

2017 BCCAT Visual Art and Design Articulation Meeting

University of British Columbia, Vancouver

Audain Art Centre, room 1002

Monday, May 8th

Day One (Monday, May 8th):

10AM – Tour of facilities at UBC with Richard Prince.

Meet at Audain Art Centre at 6398 University Boulevard.

(Map and building info available here: <http://gallery.ahva.ubc.ca/>)

12PM – *Meet & Greet with Lunch*

1PM – **Call to order + General housekeeping**

- Approval of 2016 minutes
- Adoption of 2017 Agenda
- Introduction of participants
- Selection of Secretary: Ted Gervan selected for May 8th 2017

1:15-1:30PM – **SHORT Presentation #1:**

Kenneth Jefferies of BCIT and Emily Carr introduced those assembled to Open Educational Resources in post-secondary education.

In summary: *Open Educational Resources* is an agency that promotes open educational resources on BC campuses cultivating an open textbook program— learning materials that have an open license and free IP that can be reused and re-purposed. CC (Creative Commons) licensing allows for liberal uses of text-book matter and there are a number of CC logos that help instructors identify how to use CC materials (e.g., non-commercial, attribution, etc.) The CC license is a formal legal agreement. Instructors can download it, use it, and have full legal rights to customize & contextualize content. Distribution is easy, students are provided with a link and get a range of access options.

The hope is that instructors will take advantage of this licensing to support our students, who often struggle to cover materials costs for courses. Student debt in Canada is on the rise and students are starting to look critically at the book choices of professors and factor that into their course selection.

Thirteen peer reviewed studies have shown that 95% of the learning outcomes in courses using CC materials were the same or better than those using traditionally published materials. CC textbooks have the potential to invigorate pedagogy—there are now 180 texts offering 4.2 million in potential savings for the 37,000 students who have now adopted these texts into their learning. But more materials are needed, as is more faculty engagement. Open Resources needs faculty review and more people to contribute.

Q&A ensued with those assembled.

Action: For further information please see the copy of K Jefferies's presentation, which has been circulated. You are welcome to reach out to him with inquiries.

1:45-2:00PM – **SHORT Presentation #2:** Ted Gervan of VFS regarding Vancouver Film School Partnerships. VFS is open to exploring pathways between VFS and other institutions, both for students transferring mid-degree and for students post-graduation.

Action: For further information please follow up with T Gervan.

2:00-2:15 – *Break: Coffee/Tea*

2:15-4:30PM – **ROUNDTABLE (Part 1)**

- UBC-Vancouver:
 - o Richard Prince: UBC-Vancouver now has an entry level BFA program for Visual Art. Students are more and more interested in entering a defined program of study right out of high school, and applications were high. We accepted a first year cohort and hope these students will influence other students in our courses and program—broadcasting their experience. Beyond that we are offering normal course loads and enrolments are strong. R Prince is retiring next year and that may signal a shift in the orientation of the first year program.
 - o Deana Holmes: This year we were also granted revised BFA requirements. Students in the BFA at UBC Vancouver no longer have to complete the historical Faculty of Arts requirements of Science, Language or Literature. Those specific requirements have shifted to broader electives and some additional BFA specific study.
- Vancouver Island University (VIU):
 - o Ellen McCluskey: Art and Design Department at VIU has 3 programs, including GD, Darts and 1 other. Enrollments are picking up. VIU has been going through program reviews and there has been some curriculum retooling, most specifically in Graphic Design. We are getting more students transferring at the 3 and 4 year mark. We have our gallery on campus, which is now run specifically through the Art and Design department with a part time curator. A faculty member is part of the view gallery, which also includes student-run and travelling exhibitions.
 - o Greg Cran: The Powell River campus is small, but 3 of the pieces featured in our gallery are by Gordon Smith.
- Selkirk College
 - o Daryl Jolly: 2nd year as Chair. Working on taking what were previously three programs being run independently and building them into a School of the Arts. Kootenay Studio Arts and Music, as well as our digital arts and media program

are beginning to collaborate. We are bringing in more digital technology, teaching Photoshop, laser cutting, etc. and are incorporating new technology into our traditional programs. Ceramics has seen a bit of a resurgence and is a part of our larger interest as a school. This year, to help with community engagement, we published a series of short stories and poems. The students created the art and published the book themselves as a fund-raising activity.

