MEMORANDUM

ATTENTION: Senate	**TEL**
FROM: Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP	
RE: Faculty of Communication, Art and Technology: External Review Update for the School of Communication (SCUP 16-02)	
DATE: February 16, 2016	**TIME**

At its January 20, 2016 meeting, SCUP reviewed the External Review Update Report for the School of Communication within the Faculty of Communication, Art and Technology. The report is attached for the information of Senate.

c: G. Myers

SFU OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

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MEMORANDUM

ATTENTION	Jon Driver, Chair, SCUP	**DATE**	November 23, 2015
FROM	Gord Myers, Associate Vice-President, Academic	**PAGES**	1/1
CC	B. Schellenberg and A. Mac Namara		
RE:	External Review Update for the School of Communication		

The External Review of the School of Communication was undertaken in February 2012. According to the procedures established by SCUP, the Unit is required to submit an update describing its progress in implementing the Action Plan, which was derived from the External Review report, in the fourth year following the start of the External Review process. Please find attached this update, together with a copy of the Action Plan approved by Senate.

Based on this midterm report, my assessment is that the School of Communication has made substantial progress toward implementing the Action Plan.

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To: Glynn Nicholls, Director, Academic Planning and Quality Assurance

From: Betty A. Schellenberg, Director Pro Tem, School of Communication

Cc: Aoife Mac Namara, Dean, Faculty of Communication, Art and Technology

Re: External Review Update for the School of Communication

Date: November 5, 2015

Attached please find the School of Communication's report on the progress being made in implementing its Action Plan arising out of the February 2012 external review.

We are invited, as an element of the progress report, to comment on progress being made toward defining program and/or course level educational goals. While there is no separate section of the report devoted to this topic, please note that in sections 1 b) and c) we outline initiatives taken at the course level to clarify course content and particularly experiential, applied, and community-based learning goals. In addition, the School has just completed the hiring of a Lecturer who currently holds a full-time position with the Teaching and Learning Centre and brings us considerable expertise in pedagogical innovation and evaluation; he will be asked to take leadership in the development of these learning goals.

Betty A Schellenberg

Betty A. Schellenberg
Director Pro Tem

Attach: Action Plan Update

External Review Update for the School of Communication

Action	Progress Made
1. Programming	
1.1.1 Undergraduate	
a) Enrollments: Recommendations 3 and 4 (page 11) of the Report concern enrollments in the undergraduate program. The School agrees that no further growth in undergraduate enrollment should be planned and is actively pursuing a strategy to limit enrollments to present levels (semester 1121, Spring 2012), concurrent with efforts to maximize enrollments within scheduled courses, attract and retain excellent students, and improve the School's faculty/student ratio. Expansion of the School's offerings in the NOW program to a full Major (as one of four SFU departments participating in this 2012 initiative) and further course development in the CODE program, also underway, will also enhance course access while maximizing resources and accessibility.	CMNS is maintaining an overall head count of 3233 (in semester 1157), with approx. 1300 approved students (major, minor, joint major, Honours). This is consistent with the 1121 semester numbers, after 10 years of growth. 100% of seats in all CMNS upper level courses are now reserved for approved CMNS students for the first three weeks of enrollment in order to accommodate access concerns identified in the IRP report (75% in 2012-13). CMNS 260 had been identified as a bottleneck course so enrollment is also 100% reserved for approved CMNS students. 65% of lower-level course spaces are reserved for approved CMNS students, up from 50%. Scheduling of tutorials has been adjusted to give more flexibility. Closer monitoring, communication, and enforcement of the continuing CGPA requirement of 2.25 for CMNS Majors was implemented in 2013-14; students who fall below are warned and directed to resources (i.e. Learning Commons). The faculty/student ratio has remained similar to the 2012 ratio despite the two recommended faculty hires (see #5). This has been partly addressed by the hiring of a Lab Instructor (Summer 2015) and a Lecturer (Spring 2016); however the number of faculty on disability leave, research teaching release, secondment, etc. continues to affect the faculty/student ratio. The need for more faculty to accommodate the number of students continues. The number of NOW and CODE course offerings has increased.
b) Curriculum review: The School will complete in 2012-13 the curriculum review begun in 2011. The review focuses on reducing course overlaps, simplifying prerequisite chains, updating course content and adding or deleting courses to reflect faculty interest and changes in the field. Through	The extensive curriculum review has been carried further: all undergraduate courses have been reviewed (prerequisites, course outlines, calendar descriptions changed and updated as needed). These changes reflected the directions and practices of teaching and research pursued by faculty associated with specific courses. Some work remains

