

MINUTES

2020 BCCAT VISUAL ART AND DESIGN ARTICULATION MEETING

May 11 & 12, 2020

8:30 – 1:00 pm

Zoom Meeting

Present:

Chair: Daryl Jolly, Selkirk College	Recorder: Kristin Knutson, Selkirk College
Guests: Ruth Erskine, BCCAT Coordinator	
Attendees:	
Greg Cran, VIU	
Daniel, UBC	Brad Muir, Camosun College
Heather Mitchell, CNC Prince George	Donald Lawrence, Thompson Rivers University
Roberta Frey-Chale, College of the Rockies	Katherine Pickering, UBC Okanagan
Samantha Pattridge, University of Fraser Valley	Joshua Hale, TWU
Tetsuomi, University of Fraser Valley	TJ
Milos Campbell, Langara College	Stephanie Aitken, Langara
Corrie Heringa, ?? College Vancouver	
Regrets:	

8:30

Meeting called to order, introductions/welcome

Chair

Indigenous Acknowledgement

Approval / Additions to the Agenda

Donald Lawrence/Daniel

Motion: to defer approval of 2019 minutes until located

Defer until and if these are located

Roberta. Passed unanimously

8:45

Opening Remarks

Chair

Collective response to Covid-19

Planning for the 2021 academic year continues regardless of our unexpected impacts

This pandemic will change our classroom interactions, instructional techniques and possibly how many students arrive in Sept

Technological adaptation and maintaining student engagement

A rush to grade out st's kept many st from writing final exams, receiving meaningful critique and no year end exhibitions

8:50

Presentation: Gregory Cran, System Liaison BCCAT Visual Arts and Design

Greg Cran

Visual Arts Education during and after the pandemic

Abbacus data – student and parent perspectives of post-secondary come Sept.

8% of students won't be attending, parents think 13%

Should campuses stay open: 18% st say yes, 21% parents say yes

Are they comfortable working remotely: 49% st say yes, 57% parents say yes

Option of being able to take their courses remotely: 62% overall agree with this

At VIU we are looking at a 30% drop from undergrads and a 20% drop from grad students

Significant drop with international students – we need to reforecast the budgets for the coming year

Shift from March 15 on – everyone had to find a way to deliver the end of the semester with online technology, some it was no problem, some found they were not able to engage students the way they would in the classroom, didn't have the equipment or the bandwidth

What is the commitment for Sept – right now it appears they will continue as they have. For those less familiar it will be a hybrid model where anything that is theory or technical based will be delivered online and the experiential work (studio work) will have to come up with a plan to be able to convince the institution that all measures concerning social distancing and health and safety are addressed.

Should the online delivery be asynchronous or synchronis? For those who have technically adapted this it is not an issue but for smaller universities/colleges it has been an issue.

How do you create a studio presence online? There is on professor that VIU who is delighted, for some the challenge has opened up new possibilities, for others we are having to manage. Overall this is a time of change. Data suggests 2-3-year transition until things go 'back to normal'.

9:00

Crafting Tuesday's Thematic Discussions

Chair

Everyone

- **Visual Arts instruction during Covid-19?**
- **Active collaboration within committee during Covid-19**
- **Supporting transfers where outcomes may become compromised**
- **How to manage the studio component, particularly where hybrid and online delivery is not possible?**
 - Emily Carr developed Telework
- **What will F2F look like in the Fall?**

- What is the most effective way of communicating – what works and what doesn't work?
 - TeleWork
- What ppl are doing for summer courses, if any?
- Part-time faculty courses being dropped, who is owning these courses as we move forward?
- Share our resources, facebook groups
- How do we promote and gain a sense of community in the co-hort programs?
- Technology component – how are we going to support the students, what types of considerations are being made?

9:45

Presentation: BCCAT Update & Articulation Business

Ruth Erskine, BCCAT Coordinator

Emailed out data with a list of courses that have not been maintained in the BC transfer system in 10+ yrs without being reviewed

If you see your courses on this list, rearticulate them through your transfer credit person in your institution

Pending articulation requests are sitting in the system but have not been articulated yet – you can also close this request if it doesn't articulate

If you have any questions about the process, please get in touch with Ruth

Articulation Maintenance - 1 list is maintenance (over 10 yrs old) the other list is the pending reports that needs attention within the next 6 mnths. If your articulations have not been reviewed in ten+ yrs, you can submit your courses for re-evaluation through the TCS. This helps ensure students receive the appropriate credit when they transfer.

BCCAT Spring Update – email sent out and shared on the screen

Articulation Committee Project Funding (ACPF) - This yr they are only going to consider one project; maximum funding is \$15,000. This will be reviewed at the transfer committee meeting which is scheduled Sept. 23. Proposals will have to be in to BCCAT by August, a call for proposals was sent out in March.

