SFU OFFICE OF THE
VICE-PRESIDENT, ACADEMIC

MEMORANDUM

ATTENTION: Senate	TEL
FROM: Jon Driver, Vice-President, Academic and Provost *pro tem*, and Chair, SCUP	
RE: External Review of the School of Communication (SCUP 19-31)	
DATE: November 13, 2019	TIME

At its October 23, 2019 meeting, SCUP reviewed and approved the Action Plan for the School of Communication that resulted from its External Review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion:

That Senate approve the Action Plan for the School of Communication that resulted from its External Review.

c: J. Marontate
       O. Underhill

SIMON FRASER UNIVERSITY   ENGAGING THE WORLD

SFU

OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

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MEMORANDUM

ATTENTION	Jon Driver, Chair, SCUP	**DATE**	October 7, 2019
FROM	Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic	**PAGES**	1/1
RE:	Faculty of Communication, Art and Technology: External Review of the School of Communication		

Attached are the External Review Report and the Action Plan for the School of Communication. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:
"Members of the School, including teaching staff, administrative support staff, and students at both undergraduate and graduate levels have helped to cultivate a healthy organizational culture…We see a diverse and dedicated group of faculty members enjoying their work, and carrying out research that aligns with all six of the University's strategic research challenges. The School Director, with help from senior and junior colleagues as well as support staff, has established a well-functioning structure with a fair internal division of labor that is also supported by the Faculty and the University…undergraduate and graduate students are proud of being members of the School, where they receive a high-quality education."

Following the site visit, the Report of the External Review Committee* for the School of Communication was submitted in May 2019. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Communication, Art and Technology, the Director of the School of Communication and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the School and the Dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the School of Communication that resulted from its external review.

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*External Review Team:
     Jenny Burman, McGill University (Chair of External Review Committee)
     Jack Linchuan Qiu, Chinese University of Hong Kong
     Carman Neustaedter (internal), Simon Fraser University

Attachments:
     1.   External Review Report (May 2019)
     2.   School of Communication Action Plan
     3.   School of Communication Educational Goals Assessment Plan

cc   Owen Underhill, Dean, Faculty of Communication, Art and Technology
     Janet Marontate, Director, School of Communication

External Review Committee Report:
The School of Communication at Simon Fraser University

Submitted to:

Office of the Vice-President, Academic, Simon Fraser University

Submitted by:

Dr. Jenny Burman (Chair), Associate Professor, Communication Studies, McGill University
Dr. Jack Linchuan Qiu, Professor, School of Journalism and Communication, the Chinese University of Hong Kong

May 27, 2019

Executive Summary

Members of the School, including teaching staff, administrative support staff, and students at both undergraduate and graduate levels have helped to cultivate a healthy organizational culture since the last review that is democratic, inclusive, and productive. We see a diverse and dedicated group of faculty members enjoying their work, and carrying out research that aligns with all six of the University's strategic research challenges. The School Director, with help from senior and junior colleagues as well as support staff, has established a well-functioning structure with a fair internal division of labor that is also supported by the Faculty and the University. The new School manager is making improvements to the administrative system. Undergraduate and graduate students are proud of being members of the School, where they receive a high-quality education. Members of the undergraduate Student Union joined efforts to re-brand the School through events and social media. The School will continue to deliver critical scholarship and engaged training in critical studies of digital media, communication and democracy, and global citizenship, provided it receives additional material support from the University.

Introduction

Established in 1973, the School of Communication (CMNS) is among the top communication and media studies programs in Canada and among the largest units at Simon Fraser University (SFU). CMNS goes through an institutional review by external reviewers approximately every seven years. This External Review Committee was constituted in spring 2019, originally consisting of Dr. Karim Karim (Chair), Professor, the School of Journalism and Communication, Carleton University; Dr. Jenny Burman, Associate Professor of Communication Studies, McGill University; and Dr. Jack Linchuan Qiu, Professor, the School of Journalism and Communication, the Chinese University of Hong Kong; with Dr. Carman Neustaedter, Director and Associate Professor, the School of Interactive Arts and

Technology (SIAT) at SFU serving as an internal member of the Committee for the duration of the site visit. Due to an emergency, Dr. Karim could not join the site visit and had to withdraw from this review exercise. Dr. Burman agreed to serve as Chair of this committee, and she and Dr. Qiu would like to express gratitude for the very generous assistance provided by Dr. Neustaedter during the review process.

The Committee conducted site visits to SFU's Burnaby and Vancouver (Harbour Center) campuses between April 3-5, 2019, when it met members of the SFU leadership, the Dean of the Faculty of Communication, Art and Technology (FCAT), CMNS faculty and administrative staff, CMNS students at undergraduate and graduate levels. Prior to the visit, SFU had provided the Committee with guidelines, strategic plans and institutional reports at the University level as well as CNMS's self-study document, faculty CVs, and the academic plan of FCAT. During the visit, the Committee was given opportunities to interact with members of CNMS through formal meetings of various sizes, an informal reception at the Diamond Alumni Centre, as well as email, phone call, and teleconferencing with members of the School who were not physically present. After the visit, the Committee was provided with more documents that inform this report.

The Quality of the Unit's Programs

The School's Undergraduate and Graduate Programs:

The School of Communication's (CMNS) undergraduate and graduate programs are of high quality and function very well given the resources allotted to the School by FCAT and SFU. We will focus in this section on the undergraduate program, which has the highest faculty-student ratio on campus (45:1), while historically receiving lower than average funding per student (the lowest in FCAT, although the Faculty receives the money generated by enrollments). The new hires made this year, 3 tenure-track and 1 full-time lecturer, will improve that ratio somewhat, and we understand that the Dean of FCAT is changing the funding weighting across units in FCAT (in CMNS's favour). Increased funding is critical if this unit, which has doubled in size in the last 10 years, is to accomplish its short and long-term goals of improving student experience and applied learning opportunities. Both students and faculty members want the School to improve access to the applied, hands-on dimension of the program, which sets SFU's School apart from other communication departments. This will require more resources from the Faculty and University, via direct funding and infrastructure.

Better times to completion at the undergraduate level will free up more revenue, and Dean MacNamara presented ideas about creating different pathways to completion in four years. The Dean's analysis of completion data showed that the combination of high enrollments and underspending on students has created problems for access and completion, which must be addressed. Currently it is difficult for many students to complete their degree in four years, and they often earn unnecessary extra credits because they cannot access courses when they

need them (credits earned over 120 do not bring funding for the Faculty or School). This presents particular problems for Indigenous students, who only receive four years' funding from band councils. **The School should formalize a plan to enable every major in CMNS to graduate in four years.** This may involve making new policies regarding course access (including curbing access to non-CMNS majors), and/or changing prerequisites. FCAT has reviewed and improved training for undergraduate advisors, which will help undergraduates plan their path through the program. The Dean also pointed out the importance of proactively recruiting strong domestic students, which would mean cultivating new relationships to bring in different constituencies. Recruiting Indigenous students may require building bonds with communities and families, and working to pitch the benefits of an SFU School of Communication degree.