working meetings of faculty at all ranks teaching in the three focus areas of the School progress has been made toward these goals, contributing to the focus and emphasis on "quality over quantity" recommended by the reviewers' report (item 3, p. 11). This curriculum review is complemented by a project initiated in Spring 2012 with the assistance of IRP to improve course scheduling in Communication to identify and reduce bottlenecks in course access for majors, and facilitate more effective and predictable course scheduling year over year and semester to semester.	to be done in consolidating courses to clarify pathways towards degree completion. Two-year teaching plans have been implemented to allow for more predictable course scheduling with the intention to increase access to courses identified by the IRP report as over-enrolled and/or difficult to schedule (e.g. with large enough lecture spaces on all 3 campuses). CMNS 260 Q, identified by IRP as a significant bottleneck for enrollment and scheduling, has been re-designed, is offered every term, and has been expanded to include 6 tutorials. Increased faculty (three faculty now regularly teach the course; it is a significant part of the new Lab Instructor's workload) and resource allocation (dedicated lab access for tutorials and labs) has reduced wait lists and allowed students to access this course earlier in their undergraduate careers.
c) Teaching for *praxis* (Recommendation 2, page 10): The School will improve the visibility of the many courses we offer across the curriculum (a majority) in which experiential learning, applied learning, and community-based learning are featured. This goal will be achieved a) by a review of teaching methods in our courses (per course outlines) followed by a revision of calendar, website and recruitment literature and b) by participation of individual faculty and faculty teams in pedagogical innovation facilitated by Teaching and Learning and by FCAT. We will collaborate with the Co-Op program and with other FCAT schools to provide a degree of professional training, work to enhance the accessibility of internet-based technology training (p. 14) in courses within the limits of our lab infrastructure, and consider collaborating with external partners such as BCIT to provide further options for our students, such as certificate programs.	The curriculum review identified elements of our curriculum offering experiential learning, applied learning and community-based learning; these are now reflected in the updated course descriptions. The review has also started a discussion among faculty as to how to feature this pedagogical approach in their course offerings. This applied approach is embraced and emphasized by all new faculty and will be enhanced by our incoming Lecturer's expertise in applied teaching practice (he will also assist us with the development of our learning goals). We have hired a Recruiter who works with faculty and staff specifically on refining and improving all communication materials (on our website, in print, at events, etc.) to make our messaging consistent and feature our pedagogical innovations. Many of our courses include research and access to organizations and institutions outside of SFU. Our laboratory infrastructure has increased significantly, accommodating many lab-based courses that use technological application and production as an enhancement to classroom instruction. Feedback from students has been very positive about these courses. We are in discussions with other FCAT units about collaboration on production-based courses especially in Sound Studies or Audio Production. Discussions with BCIT have not been productive. We are identifying ways of increasing the awareness of, and access to, courses that would offer similar experience within an FCAT theoretical and critical framework.

1.1.2 Graduate	
a) Through its admissions process in 2013 the Graduate Program in the School of Communication will address in the short term the temporary imbalance of MA to PhD students (Recommendation 8, p. 13). We will continue to work with our Director of Advancement to improve student funding from non-TA sources (one major scholarship-B.C. Egg Marketing Board has been added since the External Review report was received).	We have admitted a larger MA cohort into our program over the past two years, and as a result, we are making good progress addressing the imbalance in our graduate program. Currently, we have 55 PhDs and 45 MA students; we will continue to aim to admit a higher percentage of MA students in the coming years. The BC Egg Marketing Award was the last new Graduate Program award; it terminated after a three-year period. Over the next two years, we will meet with the Director of Advancement and do the necessary research to identify non-TA revenue and awards streams for our graduate students.
b) The double Master's degree in Global Communication with the Communication University of China in development since 2010 was approved by Senate and Board of Governors in July 2012 and the admission process begins in December 2012 for the first cohort for September 2013. Following the initiation of this degree the School will also begin to consider offering a course-based MA degree.	The Master's Double Degree in Global Communication admitted its third cohort in the fall of 2015, and continues to build on the strong partnership between the School of Communication and the Communication University in China. Integrating the Double Degree program, along with other transitions, has occupied our focus in recent years, but there remains interest in exploring the value and contribution of a course-based MA degree; the GSC will pursue this matter in 2016.
c) The program will also expand mentoring and professional development opportunities for doctoral candidates.	We continue to promote the success of our graduate students through profiles of their work, including news about successful publications, conference appearances, media appearances, and hiring successes on our School website. Our Graduate Caucus has been successful in raising the profile of our graduate online journal, *Stream*. This venue now provides an important site for students to publish their work, and develop scholarly networks with other emerging researchers across Canada.
d) The School's recruitment, fundraising and general information will feature more details about our successful MA and PhD graduates, and the School will also increase efforts to track alumni and take advantage of its global community of graduates. Alumni profiles are scheduled to be developed by current students as part of the preparations for our 2013 40th anniversary year and associated promotion and events and a database of graduates will be developed from 2013 building on this	A bibliography of publications of past MA and PhD students and current faculty was prepared as part of the CMNS 40th anniversary celebrations in 2013. We also organized a book display of alumni publications in the library as part of these activities. Over the past two years, our Graduate Coordinator has developed a list of alumni from our program. We continue to update this list and over the next two years, we will develop an inventory of our recent alumni, including their contact and employment information.