Transfer & Articulation Projects – Stepping Out, Stale-Dated Credit, Examining the Extent of Unarticulated Courses – approximately 46% of courses offered are not articulated. In addition, approx. 23% of courses articulate across year levels.

New BCCAT Publications – available on our website at BCCAT.CA. Block Transfer Agreement Implementation and Communication, Applying Credit to Multiple Credentials

Ongoing Projects of Interest – BC Transfer Students Profile and Performance Report, Credits to Graduation, Surveying Mobile Students in BC, Dual Credit PSE Performance, Trends in Competency-Based Credentials within the Admissions Process

BCTransferGuide.ca – Following a usability report conducted in 2019, BCCAT will be continuing its work on enhancements to the BC Transfer Guide, with more significant changes and a re-design planned for later this year.

BCCAT.ca – BCCAT's new website incorporates refreshed graphics, and enhanced search functionality for publications.

Wondering if we would be interested in getting a Moodle site? To store institutional reports, list forums, discussion reports, etc. We would have to have someone willing to set-up and manage this site.

10:40

Presentation of Institutional Reports

Everyone

Please submit written reports to via Dropbox link provided in email

Daniel, UBC

- Late March department of DA at UVic cancelled all studio classes and BFA and MFA exhibitions
- Graded the students and supplements with extensive notes – instead lieu of final critiques
- Gave the students 3 grading options: accept the grade we gave them, opt for a pass/fail option that would not affect their GPA, take a course drop without course tuition reimbursement
- 2 faculty members scheduled to be on leave have deferred this leave because they are not able to fulfil perspective research obligations at this time
- Visual Arts has had 1 retirement within the last yr
- Department gained a .5 position in the form of an assistant teaching professor – heavy on teaching no research credit
- 5 yr contract for an indigenous artist, which allows the incoming person a greater role within the department
- All hiring has been put on hold until May (waiting to hear more on this)
- 175 undergraduate EETs, 11 MFA candidates
- Course offering – hope to increase the number of courses in theory this upcoming year

Milos Campbell, Langara College

- Finished semester – the grades stood if there was a st that didn't complete they were given a NCG
- Over half our students transfer to Emily Carr
- Maintain our 60 credit diploma
- Restructured our program to add 3 credits of English for a total of 6
- Monitoring changes made to their curriculum, revised design curriculum moving from a core art design fundamental to an industrials design thinking focus, made cultural theory a required class
- Spring 2020 added an intercultural foundation replication class, team taught, as a special offering
- Spring 2020-2021 indigenous art class, team taught, half the seats have been reserved for indigenous identifying students

Donald Lawrence, Thompson Rivers University

- New collective agreement was reached and signed off on in Feb/March
 - Created another faculty category called 'university instructor', it takes faculty members who have completed the equivalent of half a full time work load over 3 yrs where they have been teaching in each semester – they now qualify as university instructors and are entitled up to 100% workload of courses that are available that they are qualified for that aren't taught by ongoing faculty
 - More around the language around academic designation
 - Notable adjustment to the pay scales in the two senior categories (professor and professor teaching)
- Faculty had the option of basing grades on course work to date but in each case they opted for online completion of the courses
- BFA exhibition was cancelled (would have had 13 students this yr)
- Renovations in the sculpture studio are on hold

Roberta Frey-Chale, College of the Rockies

- Was able to assess the students work – through the photos she takes of all their work
- Good student enrollment this past yr– over 100 in Fall and Winter semester
- 39 enrolled for the Fall this year
- Half of students are international – many from India and we are working with them to have proper credentials when they come here
- Going into the Fall we are working with a hybrid system, part online part F2F if that will work with social distancing

Brad Muir, Camosun College

- 2 yr diploma university transfer, transferring a large majority into UVic or Emily Carr
- 5 continuing faculty members – 2 sessional (3 depending on a new course supposed to start this Fall)

- 3 technologists – 1 full time contract
- All sessional contracts are in jeopardy of their courses being cancelled
- Down 20% for the Summer semester
- In the process of transitioning to a dual scenario strategy, submitted to dean for approval, two scenarios: 1. Forced to go completely online. 2. Blended.
- Traditionally we have classes of up to 25
- Use D2L program – proved to be the thing that saved us in finishing out our semester as our students were already familiar with the program and handing in assignments
- Finished our semester and gave all students grades based on an assessment of all of their assignments
- Students options were: taking the grade they were given or if they were worried about their grade they could withdrawal without academic penalty
- Cancelled our final exhibition but our students were quick to switch to an online exhibition
- In the process of having students finalize their catalog which will be printed in the Fall.
- <https://loopeyes.weebly.com> for Camosun online exhibition created by students

