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MEMORANDUM

ATTENTION Senate **DATE** April 27, 2023
FROM Kevin Oldknow, Senior Advisor on Academic Planning and Acting Chair, SCUP on behalf of Wade Parkhouse, Provost and Vice-President Academic **PAGES** 1/25
RE: External Review Mid-Cycle Report for the School of Communication (SCUP 23-20)



At its meeting on April 12, 2023, SCUP reviewed the External Review Mid-Cycle Report for the School of Communication which resulted from its External Review in April 2019.

The following documents are attached for the information of Senate:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's feedback on the assessment of Educational Goals



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MEMORANDUM

ATTENTION Wade Parkhouse, Chair, SCUP **DATE** March 23, 2023
FROM Kevin Oldknow, Senior Advisor, Academic **PAGES**
Planning
RE: External Review Mid-Cycle Report for the School of Communication

The External Review of the School of Communication was undertaken in April 2019. As per the Senate guidelines, the unit is required to submit a mid-cycle report describing its progress in implementing the external review action plan and the assessment of its educational goals. The update on the action plan has been reviewed by the faculty dean. The Senate Committee on University Teaching and Learning (SCUTL) has provided feedback to the unit on the assessment of its educational goals. The recommendations from SCUTL will be incorporated into the unit's self-study report for the next external review.

The following documents are attached for the information of SCUP:

- Update on the Action Plan
- Assessment of Educational Goals
- SCUTL's Feedback on the Educational Goals

c: Stuart Poyntz, Director, School of Communication
Carman Neustaedter, Dean, Faculty of Communication, Art and Technology



MEMO

Director
School of Communication

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ATTENTION:	Bal Basi, Coordinator, Quality Assurance, Office of the Vice-President, Academic
FROM:	Stuart Poyntz, Director, School of Communication
RE:	External Review Mid-Cycle Report for the School of Communication
DATE:	November 2, 2022

Please find attached the completed Mid-Cycle Report for the School of Communication including the Assessment of Educational Goals.

A handwritten signature in black ink, appearing to read "Stuart Poyntz", written over a horizontal line.

Stuart Poyntz, PhD
Director, School of Communication

Attachments:

1. Mid-Cycle Report for the School of Communication
2. Assessment of Educational Goals

External Review Mid-Cycle Report for the School of Communication

Action	Progress Made
1. Programming	
1.1 Action to be taken	
1.1.1 Undergraduate Program	
A) Curriculum for community engagement. The action recommended is for elaboration and expansion of community-based/community engaged curriculum that builds on the School's established and flourishing "applied" and community engagement courses and curriculum. The Undergraduate Curriculum Committee (UCC) will be charged with a review of current community-based curriculum and proposals/actions for the further development of teaching and learning with this focus.	The turn to online and hybrid learning environments as a consequence of the COVID-19 pandemic has limited our capacity to expand the community-based curriculum in the School's Undergraduate Program. Focus on this action will be a priority over the next three years, in preparation for our External Review in 2026.
B) TA training and recognition. The action recommended is for a more robust Communication-focused training initiative and a "best TA" award, or another recognition mechanism for School TAs. UCC will review existing university-wide training capacities and propose further approaches in collaboration with the Graduate Studies Committee to develop TA training workshops specifically for Communication TAs, as well as a range of possible TA recognition mechanisms to be defined and implemented.	<p>Beginning in September 2021, the School has offered a series of CMNS TA training sessions each Fall, which incoming TAs are strongly encouraged to attend. The 2021 series featured three sessions (delivered by Drs. Daniel Ahadi and Karrmen Crey) and the 2022 series included two sessions (delivered by Dr. Siyuan Yin and Ben Anderson). TAs who attend all workshops in a given year receive a letter of completion.</p> <p>In 2022 we also appointed two experienced teaching assistants to serve as "TA mentors" and to provide support and guidance to new TAs. Information on university-wide TA training opportunities organized by the Centre for Educational Excellence (CEE) are circulated regularly to all TAs.</p> <p>In future years, we are considering expanding our TA training support through an APSA position that will provide mentorship, technical training and pedagogical support for TAs, sessionals and new faculty in the School.</p>