The School currently offers 66 undergraduate courses per year: 2 in year 1, 14 in year 2, and 25 in each of years 3 and 4. Both the undergraduate program director and the school's director found this to be a manageable number (streamlined somewhat since the last external review). The majority of courses are taught by full-time faculty members, which is commendable and represents a vast improvement over the last decade (with the exception of 3rd year courses[1]). Some 7000 students took CMNS courses in 2017-18, and there were 1586 majors and minors. Enrollment has plateaued since the last external review, and the School is able to handle the size of the undergraduate program with the increased faculty complement. However, the undergraduate director indicated a problem with bottlenecks in 3rd and 4th year courses, which contributes to the completion problem. The School needs to guarantee access to sufficient courses in the 3rd and 4th years, as part of the above-mentioned plan to ensure completion in four years. The self-study report also pointed to the problem with bottlenecks (p. 73).

The School's previous external review recommended a strong emphasis on "teaching for praxis". The School's self-study report shows a strong desire to implement this, including a shift toward a student-centred 'portfolio approach' to showcase applied learning. It is the committee's opinion, however, that the School requires more infrastructural support and funding from SFU to flourish in that regard.

Curriculum: The School has been moving toward a focus on critical and applied approaches to global and digital cultures, in tandem with increasing and updating its faculty complement. Curriculum at the undergraduate level has diversified, and it will continue to do so as the School hires professors for Fall 2019 who work in critical transnational approaches to

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[1] The self-study report gives as a reason for this: "3rd year is taught more by LTIs due to large courses like CMNS 304, 321, & 323" (p. 73). That does not seem like a solid argument in itself, and perhaps more of these courses can be taught by full-time faculty when the unit reduces their teaching load by one course. At present, according to the undergraduate program director, 8 large 3rd and 4th year courses are being taught by a single limited term instructor. This seems to us unsustainable in the long run, and it would be preferable for 3rd year students to get similar access to full-time faculty members so as to cultivate relationships and profit from faculty expertise throughout their degree.

technology and whose research and teaching bridge theory and practice. As "part of an extensive methods curriculum renewal process", the School moved from 3 (of which students chose 2) to 2 mandatory methods courses, CMNS 201 & 202 (p. 73). This process transformed the content of methods teaching and crucially, added lab-based instruction. However, it appears to be challenging to secure the lab and instructor resources needed to service mandatory courses with a lab component: a clear instance when applied teaching is hampered by infrastructural limitations.

The UPD, as well as the undergraduate students we met with, emphasized the need for more applied learning opportunities. According to the UPD, approximately 1/7th of enrolled students gain access to applied or lab-based courses, and there is no system in place for guaranteeing a given level of access to these courses. It is a disservice to students that some professors who run or will run labs in the School (e.g. Profs. Zhao and Chun) do not do any undergraduate teaching – or any formal teaching at all, if we understand correctly - and **we recommend that all full-time faculty members teach at least one course every year.**

The undergraduate curriculum adheres to the School's core values, as listed on p. 11 of the self-study report, with some room for improvement in the areas of applied teaching innovation and excellence, and active engagement with communities, organizations, and publics. We return below to the question of innovative and accessible applied teaching. As for active community engagement, this is something that students cherish (according to our meeting with undergraduate executive members, and the 2015 survey) and would like more of. **Integrating community engagement into curriculum should be actively encouraged by the Director and curriculum committee. This is very labour-intensive teaching – although sometimes productively integrated with research – and as such it needs to be recognized in the tenure and promotion process.** Integrating more community engagement into teaching would be greatly assisted by a community liaison staff member, whose job it would be to cultivate relationships with broader publics, and assist professors with logistical matters (or someone in the Co-op office could be given these responsibilities).

The undergraduate students we spoke to were very enthusiastic about the Co-operative Education program, and the program provides valuable opportunities for students to do degree-relevant paid work. It is unclear why there were 432 job postings but only 264 placements in 2018 (p. 69 self-study report): is the $800 fee considered prohibitive, even though the program leads to paid work? Are some job postings considered undesirable or unmanageable to students? Does participation in the program tend to extend time to completion? In any case, the Co-op program represents one important form of community engagement for the School's undergraduates, benefiting approximately 260 students per year.

Overall the student executive members expressed appreciation for the culture of the program, and their efforts to increase the sense of student belonging has been greatly assisted by the Digital Content Manager, hired in 2017. Together they have worked to build community through social media, to "rebrand" the student union (i.e. collaborating with a streetwear brand to market hoodies!) and encourage students to come out to events. They also encourage

student self-care through their #takeabreak contest, in which people are rewarded with small prizes for showing how they de-stress. We were especially impressed by their "Evolve" fall event, meant as a replacement for frosh week, which encourages participation from CMNS students in years 1-5. The students we spoke to feel adequately cared for in terms of health care, psychological counselling, and sexual assault first-line response on campus, which is no small matter.

In terms of room for improvement, the students reiterated what the 2015 survey showed: they would like access to more applied learning and practicum opportunities, and more bridge-building between the practical and theoretical parts of the curriculum. They said they often do minors in other areas to get more applied teaching, e.g. in business, SIAT, or publishing. This is not a problem in and of itself, but a CMNS major in a program that prides itself on the combination of theoretical and applied teaching should offer every student some applied practice within its curriculum. The Dean recommended that the School map alternative pathways to a CMNS major, which might include courses offered outside of the School that could count toward a major, e.g. Health Communication.

Students also noted that in their CMNS courses, the quality of the TAs is inconsistent: tutorials don't necessarily relate to course content (for example, some consist instead of student presentations only). This is a common problem across universities, since TAs are scarcely given more than an afternoon's worth of teacher training, but it is worth thinking about additional training (specific to the discipline and needs of the School) if the majority of CMNS courses employ TAs. One suggestion is to create a "best TA award", based on students' course assessments as well as feedback from instructors, which would amplify the positive influence of exemplary TAs. *We recommend implementation of additional TA training and consideration of a best TA award.*

We understand that historically, there have been equity problems in the distribution of large courses and required courses. These appear to have been improved, with greater transparency in assigning courses through the Course Assignment Planning committee, and a more equitable distribution across gender and rank. It is crucial that this continues through the next evaluation period and beyond, as a matter of equity and ethics (and in keeping with the social justice dimension that is part of the School's core values), and for the morale and culture of the faculty complement. The same applies to administrative and leadership roles (the "Comnomcom" is a positive development in this regard).

Applied learning: The School now offers 13 laboratory-based courses, "an essential component of our undergraduate learning experience" (p. 75, self-study report), which have a combined enrollment of 1000 students per year. This does not even cover the number of in-program students (majors and minors in CMNS), let alone the 7000 students who enroll in CMNS courses, resulting in an access deficit that has a direct impact on student experience. At the end of the section on the School's undergraduate program, the self-study report identifies four focus areas to maximize student experience: faculty contact, innovative pedagogy and curriculum, teaching infrastructure, and dedicated space. The School has

reviewed and renewed its curriculum substantially since the last review, and hired ten new faculty members (with an additional four, including a full-time lecturer, starting this coming fall). The new cohort will help to distribute graduate student supervision and increase overall student access to professors. However, support from the SFU leadership is needed to deliver the kind of applied learning and community the School wishes to keep building.

