

SIMON FRASER UNIVERSITY

S.82-38

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON ACADEMIC PLANNING/
SENATE GRADUATE STUDIES COMMITTEE

Subject..... PH.D. - COMMUNICATION

Date..... APRIL 29, 1982

Action taken by the Senate Graduate Studies Committee at its meeting of January 25, 1982 and action taken by the Senate Committee on Academic Planning at its meeting of April 7, 1982, gave rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.82-38, the proposed Ph.D. Program in Communication."

Attention is drawn to the memorandum from the Senate Committee on Academic Planning dated April 15, 1982.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... See Distribution Below:.....
.....
Subject..... Ph.D. Program in Communications.....

From..... Bryan P. Beirne.....
..... Dean of Graduate Studies.....
Date..... December 8, 1981.....

At a meeting on December 7, 1981, the Assessment Committee approved unanimously the proposal for a Ph.D. Program in Communications as revised in relation to comments by the external referees and by members of the Committee, and recommended that it be forwarded for consideration by the Senate Graduate Studies Committee.

Bryan P. Beirne

cc: Dr. J. Munro, Vice-President, Academic
Dr. J. Webster, Associate Vice-President, Academic
Dr. T. Calvert, Dean of Interdisciplinary Studies
Prof. William Leiss, Communications Department
Dr. A. Doerr, Associate Dean of Graduate Studies
Mr. H. Evans, The Registrar, Registrar's Office. ✓
Members of Assessment Committee:
Dr. J. Tuinman, Education
Dr. P. Coleman, Education
Dr. Plischke, Physics
Dr. Sutton, Chemistry
Dr. Day, History
Dr. T. Poiker, Interdisciplinary Studies
Dr. Boland, Economics

Registrar's Note: Part I is the formal proposal from the Department of Communication, as revised in relation to comments by external referees and by members of the Assessment Committee and by the Senate Graduate Studies Committee. Part II contains the assessments of the three external reviewers prior to the revisions.

RECEIVED

DEC 10 1981

REGISTRAR'S OFFICE
MAIL DESK

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... MR. H. M. EVANS
..... SECRETARY OF SENATE
Subject..... PH.D. - COMMUNICATION

From..... SENATE COMMITTEE ON ACADEMIC PLANNING
.....
Date..... APRIL 15, 1982

Action taken by the Senate Committee on Academic Planning at its meeting on April 7, 1982 gives rise to the following motion:

"That the proposal for a Ph.D. in Communication be approved and forwarded to Senate for its consideration."

Discussion of the proposal by SCAP focussed on the following issues:

- rationale for the program
- size of the program
- qualifications of faculty to be senior supervisors

Simon Fraser has the only departmentally based communications program in a Canadian university; no other university outside of McGill offers a Ph.D. in Communications; west of Ontario, no other university other than Simon Fraser offers graduate degrees in communications (Note: graduate programs have been proposed at UBC and Calgary but both will specialize in journalism or media studies, not communication studies in the broad sense as established at SFU). With its well developed comprehensive program offerings at both the undergraduate and masters level, Simon Fraser is currently in a leadership position in the emerging discipline of communication studies. The proposal for a Ph.D. program in Communication represents a logical extension of the department's current programs and meets a clear and important need for advanced studies in this emerging discipline.

The program will be limited to four new students intake per year, a total of twelve students when the program reaches steady state in year three. To ensure that the department's faculty resources are available in support of the Ph.D. program, some curtailment of the masters and/or undergraduate program enrolments may be required.

The Dean of Graduate Studies and the Chairman of the Department will have joint responsibility for determining the eligibility of faculty to assume senior supervisory responsibilities for students in the doctoral program; where appropriate, qualified faculty from other university departments will be asked to serve as either committee members or senior supervisors.

(The proposal was approved by the Senate Graduate Studies Committee on January 25, 1982.)