<p>C) “Applied Communication” integration. It is important to emphasize that this recommendation arises out of a recognition of the School’s considerable strengths in applied curriculum and teaching. The action recommended is for further development and elaboration of existing “applied teaching”, and for a more concerted and vigorous initiative to organize, communicate, and promote this dimension of the School’s program. The recommendation suggests that the School explores connection/integration with FCAT-wide “applied teaching” if appropriate. Actions to be undertaken include faculty consultation and UCC attention toward implementation of courses/approaches to “experiential, lab and field-based, and work-integrated learning”, and support for new faculty members to integrate applied approaches into their courses and pedagogy. Consultation with Co-op is essential.</p>	<p>The area of “Applied Communication” is an obvious and ongoing strength in the School of Communication.</p> <p>Building on this tradition, the School introduced CMNS 120, <i>Creativity and Communication across Media</i> into our undergraduate curriculum, as a third required course for CMNS Majors in 2022. The course offers an introduction to the creative practice of multimodal writing and content creation for communication and media studies, and it has been incredibly popular with students over its first two offerings in Summer and Fall 2022. Each course exceeded enrollment and nearly burst at the seams of the lecture hall.</p> <p>In addition, the School’s Undergraduate Curriculum Committee (UCC) has worked with various levels of FCAT administration to maintain the interdisciplinary FCAT Certificate in Technologies in Digital Journalism, a program with strong integration with our curriculum, offering student training in digital public communication.</p> <p>At a more systematic level, following a careful UCC-led study of the curriculum structure in our undergraduate program, we determined that the course prerequisite structure disadvantaged applied learning courses. We have thus worked with various levels of the university to move to a minimum unit prerequisite model for all CMNS undergraduate courses. The consequence is to create greater opportunity for students to engage in applied learning.</p> <p>The School’s UCC has also completed a revision to the third-year nomenclature and structure of our third year curriculum, implementing a new <i>Topics Course</i> model for all 3rd year courses, that will afford greater pedagogical flexibility and allow faculty to explore opportunities for incorporating experiential, lab and field-based, and work-integrated learning into their pedagogy. The initial results of these changes will be reported on during our 2026 External Review.</p>
<p>D) More Indigenous faculty members/more Indigenous students. The recommendation is put forward as a general, overarching</p>	<p>The School has participated at a number of levels and through various initiatives and actions in response to the 34 calls to action of SFU</p>

principle, and the reviewers and the School recognize that actions taken demand an ongoing university-wide coordination in terms of planning, policy and funding. In specific terms of the last Aboriginal Strategic Plan, 2013-18, the School can and will contribute to the sustained actions of working toward Indigenous research development, Indigenous academic programming development, and Indigenous student recruitment, retention, and support. With one recent key hire in “aboriginal media” and the concomitant introduction of new directions in curricular development in Indigenous communication, the School has established a foundation for elaboration of Indigenous research and teaching. In the broadest sense, the School’s efforts and commitments to indigenous academic development continue to be informed by the mandate, principles and 34 calls to action of SFU ARC (Aboriginal Reconciliation Council). In specific terms, the School can participate in, and contribute to university recruitment of Indigenous students; target hiring of Indigenous scholars in the field; support Indigenous research and curricular/teaching content and directions.

Aboriginal Reconciliation Council (ARC). These have included actions at the level of School, our Graduate Program, and in regard to Indigenous Student Recruitment.

School Actions

1. In support of Indigenous faculty in our School, specific resources and and mentorship has been engaged with senior Indigenous faculty leaders across the University, to support junior indigenous faculty in our School.
2. In recognition of the need to build a cluster of Indigenous faculty in the School, a new Open rank position was requested in 2020 and granted as part of the Faculty Renewal Process in 2021. A subsequent faculty hire in the area of *Indigenous Communication, Identity & Community* is currently underway. Future hires in the areas of Decolonization and Indigenous Communication Studies are under discussion as part of the School’s 2023-24 FRP.
3. In Fall 2019, the School provided funding, faculty and communication support for *Transmissions*, a three-part, 6000 square foot multimedia installation created by Lisa Jackson, an award-winning Anishinaabe filmmaker and artist who collaborated in the production with Indigenous faculty in the School
4. A workshop for faculty on Decolonization and the curriculum with Kory Wilson was held on January 6, 2021.

Graduate Program

1. The School applied successfully for funding (\$4,750) from SFU’s Office of Graduate and Post-Graduate Studies to undertake research and develop a series of workshops or similar programming on the topic of “decolonizing graduate communication research and teaching” at the recommendation of members of the School’s IBPOC committee. Grant funds are earmarked to hire one RA (Hannah Holtzclaw, in place) and fund three workshops (in development). Work completed to date

includes, documentary research, focus groups and workshop design.

The project continues in a deliberate fashion, with a focus on communication and consultation amongst interested graduate students, IBPOC committee members, and the leadership of the Grad Program. The School intends to continue supporting this work with additional RA funding, to extend the workshop program in Phase 1.

Indigenous student recruitment

1. Beginning early in 2021 and 2022, School Directors have worked directly with the FCAT Dean and Andrea Barbera (FCAT Director of Student Affairs) to create long-term plans for recruiting and supporting Indigenous undergraduate and graduate students. This has included work with various offices across SFU (i.e., the First Nations, Métis & Inuit Student Association (FNMISA), which provides a variety of supports and resources to First Nations, Métis, and Inuit (FNMI) students), and working with SFU's (2021) newly designed Indigenous recruitment materials for distribution to potential students that features and celebrates Indigenous stories.
2. The School has also participated in new recruitment opportunities. In Fall 2021, for instance, FCAT Signed an MOU with Nechako Lakes, School District 91 (SD91), where 40% of the youth population in Indigenous. Since then, CMNS and SIAT co-op students have collaborated to develop and facilitate a digital literacy workshop for several SD91 elementary and high school classes. Future activities in development include a professional development day for SD91 teachers, a visit to Vanderhoof to provide in-person presentations, and a reciprocal invitation for SD91 high school students to visit SFU campuses.
3. In Fall 2022, FCAT has hired three Indigenous peer mentors. These students (undergrad students from CMNS, SIAT and SCA, respectively) will coordinate activities to foster welcoming and