The Graduate Programs

According to the School's self-study report and our meetings with faculty members, the Graduate Program Director, and graduate student executive members, the most pressing concerns with regard to the graduate programs are as follows: completion and time to completion; enrollment size and capacity to fund students to an extent that recognizes the cost of living in Vancouver; recruitment of diverse students to work in particular sub-fields, e.g. transnational and Asian studies, Indigenous studies; integration of Global Communication MA and standard MA. We address these in turn, and offer recommendations about these and related matters.

Completion: There are several challenges relating to times to completion in the MA and PhD programs. The GPD lowered the intake of graduate students over the past few years, which increased average funding and had a positive impact on completion in some cases. A smaller cohort of graduate students will also help faculty members manage supervisory duties, although there needs to be a separate plan to attract graduate students to faculty members who are supervising very few. In the MA program as it stands, the time to completion is on average over three years, which is, as everyone seems to agree, unacceptable. If the program entailed training that would assist students in their careers, such as coop placements (theoretically available, we understand, but not used), extensive lab-based and/or community engaged learning, this might make sense. But it is largely a theoretical MA, and as such should take no longer than two years: one for course work, one for thesis. The School's leadership, supported by the Faculty, wants to move toward a one-year MA without thesis option. This makes sense, given the School's available resources and faculty. The challenge here will be to design a one-year MA that is pedagogically rich enough to prepare students for their next stage, whether that be doctoral study or non-academic communications work. If students in a one-year MA had access to, for example, one lab-based course, two seminars of no more than 25 students, and supervision of a capstone paper in the summer, the program would be both efficient and pedagogically interesting. If the program consisted of large classes and inadequate summer supervision (in a program where faculty are not known to be available in the summers), it would be efficient but poor quality. **We support the School's intention to transition the MA program into a one year, non-thesis-based program, provided a careful design that balances innovative pedagogy and efficiency.**

One of the traditional obstacles to completing a graduate degree on time in the School has been a culture of students taking only one course per semester, primarily to accommodate TA or RA work. This has changed recently however, with the 2018 Policy & Procedures Handbook outlining a timeline with two courses per semester. At the PhD level, students take

five courses. **We strongly recommend that one of these courses be a PhD colloquium, to be taken in the first semester and involving little writing (graded on Pass/Fail basis).** In this colloquium, many things could happen to better acquaint students with faculty research, deliver necessary program information[2] and grant-writing assistance, strengthen the cohort, and encourage relationships with upper level doctoral students by inviting them to workshops and to present on their dissertation research. If it were scheduled in a way that encouraged after-seminar socializing (e.g. Thursdays 3.30-5.30 pm), all the better. The School would have to keep this time slot free for doctoral students, meaning not scheduling classes in need of TAs (or only MA-level TAs). If it could do so all year, the students would have a ready time slot to organize their own activities in the winter semester (reading groups, peer presentations/ mock conference papers, thematic discussions, co-working sessions).

It is clear that PhD times to completion are too long, with an average of 8 years. A low-workload colloquium will help to get doctoral students through their coursework in the first 3 semesters (2 including colloquium in fall, 2 in winter, 1 reading course in summer or following fall), followed up by 1-2 semesters for the comprehensive exams, and 2-3 for the dissertation proposal. Other factors that may impede timely completion are TA overwork (we were told that one TA was doing 100% of the grading for a course), loss of community after the dissertation proposal, difficulty finding time to meet with supervisor, anxiety over funding (sometimes necessitating off-campus employment). An annual progress report that sketches out progress and plans, filled out and signed by both student and supervisor and submitted to the GPD, can be a very useful tool. Ideally, progress reports improve student and supervisor accountability, and signal challenges that might require intervention. **We recommend that the School formalize annual progress reports for PhD students, as well as for MA students in the current 2-3 year program.**

Two issues regarding research assistantships came up in one of our meetings and in the FCAT survey of graduate students. The first was difficulty in finding RAs for Prof. Ellen Balka's lab, the second was student anxiety about the distribution of RAs, which are funded by individual professors. The first could be resolved by assigning RAships to incoming students as part of their funding package, which many programs do. The second is partly a matter of student perception, but it is true that RAships are potentially rewarding jobs for doctoral students, offering work experience that translates outside of academia (and SSHRC guidelines for grant recipients heavily emphasize providing rich and skills-building research training and opportunities for graduate students). As such, the School's leadership should consider a means of distributing RAships more broadly.

We recognize the successful establishment and continual upgrading of the Global Communication MA Double Degree program (GCMA) as a milestone achievement of CMNS since the last external review. Under the past leadership of Profs Yuezhi Zhao and Ahmed Al-Rawi and now with Prof. Katherine Reilly being the director of GCMA, the program has

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[2] A graduate student survey (see self-study report p. 85) indicated that half of the students need more guidance on general requirements, comprehensive exams, and thesis-writing.

developed a unique identity with excellent mixture of scholarly and professional training on both sides of the Pacific as students spend one year at SFU and one year in China to complete the double degree. Students found the curriculum critical, global, and engaging. Besides standard coursework taught with high teaching effectiveness, students enjoyed the field placements, individual guided studies, and cultural immersion opportunities offered by the program. Although it's a fee-paying program that is often associated internationally with diluted learning and quick profits for universities at the expense of quality education, at CMNS we observed that GCMA has achieved a rare standing of a premier program with stellar students and dedicated faculty. Our observation was corroborated by the program's winning of the Gold Prize in Educational Excellence by the Canada-China Business Council.

Strong support from the School and the Faculty is essential to the thriving of GCMA. We recommend three directions for further support and strengthening of the program. First, there can be *a more formalized mechanism to ensure high-quality collaboration* between the Director of GCMA and other faculty members including the School Director but especially the GPD. Second, GCMA students expressed the need to have their own research methods class, which we think can be better integrated with the School's curricular reform at the graduate level. While some GCMA students took methods class during their undergraduate studies, others did not have the exposure and methods training in Beijing usually falls short, if it's offered at all. Thus some students are not prepared when they need to conduct interviews, questionnaire surveys, or content analysis for their projects. And *it makes sense to offer students with such needs a methods module along with the MA program students*. Third, it is commendable that the current leadership of GCMA has started to explore institutional connections in Latin America. We agree that *a multilateral joint venture can work better than the current bilateral structure to further enhance the global reach and educational value of the program*. Given increasing instability of bilateral relationships in the international system, it is wise to consider more institutional partners on multiple continents. Considering the strengths of CMNS colleagues as well as the School's critical traditions and global connections, the Middle East and North Africa as well as Korea should probably be considered as potential places of further development along with Latin America. Such expansion and upgrading of GCMA will entail much administrative teamwork, which is why we recommend even better collaboration among GCMA, the GPD, the School, and the Faculty.