initiative.	
2. Research	
a) The External Review report provided a very positive assessment of our strengths, reputation and innovation outlined on page 3 of the Report. Regarding research, the report was chiefly concerned with how faculty can balance the demands of research, teaching and service. The School agrees with the reviewers that we could provide more opportunities for undergraduates to participate in faculty-led research, for example by taking advantage of undergraduate RA funding programs.	CMNS makes some use of the UGRA program and continues to incorporate 7-12 Work-Study students into our research labs each term. The School also offers student research opportunities through the FCAT Undergraduate Research Fellowship Awards, which involves actively promoting and supporting the ensuing FCAT Undergraduate Research Conference as well.
b) In order to manage the resource demands of a research-intensive school we will continue to require faculty at all ranks to balance research with teaching and service. In addition we will seek an additional staff support position for the management of research budgets and reporting, create an annual review process of the assignment of lab space and other research infrastructure, encourage and reward mentoring of junior by senior faculty, and promote awareness of research activity through colloquia and School publicity. Permanent records of highlights of research and creation in the School, and of unique research resources (publications, recorded interviews, etc.) will be achieved in collaboration with the Library through the digitization of archived materials to begin summer 2012. We note that this work has already begun with respect to the World Soundscape Project, an initiative of the School.	Balancing service, teaching, and research across all faculty levels continues to pose a challenge, particularly as a large faculty cohort moves toward retirement. Ongoing faculty renewal is an urgent priority in order to sustain and balance the significant research profile and arduous teaching responsibilities of the School. We have reconfigured our staff complement to add some research accounting to the job description of one of the School Secretaries; this and the addition of another Advisor (2013) have reduced the burden on the Manager. Terms of reference are currently being designed for an annual review of space allocations within the School. While a couple of junior faculty have been assigned a faculty mentor, most mentoring remains informal. The School's brown-bag colloquia have been revived this year under the auspices of a Communication Strategy Committee that will also address publicizing of School research. Further to the digitization of WSP materials, the Honours program acquired a grant from the library to digitize available senior Honours projects and place them on file in Summit. The program has instituted a new administrative process to ensure that all future Honours projects will be retained as digital files in the library.
3. Administration	
a) The School will complete its review of staff job descriptions/needs and workload, with particular attention to technical staff and their role in enhancing the School website for internal functions as well as external publicity	Secretarial, clerical, and technical staff job descriptions have been reviewed. Technical staff support has been restructured: a senior CUPE Technical Co-ordinator has been promoted into an APSA Computer Systems Administrator position with management, liaison, and

and recruitment.	supervisory responsibilities; this position reports to the Director. We are seeking approval to make this temporary position permanent. Discussions around website-enhancing workflow are continuing. See also 1.1.1 c) regarding our new Recruiter position, which includes responsibility for website content, external publicity, recruitment, and retention. We are actively pursuing strategies to make this temporary initiative permanent.
b) We will complete and implement a 2-year course teaching plan from Sept. 2012.	We have created a 2-year course teaching plan to assist with planning course offerings. In addition, in 2012-13 and 2013-14 the Director met with all Faculty members to review teaching plans, as part of scheduled biannual meetings.
c) We will revise advisory committee structure in the School to add permanent and/or ad-hoc committees on such areas as space planning and technology review as part of a review of governance and the School governance document to be completed in the 2012-13 academic year.	See above re: annual review of space allocations, Communication Strategy Committee, and Computer Systems Administrator.
4. Working Environment	
a) In fall 2012 we will hold a meeting of continuing faculty to review the balance of service, teaching and research and other issues of concern to this group. Follow-up action will be determined at this meeting. We will also hold a retreat/meeting for staff regarding professional development, job descriptions, and staff renewal. b) A special meeting or meetings of members of the School Meeting will address the directorship and faculty renewal (fall/spring 2012-13).	This faculty meeting did not take place, but the School Director is working actively to make committee service and teaching loads more equitable. There have been fairly regular meetings of CMNS staff regarding various issues of common interest. The CMNS Advisors meet weekly. Staff meetings are planned for at least once a semester; in addition, concerns from Staff are handled by the Manager and/or Director as they occur, and meetings are held with staff members in smaller groups as needed. A faculty renewal plan was developed in 2013 as part of the School's Five-Year Plan. The School's current governance review includes the mandate to design processes for developing and choosing School leaders.
5. Faculty Complement	
a) We will present requests for the two faculty appointments recommended by our reviewers, aligned with the forthcoming (fall 2012) strategic plan and university priorities.	Three Research Faculty appointments (New Media, Technology, & Policy; Media & Globalization; Sound and Culture), one Lecturer appointment, and one Lab Instructor appointment have been completed. One further Faculty position (Advertising, New Media, Public CMNS) has been approved by the Vice-President Academic.

