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College of Arts

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Submitted by:
Dr. Sylvie Murray Dean,

TO: Gerry Palmer, Vice Chair, Senate

FROM: James Mandigo, Chair, Academic Planning and Priorities Committee

CC: Sylvie Murray, Dean, College of Arts
           Claire Carolan, Associate Director, Program Development and Quality Assurance

DATE: January 26, 2023

RE: Communications reviewed all of   the documentation
           related to the program review and accepted them at its January 25, 2023 meeting and recommend to
           Senate for approval

           The external reviewers touched on several items, many of which the department had also noted
           during the review process. The department supports the action plan and will be working on a workplan
           in the near future. A potential cross-faculty leadership program with the School of Business was
           recognized as a good opportunity.

           SUGGESTED MOTION:

THAT Senate accept the Dean's Summary Report of the Communication Program Review as presented

Attachments:
   -   Memo to APPC
   -   Dean's Summary Report

Remainder of the documents located:

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‰ Œ š u v š [• Œ There is a procedure in place for special topics. We approach them in a very limited and targeted way. If a faculty member or a departmental committee expresses interest in offering a special topic based on their assessment of the student and program needs, the department votes on whether to run the course. We learn from the experience and if students, advisors, and the faculty agree on the success of the course after several runs, the course can be regularized.

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No action

2. That the department maintain the legacy of a strong applied communication program with a narrow, but deep focus (multiple scaffolded courses in each area) as a starting point such conversations and a stronger understanding of the capacity and student demand within the Major may be a good starting point before developing further credentials.

‰ Œ š u v š [• Œ Due to the recent, strategic hires, the composition of the department includes experts in different areas of communication teaching and practices. We agree with the notion to use such buckets of expertise so they can contit9(f)106(he)] TJ ET Q q 0.108.05 471-2(xp)3

emphasis on the theory, nevertheless remain applied communications courses at their core and implementation.

v[• Œ •%Agree W

No action

4. Increased work on identifying the strategic vision and goals of the program in the context of the tensions between applied communication and more theoretical areas of the disciplines, while considering both questions of upper-level capacity. The recent hiring of many new faculty, with broad and diverse expertise, has meant an amazing piece that needs a clear strategic direction.

‰ Œ š u v š [• Œ Z •%Œ v À]WÁ Œ •[} • Œ À š] } v } (šZ   ‰ Œ š u v š [• Z is thoughtful and correct. However, as mentioned in the previous comment, the department has a consensus on the understanding of collective identity. Recently hired faculty, coming with advanced degrees, ability, and passion to do quality research add valuable enhanced theoretical perspectives to our vision, but they also come recognizing the nature of the program as an applied communications program, serving primarily local communities.

o šZ}µPZ šZ Œ]•   P v Œ o PŒ   u všU Á Œ }Pv]Ì šZ v   š} Œ À]•] v š]šÇ u}Œ o Œo Ç v (}Œ u o oÇX t   Œ]v šZ ‰Œ} vision and mission statements, which are the products of a collective effort and will be posted on the department website in the coming months.

v[• Œ •%Commend the department for articulating their vision and mission statements, with attention to balance between applied and theoretical elements.

Action: Department to finalize vision and mission statements, with attention to balance between applied and theoretical elements, and post these to their website.

5. In the context of the need for strategic planning, careful attention to upper-level retention challenges, recommend ensuring all faculty understand and work within the enrollment patterns and graduate outcomes for the programs to drive annual work loading, curriculum development and revising of PLOs.

‰ Œ š u v š [• Enrollment planning is centralized, and the department works based on the course plan approved as part of the budget process. This includes upper-level offerings. The established workload selection procedures in the department asks faculty to express their interest in teaching specific courses from the list of offerings for the academic year. Department administration ensures fairness of the process and maximum possible accommodation for (µ o š Ç [• ‰Œ (Œ (e Ensuring the program and student enrolment needs are met.

Faculty is regularly informed about the current and projected enrolment and course offering decisions made according to the ongoing and projected situations. Discussion involving both faculty and administration, emphasizes, among other points, the need to align any changes with šZ ‰ Œ š u v š [• • and program learning outcomes

v[• Œ •%The process for enrolment planning and department allocation of work used to date is accurately described above.

No action

6. Increase emphasis on leader/leadership communication skills/learning for students to be able to navigate the working world with confidence and able to lead through their communication, no matter the context or position within their workplaces. Leadership skills could exquisitely be incorporated into course lesson plan activities, case/scenarios, and practice-oriented courses. As leaders, graduates will be engaging in many elements of sustainability, environmental, Indigenous, equity, diversity and inclusion advocacy and allyship endeavors. Leadership skills will be an asset.

