouver**
2665, Renfrew Street | Vancouver

Meeting Date(s): **DAY 1 15/05/2024 & 16/05/2024**
1pm – 4:30pm

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Meeting ID: 254 387 585 26

Passcode: EmYJMK

INSTITUTIONS		PARTICIPANTS	ATTENDANCE	E-MAIL
British Columbia Council on Admissions & Transfer	BCCAT	Mike Winsemann Director, Transfer & Technology (Only needed for Day 2)	<input type="checkbox"/>	mwinsemann@bccat.ca
Camosun College	CC	Brad Muir, Chair	<input checked="" type="checkbox"/>	muirb@camosun.ca
Capilano University	CapU	Carol Aitken	<input checked="" type="checkbox"/>	caitken@capilanou.ca
Capilano University	CapU	Christina Paone (Absent with apologies)	<input type="checkbox"/>	christinapaone@capilanou.ca
Capilano University	CapU	XX (Absent with apologies)	<input type="checkbox"/>	pmilelli@capilanou.ca
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College of the Rockies	COTR	Roberta Frey-Chale	<input checked="" type="checkbox"/>	rey-chale@cotr.bc.ca
Columbia College	CC	Behrang Nabavi Nejad (online)	<input checked="" type="checkbox"/>	bnejad@columbiacollege.ca
Emily Carr University	ECUAD	XX (Absent with apologies)	<input type="checkbox"/>	breeves@ecuad.ca ;
Emily Carr University	ECUAD	XX (Absent with apologies)	<input type="checkbox"/>	kmallett@ecuad.ca
Emily Carr University	ECUAD	XX (Absent with apologies)	<input type="checkbox"/>	mmartin@ecuad.ca ;
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Kwantlen Polytechnic University	KPU	Jason Wright (Absent with apologies)	<input checked="" type="checkbox"/>	XX
Kwantlen Polytechnic University	KPU	Jessica Bayntun (Absent with apologies)	<input checked="" type="checkbox"/>	jessica.bayntun@kpu.ca
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Kwantlen Polytechnic University	KPU	Sean Alward (Absent with apologies)	<input type="checkbox"/>	sean.alward@kpu.ca
Langara College	LC	Aaron Nelson-Moody, Guest speaker	<input checked="" type="checkbox"/>	aaronnelson@langara.ca
Langara College	LC	XX (Absent with apologies)	<input type="checkbox"/>	kdavis@langara.ca
Langara College	LC	Marcela Noriega (Absent with apologies)	<input type="checkbox"/>	XX
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North Island College	NIC	Megan Wilson (Absent with apologies)	<input type="checkbox"/>	megan.wilson@nic.bc.ca
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Thompson Rivers University	TRU	Donald Lawrence	<input checked="" type="checkbox"/>	cheringa@lasallecollegevancouver.com
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University of British Columbia - Vancouver	UBC-V	Greg Gibson	<input checked="" type="checkbox"/>	greg.gibson@ubc.ca
University of British Columbia - XX	UBC-X	XX (Absent with apologies)	<input type="checkbox"/>	dana.claxton@ubc.ca ;
University of British Columbia - XX	UBC-X	XX (Absent with apologies)	<input type="checkbox"/>	denise.kenney@ubc.ca ;
University of British Columbia - XX	UBC-X	XX (Absent with apologies)	<input type="checkbox"/>	phillip.mccrum@ubc.ca ;
University of British Columbia - XX	UBC-X	XX (Absent with apologies)	<input type="checkbox"/>	myron.campbell@ubc.ca ;
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Yukon University Yukon School of Visual Arts	YU	Dr. Aubyn O'Grady (online)	<input checked="" type="checkbox"/>	aogrady@yukonu.ca

Welcome from Brad Muir, Chair

1. 1:00pm Call to Order: meeting called to order at 1.02pm

2. Introductions/welcome

- Indigenous Greeting/Prayer: **Brad:** We acknowledge that Vancouver is located on territory that was never ceded, or given up to the Crown by the Musqueam, Squamish, or Tsleil-Waututh peoples.
- Institutional Greeting
- New Members/Guests: (see list above)
- Regrets: (see above)

