British Columbia Visual Art + Design Articulation
2007 Minutes (Draft)

Tuesday May 8  12:00pm - 5:00pm
Wednesday May 9  8:30am – 12:30pm

Capilano College 2055 Purcell Way, North Van. B.C.
Library Building LB 322

Chair: Mary Lou Trinkwon, Capilano College

Tuesday May 8

12:30  Meeting called to order
      Donald Lawrence moved to accept 2006 Minutes
      Kira Wu Seconded
      All approved

Review Purposes of Articulation meetings, pg 9 of Articulation Committee Companion

Additions to Agenda
      Jacqueline Nolte request discussion regarding PLAR and Advanced Placement

2008 Articulation Meeting:

To be held at UBCO in Kelowna hosted by Gary Pearson

      Tuesday    May 6  12:30 - 5:00
      Wednesday  May 7  8:30 – 4:00

1:30  Roundtable presentation

Ruth Scheuing: Cap College Textile Arts
      • 2 yr. diploma program is stable
      • Advanced Certificate changes; new courses more options
      • Agreement for degree completion with Emily Carr
      • Ditto with ACAD
      • Informal articulation with NSCAD + Concordia
      • We are working on a summer program for dedicated intensive focused programs
      • Maintaining craft and technology
• **Joseph Hoh: Camosun**
  - Small program within the college
  - Challenge is growth due to proximity to UVIC
  - Thriving – wait lists
  - 3 cohorts: 20 courses over 2 years

**Leslie Finlayson: Langara**
- No major changes
- New library
- Approx. 80 students 1st year, 50 in 2nd year
- On the other institutions for 3rd year
- A change is formulated but she didn’t elaborate
- 90% going on to 3rd year
- Lethbridge and Concordia have offered block transfers

**Ingrid Koivukangas: Langara ‘New Media’**
- Video performance
- Digital story telling
- Pod casts
- This year blogs not websites with CDs (Eleanor wrote “documenting work through blogs instead of websites”)

**George Rammell: Capilano College, Studio Art**
- Image show
- Coordinator is not faculty
- George feels there is interdisciplinary potential
- Media art 5 yrs. Old. Toni Latour is instructor
- Ceramics, print making strong
- Also have Art Institute which George calls ‘Professional Development’ program.
  Some students building portfolio for MFA or also being a plumber
- Commitment of faculty, aids assistance, materials on hand to sell are three things that help make the program strong

**Justin McGrail: Malaspina, Nanaimo (art historian)**
- Have BA proposal for Graphics, IV, Visual Arts
- Various activities in support of growth
- Printmaking
- Might fix bronze foundry
- Keeping traditional art approach as well as new media
- New computer lab in the visual art dept.
- Balance new technology with art fundamentals
- Island students want to stay on the island. Vancouver not a feasible option
Jill Bain: UCFV
- Art History expansion, three new courses:
  - Fashion in Art, Fashion as Art
  - Contemporary Cultural Production in India
  - Addressing Fashion Piece by Piece
- Jill Banes requests for discussion of how other departments are handling ministry requirements and space restrictions for studio space

*Tabled until 2008 meeting

Jacqueline Nolte: UCFV
- Studio art, art history
- UCFV degree approval was in place, but then shockingly put on hold because of the number of applications in the province
- They have channeled students to BGS
- Still working on space
- They feel jaded, but still excited because of cross department and community developments
- 4 new members of faculty (½ time)

Report from UBC Okanagan Creative Studies Department

FOR: British Columbia Visual Arts and Design Articulation 2007
BY: Gary Pearson, Associate Professor

General Information:
- Approximate number of students enrolled in Visual Arts courses – 240
- Number of BFA Graduates in 2007 – 30
- Expected number of BFA Graduates in 2008 – 33
- Expected number of incoming BFA Students in September 2007 – 60
- Approximate number of students declaring a Major in Creative Writing (this is the first year for declared majors) – 8-10
- Approximate number of students enrolled in Theatre/Performance courses – 100
- Number of Interdisciplinary Graduate Studies MFA students – 3 (two in Visual Arts, one in Creative Writing); incoming September ’07 – 3

