

2022 BCCAT VISUAL ART AND DESIGN ARTICULATION MEETING

Meeting Minutes

Thursday, May 12, and Friday May 13, 2022
9 am – 12 pm

via Zoom

Thursday, May 12, 9 am – 12 pm via Zoom

Chair: Brad Muir, Camosun College	Recorder: Elizabeth Russell, NIC
Guests: Fiona McQuarrie, BCCAT Special Projects Officer	
Capilano University, Carol Aitken	Trinity Western University, Josh Hale
College of the Rockies, Roberta Frey Chale	UFV, Heather Davis Fisch, Jennifer Deon
Kwantlen Polytechnic University, Jason Wright	UViC, Beth Stuart
Langara College, Milos Campbell	LaSalle College, Emily Smith
North Island College, Elizabeth Russell	Yorkville University, Jasreen Grewal
Thompson River University, Donald Lawrence	UBC-O, Myron Campbell
Vancouver Island University, Dr Justin Mc Grail	College of New Caledonia, Sean ?
<u>Day 1 Regrets</u>	<u>Day 1 Regrets</u>
UBC, Greg Gibson	SFU, No response
Emily Carr, No response	VCC, No response

1. Welcome and Business

a. Territorial Acknowledgement

2. Brad Muir Approval / Additions to the Agenda

Approval of limited minutes from 2021 – Program reports (zoom recordings have been lost)

- Milos moves to approve the minutes
- Justin seconds
- Minutes approved

3. Introductions

- **BCCAT** Fiona McQuarrie (guest)

Brief presentation of Institutional Reports (see reports)

- **Capilano University**, Carol Aitken

Delivery one week in person then online, will continue. Show link:
<https://ideagradshow.com/2022/>

- **College of the Rockies**, Roberta Frey Chale

Back to fully face to face, some students were confused when this happened, 3 new courses brought forward last year

- **Kwantlen Polytechnic University**, Jason Wright

Jason is also a high school teacher 50% ,75-20 person online- in person, sculpture has been online for 2 yrs. Kwantlen now online entertainment arts hiring from Langara

- **Langara College**, Milos Campbell

Painting, drawing and media face-face. Everything else online. More incompletes than ever before. Langara's virtual show URL www.langarafinagradshow.com

Printmaking idea: a mini printer-press using a 3D printer to copy a mini press \$15 a press. Site for print trades for mini prints <https://openpressproject.com/>

- **La Sal College** Emily Smith

Jewelry and Fashion Design Programs We are now back on campus, but we have flexibility for some classes for example teachers are responding to students needs for online flexibility helpful especially for marketing classes in terms of substitute teachers and maintaining continuity. Program runs year -round.

- **North Island College**, Elizabeth Russell

Fine Art and DIGITAL Design and Development Course delivery online to blended with some DLS and DLU courses. Studio classes will return face to face. Art History remains online due to student vote. DIGITAL Design + Development update: field school to Mexico, new Micro-credential in Content Production, new Post-graduate Diplomas in Digital Marketing

- **Thompson River University**, Donald Lawrence

Visual Arts aligned with what was formerly called the Department of Journalism is now called Department of Communications and Visual Arts. Course delivery: blended /online choices for instructors, 12 student graduation, Graduation catalogue. Updates: New Master's Program,

Social justice. interdisciplinary 3 programs. Don will be in CVAG Comox Valley region Return to water Festival this year and next

- **Trinity Western University**, Josh Hale

TWU Art and Design, 9 students graduated, two gallery spaces, new student gallery curatorial structure courses are now face to face, looking for Art History and Design instructors

L Link for student show: <https://www.twu.ca/news-events/news/twu-art-design-senior-students-celebrate-culmination-their-four-years-study-special>

- **UBC-O**, Myron Campbell

UBC Okanagan- resurrection of student passion with the art show, performance -student works, returning community events, Summer Indigenous art intensive, new gallery for UBC-O space for 2025. This should create a stronger presence downtown.

- **UFV**, Creative Arts, Heather Davis Fisch,

Course delivery was 30% on campus, flooding in Fraser River added extra pressure, care for students, faculty, and families. Program Review process, New Art history hire for Indigenous film, return to in person grad shows, 500 people. This was reinvigorating for community

- **UFV**, Digital Design, Jennifer Deon

Devon Mission with Heather floods- covid restrictions DIGITAL -one week on one week off. Two cohorts, Digital moving closer to creative arts and interdisciplinary. Face - Face- energy -better work.

