



B.A. IN COLLABORATIVE ARTS

ATTENDANCE

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DESCRIPTION: Opens up access to high quality conservatory education for a new cohort of incoming students who wish to push their artistic boundaries through collaborative thinking and art making in both traditional and commercial art forms.

Question 1: What do you think is most exciting or important about this initiative for conservatory students?

- Having a specific degree for students who want to grow outside their boundaries. Formulating specific criteria for that particular program would create a better culture at SU because the world is collaborative. Every artistic field you want to enter requires collaboration
- SPW was eye-opening to help students discover where they find the pieces they need (i.e. singers) to create a work. SPW pushes students outside their bubble into other disciplines to create a work.
- Collaboration is more collaborative in theatre, and students would like to have/be exposed to additional programs via collaboration.
- PALM student was torn between composition and jazz, but ultimately chose the composition major because it offered more collaboration. He enrolled in the PALM program to continue expanding horizons.
- **FACULTY QUESTION:** What does collaboration mean to you?
 - It means extra-curricular collaboration. Theatre is a very collaborative art; collaboration is more about giving people the tools to create collaboration after they do their assigned task (i.e. play).
 - Collaboration is cross-disciplinary and inter-departmental cooperation. (From instrumental major who worked in Scene Shop all four years as a work study student.)
- Grad student chose SU because it had a BFA versus BA degree which allowed him to explore other options within his discipline.
- Theatre student looked for BFA theatre and BFA theatre tech degrees specifically because BFA degree was more focused, whereas a BA degree would be more liberal arts focused.
- MPRT student who auditioned with flute at SU (although she was a singer and dancer her whole life), ultimately chose MPRT because she could learn recording although she has multiple talents/interests. A general program that has multiple options to experience/be trained in different genres besides classical would be more interesting.
- Dance student would choose a conservatory degree (versus School of Arts) so that her general education requirements could be taken within the conservatory, thus enabling her to get all the arts experience she could while taking required general education courses.
- BA dance degree would feel like you're doing less dance specialization than in a BFA dance program; it feels as if you'd be mediocre.
- Language requirement helps students who want to go international with their careers. (Keep language requirement.)
- Theatre student asked, "Would you be able to transfer to another track after a year in one track If you find you have an interest in another discipline?"
- You normally get the building blocks that you'll need in your career in your junior and senior years. How could you include more building block courses to prepare you for future collaboration in other programs during your first two years?

Question 2: What do you think really needs to be included in the B.A. in Collaborative Arts for it to have powerful impact on enrolled students?

- Dance student: B.A. in Collaborative Arts is going to effect a culture shift, so we need to think about a conservatory culture change that can accommodate extra-curricular opportunities outside your discipline.
- Grad student: Students coming into music program should still have four years of applied study even though they're pulling in other activities. Would still want to feel they belong to a performance area even if they aren't a performance major (i.e. jazz ensemble).
- Dance student regarding something that would attract high school students: It would be nice for students to have some sort of capstone project to show all that they have been working on (not just within their track).
- MPRT student: There should be some limit to how far you can go in extra-curricular activities so that you still have a focused major.



- Suggest an “Applied Collaboration” elective.
- Dance student: There needs to be hands-on opportunity to collaborate and problem solve by pulling in students from other majors.
- FACULTY OPTION: Considering a regularly scheduled project where X number of students (e.g. 5 students) are thrown together from different majors and are presented with a project that they must work on together.
- Suggest a mini-SPW during the year and publish it via social media to have an impact on the greater community, both internally (conservatory) and externally (outside world).
- How do you create a music degree for those who want to do music research versus music performance?

Question 3: What are the things that could make a B.A. in Collaborative Arts initiative especially attractive to high school seniors who are thinking of applying to our conservatory?

- Everything today is created on YouTube, so how could we create content for YouTube that would blow away the world?
- M. FRAGA: Come experience this degree without getting a BFA or BA in the arts, but get the exposure. How do we sell getting the essence of the arts experience?
- Theatre student: How to expose people outside the conservatory to the arts learning experience (e.g. VR Lab) without having to earn a conservatory degree?
- Suggest an open-ended audition interview emphasizing all that you can do artistically, not just what you can do within your discipline.
- Not only provide an open-ended audition interview, but also give candidates options and ask them what they would do with them?
- Collaborative arts should have an arts management component to it since arts management is part of what you do as an artist. Acting as a middleman between administration and artists is a career.

Question 4: What are you most concerned about when it comes to this initiative?

- If they have an applied study, who do you graduate with having a B.A. in Collaborative Arts?
- Where does a B.A. in Collaborative Arts degree fit when a student is not doing track-specific study (i.e. MPRT electives)?
- How do we incorporate visual arts into a B.A. in Collaborative Arts degree?
- How do you create a degree that has a track that is non-specific? How do faculty design a program that is open-ended and non-specific with enough rigor to master a discipline?
- Suggest having a classical and jazz class during first two years, then choose a specialization in Collaborative Arts during the final two years.
- How do we create a community with students who are doing a B.A. in Collaborative Arts degree with students who are doing a specific track?
- This is more about a culture change rather than a curricular change. How do we incorporate BA students who are not at the level of BFA students?
- Be careful not to create a degree that is a dumping ground.
- One current issue with interdepartmental collaboration is that once you are given an opportunity to collaborate, you’ll be the student who will always be picked for future opportunities. There is concern regarding that mentality spreading into the B.A. in Collaborative Arts degree. There needs to be some way to maintain balance to allow all students opportunities to collaborate.
- If faculty takes away an opportunity to perform in an ensemble, that would be fine if it is replaced with another collaborative opportunity.
- B.A. in Collaborative Arts students could become a resource for other degrees to collaborate with.
- Suggest providing a check box on the audition form indicating if you want to be involved in Collaborative Arts opportunities.
- In marketing this program to potential students (or current conservatory students), it would be important to communicate how this would benefit the students.