3. Approval of Previous Minutes of the Articulation Committee meeting of May 2023

Motion to approve minutes: ; Seconded: ; Motion approved unanimously

4. Approval of Agenda and Any Additional Items:

Motion to approve the agenda: ; Seconded: Sylvia; Motion approved unanimously

5. Business Arising from Previous Minutes:

- Indigenizing and Decolonizing Visual Arts & Design
- Follow-up with TRU (scheduled for May 16)
- Supporting Students (student attendance, mental health, preparedness)
- AI / Tech adaptation and academic integrity

6. 1:15 – 2:15pm Guest Speaker Aaron Nelson-Moody (Coast Salish) from Langara College

- Approaches to decolonization and indigenization of our practices
- Conversation / Reflection
- <https://eds.p.ebscohost.com/eds/detail/detail?vid=3&sid=82dcece2-6e83-4cf6-b297-f4c5d222ebdf%40redis&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=EJ1207692&db=eric>
- **Brad:** Discussion on how we look and how we think about better indigenizing our practices and our discipline; importance of thinking about these processes and concepts and building into future agendas and actual components within our reports.

- **Aaron:** Indigenous song; presentation of the ideas on the project he's worked on: "*This chapter describes the potlatch as a methodology to engage culturally diverse classrooms in liberation curriculum. The Potlach is a high-context, community-based, participatory method offering three intra/interpersonal reflexive waypoints teachers can use when designing and delivering transformative learning*" – abstract from his article on <https://onlinelibrary.wiley.com/doi/10.1002/tl.20329>, and his Truth and Reconciliation Indigenous Woodcarving course at Langara; acknowledgement of the damage institutions have done to indigenous people; different ways of nourishing people; indigenization is humanization.
- **Everyone:** Reflections on culture appropriation and plagiarism; students should learn their own path and their own voice in the arts; sometimes an art class becomes philosophical, but that's necessary for students to think deeply about their own culture; the fact it takes a special person to teach a course like that and facilitate that; rare skills; courses like these enrich all other programs too because there is inter-connection, and it strengthens the relationships because students are learning about themselves.

7. 2:30 – 4:30pm Presentation of Institutional Reports (pre-submitted for deeper information)

- Institutional Reports Summary limit to **10 mins per Institution**. (See attachments)

Meeting adjourned at 4.26pm.

Day 2 Meeting:Location: **LaSalle College Vancouver**Date: **16/05/2024**

2665, Renfrew Street | Vancouver

9:30am – 1:30pm**VISUAL ART & DESIGN ARTICULATION COMMITTEE****MINUTES**

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Institution/Location: **LaSalle College Vancouver**
 2665, Renfrew Street | Vancouver

Meeting Date(s): **DAY 2 16/05/2024** & 15/05/2024
 9:30am – 11:30pm

Join the meeting now

Meeting ID: 215 052 992 472

Passcode: ycfajy

INSTITUTIONS		PARTICIPANTS	ATTENDANCE	E-MAIL
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Angela ?? (online)	??
Colleen?	??

Welcome back from Brad Muir, Chair

1. **9:30am Call to Order:** meeting called to order at 9.30am. Sylvia offered to do a tour of LaSalle campus at 1.30pm. There's also the Emily Carr grad show.

2. **Introductions/welcome**

- Indigenous Greeting/Prayer: Aaron Nelson-Moody welcomed everyone with an Indigenous song
- New Members/Guests: (see above)
- Regrets: (see above)

3. **Approval of Agenda and Any Additional Items:**

Motion to approve the agenda: Jason; Seconded: Yvette; Motion approved unanimously

Meeting end time changed to 1.30pm. It had been mistakenly written 11.30am before.