- **UViC**, Beth Stuart

1/5 online. Issues-Faculty -leave- medical leaves - lag in hiring techs, students wanted to be back in person, noticed a decrease in skills, not strong work, Grad year show in person, online proved to be learning was detrimental to artwork.

- **VIU** Dr Justin Mc Grail - Visual Art, Art History enrollment was steady. 300 students 140 students Blended- resilient students, Art history is better fully online and zoom teaching online- is better - voices only with images. Current delivery: mostly Face to Face Art history one online one blended. Program Review- last year implementation, 3 studios courses offered in the Summer, in person exhibition 11 grads, 200 people attended, View Gallery, \$5000. donations good for the spirit. The biggest buzz for two years.

- **Yorkville University**, Jasreen Grewal

New Westminster Campus - Art & Design Film, wanting to get approval for their program

- **College of New Caledonia**, Sean ? Prince George,

Courses were online, Program Changes- removing portfolio, new courses content, Business for Creatives, housekeeping reformatting classes 4 to 3 credit, new 3- D printers & new video gear. Year-end showcase link: <https://webandgraphicdesign.ca>

- **Camosun College** Brad Muir,

Additional comments: mandated to go back in person, noticed more student absences, some students who were overwhelmed with 5 courses were abandoning assignments for survival. Grad catalog was created and will be sent out to other institutions.

4. Fiona McQuarrie - BCCAT Update & Articulation Business

<http://www.bccat.ca/pubs/Resources/ACUpdate202204.pdf>

Annual Meeting in Nov Jam articulation happened with various sessions, the sessions were taped the links on the BCCAT site. 400 people attended. Topics included: Academic integrity, online learning, COVID 19, Micro credentials, Jam Nov 2023 can register and attend

New Data collected, BC Cat publications- all linked

Reports on: Credits that ladder into other fields, Reverse transfer- 4 year- 2year - common in the States proving to be used by Community Colleges- better graduation rates

COVID 19 data is still being collected. Lock downs effects. reports. registrational report - too early to tell.

BC transfer guide now has new features, Transfers Guide, Adult Base Education, Continuing Education- now searchable to all institutions outside Canada. Improvement to the system. institutions are now able to share data.

Articulation meetings should be allowed to be online or face to face. Funding should be included in provincial funding to institutions. Travel should be funded.

Transfer of courses are now being considered. BCCAT is considering criteria for university -level courses with BC transfer systems students can go between University to College. Survey's on: Do the current definitions work? Are courses being excluded? Exploring University level Degree granting for Non - University Status. New language for post -Secondary level as opposed to university for some transferable courses.

Questions to Fiona Micro credentials- discussion

Q. In terms of the process for data sharing? What is the process for Data.?

A. All institutions should be able to transfer Data. - go to your college registrar at your institution if your institution has not shared your institutional data. A data sharing agreement should be in place.

Q. Are they targeting across the board or by programs?

A. All programs across the board.

Q. Is this taking out UT designation. The rigor of the courses and level are different? It may be a concern?

A. Not removing UT designation. The rationale: UT designation can be exclusion of Trades (for example) courses at colleges not offered at research institutions. Criterion credit barring and institutional quality control to ensure degree level programming. University level and Credit barring several sets of quality control level.

Q. The question to change language from Post- Secondary to Degree ?

A. The criteria transfer agreement University courses post-secondary from all diff levels approval credentials.

Q. Is there a place or folks to talk to for support for travel? Institutions that have obstacles for travel.

A. Travel should be funded. Let BCCAT know.

Brad's statement 10: 52am Other perspectives Richard Prince the value of these meetings... Get institutions involved. SFU and bigger institutions. Institutional Summaries Report provide important information for sharing. Online versus face to face understanding perspectives values adapt and coordinate. Technology adaptation - face to face- should discipline helping our students Camouson 'shoulder to shoulder institution' where are the balances and crossovers? Incredible tech issues overshadow the concepts and pure time for interaction, crossing over, discussion for the benefits of Micro Credentials reverse transfer, and possible problematic aspects, effect on cohort driven programs. Reverse transfer avoidance - credits from something else no sculpture. Applied learning and Co-ops could also be discussed.

Q. Brad Micro Credentials vote for discussion- **Programs that have defined Micro Credentials?**

A. Justin and Donald approve.

Heather- UFV We are thinking of developing Micro Credentials for Theater and Media not for Fine Art

Donald- not calling them Micro Credentials but interested in it for professionalism. Documenting art, t

Emily- we have discussed it for skills, basic skills, the process of becoming a university also a technical college proposing 7-8 new Degree Programs. the administrative work. Interesting in it

Myron - courses introducing Digital media funding - creating upwards to 6 pathways for students to choose a series of assignments. Students will achieve a badge. E- type portfolio.