As stated above, we support the School's plan to integrate the GCMA with the standard MA that will also become a one-year program. The specific means of integration, with regard to not only curriculum but also the fee structure, remain to be worked out. *We recommend the School, the GPD and the GCMA study the pros and cons of various modes of integration, administratively and pedagogically, before agreeing on a concrete plan of transitioning into a more integrated master's level program structure for both GCMA and the standard MA.*

The question of graduate recruitment came up on a few occasions, both in the self-study report (p. 39) and in two meetings. There is no shortage of interest in the graduate programs

at the School, but some difficulty attracting the right students for the direction in which the School is heading (emphasizing critical studies of global and digital communications, and critical production and praxis). The self-study report projects addressing this within three years, in line with SFU's broader recruitment plan. We suggest that there are simple measures to implement immediately, as the School moves toward what will have to be a cultural shift regarding proactive recruitment. One is sending targeted email program descriptions: identify high-quality BA or MA programs whose identity, approach, and values are similar to the School's, and send invitations to apply to the School in advance of every year's application deadline (the digital content staff person could do this). Another is encouraging professors to get involved in the recruitment of students in their research area, which is common in US and Asian institutions: this might entail reaching out to graduate students at conferences, alerting colleagues in different universities to their interest in recruiting, sending research and program descriptions to national and international listservs.

Out of 4500 graduate students at SFU, only about 160, or 3.5% (compared to 5.9% of total BC population) are Indigenous. FCAT is well-poised to increase its recruitment of Indigenous graduate students due to its hiring of Indigenous faculty members (two, and below we recommend hiring at least two more), its stated commitment to decolonization and Indigenization of the curriculum, an entry fellowship earmarked for an Indigenous student (twice given to a student in the School), and the first MA thesis defense/celebration held in the student's community, organized in consultation with elders and other members.

The Quality of Faculty Research

The School of Communication has a most impressive record of research outputs over the past seven years in terms of its volume and quality, scope and depth, dynamism and impact. The faculty members on average maintain a high level of research activities. According to the study-study document, CMNS faculty publications receive the highest number of citations per paper and the second highest H-index among communication and media studies units in Canada. They have obtained an admirable amount of research grants during this review period including more than CND$2.9 million that has been awarded by SSHRC, CIHR Tri-Council and other sources. SFU's record shows that, between 2012/13 and 2017/18, the School received $6.6 million research grants and contracts, which is approximately $1.1 million per annum. This continues the School's tradition over the past two decades when it received the largest amount of SSHRC total funding among all communication and media studies units in the country, indicating faculty researchers in CMNS are well respected with excellent scholarly reputation among peers and funding agencies.

Interdisciplinary and engaged, CMNS researchers cover a very wide range of topics. Since the inception of the School, CMNS has been renowned for its "critical and applied" research tradition with a unique character that can be seen, for example, in its media and cultural

policy studies and its research on the political economy and history of communication. Since the last review, the School has successfully built on its tradition but re-focused on research topics that are "global and digital", especially with regard to digital media technologies, globalization, health communication, civil society, and sustainable development. Together they address some of the most pressing challenges facing Canada and the world at large such as environmental crises, the erosion of democracy, Indigenous communication, identity and community. The arrival of new hires, such as Canada 150 Chair Professor Wendy Chun, shall further strengthen the School's cutting-edge research when it comes to algorithms, social media, and social justice.

The research foci of CMNS are in sync with the six strategic goals of the University: (1) environmental communication and sustainability, (2) understanding origins including Indigenous community and culture, (3) health communication, (4) civil society and social justice, (5) new communication technologies, and (6) research that enhances teaching and learning in media and communication studies. We saw strong evidence that the School has invested in the creation of engaging research cultures along the lines of SFU's strategic goals in ways that benefit not only senior scholars but also junior colleagues, helping to move the latter to tenure.

To further elevate the School's research quality, we recommend that CMNS *continue its endeavors to create critical praxis combining theory and practice as well as symbiosis among colleagues' research, teaching and community service.* Internet and digital media research, especially social media, big data, and algorithms, is a strategic domain for such engaged praxis especially when it comes to issues and problems of democracy and community. Another domain is global communication studies. While CMNS has firmly established itself in relation to East Asia, and to a lesser extent in relation to Latin America, the Middle East, and Eastern Europe, the School may *consider hiring new faculty members with expertise in studying communication phenomena in South Asia or Africa.* Employing *additional Indigenous scholars* is another obvious area to enhance research collaboration and praxis within the School and campus-wise.

The previous external review report described *esprit de corps* among CMNS members, which we have also observed during our site visits and meetings. We believe high-quality research and collaboration can be further enhanced in the long run if the School *invests more in fostering a cohesive culture of research,* for example through luncheon seminar series which faculty members reported very positively about. The School's attempt to *optimize space both for collaborative research and for a more inclusive research environment through the creation of "flex labs"* is another welcome move in this direction, which we will return to in the "workplace environment" section below. In addition to labs, CMNS may also consider *making the research centres more open, collaborative, and fundamental to the School's research infrastructure* with the labs providing overarching data and/or analytics services within CMNS, and the centres (CPROST and CPCC) becoming hubs of intellectual exchange and theory production for researchers in and outside the School especially with regard to media, culture, and communication policy studies.

Canada 150 Chair: It is a coup to have landed a Canada 150 Chair, which represents a well-deserved 350K contribution to the School. Given the dire need for flexible lab space to accommodate student training, it is important for the Chair and/or her project manager to work with the Director to get maximum use out of the new lab facilities without impinging on Prof. Chun's research activities. In our meeting with Prof. Chun, we were pleased to hear her plans to share resources/ create programming that engages colleagues at the School and across SFU faculties (she is also asking for an extra lab, which could only benefit the School). Other plans of Prof. Chun's that will add value to the School include reading and discussion groups with graduate students, a brown bag seminar/works in progress series that would take place after departmental meetings to ensure maximum participation (this is something that used to take place in the School, and it is a good time to revive it given the plethora of new hires in recent years), and international symposia that have the potential to strengthen the School's reputation and networks. She is also bringing on two new postdoctoral fellows – chosen out of 70 applications – which will add cutting-edge research to the School's already dynamic research culture. If Prof. Chun is successful in obtaining a SSHRC Partnership Development Grant to create a new centre, this will further facilitate cross-faculty and external collaboration.

Unit Members' Participation in Administration

Since the last review in 2012, the School had three leadership alterations in 2014, 2015, 2016. This means that, during the first half of this review cycle (2012-2016), there was basically a new School Director every one or two years. But since Prof. Peter Chow-White became Director in 2016, things have stabilized, when a more formal governance structure has been established with sufficient faculty input, transparency, and democratic participation through various committees. The recruitment of the new School Manager reinforces the existing trend towards better governance in the School. We strongly recommend *this collaborative governance structure be institutionalized and sustained in the long run.*

During our formal and especially informal sessions of interaction such as the lunchtime mingling with the School's faculty members, we observed healthy discussions among colleagues that were often open, candid, and constructive, including disagreements that should not come at a surprise in an open, democratic culture.

Due to increasing division of labor and administrative adjustments, some academic advisors are now reporting directly to the Faculty, while they continue to be part of the School. They are not included in certain intra-School communications, which can be easily solved if there is **a more inclusive mailing list or Slack channel for all admin staff** to ensure better internal communication among different groups.