4. **Business Remaining from Day 1:**

- BCCAT Report
- Follow-up with TRU
- Supporting Students (student attendance, mental health, preparedness)
- AI / Tech adoption and academic integrity

5. **9:45 – 10:30am TRU updates**

- **Donald Lawrence 10 mins**
- **Terryl Atkins 10mins**
- **Conversation / reflection**
- Donald and Terryl comment on TRU report
- **General Discussion:** sometimes studio and art spaces are repurposed for other means, but we see empty classes with the lights off. There's also the push to teach online and to use studios to teach

other classes in other programs, but many of these students don't have other spaces to use outside of the college/university. These are safe spaces for them;

- Decisions are not carefully made with consultation with the visual art departments and we are taken by surprise. There's also no logical sequence of planning. More sessional faculty end up being hired and the concern seems to be mostly of the economic side of things, and we have to describe the market value of our courses.
- Artists have roles in many different fields and are incredibly employable professionals. Art is valuable and an important component of many courses, even if students don't pursue the specific career of a course they have taken, since it'll open their minds to other possibilities. Unemployability is actually *underemployability*. Freshly graduated students in all programs might suffer from employment issues.
- Do we want more from these articulation meetings, such as pedagogical alignment? Suggestion on having a *slack* channel so these discussions can take place, perhaps using *discord* or *moodle*.
- Our expectations are different from students'.

6. 10:30 - 11:00am BCCAT Report Mike Winsemann (Director, Transfer & Technology)

- BCCAT Spring articulation update with general overview of what BCCAT is about and what they're working on: <https://www.bccat.ca/resources/ACUpdate202404.pdf>
 - System Liaison position for this committee: Darren Bernard, current interim Dean of Arts at Langara College.
- Some updates:**
- Articulation Committee Guide: a handbook that goes over the term of reference of articulation committees. (There are 65 of them and the guide has their history and practices)
 - The "how to articulate" guide, nuts and bolts of articulations; what should be done, to accept credit, decline credit, etc.
 - BCCAT is celebrating its 35th anniversary.
 - Fairly robust research program: a whole body of research dedicated to taking a look at all aspects of admissions and student mobility and also enrollment; there are all sorts of report in that.
 - A student transition project (STP) that takes a look at how many students move every year between institutions and British Columbia. Also a robust set of information every year about 50 to 55,000 students move between institutions within the province or coming from outside of the province.
 - Recent report that was published by one of my colleagues, Dr Fiona McCrory, that takes a look at professional regulation and transfer, and it explores the impact that professional regulation bodies can have on the ability of students to work after they have graduated or transferred within a particular program. It also takes a look at some of the impact that professional accreditation bodies have on transfer activity.
 - A published recent report on accessible admissions practices in higher education.
 - Projects he's working on: building a pathways tool that will help build off the course to course agreement.
 - Labour Market Outlook report: need to address the anticipated gap in the healthcare economy.
 - Continuously liaising with our provincial counterparts: ACCAT and ONCAT. Currently working on a project with ONCAT to share our technology platform and have it rolled out in Ontario and what that will mean is that Ontario and British Columbia will be using the exact same technology when it comes to sending, receiving, Articulation, nations and managing articulation information that's published in our respective provincial transfer guides, which will open up the door for more pathways and collaboration between institutions in BC and ON.
 - Joint Annual Conference (JAM) coming up on November 7 and 8, 2024. November 7th is online only, and November 8th will be online as well as in person in Vancouver at the Paradox Hotel.

Questions:

- Block transfers: registrar need to know the individual courses and how they can be applied to the degree program, so when you're making a course, the course, or sorry, a block transfer agreement, it is a benefit to have at least a preliminary understanding of how the individual courses will transfer it, because that will make the actual transfer when students move more efficient.
- Course outlines should contain relevant and important information for articulations. Guide on the website to help: <https://www.bccat.ca/reports/CourseOutlines2024.pdf>
-

Break: 15 min

Perhaps scheduling longer breaks would be nice for next year meeting.