Q. Brad- For the 2-D animation what is the duration? Throughout the whole term.

Sean - Graphic Design, Web Design, did not get the uptake we wanted. Web or Design stream -don't have enough courses for 2 nd yr. challenges essential skills. Content management, Moving forward we will consultate second year with some options.

Elizabeth- Fine Arts is not offering Micro Credentials yet but our DIGITAL Design and Development program is. Micro Credentials are being offered allowing students to choose several courses to build their courses. Video and Sound is one course that is currently being offered from the Fine Arts program. We are hoping to learn more and consider the possibilities.

Fiona - There are all different models at all institutional- variations and flexibility, responds micro credential fragments of credit - cost recovery existing academic, re-tooling or advancing skill sets. Not a lot of Data collection about what is happening at the institutions. Many variations on the models. Some institutions have different models.

Q. Brad- Good to know there is more flexibility with Micro Credentials. Under the framework for retooling this makes more sense. visual artists are constantly re-tooling. The questions to ask is how is your practice developing? What are the jobs students can get?

A. Fiona - Additional programing and issues of workload. Some programs have not offered the Micro Credentials.

Q. Brad - like the idea of breaking up the credits, a 1 credit out of a 3 credit into a single course. 2 of those seats could be offered in the unit model. This offers challenges.

A. Fiona - -chunks of content can be done but content may be lost.

Q. Justin - Can students get a student loan if they are taking micro credentials? what student loans can be used for? Nanaimo gallery?

A. Fiona -look at report Micro credentials report of the diff overview. - micro credentials

Unsure possibly only for academic credit then funded student loan.

Q. Donald TRU does allow gather micro credentials in non- art courses. How about international students?

A. Fiona- no provincial framework or guidelines so it is just from and to institutions.

Q. Brad- Unassigned credit? this course transfers at 3 credits. Is there a model for micro credential? transfer agreement.

A. Fiona - Yes, any institution can agree. No submissions yet, no accepted micro credentials for transfer to date.

Q. Brad Credit courses to articulate x for y. Issues and risks of transferring from multiple institutions.

A. Fiona -What are the likely hood of this? BC transfer system are usually from the same institution. Micro -credentials courses are not transferred. Not aware of this at this point.

Q. Donald -UBC O idea- As an experiment 3 one credit courses could try to exchange transfer credits with Online/ Blended options.

A. Fiona -- Agreements look like that already- example: adult education courses basic intermediate fundamental- complicated course to course model as opposed to a wider group institutional micro transfer. transfer agreement is within institutions

Beth -This is what has stopped us. UVIC Workload is too challenging. possibility exhibition mounting grant writing, professional development hands on tech stuff... Cart before the horse.

Donald- Maybe that's something that happens at the institutional level. Grad students can teach the units for universities.

Q. Justin- VIU Wondering if all institutions on Vancouver Island VIU, UVIC, NIC and Camosun collaborated on developing Professional practice courses? There has been an interest in curatorial assistance could be 3 credit course, 4 institution could combine the courses. Museum, Art Gallery, curatorial institutions- Micro Credential on Van Island - gallery as teaching space, artist work in the arts - skills contributing to the labor pool.

Milos -Also interested in this concept. Langara offers professional practice skills class, Langara print exchange with Emily Carr students were excited by broadening their community and scope for their professional practice.

Beth -ideas that have been cooking UVIC have thought of: UVIC ecological art practice, 3- D modelling for exhibition development and for fabrication design, exhibition mounting. Joke: Instagram art handling guy teach, responding to public calls for sculpture RFP's knowledge set, site specific sculpture /art. So little resource or time to teach these things.

Jason KPU Interested in new ideas, building new skill sets. artist run centers as credit, not having a faculty (assessment? if needed. UBC students are now expected to do Micro Credentials.

Fiona closing statement: Thank you for this discussion. BCCAT agreements between institutions. Sounds exciting on multiple institutions. One issue is the issue of credit verse non -credit. Academic plans go through a different process.

Brad- confirms tomorrow. Revised Summaries will be sent. Extended thank you.