Undergraduate Degree Programs in the Faculty of Creative and Critical Studies (FCCS):
- Bachelor of Arts in French
- Bachelor of Arts in Spanish
- Bachelor of Arts in French and Spanish
- Bachelor of Arts in English
- Bachelor of Arts in Creative Writing
- Bachelor of Fine Arts in Visual Arts
New Degree Program in Development:

- BFA in Creative Studies: Devised Performance

New Courses in Development:

- THTR 270: The Actor’s Process II
- THTR 201: Performance as Creative Process
- THTR 331 Acting III: Mask, Text and Clown
- THTR XXX Special Topics in Performance Creation
- THTR 321: Introduction to Performance Studies
- THTR 330 & 340: Solo and Collaborative Performance Projects
- THTR 430 & 440 (VISA 482, 483) Performance Major

VIEW OUR WEBSITE FOR MORE INFORMATION ON COURSES, PROGRAMS, FACULTY, STUDENTS, and RELATED TOPICS:
www.ubc.ca/okanagan/fccs

- Approx 240 students in BFA programme
- Graduated 33 this year
- Expecting income of 60 next year (low but more than this year)
- Students have to declare major
- Approx 100 in theatre/performance
- Faculty retiring, new coming in
- BFA in creative studies near completion
- 3 new courses offered this year at graduate level

Gary would like noted in the minutes the passing of Doug Biden, who died of cancer in mid March. There was much sorrow in the room for his passing.

Donald Lawrence and Darlene Kalynka TRU (Kamloops)

  Implementation of new Collective Agreement with: full Tenure
  faculty; sabbatical provisions for all faculty
  Darlene Kalynka organized a venue of the Trilateral Print
  Exchange (Canada, Holland, Japan) as part of TRU's Japan at our Doorstep conference, Fall 2006
  Visual Arts students’ work foregrounded in proceedings for TRU
  Undergraduate Research Conference, Winter, 2007
  Ila Crawford will be organizing a student exhibition as part of TRU's Canadian Studies Conference, Fall 2007
  Andrew Wong, long-term Lab faculty member will be retiring, end of 2007
  Ernie Kroeger will lead a residency, Walking and Art, at the Banff Centre, Fall 2007
Karin Jaeger: Cap College School of Media Arts and Instructor in IDEA
Programmed descriptions (Idea program – 3-year diploma; animation; Interactive design
• Career focused, therefore industry relevancy is key, content is applied
• Instructors are working professionals
• Alumni success is very good

Susanne Sampson: North Island College
• Art tour in France
• Diploma grad show
• Next Sat. first degree show with E Carr students
• 1st year is expanding on strength of degree at E Carr
• 2nd year students hesitating
• Everything else is status quo as administration makes decision
• Some bumps. Faculty (E Carr and North Island) getting used to one another, but enthusiastic. It is moving along
• “Visiting artists practice” started. This has been wonderful.

Kira Wu and David Lloyd: Kwantlen
• Senior Administration has allocated funds for renovations and fine arts department will be moving from Surrey campus to Langley campus in 2008
  Supposed to be moving from Surrey to Langley in 2008
• Allocation of space, reviewing labs, new courses, 4 year degree track has been written, which will be implemented pending the outcome of BFA approval from Ministry of Advanced Education. plan is in place but still waiting for final approval
• Philosophy leans towards studio art, studio practice, with liaisons in community.
• Still offer diploma, BA ‘minor degree’ in process of approval
• New course in “New Media 2”
• Other new courses include: Introduction to Curatorial Studies, and Introduction to Public Art courses
• Dean of Humanities is advocating for more community involvement
• What are the needs for continuing education? The future might have developments in this area in particular research into the Langley community
• There seems to be a need for cultural diversity in the arts community in Langley Kwantlen fine arts dept. has been working with various high schools in Langley to provide their teachers with information about our program, and work with them to get their students involved in collaborative projects at the college.
• Also possibly an Art Therapy program. Psychology is looking at this
• Kwantlen in Fine Arts uncertain about what will happen when they move to Langley.
• Smaller population base in Langley raising some concerns for a 4 year programme, however with new facilities and the combination of Creative Writing, Music, and Visual Arts – the faculty remain optimistic about the program
• Talked about changes in hours, the 4 hour class.
• More 3rd and 4th year courses being developed for BFA and also BA minor.
• BA minor getting approval from senior administration. BFA is currently on hold at the Ministry of Advanced Education. not disallowed so they are going to wait.