	inclusive campus environments. The mentors will also participate in select recruitment activities.
1.1.2 Graduate Program	
A) One-Year, non-thesis-based M.A. The action recommended is for the development and implementation of a one-year, nonthesis-based M.A. This has been on the School's agenda and the Graduate Studies Committee (GSC) will be asked to bring forward a concrete proposal and implementation plan.	<p>The Graduate Program Committee began exploring options for a non-thesis MA program in the Spring of 2020. Following a survey of non-thesis MA programs at SFU and other institutions in Canada, and extensive consultation with Graduate Chairs in other units as well as faculty and graduate students in the School of Communication, the GPC developed a proposal for a four-semester, cohort-based, MA project option focused on theories and methodologies of communication research for social change.</p> <p>In the MA Project stream, students will complete five courses and a project capstone which is examined by two readers. As part of this proposal, the GPC also developed a new course proposal for students enrolled in this curricular stream, <i>Communication Research for Social Change</i> (Cmns 849). Together with Cmns 848 (<i>Communication and Global Social Justice</i>, to be offered each Fall Semester), Cmns 849 (to be offered each Spring Semester) will anchor the new MA project option stream.</p> <p>All necessary program changes required for the Communication Research for Social Change MA project option, inclusive of the course proposal for Cmns 849, were approved by the School in February 2022 and by the FCAT GSC in March 2022. Applications for the MA Project stream will begin in Spring 2023 for a Fall 2023 launch. Promotion of the MA Project option stream are being developed and rolled out, including in-person and virtual information sessions; advertising by email, in online publications, and through social media; and through short videos to be produced and circulated via the School and faculty's social media channels.</p>
B) Annual progress reports. The action recommended is for a School-situated annual progress report process for all M.A. and Ph.D. students. While progress report process is of course, a	Each year the Graduate Progress Report system is deployed, which calls for students to describe the work they have completed and for their supervisors to provide an evaluation of the student's progress.

<p>requirement of the Office of the Dean of Graduate Studies, the recommendation proposes a review and if necessary, an implementation of an additional School-based annual progress report.</p>	<p>This process normally and ideally runs early each Summer term, but has occasionally been delayed to early Fall. This year’s progress reporting is under way and expected to be completed by the end of November 2022.</p> <p>Rather than develop a different School-level initiative to date we have aimed to highlight the significance of progress reports to help support student progress through program. The School has also regularized communication, addressed expectations and worked to support faculty and students to complete Annual progress reports.</p> <p>The School is also considering conducting a faculty and grad student survey and review of our current process to determine if an additional CMNS-specific layer or complement to the existing process is needed.</p>
<p>C) Integration between Global Communication M.A. (GCMA) and “Standard” M.A. programs. The action recommended for overlapping recommendations with regard to the relationship (administrative and academic) between the GCMA and the main M.A. program. This can only be articulated and determined in the context of the scheduled review this year of the GCMA. This review will focus on the quality and degree of integration with the main M.A. program and in broader terms, the long-term viability of the GCMA. The recommendation is that discussions proceed between the School and the GCMA on the issues of administrative and pedagogical integration before any agreement on a plan to transition into a more integrated M.A. program be undertaken. The action on this recommendation is the review referred to above directed by the Director of the School, the GCMA Director, faculty members of the School, and the Dean, FCAT.</p>	<p>Due to complications that resulted from the COVID-19 pandemic as well as financial shortfalls in reaching 10-year program goals, after 18-months of discussions internally, the School of Communication and the Communication University of China made the difficult decision to suspend permanently the Global Communication M.A. (GCMA) program. The internal SFU process needed to formally cancel a program is under way.</p> <p>The School continues to be interested in supporting the development of collaborative international graduate degree programs, and it is our hope that such opportunities will arise in the years ahead.</p>
<p>2. Research 2.1 Action to be taken</p>	