Friday, May**9:00-12:00**

Minutes

Friday, May 13, 9 am – 12 pm via Zoom

Chair: Brad Muir, Camosun College	Co-Chair / Recorder: Elizabeth Russell, NIC
Guests: Fiona McQuarrie, BCCAT Special Projects Officer	
	Trinity Western University, Josh Hale
College of the Rockies, Roberta Frey Chale	UFV, Heather Davis Fisch, Paula Funk, Jennifer Deon
Kwantlen Polytechnic University, Jason Wright	UViC, Beth Stuart
Langara College, Stephanie Aitken	Vancouver Island University, Dr Justin Mc Grail
North Island College, Elizabeth Russell	Yorkville University, Jasreen Grewal
Thompson River University, Donald Lawrence	Kwantlen Polytechnic University Jason Wright
UBC-O, Myron Campbell	College of New Caledonia, Prince George Twyla Exner
	LaSalle College, Emily Smith
<u>Day 2 Regrets</u>	<u>Day 2 Regrets</u>
Capilano University, Carol Aitken	
UBC, Greg Gibson	SFU, No response
Emily Carr, No response	VCC, No response

Minutes

Friday, May 13, 9 am – 12 pm via Zoom

1. Introductions of names for people here for day two

2. Topics for discussion- Micro Credentials diversity and flexibility

Brad- glad to have heard more about Micro Credentials from the discussion yesterday formerly suspicious but now more optimistic as with potential of flexibility of Micro Credentials

Donald and Justin agreed.

Justin wishes to consider collaboration between institutions.

Roberta -has holistic learning Questions - How do you string it together for 3 credits?

Donald advantage two-fold - allows student to learn skills that don't fit in the usual course structure. If programs know that there are courses available for the students several instructors or institutions can combine skills.

Brad subject; Co-ops- substantial and minor changes to course delivery

Heather UFE Arts practicum unpaid, long standing with community partners, wanting across the province - in other galleries-2nd year of study internal work- 1st year- Gallery production, video production web design, 4th year leadership roles. One Theater and visual artist student- art show and theater production will work with a community partner for one year. We are wanting more practical Post program review- mini-internship. One challenge- students don't feel like they should be paying tuition to work. 80 hours of a course of three weeks. External one day a week. 10 hours of contact with faculty check in with faculty.

Justin- Are your students in Abbotsford? Where are they based? Mission? Are you looking for partners in the private sector? Non-teaching position administrative side is taking away from the department What is the structural piece?

Heather Fort Gallery, Abbotsford, Mission, and a few practicums that are remote. Looking for private sector partners.

Donald- The position you must support the practicum is that in your own department

Heather Non -teaching faculty runs the for the Fine Arts and other department. The Co-op office at the Univ integrated learning is more effective than the co-op. Coop is not the best fit.

Emily- LaSalle College jewelry fashion - We do a similar job placement for students. Key jobs in the industry. huge shift in curriculum, 20 hours week placements set up those placements film, industry, theater, consuming, retail... it is a new program. A co-op program but it is challenging to run. What company's need with the co-ops time frame. The practicum falls into the school year and fits into a quarter system of our 11 weeks which are placed in a work setting. Company- tech designer skills based, academic moving to more academic rigor, artist, and designers... placements have been successful. Technical designer and conceptual design skills. The placements have been successful. We are wanting to work with more industries and nonprofits. Opening that more jobs beyond the runway. In Jewelry- we are working on the entrepreneur side.

Justin, You mentioned Theater and Fashion line ...have you had much success in getting your students into costuming opportunities?

Emily- Yes, lots of potential in jewelry and the film industry.

Joshu - TWU How many hrs. per week do students work for a practicum? Are we asking way too much or way too little from our students?

Comments from the Chat

- 09:33:16 From heather Davis Fisch (she/her) to Everyone:
- Ours are 80 hours over the course of the semester for 3 credits
- 09:33:37 From Twyla Exner (She/Her) to Everyone:
- CNC has a 3hr "Professional Internship" seminar course 3 credits. They must complete 80 hours in the semester.
- 09:33:42 From Emily Smith - LaSalle College - Fashion Design + Jeweler to Everyone:
- We had a 4-hour practicum course and recently adjusted it because employers wanted more time with students. They would generally spend ~8 hours per week (1 day a week) at a workplace
- 09:38:56 From Joshua Hale - TWU (He/Him) to Everyone:
- Ours is a 1, 2, or 3 credit option or ART305, the student commits to 3 hours per week for 10-12 weeks of the semester
- For ART306, the student commits to 6 hours per week for 10-12 weeks of the semester
- For ART307, the student commits to 9 hours per week for 10-12 weeks of the semester
- 09:46:14 From Beth Stuart (she/her) UVIC to Everyone:
- I have little to contribute here. We have had no co-op placements or field schools running since COVID started., and I have no knowledge of prior offerings in the department
- 09:48:02 From Stephanie Aitken to Everyone:
- We (Langara) also have little to contribute along these lines
- 09:50:10 From Stephanie Aitken to Everyone:
- @Jason, do students get any financial support?
- 09:51:33 From Emily Smith - LaSalle College - Fashion Design + Jeweler to Everyone:
- we were able to fully fund our field school through this grant <https://acewilbc.ca/>