Joshua Hale, TWU

- Went for the pass fail option with no impact to the GPA or choose the grade they were given
- Offering summer art courses – summer enrollment is higher than usual
- Fall enrollment is lower than projected
- For the Fall, we are moving to a multi access model for the whole university which means all art courses and other courses, regardless of the scenario in the Fall, will be accessible either online or in person or some mix of the two, an everything approach – they think this might help with international st being able to enroll
- Secured an agreement for a second gallery – meant to be a st run experimental exhibition space
- Graduated 5 st this year with art and design BA
- Currently have 28 st with the major overall
- 29 art and design minors
- Ministry just approved our ‘game development’ program
- New hires in relation to the game development program
- Successfully offered a new professional practices course this semester a 300 level course, which is now required as part of the degree
- Summer we are offering a new fully online ARTS 181 course
- Lost our printmaking capacities and would like to get these back on campus

Heather Mitchell, CNC Prince George

- Within our Fine Arts program, we have been doing a lot of zoom labs and studio classes in small numbers
- 1 faculty member was featured in the Prince George Citizen for working with students through zoom during COVID
- CNC has been purchasing framed student and faculty art pieces
- Updating equipment where funds are available
- Year-end portfolio showcase was available online – students created the website
- 4 classes in the Web program will be taught online this Summer

Catherine, UBC Okanagan

- Transitioned to online teaching in the Fall
- Majority relied on zoom to meet with st’s and give critique - Have st take photos of their projects and then screen share them
- Gave the st an option of having a late withdrawal, take their credit if they had at least 56% for their course and this would not impact their GPA, or take their regular grade
- Final yr end exhibition – graduating students did an online, virtual exhibition

- Admitting 50-55 students into year 1 of bachelor and Fine Arts, they hit their enrolment targets last year
- In June they should have a clear idea of enrolment numbers for this Fall
- Started a bachelor of Media Studies program that has been redesigned - going to focus more on creative applied arts within industry focus
- Community outreach events – some events had to be cancelled, postponed or shifted to online
- Summer indigenous residence program – operating since 2006 had to be cancelled for this yr
- New bachelor of arts degree – has been redesigned, they now have a 3 credit creativity requirement
- Currently discussing strategies for online teaching in the Fall, UBC wide is moving to a hybrid model - online and in person. Some faculty concerns are making sure we are not doubling up on our amount of work, immune-compromised students who will not be able to attend in person courses
- Cancelled some studio specific summer courses

Tetsuomi, University of Fraser Valley

- Asked to move everything online mid-March, students had to finish in some kind of online capacity. They had the late withdrawal option
- 1st year of Visual Arts being under the new school of creative arts academic unit
- Visual Arts – capstone 4th yr courses seeing an enrollment of about 10 students
 - Graduating class 9 students – the numbers are not trending well
 - Recommendations they are seeing is they might have to adjust the upper level course scheduling with greater flexibility
- A second major was developed for the Bachelor of Fine Arts – Graphic and Digital Design
- Enrollment numbers are good for the lower levels – many international students
- BFA Exhibition was cancelled, attempting to do a Fall rotating solo exhibits
- 4 postings for full time positions came out this year

Daryl Jolly, Selkirk College

- DA and KSA programs
- Have had 3 Deans in the last 4 years, we have an intern dean right now, hoping a new Dean will make a big difference particularly with KSA programs
- **DA** – seeing strong numbers and talent we have never seen before
 - 2-year diploma cohort program, 27 yr one and 22 yr 2 students
 - Starting to see placements of grads before they even graduate
 - DA year 1 revised curriculum this yr – eliminated all electives and went to a standardized model
 - Lost 1 full time faculty this year
 - Lost our yr end show - opted not to go with a digital show
- **KSA** – Program review and how we can bring the studio arts diploma back
 - All of the studios (except jewelry) have made a strong comeback in the last few years.
 - Jewelry suspended for this Fall intake as there were no applications
 - Suspended our Spring studio semester, leaving approx. 25 st without a credential. Trying to figure out how to allow them to come back in the Fall to complete their credential
- Housing in Nelson remains a challenge

12:00

Adjournment until Tuesday

Chair

Tuesday, May 12

8:30-12:30

8:30

*Return to order and Thematic Roundtable**Chair*

Daniel – Figuring out how to teach sculpture courses in the Fall, hands on course. Split classes into groups, half online half in studio, alternating

UFV – Proceeding for some of the studio courses, a hybrid of online and in studio sessions for smaller groups at UFV. It's going to have direct effect on sculpture, some print media and darkroom photography

Langara – Adjusting slightly and offering fewer sections overall in the Fall and pushing to Spring (34 down to 30)

Joshua – Highly recommend viewing this Facebook group for ideas.

www.facebook.com/groups/onlineartanddesigninstrcutioin

Concerns with how the College can provide the support to all instructors with going online.