Overall, the prevalent perception is that the School has become more receptive to input from colleagues; that divergent opinions and interests have been handled more fairly in recent years; and that there is a functional division of labor to maximize the interest of the School as a whole. More specifically, members of the unit did not report feeling that their inputs are less valued simply on the basis of their gender, race or ethnicity, or ideological stance. The School's last external review reported "senior faculty malaise" and "disenfranchisement" among some senior colleagues. "Several women and some men expressed concerns about the difficulties women face in trying to bring about gender equality in the School". We as a result paid special attention to this gender fault line among senior faculty members and among those taking leadership roles. The challenge of gender equality has been directly addressed since the last review, and the faculty complement reached gender parity in 2016. The last 10 hires, as well as the incoming hires, have diversified the faculty complement tremendously, and this is a commendable achievement. We stress that *it is of utmost importance to keep this open culture of collegiality, collaborative governance, and members participation in the long run*, which shall benefit not only the School, the Faculty, and the University collectively but also the career and life of individual members of the School. This is particularly important given the upcoming transition in leadership to senior faculty members, who would have spent the majority of their SFU careers in a School that did not have a culture of supporting equity and collaborative governance.

Workplace Environment

The School of Communication has a productive workplace environment on the basis of collegiality among staff members sharing a positive culture of collaboration. The School operates on both the Burnaby and Vancouver campuses. One of the issues that came up the most often in the committee's meetings, in various guises, was space. The Burnaby office and teaching facilities have gone through significant upgrading since the last review, although there is still insufficient space to accommodate lab-based teaching, and new faculty hires who have arrived or will soon arrive. The School, for instance, is on track to employ four teachers (three assistant professors and one lecturer) next year. We recognize *the limit of space as a major challenge* facing CMNS, which stands out in comparison to other units such as SIAT, and to similar programs in Canada and Asia.

The Harbour Centre facility of the School of Communication, on the other hand, has not been upgraded long before the last external review, and the space, especially the common area that we were able to visit, looks dilapidated. This is not in line with the general image of the School and may create the misperception that the downtown office is less desirable among students, visitors, and faculty members, although to our understanding colleagues choose to work downtown on voluntary basis. We recommend *a renovation of the School's Harbour Centre space is urgently needed* to ensure consistency of spaces between the campuses and to improve the workplace environment there.

Burnaby Campus: In our meetings, people emphasized the need for flexible lab spaces, and communal spaces that belong specifically to the School and would help foster a sense of place and community. There are a few 'flexlabs', which are an important development, but there remains a problem with getting students access to applied and practical technology skills. Some of the existing spaces may need reinvention – the UPD remarked that many student labs are designed with desktop computers at every station, but students prefer to work on their laptops, so the former go unused – and the School needs a dedicated seminar room for upper-level UG and graduate classes, thesis defenses, etc. The School's spaces should align with their priorities and enable rather than obstruct their pedagogical vision. The Dean is committed to sustainability in growth and development, meaning that reinvention rather than new construction is the direction to take (according to the Dean, only 25% of space is in use at a given time, so a new approach to scheduling should be part of this reinvention).[3]

In short, there is a problematic gap between on one hand FCAT's 2024 plan and the School's vision, which emphasize experiential, lab and field-based, and work-integrated learning, and on the other, the resources dedicated to the School.[4] The external review committee members do not have the expertise to make detailed recommendations in this regard, but *we urge SFU's upper level administration to work with the FCAT Dean and a small committee of faculty members from the School who are actively involved in applied teaching (along with a sustainability design consultant if needed), to develop a concrete plan for addressing this gap in the next review period.* The School will better be able to actualize its vision to enhance student experience, in line with the SFU Five-Year Academic Plan (2019-2014), with reimagined and redesigned facilities, which require material resources.

In this era of digital media, a crucial element of the workplace environment is the School's web presence. Since the last review, CMNS has upgraded its School website, created the Communication Strategy Committee, hired a new Digital Content Manager, and expanded its social media outreach through Instagram, videos, tweets, and so on. The result is a greatly improved web presence that plays an integral role in enhancing the School's work environment for faculty members, staff, students, and other stakeholders. CMNS should *continue supporting the Communication Strategy Committee and the Digital Content Manager in carrying out their excellent work.*

Issues of Specific Interest

We'd like to see more longitudinal data and materials accumulated during the next review cycle. Now that the School has a new manager and is formalizing governance structures and

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[3] The Director expressed a justifiable frustration with unreasonable delays by Facilities, and this is a problem as far as keeping spaces up-to-date and retaining the momentum required to transform spaces.

[4] Regarding work-integrated learning, the School should increase the number of students who benefit from the Co-op option – even encouraging graduate students to apply to some openings.

procedures, it makes sense in the long run to institute more standardized measurements for teaching, research, and services activities.

We end this report with a recommendation that the School provide more support and make a concrete, long-term, material commitment to Indigenous faculty and student recruitment, and to structural support of Indigenous scholarship and Indigenization of the curriculum, On the very last page of the self-study report, there is a single paragraph on "Equity, Diversity Inclusion, and Indigenization," which reiterates a commitment that we heard expressed by School and Faculty leadership. FCAT has launched specific initiatives - and hired responsible support staff - in response to the TRC recommendations and the SFU Aboriginal Reconciliation Council's report. *In the next two years, we would like to see the School develop a plan with a timeline of concrete actions in alignment with the ARC report.* This plan should lay out measures for more hiring (and stable support for new hires), more graduate student recruitment, increased access to resources and training for professors interested in Indigenizing curriculum[5], and revision of tenure and promotion guidelines. *We recommend two additional Indigenous tenure-track hires over the next review period*, to create the beginnings of a cohort that will share the significant responsibilities inherent to joining a predominantly non-Indigenous institution (with historically colonial approaches to disciplinary inquiry) at this historical conjuncture.[6] Indigenous faculty members shoulder a major service burden, immediately expected to be consultants, participants, and directors in the expanding field of Indigenous research and institutional reconciliation initiatives. It is not simply a matter of "protecting junior faculty from too much service"; this kind of service is perceived as duty, because non-consultation often leads to errors, which can do harm to communities and their relations with SFU. This is especially fraught given the history of colonial knowledge extraction from Indigenous communities. It is important, then, to reduce teaching loads for Indigenous faculty members (as the Director has done for an assistant professor in the School), but also to provide research and administrative support, in conjunction with FCAT.

Hiring new Indigenous professors will help in the recruitment of new graduate students, but these students will also require in-program support. Designing sustainable support for Indigenous students will mean consulting with Indigenous organizations on campus and in other universities to develop a list of best practices and a timeline for implementation.

As far as revising tenure and promotion guidelines, which already has the support of the Dean and the current Director, we wholeheartedly agree with the recommendation of a faculty member at the School, who stated that in the case of Indigenous faculty, "(t)he weight given

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[5] One of the priorities identified in the ARC report is to build SFU's capacity to support faculty to Indigenize courses. This will include an Indigenous Curriculum Resource Centre (p. 47).
[6] An important caveat here: we did not enquire into the details of hiring committees at the School, but it is important that hiring committees receive some training on equity, diversity, and Indigenization commitments at SFU. It is not necessary that every hiring committee member supports these commitments personally, only that the committee shares an understanding of the institutional support for equity in hiring.

to research and service in tenure and promotion review needs to be changed so that service receives greater weight than research. More meaningfully, though, the definition of what counts as 'research' needs to be adjusted to reflect the work of advising, participating and directing Indigenous initiatives. Indigenous faculty are theorizing and documenting the indigenization of university policies, practices, and research in the process of working on these initiatives, and this invaluable intellectual labour needs to be reflected in tenure and promotion metrics".