- 09:52:04 From Emily Smith - LaSalle College - Fashion Design + Jeweler to Everyone:
- more information about the field school I worked on with Emily Carr / SFU
<https://www.randomactsofmaking.com/#/fibreshed/>
- 09:53:27 From Emily Smith - LaSalle College - Fashion Design + Jeweler to Everyone:
- This was more of a special project that ran once. We may apply for more funding to do it again, more from a research-perspective.
- 10:02:45 From Myron Campbell (he/him) UBC-O to Everyone:
- I wish I could contribute here but there is no practicum built into our BFA. There is a co-op office that has opportunities for students and there is the Go Global program where students can study abroad. We have a pretty good relationship with the Alternator Gallery, and they hire a student for the summer (no credit). Sometimes we run a practicum course if a student wants to run and organize our annual fundraiser event. If this happens, it's just attached to a faculty member's workload.
- 10:30:58 From jasonwright to Everyone:
- <https://www.kpu.ca/exchange/field-schools/london-venice#cost>
- 10:31:09 From jasonwright to Everyone:
- The last KPU field school 2019

Brad- What are the differences between the coop and the practicum? A different thing to navigate. That the historical model of a program boot camp, hard strong two-year focus is a weighting for students are coming less prepared. Students are not able to research at this institution across Arts and Science.

Heather The business or nonprofit /faculty look at what (hours)the student is able to do, once a week.

Brad Do Faculty oversee it?

Heather Yes, final check in meetings, sense of progress, employers report usually bring together the grade

Twyla, Prince George- internships, 3 credit 80 credits , they have to pay tuition, do their internship, workplace expectations the students generate assessment, heavy Course. We partner with community members. Sean is a coordinator. The paid organization Young Canada Works some difficult pieces to navigate.

Brad- is there additional compensation for faculty - is this added workload?

Heather - The faculty is paid as directed study \$500. per student - Directed Study 20 students would be a regular workload.

Brad - Credit for Co-op- transferability of credits benefits of applied learning, lived experiences. Curious if anyone has models to co -op transfers? How we approach this and how these changes in institutional reports affect articulation?

Roberta- What about field schools as opposed to coops? How are they being articulated?

Emily- experience of a field school with Emily Carr through a research department, the space between academic and work placement partnership shifted for credit- directed study.

Roberta- I don't know how this works or how to get funding or credit

Jason -Kwantlen Summer Field School cross disciplinary art history and studio, 3 weeks intense-documental, London, Venice Biennale...then that's the term. I have not done it myself. It seems expensive. Tuition, flight, looking at possibly a work -related experience to lower the cost

Stephine- Do students get financial support?

Donald- took student up to Dawson - transferability

Jason Kwantlen Generally 20 students, 8 experience some funding.

Brad How many credits do students get?

Donald We went to Dawson city with two back-to-back courses

Elizabeth We have had Field school collaborations with the English and History departments at NIC. Students and faculty have gone to Crete in Greece. We have a Field School on the books for Spain. We offer a 9-credit offering with three courses: photography, Art History, and a general History Course.

Brad Are you are taking already existing courses?

Elizabeth Yes, they are existing courses. (Added Note: We have an open Art History to allow for special topics that we will use for Spain 2023 this course can be used as a course substitute for an existing Art history class).

Jason- Kwantlen is well funded? New bursaries and awards for Field Schools.

Elizabeth - Funding is not for the faculty. (Added info: There is grant at NIC that is funding students that apply for international exchange opportunities to alleviate the high cost of travel).

Brad- How does workload work? Do faculty get a leave?

Elizabeth It doesn't work well yet for the Fine Art instructors as we don't work during intersession. For Fine Arts it is a work overload. It works well for the English and/or History instructors that work during the intersession. All the funding for students comes from grants from NIC.

Roberta- Spring intersession would work out perfectly for me.