Mary Lou Trinkwon: Capilano College
• College president Greg Lee is moving forward quite aggressively with regional university status for the campus
• Reported that with the increased growth in the Fine and Applied Arts Division, it has been split into three schools
• School of Media Arts, School of Motion Picture Arts, School of Visual and Performing Arts

Barb Hirano: private institution University Canada West
• Formerly Victoria College of Art
• Art history, drawing, painting, printmaking, design…traditional disciplines have been target
• Fashion design, interior and graphics design will be at a new building hoping to open 2009
• Run in summer: Intensives May and August, 3 weeks
• Also 6 week sampler programmes
• Working towards BFA
• 54 students currently in 3 year program
• 25 – 30 in take in Fall
• Also extension students add to their numbers
• They are accredited
• More studio focus than U Vic
• This Fall introducing basketry and jewellery
• Private accreditation is a different board
• Currently they are a 3 year Diploma Programme

Anthea Mallinson Capilano College:
• introduces Capilano College 10 year old Film School
• textile arts courses are service courses to the film/costumes dept.
• 300 students in all programs
• applied curriculum
• an applied BA has been approved by college board to pursue approval by the ministry

Eleanor Hannan: Capilano College, UCFV, ECAD extentions
• introduces herself

Kelly Phillips: Emily Carr Foundations
• This year largest cohort ever
• Foundations changes
• Dropped from 18 credits to 15
• 5 core courses: art history, critical culture, creative process
• Their intake is expected to shrink
• Intersections Digital Studio now open
• MFA grads

Joy James: ECAD Visual Culture
Range of students is enormous and numbers 340 students
• Meeting the new needs of students – millennial students
• Antiquity to 1850
• 1850 – Modern
• online component
• 1/3 of students have previous degrees

2:30 BCCAT Key Developments (Mary Lou’s report)
• Web site work
• Campus 2020 submission
  1. Student mobility is major concern
  2. Urging funding to be restored for faculty and administrators
  3. transferability to be more fluid
  4. applicability of credential
  5. compile and analyze data to help us understand our demographics and plan
• Ongoing projects: articulation; private/public; policy review now fully revised.
  All of this is on the website
• Study: what are the differences between transfer students and other? Transfer students have higher academic, lower “social” (extracurricular) involvement
• Degree recognition: BCCAT involvement in response to Ontario not recognizing Baccalaureate Degrees.

Questions arising regarding transferability into Emily Carr: Credits are transferable into general Fine Art but a portfolio required with 3.0 GPA to programs.

3:00
Critical and Cultural Studies

Presentation: Kelly Phillips
Kelly Phillips presents how she integrates theory into foundations courses. Using a Margaret Iverson article, Divergent Histories of Readymade Art & Found Objects in
Photography, as a point of departure, Kelly approaches the content, which may be difficult for some students, by “Eating the elephant one bite at a time”. Students are not expected to understand or critique the article, only read it and locate key pieces within the text, which they are directed to from a study sheet. Students are only penalized for not handing in the study sheet. This process familiarizes the students with the text, even though they may not fully comprehend it. After the students complete the study sheet class discussion flows out of this. During this time a deeper discussion of the concepts can take place. Students then work on their project installations, which take up to one month to complete. They must incorporate ideas from the article into their work, and distinguish between the ready made (industrial cast offs) and found object (psychoanalytic) as categories. Kelly showed slides of student work, which illustrated the students internalizing and theorizing around these concepts.

Comments follow this presentation:

- What about the transferability from other 1st year sculpture classes – would other students from other programs have equivalent experience?
- First year course equivalence?
- Cap College: What about the discussions being carried out on line?
- Kelly refers to those at E Carr doing critical discussion on line
- Q: To what extent is this material described in course outline?
- A: Each project is requiring a theoretical reading.
- At E Carr – 2 levels of course outline 1.syllabus 2.course description Different from college course outlines

Presentation: Joy James

Joy gave a very detailed presentation of ECAD’s Visual Culture Courses, their, rationale and approach. They deliver these courses on the assumption that their students will be studio practioners not art historians. Their main pedagogical objective being that students get what they need to sustain and initiate a critical studio practice. These two courses reference both contemporary practice and historical experience. These courses make apparent the history of ideas that are embedded within art and art making. One of the goals is to pluralize the histories of art and visual culture using tools such as; semiotics/semiology, feminism/Marxism, and iconography. Joy found that a chronological delivery worked better than a theme based presentation. Students must have Visual Culture I & II to transfer into ECAD. The course format is lecture, seminar and participation on a moodle site. The moodle site, as Joy observes, has proven to increase engagement. The course is broken into 3 hour blocks. The text is Fleming, Visual Arts a History.