<p>A) Space for research collaboration. This recommendation emphasizes the ongoing development of a ‘cohesive culture of research’. Key to this recommendation is the issue of “collaborative research”. Action to be taken involves the development or optimization of research space available for collaborative research initiatives (may include “flex” labs, research assistant accommodation, and general infrastructural considerations.</p>	<p>The development of faculty and graduate student research lab space continues, with a specific focus on the conversion of Rooms 3505 (formerly, GCMA Student Lounge), 3510 (formerly, Y Zhao’s office) and 3520 (formerly, ACT Lab) into flexibly, open spaces, to support research meetings, interviews and focus groups, presentation and some technical resources. Discussions about the design, furnishing and funding for these renovations continue with FCAT, the Laurie Anderson, Executive Director of SFU Vancouver Campuses, School faculty and SFU Facilities. The School has also recruited a second Associate Director, Dr. Milena Droumeva, for 2022-2024 and part of her responsibilities will include helping to lead the planning, implementation of the renovation plan for these two lab spaces.</p> <p>The School’s Media Lab/Studio on the 7th Floor of TASC 2 has now been returned to the School, following the completion of the renovation of FCAT’s main office on the 7th Floor of TASC 2. Discussions about the renovation of the Media Lab/Studio space continue with FCAT, which will be covering the costs associated with the renovation and technical renewal of the Media Lab/Studio. Completion of the renovation and transfer of the Media Lab/Studio to the School is targeted for Summer 2023.</p>
<p>B) Critical praxis. This recommendation arises out of a recognition of the School’s emphasis on the seamlessness of critical and applied research. Action to be undertaken involves faculty discussions toward a more integrated and coherent, and possibly collaborative research trajectory that focuses on “praxis”, or applied research initiatives.</p>	<p>The School continues to work on the revision of our undergraduate and graduate curriculum to allow for greater opportunity to focus on ‘critical praxis’ or applied research initiatives in the School. Two aforementioned initiatives – the development of our new non-thesis MA Project stream in Communication for Social Change, and changes in our undergraduate curriculum to allow for great opportunities for applied learning – have been implemented to support these goals.</p>
<p>3. Administration 3.1 Action to be taken</p>	
<p>A) “Open culture” of collaborative governance. This recommendation recognizes the School’s current “open culture” of collegiality, collaborative governance, and participation, and proposes ongoing efforts and attention to maintain precisely the</p>	<p>The challenges of the COVID-19 pandemic were especially hard on School culture and our tradition of an open, collective and collaborative work environment. Having noted that, the School has worked with the staff team since our return-to-campus in 2021 to</p>

<p>quality and level of open, democratic governances. Actions will involve the following: a) an organized and rigorous approach to administrative mentorship; b) the introduction of an item of monthly School meetings dedicated to discussion of administrative governance issues, if needed or appropriate (university policies and procedures, planned or forthcoming administrative policy changes, relationship/coordination between School and university policy, and more).</p>	<p>generate a strong sense of School comradery and support. These goals have been supported by the efforts at staff inclusion, noted below, as well as through regularized meetings with School Managers, Advisors and Staff to assess professional development needs and opportunities. The School remains open to supporting these requests. Additionally, the School has implements regular ‘coffee gatherings’ in the School foyer to initiate a more personal connection across out team. These began in Fall 2021 and have continued.</p> <p>While School governance issues have been address through the review of our Governance Document in 2021 and 2022, we will continue to build a more supportive and responsive work culture by implementing a regular discussion of governance issues in Managers and Advisor monthly meetings, beginning in 2023.</p>
<p>4. Working Environment 4.1 Action to be taken</p>	
<p>A) Communications and staff inclusion. This recommendation proposes greater levels of inclusion with regard to “intra-school communications. Action to be undertaken involves the Director (in consultation with the Director’s Advisory Group and a staff representative) working toward a more frequent, comprehensive, and inclusive dissemination of internal School communications.</p>	<p>In regard to Communication and inclusion within the administrative staff team (intra-group communication), the School has undertaken a number of actions, including:</p> <ol style="list-style-type: none"> 1. Implementation of regular weekly meetings with the Director and the School Managers for brainstorming, planning, prioritizing, sharing information and ideas, high level project discussions and goal setting in alignment with FCAT, SFU and CMNS strategic plans. Information is then shared with broader team for implementation and execution as appropriate (dissemination of information to and inclusion of all staff members). 2. Once CMNS advising team were reassigned back to the School (2020), reports directly to the School Manager, regular monthly meetings with the School Director have been implemented. Regular meetings between the School’s Advising team and FCAT’s Director of Student Affairs continues. 3. Regularization of bi-weekly staff meetings are held to provide opportunity for knowledge and information sharing. The