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MEMORANDUM

ATTENTION	Betty Schellenberg Director, School of Communication	**DATE**	October 22, 2015
FROM	Glynn Nicholls Director, Academic Planning and Quality Assurance	**PAGES**	1
COPY	Aoife Mac Namara Dean, Faculty of Communication, Art and Technology		
RE:	External Review Update for the School of Communication		

As per Senate guidelines, the School of Communication is to report on progress being made in the implementation of the Action Plan that resulted from its external review in February 2012. This report will be presented to SCUP and Senate for information.

Please submit your progress report, using the attached template, by Thursday, December 3, 2015. Also attached, for ease of reference, is the Action Plan that was approved by Senate on October 1, 2012.

Although your external review took place prior to the requirement to develop educational goals and assessment beginning with the 2013–14 external review cycle, any progress being made in your School in defining program and/or course level educational goals for academic programs would be welcome in your progress report.

Please contact me at 2-6702, glynn_nicholls@sfu.ca, or Bal Basi at 2-7676, bbasi@sfu.ca, if you have any questions or concerns regarding the external review update process.

Attach.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director			
Unit under review	Date of Review Site visit Feb. 22-24 2012	Responsible Unit person, Alison Beale	Faculty Dean Cheryl Geisler
......Communication...	....	....	....

Note: *It is **not** expected that every recommendation made by the Review Team 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.*

Should an additional response from 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:

a) Enrollments: Recommendations 3 and 4 (page 11) of the Report concern enrollments in the undergraduate program. The School agrees that no further growth in undergraduate enrollment should be planned and is actively pursuing a strategy to limit enrollments to present levels (semester 1121, Spring 2012), concurrent with efforts to maximize enrollments within scheduled courses, attract and retain excellent students, and improve the School's faculty/student ratio. Expansion of the School's offerings in the NOW program to a full Major (as one of four SFU departments participating in this 2012 initiative) and further course development in the CODE program, also underway, will also enhance course access while maximizing resources and accessibility.

b) Curriculum review: The School will complete in 2012-13 the curriculum review begun in 2011. The review focuses on reducing course overlaps, simplifying prerequisite chains, updating course content and adding or deleting courses to reflect faculty interest and changes in the field. Through working meetings of faculty at all ranks teaching in the three focus areas of the School progress has been made toward these goals, contributing to the focus and emphasis on "quality over quantity" recommended by the reviewers' report (item 3, p.11). This curriculum review is complemented by a project initiated in Spring 2012 with the assistance of IRP to improve course scheduling in Communication to identify and reduce bottlenecks in course access for majors, and facilitate more effective and predictable course scheduling year over year and semester to semester.

c)Teaching for for *praxis* (Recommendation 2 page 10) . The School will improve the visibility of the many courses we offer across the curriculum (a majority) in which experiential learning, applied learning, and community-based learning are featured. This goal will be achieved a) by a review of teaching methods in our courses (per course outlines) followed by a revision of calendar, website and recruitment literature and b) by participation of individual faculty and faculty teams in pedagogical innovation facilitated by Teaching and Learning and by FCAT. We will collaborate with the Co-Op program and with other FCAT schools to provide a degree of

professional training, work to enhance the accessibility of Internet-based technology training (p.14) in courses within the limits of our lab infrastructure, and consider collaborating with external partners such as BCIT to provide further options for our students, such as certificate programs.