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....	Dr. J.M. Munro, Chairman.....	From.....	Bryan P. Beirne, Chairman.....
.....	Senate Committee on Academic.....		Senate Graduate Studies Committee
.....	Planning		
Subject.....	Ph.D. in Communication	Date.....	March 3, 1982.....

The proposal for a Ph.D. program in Communication was approved by the Senate Graduate Studies Committee at its meeting of January 15, subject to specified revisions which have now been made. That Committee recommended that the revised proposal be forwarded for consideration by the Senate Committee on Academic Planning.

A copy of the revised proposal, with relevant documentation is attached.

BPB:rj

cc: Dr. W. Leiss,
Chairman,
Communication Dept.

Bryan P. Beirne

SIMON FRASER UNIVERSITY

SCAP 82-7

MEMORANDUM

To.....	Members of SCAP.....	From.....	Dr. John S. Chase, Director
.....			Office of Analytical Studies
Subject.....	Ph.D. Proposal, Communication Studies	Date.....	30 March 1982.....

Attached is the subject proposal. Part I is the formal proposal from the Department of Communication Studies; Part II contains the assessments of the three external reviewers.

JSC:ef

Atts.

John

PART I

PROPOSAL FOR A PH.D. PROGRAM IN COMMUNICATION

AT SIMON FRASER UNIVERSITY

Proposal for a Ph.D. Program in Communication
at Simon Fraser University

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OVERVIEW

PROPOSAL FOR A PH.D. PROGRAM IN COMMUNICATION

UCBC GUIDELINES STATEMENT

I. GENERAL INFORMATION

1. Title of the Program: Ph.D. Communication.
2. Credential to be Awarded to Graduates: Doctor of Philosophy.
3. Faculty or School, Department or Unit to Offer the Program:
Faculty of Interdisciplinary Studies, Department of Communication.
4. Date of Senate Approval:
5. Schedule for Implementation:
Contingent upon UCBC approval;
September 1984 -- implementation;
May 1987 -- graduation of first students.

II. PROGRAM DESCRIPTION AND RELATED MATTERS

1. Objectives of the Proposed Program:
To produce specialists in the area of Communication (see detailed objectives in Appendix I).
2. Relationship of the Proposed Degree to the Role and Mission of the University:
The mission of a university is to provide advanced graduate graduate and professional education, as well as to advance knowledge through research in the forefront of specialized fields. The proposed program has natural relationships with existing programs in Communication and other departments in the Arts and Sciences and Interdisciplinary Studies (see additional rationale in Appendix I).
3. List and Brief Description of Existing Programs at the Other B.C. Institutions Related in Content and Similar in Objectives to the Proposed Program:
Neither the University of British Columbia nor the University of Victoria offers undergraduate or graduate programs in this area.

4. Indication of How the Proposed Program will:

- (a) either complement existing similar programs within the institution or at other B.C. institutions.
- (b) or be distinct from other programs in the field at the other B.C. institutions:

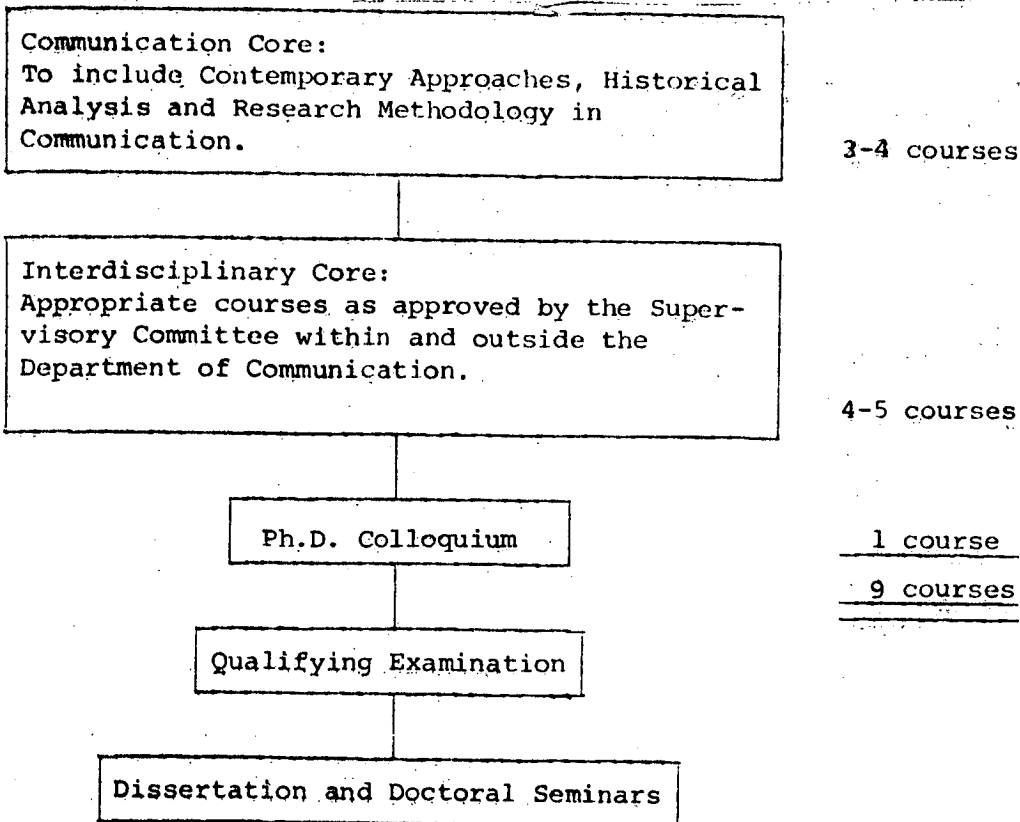
The program is a logical extension to our present M.A. program. No similar programs exist in other departments at SFU, nor at the other two universities. However, the program will complement facilities in other departments and at the other universities through extending faculty and research facilities to those students from other departments who wish to undertake credit work in this specialized area. This precedent has already been established with graduate students from Education, Psychology, and Business Administration at SFU, as well as graduate students from Medicine, Education, and Nursing from UBC.

5. Curriculum: Courses Directly Identified with the Program:

- (a) existing courses;
- (b) new courses: (5 courses to be added):

(See also Appendix 2.) Ordinarily, as shown in the following diagram, the curriculum will require completion of a minimum of 9* courses at the graduate level, together with a qualifying examination and a dissertation:

- * We have designated numbers of courses required, rather than units of study, since courses in various departments have varying units of credit assigned to them.



The curriculum will be adapted according to the nature of program completed at the Master's level. All candidates will be required to demonstrate suitable substantive research capability before proceeding with the dissertation.

6. For Professional Degrees: Evidence of Formal Consultation with the Professional Organizations or Licensing Agencies which Accredite Programs of the Type Proposed:

No professional organizations or licensing agencies accredit programs of the type proposed.

7. For Professional Degrees: If the University Already Offers a Program at another level in the same Field, Evidence that the Existing Program is Accredited by the Professional Organization:

The University offers programs at the M.A. level in the same field.

8. Details of Consultation with Non-University Agencies such as Likely Employers:

Letters have gone out to such agencies, employers, etc. requesting their needs in this area and their reactions to the proposal (see Appendix 4).

III. NEED FOR PROGRAM

1. Indication of Cultural, Societal or Professional Needs the Program is Designed to meet in Addition to the Objectives, Already Mentioned:

The program is designed to meet the increasing need for professional expertise as shown in Appendix 4 and 5.

2. Enrollment:

- (a) Evidence of Student Interest in the Program (written enquiries, etc.):

While most enquiries have been informal or oral, considerable interest is evidenced in the continuing number of Canadian and foreign students applying for such a program, some of whom are presently enrolled (see Appendix 6).

(b) Enrollment Predictions, Indicating the Proportion of New and Transfer Students (Program's Impact on the Total University Enrollment):

Addition of 12 FTE students in the Steady State (1986-87). See Appendix B.