In brief conclusion, we hope that this report conveys our overall appreciation for the tremendous progress the School has made since the last external review, as well as our confidence that the School will thrive in the upcoming years and decades, given the right support from the SFU leadership (and, of course, the implementation of many of the above recommendations).

EXTERNAL REVIEW – ACTION PLAN

Unit under review	Date of Review Site visit	Responsible Unit person	Faculty Dean
School of Communication	April 3-5, 2019	Dr. J. Marontate (during visit was Dr. P.Chow-White)	FCAT

Notes

1. It is **not** expected that every recommendation made by the External Review Committee be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.
2. Attach the required plan to assess the success of the **Educational Goals** as a separate document (Senate 2013).
3. Should any additional response be warranted, it should be attached as a separate document.

1. PROGRAMMING

1.1 Action/s (description what is going to be done):

1.1.1 Undergraduate:

- **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.
- **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.
- **"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.
- **More Indigenous faculty members/more Indigenous students.** The recommendation is put forward as a general, overarching 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.

1.1.2   Graduate:
- One-Year, non-thesis-based M.A. The action recommended is for the development and implementation of a one-year, non-thesis-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.
- 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 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.
- 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

1.2   Resource implications (if any):
   a) TA training initiative may require additional resources for development and implementation.
   b) "Methods instruction" re: GCMA students (integration with current methodology courses in the main M.A. program or an additional course) will require additional instructional resources.

1.3   Expected completion date/s:
   All initiatives can be undertaken over the coming academic year with established priorities and time frames, with implementation of a concrete plan within a year to 24 months. The development and proposal toward of a one-year, non-thesis-based M.A. can be undertaken immediately, although implementation through Faculty and university approval stages is longer term.

2. RESEARCH

2.1 Action/s (what is going to be done

- 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.
- 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.

2.2 Resource implications (if any):

Space development will require resources.

2.3 Expected completion date/s:

The "cohesive culture of research"/ research collaboration timeline cannot be determined, and the proposal may not be feasible if space is unavailable for such development. However, the value and practice for collaborative research can be emphasized and facilitated immediately and ongoingly in the School.

3. ADMINISTRATION

3.1 Action/s (what is going to be done):

"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 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).

3.2 Resource implications (if any):

3.3 Expected completion date/s:

This action is one of maintaining existing conditions and enhancing and expanding involvement on a continuing basis.

4. WORKING ENVIRONMENT

4.1 Action/s (what is going to be done):

- 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.

- 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.

4.2 Resource implications (if any):

Resources are essential for the implementation of this plan. An application for funding from the Capital Projects Steering Committee (CPSC) will be prepared and submitted in October 2019, and further funding is expected from FCAT and from the Executive Director, Vancouver campus.

4.3 Expected completion date/s:

This plan is no less than a 2-year venture.

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

	Date
Unit Leader (signed) *Janet Marontate*	
	......September 9, 2019
Name ...Jan (Janet) MARONTATE Title: Director of School of Communication	

Section 2 - Dean's comments and endorsement of the Action Plan:

I confirm the support of the Dean pro tem for the External Review Action Plan developed by the School of Communication (CMNS) dated September 9, 2019.

I note and support the proposals for "Applied Communication" integration (1.1.1).

The Dean's office support initiatives to increase Indigenous research development, Indigenous academic programming development, Indigenous student recruitment, retention and support. (1.1.1)

The Dean's Office will be involved as requested in consideration of the Global Communication M.A. and any possible integration with the Standard M.A. program (1.1.2).

The Dean's office congratulates the School of Communication on the open culture and collaborative governance confirmed by the External Reviewers. (3.1)

With respect to the 3rd floor renovation on the Vancouver campus, the Dean's office will work with the School of Communication and the Executive Director at SFU Vancouver to attempt to secure as soon as possible funding to successfully complete the needed improvements. (4.1)

Faculty Dean	Date
Owen Underhill, Dean pro tem	Sept. 11, 2019

School of Communication Context for Undergraduate Educational Goals (2019)

The School of Communication's current Educational Goals for the Undergraduate Program were developed in the 2018-2019 Academic year alongside our preparations for the Spring 2019 External Review. Some of the following goals include objectives the School of Communication currently does very well, while others are aspirational, addressing areas of our undergraduate education we hope to develop more. Our Educational Goals Assessment plan is intended to allow us to examine what is currently working well and to identity areas we can improve upon.

The School of Communication is undergoing a period of renewal, with 10 new faculty hires between 2016 and 2019. These goals will guide us throughout the development of new undergraduate courses and the renewal of existing courses with our new faculty members. Historically our School has attempted to establish the interaction of both theory and practice in our teaching. These goals recognize that the world our students are pursuing occupations and fulfillment in is one that increasingly seeks creative solutions that integrate ideas with skills. We strive for courses that offer opportunities to reflect on and engage in practical applications of theoretical knowledge and critical thinking skills as a fundamental aspect of our students' experience at SFU.

The School's undergraduate program and teaching philosophy emphasizes the importance of understanding theories of communication and how they are put into practice. Our program strives to demonstrate that theoretical/critical and applied/practical are both foundational to their development as successful, engaged citizens. There is considerable diversity in focus within the School offering a range of creative approaches to course design, and areas of specialization. Some courses are theoretically focused, some have a strong applied, "hands on" dimension, while others combine rather both theory and practical applications. In all cases, the courses and the curriculum of the School are designed to offer solid preparation of students to enhance their progress toward becoming fully engaged, informed and participating citizens pursuing the wide and changing range of occupations specializing in communication.

Our educational goals are designed to support a variety of students, whether they take one course in our School or declare a major or a minor with us, though the extent to which the courses have an impact on their future work may vary.

The School of Communication strongly believes in the value of the human dimension of our students. For each of our students there are factors beyond their academic work in our classrooms that is recognized as having an impact on their capacity for education, so our education goals exist in a context that recognizes the balance between academic work and outside factors.

School of Communication
Undergraduate Educational Goals (2019)

After successfully completing a Bachelor of Arts in the School of Communication at Simon Fraser University, students will be able to:

1. Demonstrate a broad knowledge of essential communication theories, processes, technologies, and history.
   a) Students can describe intellectual debates, conflicts and assumptions relevant to the field of communication.
   b) Students understand the historical, political, cultural, and socioeconomic foundations of communication.
   c) Students have a working knowledge of major contemporary and historical communication technologies.
   d) Students have developed critical analysis proficiencies allowing them to construct and deconstruct narratives, discourses, and arguments considering theoretical, methodological, and normative dimensions of communication practices.

2. Demonstrate the ability to develop and implement communication research
   a) Students can formulate research questions based on communication issues or problems.
   b) Students can access, evaluate, and synthesize existing communication research.
   c) Students can apply multiple communication research methods to investigate research questions.
   d) Students can formulate original arguments based on evidence using empirical research.

3. Demonstrate the ability to apply knowledge to practical communication settings
   a) Students can apply theories and conduct research to study communication questions.
   b) Students can design and implement communication interventions or programs in specific practical settings (i.e. internal communication strategies for a non-profit organization or work in an enterprise or institutional setting).
   c) Students can use various types of methods, technologies or software programs to develop communication materials (i.e. image and sound editing, statistical analysis, qualitative coding).
   d) Students can apply interdisciplinary approaches to research questions.