AHIS 102, 103 are broken down:

10% participation
- 5% journal, a reflection of their own practice and lives
- 5% attendance at seminars
10% a critical review of supplementary readings, in formal MLA format

10% paper proposal and presentation
- a formal proposal
- bibliography annotated
  - academic journal
  - newspaper/radio
  - online source after the above

20% midterm
25% final exam
- define terms through an image presented
- slide comparisons
- essay question on ideas discussed in supplemental readings

25% research paper

These courses as well as the work Kelly does in studio classes prepare students for SOCS 201 Intro to Cultural Theory. This course looks at primary text. The cumulative groundwork is now done and leads into:
- Ways of seeing
- History of perception
- Technologies of perception
- Emergence of technologies

Overall these courses give students the confidence and courage to affirm personal experience. They gain a humility and respect to the reading as they begin to understand multiple points of view. It is not expected that they know it all, but they are exposed to a lot and it is hoped they can approach theoretical issues from their own specificity, and have the skills to interrogate their own process.

Marcia Crosby article mentioned, Construction of the Imaginary Indian
Emile Zola Ladies Paradise

Q: How can students have the opportunity to integrate visual practice with dense theory?
A: In the past, the student driven curriculum as opposed to a more theoretical curriculum.

Q: How are we educating our young artists?
A: Students are not required to hold all of this. We go at this from our own specific interests. Students are asked to accept a multiplicity of points of view – whatever their working process may be. Students asked to interrogate their own processes.

Q: Can outside institution acquire the list of speakers at E Carr?
A: a funding problem and a finalizing problem. Scheduling finalizing = getting information about speakers out on time. Ask for this list of speakers.
Q: Thematic versus chronological approach to art history – and visual culture
A: Still being rethought. Students have an easier time with chronology. Students need some structure to hang on to.
Solution: A time line put up in the room to help students to get an idea of where they are in the presented historical material.

Question of student access across the board to computers and technological know how. Joy suggests a survey of student needs in this area.

Q: ESL requirements for Art history students?
A: English intensives at E Carr. Money freed up to do reading workshops directly associated with course material through the ‘writing centre ‘ at E Carr

The meeting was adjorned at 5:00pm; we attended the Studio Art Grad Show.

Wednesday May 9

8:30 am breakfast

9:00am meeting called to order

The discussion of critical/cultural studies continued. Members presented courses within their programs that deliver this content. (See course outlines attached some of the main issues discussed were:

- Most studio instructors embed theory into studio courses, in some cases making the theory medium specific.
- Some of the differences and similarities in approach, content, resources and learning between Visual Culture and Art History
- How can we determine if the learning outcomes are more similar than different?
- George Rammell put forward the notion that the foundation for transferability is based on respect
- It was noted here that the absence of UBC, UVIC and SFU, was felt, Mary Lou will make a point of contacted them for next year.
- Justin requested that in 2009 we would revisit the issue of Theory again. All agreed. Justin and Mary Lou will work out a visual culture, art history grid.

10:30 Break

10:45

Discussion of content for next year 2008:
1. Challenges that face regional art programs in relationship to art programs in major centers. Some of these challenges where identified as:
   - Visiting artists
   - Community involvement
   - Gallery/museum connection
   - Collaboration with students in urban center’s with regions with new media as focus
   - Attrition of students from regions to major centers.

2. PLAR and ADV Placement:
   - Institutional policy
   - Department policy

3. Residency Requirements

4. Sandra Seekins to report on UVIC slide data base

11:30

Susanne presented NIC grading matrix. See attached. A discussion followed. It seemed students had a much easier time accepted grades when so clearly defined for/with them. A discussion followed around attendance and participation.

12:00

Joseph moved to extend the hours of next years meeting (see page one)
Justin seconded
All in favor.

Susan moved to adjourn
Gary Pearson seconded
All in favor
Meeting adjourned
Delegates in attendance at the 2007 meeting:

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