1.1.2   Graduate Programs:
Through its admissions process in 2013 the Graduate Program in the School of Communication will address in the short term the temporary imbalance of MA to PhD students (Recommendation 8,p.13). The program will also expand mentoring and professional development opportunities for doctoral candidates. We will continue to work with our Director of Advancement to improve student funding from non-TA sources (one major scholarship- B.C. Egg Marketing Board has been added since the External Review report was received.) The double Master's degree in Global Communication with the Communication University of China in development since 2010 was approved by Senate and Board of Governors in July 2012 and the admission process begins in December 2012 for the first cohort for September 2013. Following the initiation of this degree the School will also begin to consider offering a course-based MA degree. The School's recruitment, fundraising and general information will feature more details about our successful MA and PhD graduates, and the School will also increase efforts to track alumni and take advantage of its global community of graduates. Alumni profiles are scheduled to be developed by current students as part of the preparations for our 2013 40th anniversary year and associated promotion and events and a database of graduates will be developed from 2013 building on this initiative.

1.2   Resource implications ((if any):
SFU/CUC double M.A. degree resource commitments are outlined in the degree proposal.

1.3   Expected completion date/s:
Undergrad: Enrollments: fall 2012 and ongoing
Curriculum review: fall/spring 2012-13
Experiential and professional training- initiate assessment of its presence in current curriculum 2012-13

Graduate: MA/PhD proportion through 2013 intake
PhD professional dev't 2012-13 academic year
Funding (scholarships) enhance through advancement and faculty RA positions- continuing
CUC Double Masters first admissions for fall 2013
Course-based MA- to be considered by Graduate Studies committee from 2013

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

The External Review report provided a *very* positive assessment of our strengths, reputation and innovation outlined on page 3 of the Report. Regarding research, the report was chiefly concerned with how faculty can balance the demands of research, teaching and service. The School agrees with the reviewers that we could provide more opportunities for undergraduates to participate in faculty-led research, for example by taking advantage of undergraduate RA funding programs.

In order to manage the resource demands of a research-intensive school we will continue to require faculty at all ranks to balance research with teaching and service. In addition we will seek an additional staff support position for the management of research budgets and reporting, create an annual review process of the assignment of lab space and other research infrastructure, encourage and reward mentoring of junior by senior faculty, and promote awareness of research activity through colloquia and School publicity. Permanent records of highlights of research and creation in the School, and of unique research resources (publications, recorded interviews, etc.) will be achieved in collaboration with the Library through the digitization of archived materials to begin summer 2012. We note that this work has already begun with respect to the World Soundscape Project, an initiative of the School.

2.2 Resource implications ((if any):

Staff support for research budget management may be shared within FCAT. Funding for digital archiving available through the SFU library and archives will be sought in collaboration with our Librarian Sylvia Roberts.

2.3 Expected completion date/s:

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

The School will complete its review of staff job descriptions/needs and workload, with particular attention to technical staff and their role in enhancing the School website for internal functions as well as external publicity and recruitment.

We will complete and implement a 2-year course teaching plan from Sept. 2012.

We will revise advisory committee structure in the School to add permanent and/or ad-hoc committees on such areas as space planning and technology review as part of a review of governance and the School governance document to be completed in the 2012-13 academic year.

3.2 Resource implications(if any):

3.3 Expected completion date/s:

As above.

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e) Working Environment

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

In fall 2012 we will:

- hold a meeting of continuing Faculty to review the balance of service, teaching and research and other issues of concern to this group. Follow-up action will be determined at this meeting.
- hold a retreat/meeting for Staff regarding professional development, job descriptions, and staff renewal

A special meeting or meetings of members of the School Meeting will address the directorship and faculty renewal (fall/spring 2012-13).

4.2 Resource implications(if any):

4.3 Expected completion date/s:

As above

f) ....Faculty complement... (OTHER)

5.1 Action/s:

- We will present requests for the two faculty appointments recommended by our reviewers, aligned with the forthcoming (fall 2012) strategic plan and university priorities.

5.2 Resource implications(if any):

5.3 Expected completion date/s:

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

Unit Leader (signed)	Date Aug. 20, 2012

Name Allson Beale Title.....Director...

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

I support the School's efforts to revise its undergraduate curriculum and keep enrolments flat over the next few years. The recent course access study will provide good input to the school's efforts to reduce bottleneck for majors. To address students' interest in more practical courses, the school is also exploring curricular collaborations across the faculty, specifically with Publishing and Interactive Arts and Technology.

The school's development of a joint masters degree with the Communication University of China is an important initiative. Efforts to improve degree completion at the PhD level have already been underway and should address the imbalance between the PhD and MA.

I will work with the school to better understand its needs in research budget management. As funding levels increase, this will become more important.

Efforts to revise the governance structure of the school are starting and I support this effort. A review of the technical staff roles is also a good idea in light of the changes in technical support needs in the school.

I am sympathetic to the school's need for an increase in faculty and will try to support strategies for financing this in light of the new budget model, but this may take several years to accomplish.

Faculty Dean	Date
Cheryl Geisler	August 20, 2012