	<p>meetings are also used for professional development opportunities where economies of scale are realized through group training sessions (eTRACS training, adobe acrobat, sonic studio tours etc.). Recently a group walking meeting was conducted as a means of team building and resulted in very engaged and meaningful discussion on staff work, goals, expectations and more.</p> <ol style="list-style-type: none"> 4. The School Governance Document review process included renewed faculty support for retention of staff representation and voting privileges on faculty search and other administrative committees. 5. Appreciation barbecues were held during the summer months for staff and faculty working on campus in recognition of contributions made during the pandemic and the commitment to returning to on campus work and learning. 6. Review/revision of staff job descriptions to better align with School and with a clearer, more defined and equitable division of responsibilities. 7. Implementation of MS Teams for more efficient communication among CMNS staff and faculty, FCAT and SFU community members and teams. This has been especially helpful when staff members work from home or at other SFU campuses. 8. Rotational service on the South East Campus Safety Committee and The Shrum Building Emergency Evacuation Team to further strengthen team bonding and the commitment to upholding a safe workplace. <p>In addition, measures have been undertaken to support communication and inclusion between administrative staff team and faculty members, with the aim of fostering a respectful, collegial, productive and progressive workplace. These include:</p> <ol style="list-style-type: none"> 1. Implementation of a maximum 72-hour response time to acknowledge all emails and requests. Action and/or completion time will vary depending on the nature of the
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	<p>email/request and whether or not other parties, external to CMNS are involved.</p> <ol style="list-style-type: none"> 2. As part of the 2022 School Strategic Retreat, small representative groups comprised of both faculty and administrative staff were tasked with addressing concerns around perceived contentious interactions between members of these two groups. The intent was to cultivate strategies for positive, productive, meaningful and respectful workplace culture. 3. Plans are underway to clearly identify roles and responsibilities of each staff member on the School website for ease of task navigation.
<p>B) 3rd Floor Renovation, Vancouver campus. This recommendation is a recognition of the importance and the urgency of a complete renovation of the 3rd floor open area of the School's Vancouver campus space. The major action required is the drafting of a Project Charter for an application for funding from the Capital Projects Steering Committee (CPSC) for the October 2019 deadline. Preliminary work has started on the Project Charter. Additional funding will be pursued from the Executive Director of the Vancouver campus who in fact, is consulting with the School on the Charter initiative, and from FCAT. Additionally, a preliminary design has been developed in a consultation process involving to date, the Associate Dean, FCAT, the Associate Director of CMNS, the Manager, Facilities Services, Vancouver campus, and the Project/Design Manager, Vancouver campus. The renovated open area will be designed for the needs of both undergraduate and graduate students in Communication and for other students at the Vancouver campus.</p>	<p>In 2018-19, Dr. Martin Laba, represented the School in a Graduate Student Lounge/Work Area renovation (Area 3500HC) in the School's 3rd Floor footprint at SFU Harbour Centre, Vancouver. He worked with Laurie Anderson, Executive Director, SFU Vancouver, and Mat Cocuzzi, Associate Director, Facilities Services, and Augustin Tretinik, Project Manager, both at the Vancouver campus. The renovation included a redesign and build, painting, some new lighting, artwork, and new furniture. Funding was largely provided by SFU Vancouver, as part of a "student experience" budget, targeted at expansion of student work and lounge areas at the Vancouver campus.</p>

Dean's Comments on the Mid-Cycle Report

I commend the School of Communication on their dedicated work since their external review. They have made significant strides in addressing key objectives moving forward.

Undergraduate Program: The school has done a large amount of work to further develop the role of applied communication within their undergraduate curriculum including a curriculum review and modification process; these efforts are highly commendable and have taken significant amounts of teamwork and collaboration within and beyond the school.

I also applaud the school in their efforts to improve TA training and recognition. I think the school has taken appropriate steps around creating mentorship and training opportunities for those interested.

The school was asked to increase community engagement within undergraduate curriculum; this has been postponed due to the pandemic. I am supportive of this shift in priorities due to the pandemic and look forward to the school's upcoming progress on this initiative.

The school continues to work towards reconciliation. The FCAT Dean's Office supported the school with an open rank Indigenous faculty position, and I am optimistic that they will find a strong hire. I also applaud the efforts to support Indigenous faculty within the school; this is key for supporting current and future hires in terms of ongoing support and retention.

The FCAT Dean's Office plans to continue to support the school's efforts on the recruitment of Indigenous students through partnerships with school districts, Indigenous peer mentors, etc.

Graduate Program: I am looking forward to seeing the future project-based MA stream on Communication for Social Change. I believe it is a very important aspect of moving the Master's program forward for better alignment with community-engaged research.

I support the school's continued use of Graduate Progress Reports and their decision to utilize these reports as a means to support graduate student progress through their program of study. I feel this is appropriate in place of developing an additional school-based annual progress report.

I support the school's canceling of the Global Communication MA and feel this decision was made after appropriate deliberation and consultation.

Research: As planned, the FCAT Dean's Office will continue to support costs associated with renovating media lab and studio space in TASC2. The FCAT Dean's Office will also be working with the school on their plans for renovating graduate student labs and space at Harbour Centre. While budgets are constrained, we will do our best to support these important updates.

Working Environment: The school's efforts on increasing the dissemination of information throughout the school are highly noteworthy. This has included the addition of meetings, staff restructuring, and processes/time frames around communication. I thank the school's leadership team on working diligently to increase morale within the school and foster comradery. This has not been an easy task to accomplish over the past couple of years as we went through the pandemic and then engaged in a return-to-campus. Through my interactions with faculty and staff, I have seen an increased sense of collegiality in the school as a result of the changes that have been made.

Dean's Signature



Date

Nov 1, 2022

Report Mid-Cycle Assessment Plan Reporting Template

Unit: School of Communication

Contact Person: Stuart Poyntz, Director, School of Communication

Date:

This template is designed to help units report on their Educational Goals Assessment for the mid-cycle reporting period. *(Textboxes will expand as you type)*

- 1) Who were the members of your Educational Goals Assessment team? Please outline who has worked on the assessment.