- North Island College

- Linda Perron: North Island College offers three main program in the areas of art and design. A Fine Arts Diploma, a two- year studio practice based foundation program including art histories and visual culture. The Interactive Media and Design program offers five different credentials communication design, interactive media and development for the web. And a Professional Potter Advanced Diploma—This ten month advanced diploma is designed for individuals who want to progressively develop their design and production skills, while integrating the technical knowledge of clays, glazes, and firing processes for a professional practice.
- Currently the Department is hiring for regular and sessional positions. It is also involved with curriculum mapping workshops and increasing internationalization in NIC's curriculum.
- Fine Arts program continues to see an increase in University Studies students electing to start their first year of studies as a non-program student before applying to the program. Degree pathways continue to be expanded: ECU, UVic, VIU, Royal Roads, Alberta College of Art & Design. And NIC continues to build relationships with regional high schools expanding dual credit options.
- The department is also working on developing a stronger web presence and program specific print media to increase awareness of the programs offered at North Island College.
- Extracurricular student events included: Student run public exhibition in Shadbolt Studios at North Island College, 2nd year exhibition, IMG Showcase and ECU external degree exhibition at the Comox Valley Art Gallery as well as an artist residency.

- Emily Carr University:

- Daphne Plessner: The Faculty of Fine Art and Visual and Interior Practices has undergone a significant curriculum change. We have changed the degree to 120 credit programs. Students were having to work extensive hours to complete the program and this change helps to reduce that burden—but as a result there is a lot of degree-progress tweaking going on. We have had a few new faculty hires and we have just brought in a pathway to link faculties through interdisciplinary studies. We are in the process of making some further pedagogical adjustments.

- Emily Carr is also moving premises this summer. When we return in August, we will be teaching out of our new location at Great Northern Way and we have gone through a re-branding to coincide with that move.
- Kwantlen Polytechnic University:
 - Maria Anna Parolin: My program is Fine Arts, based in the Faculty of Arts and located on the Surrey campus (though we also have satellite campuses in Cloverdale and Richmond). We are in full renovation right now as well and it will make for a relatively busy next year. Three faculty recently retired and that has left us in flux. Our overall enrollment is up 4.6 percent. We offer a lot of introductory drawing courses, which fills a lot of seats.
 - We would love to develop a Minor in Fine Arts to give students more of a cross-over in faculties and streams.
- UBC-Okanagan:
 - Briar Craig: UBC-O has a fairly traditional studio arts program, but we also have some digital media courses. For example, we support ultra-violet screen printing. As far as photography goes, we still have our dark room. This coming year UBC-O will start a Bachelor of Media Studies. This new program is having an impact on enrollment and it seems to be lowering our numbers in Visual Arts. To counterbalance this, we are reaching out to high schools across BC—which this is primarily faculty-driven, a support staff member may also help.
 - We are in the process of updating/changing our curriculum and are thinking about adjusting our 3rd year. Our sole painter has retired and we are in search of a new faculty member in that area (a position for which we need a lot of different skill sets). Right now we are filling that with a sessional position. However, we have had a lot of sessional at the lower levels and it is creating some issues in terms of curriculum continuity.
- Thompson Rivers University (TRU):
 - Donald Lawrence: We are creating digital production 1 and 2. A good opportunity for students has been the option for students to work with an offsite gallery. Students were contributing in terms of event management, music, etc. One thing that TRU does well and continues to do well is finding undergraduate students. TRU has introduced 2 new things including a researcher ambassador program, and a program to engage indigenous students on research on campus. 3rd, TRU has a digital art and design program. TRU is interested in doing more of a commercially viable program. We are also hoping for a facilities expansion. We are looking to put a covering over the sculpture compound or a full blown expansion with research facilities for grad studies. I'd be interested to know of any programs around the province that have covered outdoor sculpture workspaces. Thank you Richard for your long term service at these meetings.
- University of the Fraser Valley (UFV):