> ‰ Œ š u v š [• Although not specifically labeled as such, leadership elements are threaded through several upper-level courses offered in the Communications Department. Some examples are CMNS 345: Instructional Skills for the Workplace, CMNS 445: Facilitating Skills for the Workplace and CMNS 430: Communication for Project Management. In each course, leadership elements focus on specific areas such as effectively communicating messages to team members, recognizing and adapting to internal and external actors, and communicating in responsible, culturally aware, and ethical ways. A specific Communication for Leadership course is under development.

> In addition to our own courses, the department is exploring the possibilities to combine efforts with other programs such as Business and Integrated studies to develop a program in leadership that would combine their focus on organizational elements with our emphasis on leadership communication.

> v [• Œ • Agree with the usefulness of more explicit emphasis on leadership through explicit learning outcomes in the courses cited above, and discrete course and credential.

> Action: Department to make explicit where leadership is a learning outcome in existing courses, complete development of Communication for Leadership course, initiate consultations with Business on a joint leadership-oriented program

7. As part of strategic planning for curriculum and program design, analysis of the relationship with the Media Studies program (currently administered by SCMS) and GD. Discussion with students and advising indicated frequent interest among students for learning plans that combine MACS and CMNS credentials or courses. This combination could be a part of the process in defining a strategic path, reflecting the student interest in both areas and be considered an opportunity.

> ‰ Œ š u v š [• Several courses from both Media and Communication Studies and Graphic Design are elective options in Communication Minor and Major.

> The department is working with MACS on coordinating our efforts in journalism education. MACS 5 612 792 re W* n 0e1x(na)4(t)-5(io)7(n c)-7(o)4(ul)-17(d b)3(eg 0 G [(an)4(d ad)5(ap190.55 Tr

in both programs and proper curriculum/program adjustments are in the process of development for institutional approval.

Our coordination with Graphic Design primarily concerns our approaches to visual communication. As the two departments offer courses addressing different aspects of visual communication theory and practice, such coordination aims to ensure that students have a clear understanding of how they can benefit differently from each course.

As indicated above, students can currently pursue a CMNS minor within the BFA with a Graphic Design major. They can also combine a MACS minor or extended minor with the CMNS major in the BA starting this fall.

v [• Œ • %ollaboltion with other departments is taking place, as discussed in Section 2, paragraph 4 above.

No action

<u>Section 4. Delivery, Assessment, and Student Success</u>

Z À] Á Œ• }u u v š }v •š µ v š• [‰}•]š]À (I }µ š š Z] Œ Æ ‰ Œ] faculty, v š Z µ v] À Œ• š Ç [• • µ ‰ ‰ } Œ š (} Œ • š µ v š• š } Z] À š Z] Œ µ modes of delivery. Students shared thoughts on curriculum content which informed the recommendations below.

1. Negotiation skills to be incorporated into the communication courses. The reviewers are cognizant this is a business school focus; however, negotiation skill is important for any graduate in the working world and may be an interesting addition to the communication curriculum.

‰ Œ š u v š [• Œ • ‰}Ev• Á] š Z š Z Œ À] Á Œ• [• • • • u v š } (š Z] u ‰ } negotiation skills and incorporating them into our courses. We are taking it one step further and planning for a separate course, specializing in communication-oriented negotiation skills, within š Z v Æ š š Á} Ç Œ• X d Z ‰ Œ š u v š [• µ Œ Œ] µ o µ u }u u] š š] • comparable institutions. Unlike the business programs' typical approaches, our planned negotiation course will focus on relationship building across various settings, stakeholder and change management, and understanding and use of non-verbal language cues.

v [• Œ • %ožis relates to Section 3, recommendation 6 a new course currently under review in the Peace and Conflict Studies program.

Action: Department to explore development of a course in communication-oriented negotiation skills in the next two years, taking into account relationship with course/program on leadership skills and related initiative in PACS.

2. Neurodiversity and ability communication link (further details under Section 6 under Social Justice, Equity, Diversity and Inclusion).

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diversity, and inclusion, with more attention being paid to neurodiversity as it directly affects
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working with the Centre for Accessibility Services as well as encouraging faculty members to
partake in professional development workshops on the topic. Internally, the department has
planned a series of professional development sessions on EDI for both permanent and contract
faculty in the next two academic years.

v [• Œ • ‰}v•]v •µ‰‰}Œš of this work.

Action: Continue working with the Centre for Accessibility Services as well as encouraging

degree required for success in a tenure-track competition. Depletion of the pool of sessionals would be detrimental to the delivery of the lower-level writing courses in particular. Undue emphasis given to hiring PhDs with research expectations might deter from the applied nature of the program.