Myron- Special topics upper-level studio extra credits- art lottery fundraiser attached to the faculty workload , Alternator gallery paid opportunities there, Co Op-placement office in the city, Go Global program where students can study abroad.

Brad- Open Space Gallery opportunities-not credit but paid opportunities.

Myron- needs to be more formal and a competitive experience for hiring the gallery

Beth- Have the Open Space opportunities been available?

Brad- We ask students to do 5 hours of volunteer work in any art environment in Victoria as part of a professional practice class.

Donald- A course called Service Learning 300 level - A student who is contributing to nonprofit organization -mural projects, Faculty is hands off.

Brad - How does that transfer?

Donald unsure

Brad - Do students do the research for these opportunities?

Donald No not necessarily

Justin VIU- Work Op opportunities program focused on campus work. We get opportunities. technical assistants. Paid position, 80 hours, funding - work op- campus work narrow- a few opportunities technical print room assistant, . paid assistance 80 hours per semester and credit courses run as Independent Studies. Gallery is staffed. Credit opportunity. Work ops paid. In Dean ups it. DS independent studies - not paid. Fully time faculty - paid 500, per student. Partnership in Nanaimo looking to get more. DS independent studies -good for faculty and students The challenge is (Young Canada works) - age and citizenship- issues for international students who need the work. Professional arts classes need more of the work integrated opportunities?

Brad Can you confirm the credit and the paid ?

Justin DS students get credit Co-op get paid.

Break

1036am

Brad- I wanted to talk about student motivation "looking with fresh eyes' taking off from Roberta's comments during the break. faculty staff difficult circumstance- heading in this direction. Lack of preparation from students. Transferability, reevaluate outcomes, what can be comprised and what can't. How our discipline and our programs accommodate supporting defending what we do what we can compromise and what we can't? How we navigate this?

Q. Brad Vote to use the breakout groups or keep the larger group conversation going?

A. Everyone All agreed for the larger group conversation.

3. Discussion Topic: Student Motivation (what draws students to our discipline and how do they navigate our programs – support, accommodation, opportunities) Supporting transfers where outcomes may become compromised

Stephine Langara, At great cost

Justin- Nanaimo - student motivation question is challenging and a good question as there was flooding and COVID. Motivation compounded by natural disasters, floods, fire. That's why zoom worked. but it was challenging for studio classes ,like ceramics, were very hard to do. Art students' have a lot of social pressure on them. Surveys to gage - Program Review, I often find the survey is not the best resource people will say conflicting info. What other alternative way to discover what student motivation is other than using survey's that are not that reliable?

Stephanie- Langara- have not discovered solutions. tracking attendance, students start term two words and optimistic week 8 the students state that they can't finish for various reason. Students have mental health issues or need extensions.

Brad- the ladder is the most difficult is when students ask for the grade without on contributing to the content. Fear of failure institutional system complicated system. Complicated nature with pass/fail.

Stephanie- Langara- We have talked about being more flexible do to COVID. A lot of students that are clinging on with their fingernails...no easy answer , every case is different.

Comments from the Chat

- 10:54:49 From Jasreen Grewal Kang to Everyone:
- Are they still provided with the comprehensive feedback at the end?
- 10:58:01 From Stephanie Aitken to Everyone:
- @Jasreen, I accept late assignments but indicate on the course outline those late assignments won't be critiqued
- 10:59:27 From Jasreen Grewal Kang to Everyone:
- Yes, thank you @ Stephanie. Was wondering if it would be a burden on the teacher to accept late assignments

Brad- notion of justice- fearful of dog's metaphor

Jason- works as an instructor and a TOC sub for the school board as well- how the curriculum is put out- frankly: result: progressive student centered, Now compounding with COVID these pedological issues are going in another way. example: a teacher not allowed to grade on late. no INC. Students don't have to hand anything in. Time or space to complete later at the end of term. Do not have to contribute. No continuous engaged students. Students hand in all at once. The Idea was meant to not penalizing students, the idea. teachers are finding that students now are procrastinating. Teachers will grade less for the portfolio asking students what do you have? This is what's coming up through the pipeline. Everyone thought it was progressive. Some teachers are now regretting these changes.

Brad- Important. most unfortunate pipeline K changed its line, but post-secondary has not. No research to support system such as EA.

Donald-interesting discussion, two bits to toss in here, students becoming less motivated - what are students motivated for. The Grad exhibition as a model they went up for all the students. Those models were pulled away. it's encouraging to see the how many Second years were motivated to volunteers. it takes cohorts to motivate students. I am a hands-on learning. Distant learning has been challenging but we have learnt more about physical and virtual access. What is the balance?