Fred Lesage
Manjeet Gill
Aleena Chia (Resigned from University)
Dave Murphy
Siyuan Yin
Victoria Thomas
Enda Brophy (Graduate)
Jason Congdon (Graduate)

- 2) Did your unit revise or update your Educational Goals and/or your Curriculum Map? Please outline any changes you made.

Yes, we completed an extensive revision of the Undergraduate curriculum map.

Phase 1 Curriculum Review

- Introduced CMNS 120
- Shifted to CMNS unit minimum prerequisites for all lower-division courses
- Reduced the number of 2nd year courses offered
- Revised all program requirements to reflect the above three changes

- Completed pilot of CMNS 286 and submitted CMNS 215 – Media & Identity

Phase 2 Curriculum Review

- Created a series of 6 new 3rd-year topics courses.
- Shifted to CMNS unit minimum prerequisites for all upper-division courses
- Reduced the number of 3rd year courses offered
- Revised all program requirements to reflect the above three changes

Devolution of CODE & NoW

This work has been underway and the School is now preparing to offer initial versions of a Blended course in Spring 2023.

WQB review

The School continues to participate in the University-wide review of the WQB program.

Regarding the School's Graduate Program, we have:

Implemented a review of methods training in our Graduate Program. In support of this, in 2021/22, Dr. Katherine Reilly and Pippa Adams conducted a 10-year historical analysis of students' use of various methods in their dissertation research. This study was then reviewed by faculty and is being used to assist in the recalibration of CMNS 801, the School's required Methods course for thesis and dissertation-based Graduate degrees.

3) Did you change any aspects of your Assessment Plan from your Action Plan? Please outline any changes you made.

Please note that the School has adjusted our Educational Goals and Evaluations plans for two reasons. First, as a consequence of the COVID pandemic and associated changes in program delivery since Spring 2020, the School has focused on a series of related changes and updates to our Educational goals and planning. We have reflected these changes and focus in the following review of our activities. Second, with a series of changes in senior leadership in the School over the past two years, we have made very little progress on the assessment of the Educational Goals outlined as part of our 2019 External Review. We have not ignored these goals but they were not shared with the Undergraduate and Graduate Chairs until mid-Summer of 2022 and thus action on them has been limited. Below we have outlined the goals and assessment work we have undertaken and also noted where future work will focus as we prepare for our External Review in 2026.

4) Please use the table below to outline the assessment you have done to date. Add or delete any rows as needed.

With specific regard to the School’s Undergraduate Program, we have:

Educational Goal 1: Reviewing faculty teaching priorities		
<p>Description of Assessment Method(s):</p> <p>Survey faculty</p> <p>When did you collect the data?</p> <p>Spring 2020</p>	<p>Describe Key Findings, Analysis and Interpretation:</p> <p>Top 5 themes collected: “Describe your vision of the School’s curriculum.”</p> <ol style="list-style-type: none"> 1. Student-centered 2. Too many second-year courses lacking directional purpose 3. Contemporary Issues / Theoretical / Critical communication studies <p>Top 5 responses collected: Theoretical traditions and research methods taught in the school.</p> <ol style="list-style-type: none"> 1. Media studies 2. Cultural studies 3. Feminist scholarship 4. Science and Technology Studies 5. Textual Analysis 	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <p>Initiated a full-scale curriculum review</p>
Educational Goal 2: Simplifying curriculum to facilitate student progression – Phase 1		
<p>Description of Assessment Method(s):</p> <p>Document analysis used to review course prerequisites and course offerings</p> <p>When did you collect the data?</p>	<p>Describe Key Findings, Analysis and Interpretation:</p> <p>Prerequisite structure is too complicated.</p> <p>Too many key courses taught by sessional faculty.</p> <p>Too many lower-division courses on the books.</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <ul style="list-style-type: none"> • Introduced CMNS 120 • Shifted to CMNS unit minimum prerequisites for all lower-division courses • Reduced the number of 2nd year courses offered

September to October 2020		<ul style="list-style-type: none"> Revised all program requirements to reflect the above three changes Completed pilot of CMNS 286 and submitted CMNS 215 – Media & Identity
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Educational Goal 3: Simplifying curriculum to facilitate student progression – Phase 2

<p>Description of Assessment Method(s):</p> <p>Document analysis used to review course prerequisites and course offerings</p> <p>When did you collect the data?</p> <p>January to April 2021</p>	<p>Describe Key Findings, Analysis and Interpretation:</p> <p>Too many upper-division courses on the books.</p> <p>Courses not regularly offered.</p> <p>Too many key courses taught by sessional faculty.</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <ul style="list-style-type: none"> Created a series of 6 new 3rd-year topics courses. Shifted to CMNS unit minimum prerequisites for all upper-division courses Reduced the number of 3rd year courses offered Revised all program requirements to reflect the above three changes
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Educational Goal 4: Devolution of CODE & NoW to School of Communication