7. 11:15 – 12:00pm Supporting Students

- **Attendance**
- **Mental health**
- **preparedness**
- **Brad:** Need for focusing on a solution-based discussion
- **Everyone:**
- Phil: Christine D'Onofrio had a class get together and discuss critique and develop a different strategy to do it in class in an attempt to decolonize it. She had a collaborative group of a number of different students representing different people (LGBTQ, Indigenous, etc) and they created a kind of discussion. They also wrote a report on it developing a different strategy for the critique. We were looking to use as a model to develop a more student sort of based area of the curriculum that we can develop towards the needs of the students.
- Maria Anna: we have a student run an art collective, where everyone brings food, and they invite someone to talk. They get to share their art, and it changes the dynamic on campus. They're organizing exhibitions.
- Jason: Impromptu food bank to tackle student hunger. Everyone contributed and it seemed successful.
- Brad: Student union had "bread day", sometimes with produce only; providing more access to food. There was also "soup day" in Concordia, and it became a social setup where everyone would meet and eat.
- Yvette: Emily Carr has a hot kitchen and students gather and deliver meals, and have games.
- Brad: Do you feel that your students have enough support in terms of mental health, and students have an opportunity to just walk-in and talk to a counselor?
- Various: some students won't go talk to a counselor on their own, but they will if you take them; counseling services and other student services are promoted during orientation; talks and workshops are also provided; mentorship programs where a first year student gets assigned a second year student can help. Early alert or early assist systems in place where instructors can flag any perceived mental health issues and students can be contacted by a counselor.
- Steve: Every semester there's a meeting where all the faculty get together before the withdrawal date, and we talk about students who we should encourage to withdraw. We also use that to talk about students that need more support; or that we feel need more support. A general way to be able to communicate; and see that sometimes might be struggling in many classes, not only in our own.
- Everyone: questions on when the withdrawal dates are.
- Sylvia: our counselor here does art therapy sessions where students paint and talk to get stress down; We have a partnership with Adler University, and their students from the graduate program come in and work with students that have indicated they need mental health support.
- Maria Anna: Question about attendance: is it mandatory?
- Steve: If you miss classes, you are asked to withdraw, there's some wiggle room.
- Brad: it's embedded in your syllables as a program requirement.
- Elizabeth: after covid, the college mandated not to be marking attendance; we still can't use the word attendance, this is problematic in the arts; we changed the term to engagement; we are

mostly in person, but we have students that are not attending as they used to, not engaging as they did; 3 missed courses and you are out; in each class we consider what it takes to be engaging; engagement in terms of peer support.

- Sylvia: During covid, at LaSalle during we had the same issues, with students not attending, or muting themselves online; we have to take attendance, we started talking about attendance into the curriculum; so they know that they don't get marks if they come only, They have to engage, have conversations; help peers; that doesn't mean being friendly; We have built it into our course outlines; we call it LCV values; it works quite well
- Joshua: I did move to an engagement model, but that's tricky to do, but you don't want to access if they are introvert/extrovert. Be mindful about that
- Jason; we have also changed to the word engagement, at VIU we have online engagement with the platform; you can see the metrics.
- Beth: I have been working through some sort of decolonial evaluation models; ungrading models in the studio art classroom. It's a co-evaluating thing, so students have some input into setting their own terms around what they want to place emphasis on, for instance, something more technical or conceptual., Students have a say on what they want to focus on and there are opportunities for self-reflection. The classroom dynamic changes because they are clear on the goal they set for themselves; it's been incredibly transformative; despite all the difficulties, I had the most joyous experience; I can pass on resources about the co-evaluation; about critiques: it's been positive to move from student to student; to working with the group, and answer the questions as a group; and the feedback that I've gotten from them is that there's no dread, really about looking introspectively about what's teaching them. Book: Undoing the Grade, by Jesse Stommel:
<https://www.amazon.ca/Undoing-Grade-Why-How-Stop/dp/B0CFD9D3RT>