- Shelley Stefan: The FATE conference in Kansas City was inspiring and authentic, it was good to be around other artists who function in different circles. Recommended if PD funding is available in your unit.
 - UFV is really engaging in reconciliation and one of the highlights of the past year was the Witness Blanket. Having this is really important, not only for students but for staff and our community. I am proud that artists can be controversial/thought provoking.
 - We are revising our indigenous arts curriculum, potentially laddering it into our BFA. Our BFA is doing well and we are developing visiting school agreements with schools abroad. That is a great opportunity to learn from those different cultures. We have our students heading out into galleries and museums—primarily the Reach Gallery in Abbotsford—where they are getting hands-on curatorial experience.
 - The BMA is coming online soon. We made some modifications for the portfolio/capstone year. Trying to figure out how to maintain momentum throughout the curriculum.
 - I think we are on a steady incline. There was apparently some expansion in Abbotsford as a town—major upgrades to the university core in the city. Lots of presentations from our director of facilities, during which I tried to lobby for porticos and covered walkways.
 - Paula Funk: UFV's Graphic Design Degree will not be ready for a couple of years, but it is something to consider. The BMA is approved and will be launched in the fall of 2018. There was so much organic growth that we have had to undergo a whole revision/review to the curriculum. There are lots of different concentrations. New programs have a higher tuition set point. 5 different concentrations sit media, screen studies, media and performance, and applied and interactive arts.
- College of New Caledonia (CNC):
- Sean Siddals: Our Fine Arts and Web Design program offers students a first year of university-level courses in fine arts or related programs, including studies in art history, colour theory, painting, digital art and media, first nations, and making a living as an artist. The program works with the Two Rivers Gallery and features artists who come across the country. We are doing high school visits and have a day in arts where we bring in students from high school. We have updated the language for portfolio submissions—and we're now accepting digital portfolios. We're working on integrating social media. Our students can go on to Emily Carr, Kwantlen and other university-level programs.
 - Web Design: We recently went through a review process and we now offer a program in Web and Graphic Design. Students combine courses to earn a

citation or they can do a 1-2 year diploma. We just had our first diploma grads and we had a great show downtown. We have accepted 20 students for the coming year and have a large waitlist. We even added additional sections of the first year web courses, however, some of the courses were oversubscribed. CNC is now moving towards registration guarantees on first-come first-serve basis with deadlines.

- CNC would like to invite any institution who is degree-granting to approach us to negotiate an agreement for our students to transfer into the 2nd or 3rd year.
- Trinity West University:
 - Erica Grimm: Trinity has a small art and design program, which falls within a larger school encompassing theatre and other majors. We offer a BA Major, a Concentration and a Minor—though we no BFA at this point, every year we graduate students into MFA programs.
 - For arts/culture you have to have a broad range of perspectives and we have a robust liberal arts core. We constantly work with our curriculum so that we can best prepare students to launch in different directions. We offer a range of studio courses at the lower levels, as well as a suite of design programs, which we are aiming to package into certificates. In the second year we emphasize and situate materials. Third year involves more cultural theory integration and layering, and every 3rd year course is seminar based where students engage with advanced and challenging readings. This leads to a capstone/senior studio experience, and the fourth year is given over to integrating foundation materials and encouraging students to develop their own voice.
- Native Education College:
 - Jason La Rochelle: **Departmental Changes/Updates:** The Native Education College (NEC), which is in Vancouver, is a private institute subject to the rules and regulations of the Private Training Institutions Branch (PTIB). PTIB provides for the rules and regulations for accreditation. NEC is also a non-profit organization with charitable status. NEC has a total of 200 students in various programs.
 - 2016-2017 – The Northwest Coast Jewelry Arts (NCJA) program was finally offered after a few years of absence. NEC received some funding to offer this program. We are still awaiting responses from other funding sources for the future delivery of this program.
 - Robert Tait from the Nisga'a Nation is the NCJA program coordinator. Jonathan Erickson from the Nak'azdli and Kitwanga First Nations is the instructional assistant.
 - **Program/Course Update:** No recent curriculum developments. However, now that the program is running again, the curriculum is being reviewed for future possible modifications.

- We had to satisfy specific recommendations placed on this program from the 2015 PCTIA (now PTIB) audit before offering the NCJA program again.
 - **Other Items of Interest:** NEC is trying to secure funding to be able to deliver the NCJA program for the next three years. The delivery may be one year at NEC's main campus and the other two years in communities outside of the Lower Mainland.
 - 2017 is NEC's 50th year of existence and we are celebrating this milestone on September 28th.
- Langara College:
- Suzi Webster: Langara is a pathways institution. In the Fine Art Department we have a strong, studio-based component. We have between 80 and 120 students, some who wish we offered a four-year degree and others who simply want to attend for a single year. We do not have a portfolio requirement for entry, just language requirements.
 - 5 faculty retired last year and, in human terms, the resulting transition is quite significant. There was a whole institutional culture that left with those faculty, and it took some time to build a new version.
 - Langara offers some pretty incredible things for a 2 year foundation, including one of the only public art opportunities in Vancouver (commissions for Translink). We are a bit unusual in the sense that we have retained our hands-on approach and have not jumped on the opportunity to become a university. Whether our grads go to Emily Carr, NASCAD, or elsewhere, institutions are happy to receive our grads.
 - One of our recent program changes it to take away the English courses requirements, which we have replaced with artist statements and curatorial pieces. We also took out an art history requirement and replaced that with a mandatory introduction to cultural theory. We are also revamping some of our approaches to design. How does media fit into traditional arts is a question we are working to answer.
 - Institutionally, we have taken an intercultural approach to reconciliation. Langara was given a name: House of Teachings and Learnings. And we are looking at creating a citation in intercultural reconciliation through the lens of making.
 - Langara has grown 30% since 2010. That rapid growth means a lot of change including more international students. Finding the right support levels and integration is important. Students are also having real issues with affordability. We are struggling to adequately resource and support the students.
- Discussion following Roundtable:

- Role/function of portfolio requirements? Discussion ensued. For both UBCs, the portfolio is secondary to meeting the general requirements of the university—at UBC-V, we use it to assess/rank our candidates and pick students for small, dedicated first year cohort. For TRU, they have recently done away with the portfolio. Selkirk uses the portfolio for the process itself, but also to help motivate students to do the preparatory work for the entrance interviews. It can be an opportunity to help students understand if they are the right fit for the program. VIU (PR) offers an indigenous portfolio to recognize experience, which they feel is essential. This practice is growing at all levels, including faculty and staff in some institutions. UFV is doing digital portfolios on blackboard for graphic design.
- Part-Time Quotients: Langara noted that they can't require students to be full-time, though they used to have a full-time cohort program that they'd love to return to. While FT can be successful, there are many considerations that can make this impossible or unadvisable for students, such as those who work over 10 hours a week or those with mental/health considerations. Discussion ensued.
- Preparedness: Discussion in preparation of K-12 presentation.

Dinner at The Point restaurant on UBC Campus.

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University of British Columbia, Vancouver

Tuesday, May 9th

Day Two (Tuesday, May 9th):

9AM – Welcome. Coffee and light snacks

9:30AM– Call to order + housekeeping

- Selection of Secretary: Paula Funk selected for May 9th 2017
- **2018 Location?**
 - **Action.** UBC-Okanagan selected for the May 2018 BCCAT Visual Art and Design Articulation location.
- **2018 Dates?**
 - **Action.** D Holmes to explore scheduling the meeting one week later than normal (around May 15th).

10:00AM DISCUSSION TOPICS:

- **Discussion #1: STEAM/Value of the Arts letter:**
 - Erica Grimm and Deana Holmes presented those assembled with an update on this text and discussed why the timeline of the revision resulted in textual edits.

Summary by Erica on project undertaken to date by her and Deana Holmes and call for input from members on framing a future for Arts education.

- **Action:** request email Deana for a copy if you are interested in reading draft/contributing to the revision process.
- Group discussion of various methods and media for delivery, with particular focus on video-based testimonials (Answer a question along the lines of “How did Art education change your life?”)
- Question of funding for publication, if more than a letter
- Agreement to include a blend of media: letter + infographic + social media
 - **Action:**
 - By June 10, each member to send one item, either inspirational (testimonial?) or data-driven
 - Erica and Deana will develop draft 3 of the letter by December
 - Members to let Deana know if they have anyone who could build the social media platform.
- **Discussion #2: Transfer Innovations Project/Proposal**
 - Referring to last year’s discussion, the committee can complete its discussion on whether pursuing such a project is desirable.
 - John Fitzgibbons affirmed that articulation committees are the bedrock of BCCAT.
 - He reviewed details of recent web refresh and details of most recent publication.
- **Discussion #3: Thematic Discussion of the new K-12 Curriculum.**
 - **Melanie Bradford: Curriculum Coordinator, Ministry of Education, BC** presented the new K12 curriculum and the history of the changes.
 - K-12 curriculum revision began 2010, available on web now:
 - K-9 approved
 - 10-12 in draft form, being implemented 2018/19
 - Rationale for revision was to keep pace with rapid changes in Canadian culture and experience
 - Retained 1989 policy for educated citizen
 - Incorporated First Nations Principles of Learning into every level, discipline, and subject
 - High emphasis on interactivity (know, **DO**, understand)
 - Curriculum posted at www.curriculum.gov.bc.ca; maintains rigour while adding space and flexibility
 - Core competencies (knowing)
 - Curricular comprehension (doing)
 - Big ideas (understanding)
 - Open, collaborative, co-constructive model with complete transparency
 - Jan Unman hired as Transitions Communication Coordinator, full-time liaison to ensure smooth integration between high school and post-secondary curricula.

- Regular revision schedule will keep curriculum fresh
 - Q and A session focussed on questions of deterioration of Arts instruction in school districts, role of teacher specialists, and implementation based on the current funding model
- Responses indicated that school districts have autonomy as to how their budget will be spent
- Curriculum development was not attached to budget revision or any question of funding.

12PM – Break: Lunch/snacks and coffee/tea

Meeting adjourned.