<p>Description of Assessment Method(s):</p> <ul style="list-style-type: none"> One-on-One consultation with 1st-year course instructors to develop strategy. Review CODE enrollment data over 5 year period (2016-2021). Working with CEE to develop approach to 1st-year OL courses based on 1st-year course instructor consultation. <p>When did you collect the data?</p> <p>April 2021</p>	<p>Describe Key Findings, Analysis and Interpretation:</p> <ul style="list-style-type: none"> CMNS senior student (90 or more credits) <ul style="list-style-type: none"> Mostly CMNS 453. No other upper division OL courses CMNS junior student (89 or fewer credits) <ul style="list-style-type: none"> Also mostly CMNS 453 (with 253 in second place) Non-CMNS student <ul style="list-style-type: none"> Mostly CMNS 110 and 130 A total of 134 students declared as CMNS students after taking CMNS 110 or 130 	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <p>Worked with CEE to convert existing CODE courses into OL courses.</p>
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Educational Goal 5: WQB Review

<p>Description of Assessment Method(s):</p> <p>NA</p> <p>When did you collect the data?</p> <p>NA</p>	<p>Describe Key Findings, Analysis and Interpretation:</p> <p>We are unable to properly address WQB requirements for our students (particularly at the upper division level) because of the current moratorium on implementing new WQB courses.</p>	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <p>Simplified the number of W courses in the curriculum.</p> <p>Ensured that existing W courses are properly resourced.</p>
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With specific regard to the School's Graduate Program, we have:

Educational Goals 1-3: Knowledge of the theoretical and methodological foundations of Communication Studies (please note, the reflections below reflect the School's actions with regard to the development of critical analytic methodological skills and methods training.)

<p>Description of Assessment Method(s):</p> <ul style="list-style-type: none"> Historical review using interviews, focus groups and content analysis of the methodological focus in PhD dissertations in the School from 2010-2021, with a specific focus on method areas, fit with our current graduate methods course and changes over time in student focus. 	<p>Describe Key Findings, Analysis and Interpretation:</p> <ul style="list-style-type: none"> A clear emphasis on multiple methods, with a strong emphasis on qualitative methods, including discourse analysis, interview, focus groups, case studies and ethnography. A clear but minor interest among graduate students in quantitative methods. 	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <p>Insight from this research is being used to inform revision of CMNS 801, the Schools Graduate Methods course, as well as to support the development of a second methods course focused on community-engaged research and social change.</p>
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Educational Goal 4 and 5: Training in Communication theory, including elective courses in core areas of Communication research.

<p>Description of Assessment Method(s):</p> <ul style="list-style-type: none"> Collection and content analysis review of graduate course syllabi across the curriculum, to assess for range of theoretical training, major course literatures and to identify redundancy Course syllabi have been collected through 2021 and 2022 	<p>Describe Key Findings, Analysis and Interpretation:</p> <ul style="list-style-type: none"> We are not yet in a position to report on findings. The analysis of syllabi will be conducted over Spring and Summer 2023, with the aim of sharing the analysis and interpretation of results with faculty. We will implement changes to course syllabi, beginning in Fall 2023. 	<p>What improvements have been made, or potential improvements considered, as a result of this assessment?</p> <p>This work will continue in 2023 and 2024.</p>
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Educational Goal 6 and 7: Training in combining sub-disciplinary knowledge, and providing training in public engagement and organizing.

Description of Assessment Method(s):	Describe Key Findings, Analysis and Interpretation:	What improvements have been made, or potential improvements considered, as a result of this assessment?
<ul style="list-style-type: none"> We have combined training in sub-disciplinary knowledge with a review of the School's Comprehensive exam process, to review the creation of comp exam definitional areas and the role of a range of literatures as part of exam reading lists. 	<ul style="list-style-type: none"> We are not yet in a position to report on findings. At present we are recruiting a PhD student to undertake research on best practices for comprehensive exams, including how to manage disciplinary boundaries for the inclusion of sub-disciplines in comp exams. We would note, that in addition to this work, the School does provide the following resources to support student public engagement: <ul style="list-style-type: none"> The School hosts an annual workshop to support students in applying to conferences and presenting at conferences CMNS Graduate students organize their own annual graduate conference and publish conference papers in the Stream journal The School has initiative the Intellectual Currents program (a brown-bag like event) where students are encouraged to present their work in conjunction with faculty presentations. 	<p>This work will continue in 2023 and 2024.</p>

5) Please use the table below to update your assessment plan for the coming period before your next External Review. Add or delete any rows as needed.

PLEASE NOTE, we have used the following chart to document the work on Educational Goals still to be done in our Undergraduate Program.