Katherine

- synchronous/asynchronous – aware of the importance of asynchronous students want to meet in person and want the material to be available asynchronous so they have the material available online.
- In terms of support for the Fall – IT services has been really supportive, center for teaching and learning is offering online courses, teaching assistance being specially trained to assist in online delivery
- Using some of the money we have for sessional courses that had to be cancelled this summer and having sessionals help design online Fall courses
- Working in small faculty groups where there is overlap sharing materials so we don't have as much material to generate.
- We are aware if we make showing up mandatory only ppl that are 100% show up to school/work.
- Planning on developing our courses as online courses and looking at opportunities to meet together in small groups

Joshua

- At our university they have been weary to use the term 'online' so they have been using the term multi-access in terms to the Fall semester. This terminology might be more encouraging to the students. Been careful to make 'online' not sound less than the F2F experience.
- In terms of support, our IT department has developed online course development for the faculty, a way for the faculty to learn
- Using Moodle – have been told not to use too many resources as it gets disorientating
- Synchronous vs asynchronous options – my approach is to offer the courses asynchronous with the optional synchronous participation if they choose to and this is largely because of challenges for the international students and the time zones. We have a very significant international population, rather than letting it be a requirement its more of an option.

Don – Synchronous/asynchronous – if it seems that one of the primary reasons to default to asynchronous is because of international, I'm wondering if anyone has given any thought to multiple sections of courses where that's viable where one of these sections is scheduled for the morning and one in the evening, perhaps that's the best opportunity for the international audiences to grab one or the other section.

Daniel – Time zone and asynchronous learning. This could extend our teaching hours to very broad times if we are thinking about being available to the sts in different time zones. A number of the international students are here to build a base for long term residence, so they are going to want to come here anyway. If the learning is online I don't know how many of the sts will register.

Daryl – I worry about community in our programs, so much of the learning comes from the community not the lectures; it comes from the sts coming together. How is all of this going to impact the outcomes for out sts and in the long term and how will it impact their futures their career goals? I worry about the student experience and what will be compromised in their time, what will they potently loose. What will emerge creatively from this new process, we could see a shift, some really interesting development.

Catherine – What are the particular opportunities? Have speakers we wouldn't normally have because of their availability. Student speaking up (through zoom chat) who normally don't in class. Talking about more lecturing this Fall and then in Jan if we are able to meet in classes then minimize the lecturing.

Corrie

- We are on a quarterly system, we ended the Winter term. Then we had a 2 wk break and started our Spring term in April – this week is our midterm week.
- 90% of our classes were moved to an online model.
- Most of our courses are studio based in a different way, the majority of the work is being done digitally so we are not having to worry so much about studio spaces.
- We are planning for our summer term, which starts in July.
- A number of our photography courses did get pushed to Summer. Have the photography classes staggered and in small groups.
- Programs having difficulty moving into the online model: fashion design and culinary.
- International students – what surprised us was the majority of our international students stayed here, we are delivering both synchronous and asynchronous. We had training locally and at the system level for all faculty through Adobe Connect as well as Teams.

Milos – Regarding printmaking, I found online <https://openpressproject.com/>, which is an artist that has designed a small etching press that you can make using a 3D printer for around \$5 worth of materials.

Virtual Desktop:

Daryl - It allows any computer to function on a remote server where the requirement would be a keyboard, monitor, basic computer system and a reliable speedy internet connection. It requires a support system in place where sufficient licensing and tools are available. The feedback I'm getting from my College is that we are not going to be able to support the licensing cost, infrastructure costs and the new IT support and dedication when they are already overloaded

Heather – What I have experienced is you need to have quite a fast computer as well; it would crash on an ipad or iphone which a lot of students may be using

What type of waivers are your providing for your sts? Big Blue Button, Mural, access to Adobe, extended CC access

What types of platforms were used for your online galleries for exhibitions? Weekey? (sent link about this yesterday)?, Wicks?,

How is everyone dealing with cheating and plagiarism? Submit video of yourself creating the artwork, TinEye was able to tell me where the source came from – you can drop the image in and it will scan the internet for similar images, when my students submitted final painting they also had to submit 7 'in progress' paintings during the process, Arts & Science academic honesty guideline – if a st in any course has academic dishonesty the instructor is asked to report it back to the central administrator – these all get centralized and put onto a record that gets tracked

<http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>

, reverse image search, be more intentional in defining what plagiarism is when the students first start their courses

11:15

2021 & 2022 Planning

Chair

Election of New Chair (2021 & 2022)

Brad Muir, Camosun - Host and Chair

May 3-4, 2021 next mtg

BCCAT Meeting Location and Thematic for 2021

Academic integrity – can we bring a guest in to give us some guidance

Look back over the preceding year and what we have learned

11:45

Adjournment

Brad Muir, Milos Campbell carried

11:45

Open Zoom Social

If anyone want to continue the discussion, the Zoom meeting will be left open