4. Demonstrate engaged and empathetic citizenship
   a) Students can develop critical awareness of social justice issues locally and globally.
   b) Students are aware of ethical practices, justice, freedom, inequality, and oppression communication practices.
   c) Students can demonstrate engagement and active involvement with communities, issues, and causes in different social contexts.
   d) Students can participate and contribute to local, regional, national and global concerns (often focusing specifically on environmental, diversity, or other areas of concentration).

Educational Goals Assessment Plan

Unit/Program: School of Communication

Date: October 1st, 2019

Unit Educational Goals Coordinator: David Murphy

Unit Director: Jan Marontate

PROGRAM Educational Goals	COMPONENTS/ DEFINITIONS OF Educational Goals	DATA SOURCE	DIRECT ASSESSMENT	INDIRECT ASSESSMENT	DATA COLLECTION
1. Demonstrate a broad knowledge of essential communication theories, processes, technology, and history.			*Tests/Exams, Written Assignments, Tutorial Presentations*	*Student survey Faculty survey Enrolment Data*	*2019-2022 Academic Years*
	Students can describe intellectual debates and contested assumptions relevant to the field of communication.	CMNS 110 CMNS 201 CMNS 387 CMNS 425 CMNS 426 CMNS 432 CMNS 497 CMNS 498	Term papers Assignments Student created data (201) Honours projects Final projects Events Performances Case studies	Instructor interviews Focus groups Questionnaire Peer Review Enrolment data Co-op resumé analysis	Fall 2019 2 year plan
	Students understand the historical, political, cultural, and socioeconomic foundations of communication.	CMNS 110 CMNS 130	Final Projects Final Exams		End of Fall term 2019, 2020, 2021

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	Students have a working knowledge of major contemporary and historical communication technologies.	CMNS 110 CMNS 130 CMNS 210 CMNS 253 CMNS 353	Final Papers Tutorial Presentations		
	Students have developed critical analysis proficiencies allowing them to construct and deconstruct narratives, discourses, and arguments along theoretical, methodological, and normative lines.	CMNS 226 CMNS 426	Final Video Assignment deconstructing narrative forms Risk communication video intervention		
2. Demonstrate the ability to develop and implement communication research			*Tests/Exams, Written Assignments, Tutorial Presentations*	*Student survey Faculty survey Enrolment Data*	*2019-2022 Academic Years*
	Students can formulate research questions based on communication problems.	CMNS 201 CMNS 202	Survey Assignments 1 & 3		Spring 2020
	Students can access, evaluate, and synthesise existing communication research.	CMNS 300 and 400 level courses	Upper division course papers, presentations, and seminars		

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	Students can apply multiple communication research methods to answer research questions.	CMNS 201 CMNS 202 CMNS 362	Assignment 3 Assignment 3 Final Projects		
	Students can formulate original arguments based on research evidence	CMNS 3000 and 400 level courses CMNS 497 CMNS498	Final Papers Honours Projects Honours Projects	 Honours Project Presentation Day	Spring 2020
3. Demonstrate the ability to apply knowledge to practical communication settings			*Tests/Exams, Written Assignments, Tutorial Presentations*	*Student survey Faculty survey Enrolment Data*	*2019-2022 Academic Years*
	Students can apply theories and research to help solve communication problems.	CMNS 300 and 400 level courses	Seminar and Tutorial Participation		Spring 2020
	Students can design and implement communication interventions or programs in specific practical settings (i.e. internal communication strategies for a non-profit organization)	CMNS 226 CMNS 322 CMNS 342 CMNS 346			
	Students can use various software programs for developing communication materials (i.e. image and	CMNS 201 CMNS 202 CMNS 259 CMNS 326 CMNS 358	SPSS Projects NVivo Projects Various Media Projects		End of Fall term 2019, 2020, 2021

	sound editing, statistical analysis, qualitative coding).	CMNS 454			
	Students can apply transdisciplinary approaches to research questions.	CMNS 300 and 400 level courses	Final Papers/Project Work		
4. Demonstrate engaged and empathetic citizenship			*Tests/Exams, Written Assignments, Tutorial Presentations*	*Student survey Faculty survey Enrolment Data*	*2019-2022 Academic Years*
	Students can demonstrate critical awareness of social justice locally and globally.	CMNS 327 CMNS 355 CMNS 425 CMNS 452	Tutorial and seminar participation Final Papers		Fall 2019
	Students are aware of issues of inequality, oppression, justice, and freedom and how they are related to communication.	CMNS 355 CMNS 425 CMNS 452 CMNS 327 CMNS 354 CMNS 410	Projects and Presentations		Spring 2020
	Students can demonstrate engagement and active involvement with communities, issues, and causes at all levels of society.	CMNS 355 CMNS 410 CMNS 423 CMNS 424	Final Papers and Presentations		
	Students can participate and contribute to local and global environmental concerns.	CMNS 356 CMNS 349 CMNS 423 CMNS 424	Final Papers and Presentations		

Assessment Chart Legend

Program Level Educational Goal: Identify the knowledge, skills, abilities, etc., that students should be able to demonstrate upon completion of the program. The goals need to be specific and measurable.

Breakdown of EGs: Sometimes it might be helpful to break down a program level EG to smaller operationalizable units. This will help you to find the data you need in your curriculum in order to assess your program level EGs.

Data Source: Programs should identify where in their curriculum (course number) data is being gathered to assess the specific EG. Remember: not all courses need to be assessed.

Direct Assessment: Direct Assessment requires students to demonstrate their knowledge, etc., for faculty to then assess whether/how well students are achieving/have achieved a program level EG. Examples of direct assessment include artistic work, case studies, exams, juried performances, oral presentations, papers, and portfolios.

Indirect Assessment: Indirect Assessment gathers perceptions of whether/how well students are achieving/have achieved a program level EG. Examples of indirect assessment include alumni, employer, and student surveys, exit and focus group interviews, enrolment and retention data, and job placement data. Indirect assessment complement the data collected from direct measures and cannot stand alone as sole measures of student performance.

Years/Semester of Data Collection: Programs should identify when (in which year or semester) the data is being gathered

Major Findings: Programs should identify the major findings after analyzing the data collected.

Actions Resulted from Findings: Programs should provide evidence that the findings have been used to further develop and improve student achievement of program level EGs (i.e., actions that were taken as a result of data collection and analysis). It is also important to state when findings provide evidence that students are successfully achieving a program level EG.

School of Communication Context for Graduate Educational Goals (2019)

The School of Communication has an international reputation for its critical scholarship on urgent social and political problems affecting contemporary societies, locally and globally. With rapidly changing communication systems, media and practices, we offer graduate students rigorous training in the critical foundation of communication theory, political economy, policy, the study of culture and media, and technology and data studies. Committed to social justice and innovative collaborations with non-profit organizations, social movements, community groups, government, industry, cultural institutions, policy makers, artists and media producers, our programs offer graduate students the opportunity to work with faculty members who are leaders in the field. Our programs emphasize learning through direct engagement, whether through faculty-led projects, our media and soundscape laboratories, community collaborations, or participating in ongoing public seminars, public talks and annual conferences. Our graduates have gone on to successfully pursue careers in academia, government, non-profit organizations, cultural institutions, communication industries and media organizations.