<p>Educational Goal 1: <i>Demonstrate a broad knowledge of essential communication theories, processes, technology, and history.</i></p>			
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<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>10% of final course papers, exams and major projects will be examined from each of the following courses, CMNS 110, 201, 310, 410 and 425</p>	<p>What would indicate that students had met the EG?</p> <p>Students can describe intellectual debates and contested assumptions relevant to the field of communication.</p> <p>Students understand the historical, political, cultural, and socioeconomic foundations of communication.</p> <p>Students have a working knowledge of major contemporary and historical communication technologies.</p> <p>Students have developed critical analysis proficiencies allowing them to construct and deconstruct narratives, discourses, and arguments along theoretical, methodological, and normative lines.</p>	<p>Is this direct or indirect?</p> <p>Direct Assessment</p>	<p>When do you plan to collect the data?</p> <p>2023 -2024</p>
<p>Educational Goal 2: <i>Demonstrate the ability to develop and implement communication research</i></p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>10% of final course papers, exams and major projects will be examined from each of the following courses: CMNS 201, 202, 325 and 362</p>	<p>What would indicate that students had met the EG?</p> <p>Students can formulate research questions based on communication problems.</p> <p>Students can access, evaluate, and synthesise existing communication research.</p> <p>Students can apply multiple communication research methods to answer research questions.</p> <p>Students can formulate original arguments based on research evidence.</p>	<p>Is this direct or indirect?</p> <p>Direct Assessment</p>	<p>When do you plan to collect the data?</p> <p>2023-2024</p>
<p>Educational Goal 3: <i>Demonstrate the ability to apply knowledge to practical communication settings</i></p>			

<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>10% of final course papers, exams and major projects will be examined from each of the following courses: CMNS 226, 258, 327, 426 and 425.</p>	<p>What would indicate that students had met the EG?</p> <p>Students can apply theories and research to help solve communication problems.</p> <p>Students can design and implement communication interventions or programs in specific practical settings (i.e. internal communication strategies for a non-profit organization).</p> <p>Students can use various software programs for developing communication materials (i.e. image and sound editing, statistical analysis, qualitative coding).</p> <p>Students can apply transdisciplinary approaches to research questions.</p>	<p>Is this direct or indirect?</p> <p>Direct Assessment</p>	<p>When do you plan to collect the data?</p> <p>2023-24</p>
<p>Educational Goal 4: <i>Demonstrate engaged and empathetic citizenship</i></p>			
<p>Description of Assessment Methods: (e.g. Term paper from Course X, will randomly sample 20% of student work; exit survey of graduating students)</p> <p>10% of final course papers, exams and major projects will be examined from each of the following courses: 215, 327, 425, 452 and 454</p>	<p>What would indicate that students had met the EG?</p> <p>Students can demonstrate critical awareness of social justice locally and globally.</p> <p>Students are aware of issues of inequality, oppression, justice, and freedom and how they are related to communication.</p> <p>Students can demonstrate engagement and active involvement with communities, issues, and causes at all levels of society.</p> <p>Students can participate and contribute to local and global environmental concerns.</p>	<p>Is this direct or indirect?</p> <p>Direct Assessment</p>	<p>When do you plan to collect the data?</p> <p>2023-24</p>

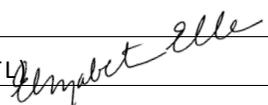
6) How do you plan on sharing your findings within your unit?

Through School meetings, the Undergraduate and Graduate Curriculum Committees and a School Retreat, scheduled for Fall 2023.

7) Assessment Timeline

Next External Review: 2026.

MEMORANDUM

ATTENTION:	Stuart Poyntz, Director, School of Communication
FROM:	Elizabeth Elle, Vice-Provost, Learning & Teaching (for SCUTL) 
RE:	School of Communication Mid-cycle Educational Goals Assessment
DATE:	March 20, 2023

The Senate Committee for University Teaching and Learning has recently been charged with providing feedback to units in their mid-cycle assessment of Educational Goals. Your School is to be commended for your extensive review and updating of curriculum as reported in your mid-cycle report.

Some of your reporting is focussed on School of Communication goals, rather than educational goals (EGs), in spite of your use of the current EG reporting template. Towards the end of your report you have copied in the assessment plan from the Action Plan after your last external review—we are glad to see this is still being considered, and acknowledge that with the great changes in CMNS it hasn't yet taken form. We have a few comments for your consideration regarding this plan.

CMNS has an appropriate number of EGs and you've done thoughtful work to break them into sub-goals that can be mapped onto particular courses where specific assignments (exams, written assignments) can be considered for assessment. This is to be commended. The difficult step for you may be moving to action on what is a very ambitious plan. We remind you that you do not need to assess every goal in every year, though ideally by the end of a 7-year cycle you would have touched on all of them. Instead of considering all EGs, we encourage you to consider which of your goals are of interest to your School at this moment. What would help to inform your curriculum renewal efforts? You might consider visiting our dedicated [educational goals website](#) to help you with the "define" stage, and choose a small number of the existing EGs for your attention between now and your next external review.

In your assessment plan you note that you may consider deeper analysis of a portion (10-20%) of the exams and term papers in particular courses. One idea to consider that is being done by other units, is to use existing rubrics (if available) from how these assignments are currently marked to provide the information that you need. This method has been found to reduce the work involved in EG assessment while providing rich information for units to work with.

You also mention the possibility of doing exit surveys, which we agree can be very useful, alongside some work to refine just what you would like to learn from EG assessment. We encourage you to reach out to LEAP, the [Learning Experiences Assessment and Planning](#) group in the AVP-LT portfolio (email them at: leap@sfu.ca). There are staff on the team with expertise in assessment and survey analysis, and they are here to help you.