Elizabeth Our institutions NIC spent time with the instructors through sessions in Teaching & Learning about being more compassionate to students which started out of COVID. We stopped taking marks off for attendance during the pandemic. One new idea we were introduced to was Ungrading. Some of us were reading 'Ungrading: Why Rating Students Undermines Learning (and what to do instead) ' Susan D Blum. The concept is worrying, and this is challenging In the Arts as we need to build discipline and we need students to know how to survive. At NIC in the Fine Arts, the faculty are considering the possibility of a pass /fail system one day. I did experience this Pass and Fail system myself when I did my master's and Teaching Training in England. At a high level there was no commitment and engagement issues, so it did seem to make sense for that level. In England and Europe many high schools do this. It is the wave of the future? How do we get our heads around this?

Justin- What's the name ?

Brad-it is a tricky point. particularly with articulation. grades verse percentages. university wide. Contradicts the idea of Pass/Fail. Brad fare other institutions falling this model. How many other institutions give letter or grades? Multiple assessments what does that letter capture?

Comments from the Chat

- 11:08:24 From Elizabeth Russell NIC (she/her) to Everyone:
- 'Ungrading: Why Rating Students Undermines Learning (and what to do instead) ' Susan D Blum
- 11:08:58 From heather davis-fisch (she/her) to Everyone:
- We're letters
- 11:09:00 From jasonwright to Everyone:
- Letter grades
- 11:09:00 From Stephanie Aitken to Everyone:
- Letters
- 11:09:09 From Emily Smith to Everyone:
- both
- 11:09:16 From Myron Campbell (he/him) UBC-O to Everyone:
- Letter grades with associated percentage
- 11:09:41 From Jasreen Grewal Kang to Everyone:
- Letter grades but the grading criteria is referenced back to percentage.
- 11:09:50 From Elizabeth Russell NIC (she/her) to Everyone:

- Letter grades only now. This is a new change we used to give percentages and the letter.
- 11:10:33 From Dr. M Justin McGrail to Everyone:
- VIU - both
- 11:10:36 From Joshua Hale - TWU (He/Him) to Everyone:
- Letters (with +/-). Individual instructors can determine whatever percentages are associated with these behind the scenes (although the university provides a standard system for most courses).
- 11:11:20 From Twyla Exner (She/Her) CNC to Everyone:
- I have worked at Sheridan=letters, ECU=letters, and CNC=letters this past year. I will note that not everyone's letters associate with the same numerical values. Different institutions have different numerical associations for a C- or A, for example.
- 11:11:27 From Elizabeth Russell NIC (she/her) to Everyone:
- Yes Roberta, I do this as well.
- 11:12:59 From Elizabeth Russell NIC (she/her) to Everyone:
- Yes, Twyla that's a good point the letter grades between institutions are different.
- 11:26:15 From Emily Smith to Everyone:
- unless you're writing grants 😊

Roberta I give percentage and letter grade. I break it down for them for the portfolio.

Brad-letter grades

Justin student motivation, We submit a letter grade and a percentage. Is a letter grade motivating?

Brad a good question, what a grade represents, based on that assessment and evaluation framework . How much does this effect grades?

Roberta When I was a student an instructor at Emily Carr stated to me "who am I to judge your work only history will judge it." The A+ was when another instructor wanted to talk to Motivation of the artwork not what kind of grade they are going to get.

Elizabeth I wanted to mention my feelings and research on grading comes down to a point of privilege. Do the students work? How much help do the students get from their parents? Do they have food on their tables? Top students may not have top grades. Most institutions want to view the work in the portfolio. Many of my most talented students do not always get the highest grades. Some students don't do all the assignments. Transferring institutions like EC, UVIC, UBC still view the portfolio. These students usually get scholarships from the institutions based on their art not their grades.

Joshua B students may be the most likely to succeed . I wonder if this measurement system is really measuring what we think it should. Creatives don't often get the highest grades. I am wondering if there are ways of marking achievements even micro credentials. grading marking achievements counteracting grades,

Donald - How to get students motivated? making sure students see what opportunities are available. motivated to put their work in exhibitions, maybe Micro Credentials how much do students take advantage of these extra things. Measurements? extra activities not locked in a specific course.

Stephanie Langara- thinking about what Josh and Elizabeth were saying about grading. One of the reasons I like teaching first year intro level is to recognize the type of art making. Reward on risk, ideas, experimentation not realism. Some of the best students don't do some assignments. Some of the students don't care about grading. Some students know they will get into EC with their art. I still think we have to give value to what student do.