Founded in 1973, the School was instrumental in establishing the Canadian Communication Association in 1980 and pioneered one of the first PhD programs in the field. As SFU's Vice-President Academic, Professor Jon Driver, stated on the occasion of the School's 40th anniversary, "the School has always moved with the times, mirroring (and sometimes anticipating) important developments in media, publishing, popular culture, the creative arts, political economy, theories of identity, critical theory, and the role of technology. As a result, the School has contributed significantly to important debates in the public sphere, and attracts large numbers of undergraduate and graduate students."

Areas of expertise

Faculty expertise and supervisor availability includes (but may not be limited to) the following areas:

Science and Technology Studies

- Philosophy of technology
- Algorithmic cultures
- Gender, health and technology
- Big Data
- Algorithmic cultures
- Cyberwars
- Genomics
- Software Studies

Media and culture

- Documentary Media Studies
- community-based media and art
- Indigenous Media Studies
- Intersectional Feminist Studies
- Queer Media Studies
- Memory and Museum Studies
- Asian and Middle Eastern Cultural Studies
- Migration, diaspora, and critical race studies
- Social Media, Gaming and Popular Culture
- Sound Studies and Soundscape Research
- Visual Studies and Sensory media

Political Economy

- Media campaigns
- Social Movements and Revolutions
- Environmental Communication Studies
- Emergency Communication
- Critical Communication Theory
- Political Communication, News Media and Journalism Studies
- Labour in the Media and Communication Industries

Communication and Cultural Governance

- International perspectives in Communication Governance
- Communication Policy, Law and Regulation
- Communication Rights
- Platform Governance
- Local, National and Global Cultural Policies

CMNS Graduate Education Goals (2019):

After successfully completing an MA or PhD in the School of Communication at Simon Fraser University, students will have:

1. Knowledge of the theoretical and methodological foundations of Communication Studies as it is formulated in the School of Communication at Simon Fraser University, which as described above, is committed to research on questions of power and social justice both locally and globally.

2. Critical analytic, methodological and organizational skills to assess and develop communication systems with knowledge about how they impact society's ability to respond to social, political, economic issues and crises.

3. Training in the basic social scientific and humanities methodologies required to study communication systems (CMNS 801); specific training necessary for students' case studies is provided by their supervisors and graduate committees.

4. Theoretical training in contemporary approaches to communication studies that introduces students to research on communication systems and the political, economic, cultural and social configuration of contemporary society (CMNS 800, 802 and 804); specific training for the students' projects is provided through their supervisors, graduate committees, special topic and directed studies courses.

5. Elective courses in Communication's core areas of research are offered on Political Economy, Media Studies and Policy Studies; special topic and directed study courses are offered in the faculty members' specific areas of expertise.

6. The School also provides training in public engagement and organizing: there are many opportunities for students to not only present their research at conferences but also organize conferences and workshops in the School, providing them with opportunities to engage and develop organizational skills in relation to the wider academic community and the public.

Educational Goals Assessment Plan

Unit/Program: School of Communication

Date: October 1st, 2019

Unit Educational Goals Coordinator: Dal Jin

Unit Director: Jan Marontate

PROGRAM Educational Goals	COMPONENTS/ DEFINITIONS OF Educational Goals	DATA SOURCE	DIRECT ASSESSMENT	INDIRECT ASSESSMENT	DATA COLLECTION
1. Knowledge of the theoretical and methodological foundations of Communication Studies as it is formulated at Simon Fraser University, which is committed to research on questions of power and social justice both locally and globally			*Written Assignments, Student Publications and Presentations*	*Graduate Student Survey 2019; Discussions with Graduate Student Supervisors*	*2019-2020 Academic year*
	Theoretical and Methodological Foundations	CMNS 800 CMNS 801 CMNS 802 CMNS 804	Final Papers		
	Use of communication theory and method to	CMNS 824 CMNS 844	Final Papers		

	research questions of power and social justice locally and globally	CMNS 848			
2. Critical Analytic, Methodological and Organizational skills to assess and develop communication systems with knowledge about how they impact society's ability to respond to social, political, economic issues and crises.			*Written Assignments, Student Publications and Presentations*	*Graduate Student Survey 2019; Discussions with Graduate Student Supervisors*	*2019-2020 Academic year*
	Critical analytic, methodological and organizational Skills	CMNS 801	Project Proposal Presentations		
	Understanding of how communication systems interact with social, political, and economic issues	CMNS 815 CMNS 820 CMNS 824 CMNS 830, CMNS 844 CMNS 848 CMNS 855	Final Papers/Presentations		
3. Training in the basic social scientific and humanities methodologies required to study communication systems (CMNS 801);			*Written Assignments, Student Publications and Presentations*	*Graduate Student Survey 2019; Discussions with Graduate Student Supervisors*	*2019-2020 Academic year*

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specific training necessary for students' case studies is provided by their supervisors and graduate committees					
	Methodological Competency	CMNS 801 MA Theses & Extended Essays PhD Dissertations	CMNS 801 Final Project Proposal; MA & PhD Defenses	Assessment from Supervisory Committees	
4. Theoretical training in contemporary approaches to communication studies that introduces students to research on communication systems and the political, economic, cultural, and social configuration of contemporary society (CMNS 800, 802, 804); Specific training for the students' projects is provided through their supervisors, graduate committees, special topics and directed studies courses			*Written Assignments, Student Publications and Presentations*	*Graduate Student Survey 2019; Discussions with Graduate Student Supervisors*	*2019-2020 Academic year*

	Theoretical Competency in contemporary approaches to communication studies	CMNS 800 CMNS 802 CMNS 804	Final Papers		
	Theoretical Competency in political, economic, cultural, and social configuration of society	CMNS 820 CMNS 840 CMNS 848 CMNS 855	Final Papers/Reading Responses		
5. Elective courses in Communication's core areas of research are offered on Political Economy, Media Studies, and Policy Studies; special topics and directed study courses are offered in the faculty members' specific areas of expertise			*Written Assignments, Student Publications and Presentations*	*Graduate Student Survey 2019; Discussions with Graduate Student Supervisors*	*2019-2020 Academic year*
	Competency in specific areas of study related to Graduate student research projects	CMNS 850; CMNS 851; CMNS 855	Final Papers/Projects	Assessment from Directed Reading Course Supervisors	
6. Training in combining knowledge of sub-disciplines with engaging new research	Ability to synthesize major trends and use them to formulate original research projects	CMNS 895 Defense of Ph.D. dissertation proposal	Written and oral comprehensive exams and proposals		
7. The School also provides training in Public Engagement and Organizing: there are many opportunities for students to not only present their research at conferences but			*Written Assignments, Student Publications and Presentations*	*Graduate Student Survey 2019; Discussions with Graduate Student Supervisors*	*2019-2020 Academic year*

School of Communication

also organize conferences and workshops in the School, providing them with opportunities to engage and develop organizational skills in relation to the wider academic community and the public					
	Professional Competency in conference organization and presentation	Graduate progress reports; Graduate Student CVs	Assessment from Supervisory Committees CMNS Newsletter detailing student activities		
	Competency in Public Engagement	Graduate progress reports; Graduate Student CVs	Assessment from Supervisory Committees CMNS Newsletter detailing student activities		

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