1. Engage in formal strategic planning to explore where the department wants to go in the next five years.

‰ Œ š u v š [• Œ • W The Department has developed a 5-year strategic plan, which currently serves as a general framework for the annual planning, projects, and duties.

v [• Œ • W We commend the Department on engaging in this strategic planning work.

No action

îX &}Œu oo Ç]• µ•• ÁZ š šZ ‰ Œšu vš[•] vš]šÇ •Z}µo š} }vš]v to come. Without an identity and the resulting shared vision for the department, fracturing of the strong sense of connectedness may appear.

‰ Œ š u v š [• Œ • W As mentioned in section 3 of this response, the faculty has a consensus understanding of the department's identity. Along with benefiting from the expertise of recently hired permanent faculty, we remain focused on teaching applied communication skills. Revisions and additions to theoretical contexts offered by new faculty complement amplify our ability to serve our student in different areas of applied communications, including expanding our capacity in areas such as public relations, social media communication, and journalism.

v [• Œ • W No further comment

No action

3. Revisit with leadership of the university where supports for a transition to research intensive and tenure track post-secondary structure can be more supported, either through release percentages for faculty or hiring contract faculty with the same minimum qualifications, to support their transition to permanency in the future, to avoid the limbo currently experienced by sessional contractors. Sessional contractors will be necessary, especially if a shift in workload for research faculty comes to fruition. Contractors will be the faculty who teach the sections tenure track faculty have been released from.

‰ Œ š u v š [• Œ • W See 4 below

4. Address the potential mismatch of faculty ability and career expectation with the teaching positions and research expectations of faculty.

‰ Œ š u v š [• Œ • W (3 & 4): As it was fairly assessed in the review, the department has recently had an influx of new permanent faculty members with interests and passion in research. New faculty accepted the jobs understanding that UFV is a teaching-intensive institution, and they were offered positions based on, primarily, their ability to teach applied

‰ Œ š u   v š [•   With our External Advisory Board in active development, we hope to ‰ P] v u   š] v P   š Z] •   Œ   } u u   v   š] } v   ] v   š Z   î ì î î l î ì î ï   Ç Œ   š Z Œ } µ P Z   u v   • µ P P • š] } v • X   d Z Œ } µ P Z   } µ Œ   (µ š µ Œ   } Œ   [•   Œ   } u u   v   š] } v • U   Á between th   ‰ Œ š u   v š [•   } ((Œ] v P •   v   h & s [•   Œ } Œ   u   v   š X   d Z   } U Department took a leadership role with other UFV groups to establish the PR-credential project in close consultation with the Ministry. Our partnership with Continuing Education i another example of the attention the department pays to the communication trends within industry, as that program seeks to engage ntraditional students already active as professional communicators.

v [•   Œ   • ‰ } v • W We are pleased that the ‰ Œ š to seeking external feedback on currency of their curriculum, including opportunities for microcredentials in line with Ministry priorities.

Action: Department to actively utilize feedback of External Program Advisory Committee to review their curriculum and identify opportunities for future offerings.

3. Build on partnerships with other similar disciplines, such as Journalism and MACS. Collaborations such as these enrich the curriculum and networks to industry and could increase contacts for practical learning experiences.

‰ Œ š u   v š [•   We agree with this recommendation and see the significance and value in building partnerships with complementary areas like MACS. From its inception journalism offerings at UFV have been a joint venture between MACS, CMNS, and other departments, initially led by CMNS. The continued growth of our journalism program, including the development of a minor, will allow for more collaborations in the future. MACS and CMNS courses are integral to the Bachelor of Media Arts program, where a balance of applied communications and theory ensures our students graduate as accomplished practitioners grounded in communications theory.

v [•   Œ   • ‰ } v • W Already discussed.

No further action

4. Review all courses (there are three at this moment) and see where practical or applied learning can be incorporated more than they are now. The applied learning does not need to be formal industry partnerships, this could be done through case studies and interdisciplinary student groups in partnership for example.

‰ Œ š u   v š [•   While we do report in our department meetings on practical and applied learning that is happening in our courses, we see the value in furthering this work. The department will continue to develop and revise CMNS courses to provide applied learning opportunities and look for p(r)-8(t)6

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Indigenization/ EDI Action Plan/ Internationalization Goals

1) See 2 below

2) Plan and deliver PD training on incorporation of SEDI and universal design in pedagogy and course development.

Section 7. External Connections/Potential Community Links

1) Department to continue working with the CECE and the ARTS External Liaison Coordinator to identify placements for students.
    Department to form External Program Advisory Committee

2) Department to actively utilize feedback of External Program Advisory Committee to review their curriculum and identify opportunities for future offerings.

3) n/a

4) n/a

5) Department to develop its relationships and practicum placements with First Nations communities.

6) n/a