8. 12:00 – 12:45 AI / Tech adoption and integrity

- Brad: I think we're segueing into possible overlaps in conversations about AI, because I think some of the things that Beth was alluding to and that have come up are also strategies for the way folks are dealing with AI creating situations within the classroom where AI cannot be utilized.
- Kiona: my class, for the graphic design instructors are instructed to bring it up in class; teach students how to do it; also teach them the traditional ways, and explain that you can use it as creative professional, but the ideas have to come from you;
- Phil: I have had student in my class students have to use AI to produce painting, and they replicate the AI painting; AI is there to be used, as part of it; it's another tool.
- Lisa: Using AI to teach target market; students had to come with a customer profile; but they were not getting the right photos, so they had to be more detailed.
- Roberta: Using AI has a reference for her blind student and really writing down what that reference was; it helped him get through some concepts
- Carol: they have been trying to write an AI policy. The GD industry is using AI professionally; it's embedded in some graphic programs; It has come down to the instructor stating if AI will be allowed in their classes, and how it'll be used; and instructors will have to educate themselves on how to use it.
- Christina: We hold huge responsibilities to use AI ethically and not just a dumping ground for work; How about the admission process?
- Sylvia: we have had a few meetings where we think about doing a shift in the admissions process, introducing a video, and maybe having other ways of evaluating their portfolio; there should be original ideas in their essays.
- Phil: going back to preparedness: students are not prepared as they were pre-pandemic, especially in terms of writing; these carry over to other parts of classes.
- Donald: I ask student to write art statements with their work; TRU ran a series of workshops to faculty; last fall I sent a message to students to ask if they could tell me if they used AI or not and how; and that was useful for me in the following semester; I suggested that it's ok to use AI, tell me how you used it; the other thing I picked up on the workshop is that AI can be inventive to a certain degree, so the advice is to make sure that in your lecture content you include things that require students to draw from, and they speak to some of the ideas that came up in class.

- Brad: How do we look at cheating and plagiarism and decolonization? We do tend to penalize our students with cheating; ungrading is a lot of work, we can use AI as an accountability tool, some use it to cheat, but some use it to formulate learning, rather than substitute learning.
- Jason: Parallels in digital space; we're getting old; There should be future thinking; we're training people to jobs that don't exist yet
- Sylvia: Ontario is thinking about banning students from being on their phones; Nowadays, quicker is better, shorter is better; they don't practice writing; it's a bigger thing because everything is quick; the state of the world is not where we need to be.
- Carol: we are noticing an increase in plagiarism, but I'm finding that students feel that it's not necessarily wrong. It's a kind of shift in the feeling from students that they didn't do anything wrong; we need to find a different way of using the sources.
- Steve: In one of the weeks we do an AI prompt; some students want to use photos to paint; we transitioned into AI. My point: we learn to interrogate how the pictures have come into place; some of the students don't like to use it.
- Maria Anna: AI in plagiarism has almost tripled; we have no people to help us and we take it on ourselves; some instructors are getting students to handwrite their essays in class.
- Brad: one of my colleagues has embedded assignments in class; It doesn't remove AI, but he doesn't let them use it to demonstrate their knowledge.
- Phil: maybe new thinking and new learning will be through AI in the future.
- Sigrid: we should be using AI and interact with it; you have to declare it, declare you are using it; I'm also developing an AI policy; changing assessments to focusing on the progress/process; and not the final product.
- Donald: Some students don't know how to translate what they are seeing into concise notes; good notetaking is important; and we take it for granted.
- Joshua: Using AI against itself; it's great for getting a range of ideas; asked AI to synthesize ideas and used it as a conversational practice.
- Maria Anna: students haven't responded in class and they don't like engaging in writing; Encouraging them to form their own ideas. That's the biggest goal.

DQAB site visits will only be online

- During the discussion, it was mentioned that DQAB site visits will only be online and it was suggested that the committee request that this not become a standard but that evaluators still visit schools to get the full picture.
- Sylvia stated that during their last Fashion Design visit, the reviewers actually stated that it would have been nice to see the College.
- A motion was proposed by Terry. Seconded by Jason. It was a unanimous vote.
- Brad to compile a report and present this.

9. 1:00 – 1:30pm Wrap Up & Election of Chair

Motion to approve Brad Muir as chair: Misa. Seconded: Maria Anna; Motion approved unanimously

Motion to approve hosts: UVIC in 2025; if hybrid is not an option for them, then Caledonia can step in, or TRU (Kelowna): Donald. Seconded: Misa. Motion approved unanimously.

Phil: reiterating the sharing of material; building up an archive that we can use as reference.

Sigrid: We can use *moodle* as the platform for article uploading; volunteered to post on *moodle*

Donald: Happy to share that documentation he has, and Terry's too, and they can be added to the minutes.

Meeting adjourned at 1:30pm