Brad-Shows how valuable it would be to have someone from EC here. Quote: "Great artists rarely make good students, great artist are not good students" checking all the boxes, that very nature doesn't make a good artist. Complicated,, maybe it's a baggage we carry as instructors. Criteria not the same, as what they have.

Myron This is such a great conversation to have. I appreciate the tone. It is so student centered and sensitive to the student's point of view. I appreciate that. I want to talk about an experience from a teaching review. At UBC-O Instructors are encouraged to be reviewed by an internal and someone outside the arts. Another examiner from Sustainability was a teaching pro. He reviewed me. He was sitting in on the critique. I explained the process feedback in person, critique then written feedback, then grade. He questioned, 'how do they make changes'. He recommended I move up the critique as an opportunity to improve the work by one week. I did this. It takes off the pressure from the critique. Motivating the students. It's about the work. I do this now to give them time to improve the work. it takes the pressure off the critiques as nothing is ever finished in art anyway. It is easier to take and give suggestions. I like how this conversation circled back to motivation how we can help make the work better.

Comments from the Chat

- 11:31:16 From jasonwright to Everyone:
- Wonderful idea Myron
- 11:31:21 From Stephanie Aitken to Everyone:
- @Myron, love that idea but do students show up to the crit with work that is nowhere near done?
- 11:35:06 From Myron Campbell (he/him) UBC-O to Everyone:
- @stephanie, thanks for the question! It happens rarely because we encourage the further you are, the better the discussion will be on the work. But it does happen sometimes.
- 11:36:08 From Stephanie Aitken to Everyone:
- Makes sense! thanks

Justin- VIU - Work the critiques backwards. Art History students know students need to do two drafts of anything. Thanks Emily for your comment in the chat on students ' ability to write grants. Artist needs to create grants and an artist statement; We have a huge percentage of Indigenous student= rely on

Band funding. the grading is so affected to the larger structures that affect our students with funding. it is tricky. I Switched to online. Everything is online. The difference is huge I have piles of papers of uncollected essays. Students read the online are needed institutional structures. Motivation piece falls on instructors and students.

Brad echo's the same need and indigenous needs. many funding streams

Comments from the Chat

- 11:37:39 From Elizabeth Russell NIC (she/her) to Everyone:
- Great feedback Justin- totally agree. You made excellent points. Students don't often pick up written feedback.
- 11:38:53 From Dr. M Justin McGrail to Everyone:
- No disrespect Myron 🙏
- 11:39:15 From Stephanie Aitken to Everyone:
- To be fair Richard Prince (UBC Van) was a driving force of these meetings until he retired
- 11:39:36 From Myron Campbell (he/him) UBC-O to Everyone:
- all good Justin! none taken! and I've heard so many good things about Richard
- 11:39:43 From Brad Muir to Everyone:
- oh, absolutely His absence is greatly noticed.

Jason -There is something that does motivate youth and that's likes. High school and beyond on Instagram defector assessment. Large number of followers. there main practice is where they get the feedback. the class work is extra. online is their feedback. practice in school. Ether peer group. Is social media something we want to embrace as a possible alternative assessment model, or it is not part of something that we can work with? Or not really part of it? it is the elephant in the room?

Comments from the Chat

- 11:41:20 From Twyla Exner (She/Her) CNC to Everyone:
- Yes, Jason, I have observed this. When showing contemporary artists in class, I've had students check the artist's social media and express that they must not be that successful because they have only 2,000 followers... 🙏
- 11:42:12 From jasonwright to Everyone:
- Yes. Students' favorite artists now are those with the most followers
- 11:43:20 From jasonwright to Everyone:
- It's a ridiculously huge question- just something for next time!
- technology- looking back to different forms of access. new way

Brad Sorry to cut off the conversation Jason. We have to end the meeting due to time. If anyone wants to continue the discussion, the Zoom meeting will be left open to discuss Jason's conversation.

Q. Brad We need to discuss the role of the Chair.

4. Election of New Chair Brad Muir (2023 & 2024)

- Donald moves to approve the minutes
- Justin seconds
- Election approved

Next Meeting Dates:

BCCAT Meeting Location tentatively Langara College

Thematic for 2023

Proposed topics:

- Indigenization strategies and support for indigenous faculty and students. One day of 2023 session dedicated to this conversation with guest mentors for guidance and appropriate perspectives

11:45

Adjournment