(c) Evidence (other than [a]) to Support Enrollment Estimates:

Enrollment in the Master's Program has consistently met Departmental expectations. The demand for admission to the Doctoral Program promises to be the demand at the Master's level.

(d) Proposed Growth Limits and Minimum Enrollment:

A maximum of 12 students has been set. Minimum enrollment would be three.

3. Types of Jobs for Which the Graduates will be Suitable:

- (a) University faculty.
- (b) College faculty.
- (c) Provincial Ministry of Communication appointments.
- (d) Federal government appointments where these bear upon the areas of expertise (e.g., Advisory Boards, Department of Communications, Canadian Radio-television and Telecommunications Commission).
- (e) Industry and commercial appointments where these bear on the areas of expertise (e.g., Personnel, Adult Education, etc.).
- (f) Voluntary organizations and health fields.
- (g) Consulting.

4. * For Ph.D.'s and Professional Degrees: Estimate of (Annual) Employer Demand for Graduates, Provincially and Nationally:

Estimated annual provincial demand -- 4

Estimated annual national demand -- 35

(See Appendix 4, Doc. III)

5. For Ph.D.'s and Professional Degrees: Estimate of Number of Current Candidates for Appropriate (Annual) Openings in the Employment Market, Provincially and Nationally:

- (a) from the institution itself: 2
- (b) from the other two B.C. universities: 0
- (c) from Canadian universities: 3-4

6. (As a further indicator of Demand), if the Department already offers Graduate or Professional Programs: Indication of Student Placement Patterns in these Programs over the Last Three Years (Teaching, Industry, Professional, Government, Other):

All Master's level graduates in the program have found employment or are engaged in advanced degree programs elsewhere (see Appendix 6).

APPENDIX 1

1. PROGRAMME OBJECTIVES AND RATIONALE

A. INTRODUCTION

I know of no place where (terminal) undergraduate and Masters programmes are a qualitative match for 9those same) programmes at institutions which also offer a Ph.D. programme in Communication. In general, any commitment to a graduate programme in these days should involve a Ph.D. programme. Without that, it is more difficult to attract the best staff, students and funding.

(Professor A.G. Smith, Consultant's Report on SFU Communication programme, March 15, 1972).

The above excerpt reflects the opinion of most people we have consulted in the field of communication studies. There are two major reasons for seeking to establish a Ph.D. programme. First, it is a natural and logical extension of healthy undergraduate and master's programmes which aspire to academic excellence. With a Ph.D. programme an institution can generate the concentration of research and scholarly application among faculty and students that is characteristic of the leading departments in any discipline.

The second reason is a more pragmatic and specifically national one. At this time, there is only one Ph.D. programme in communication studies in Canada (at McGill University), despite rapidly expanding enrollments in much of Canada at both the undergraduate and master's levels. The McGill programme, moreover, is not based in a department but relies on secondments of faculty from other departments. Also at present there is only one other graduate programme offering an M.A. west of Ontario, the new M.A. program at Calgary; again, this is not based in a department with its own faculty appointments, and moreover has no undergraduate aspect.

While existing Canadian graduate programmes in communications in Ontario and Québec offer a more broadly based education than what Calgary proposes to do, the current and proposed Simon Fraser graduate programmes are among the most developed and comprehensive in the field. Several existing programmes (Windsor, for example) specialize in media studies or training. Others supplement a journalism programme with some more broadly based communications offerings.

The proposed Ph.D. programme meets a clear and important need for advanced studies, offered by a department-based faculty, in the newly emerging discipline of communication studies. It will be the only Ph.D. programme west of Quebec and the second such programme in Canada. In a rapidly growing field, Simon Fraser has an important contribution to make.

B. OVERVIEW OF THE DEPARTMENT

The Department of Communication was established in 1973 at Simon Fraser. Following is a passage from the original proposal for the establishment of this Department:

"The nature of the discipline of communications cuts across the arts, humanities, social sciences, and many other older disciplines. Yet communication study is not merely a cross-roads; it is also a field of common problems and an intellectual domain with its own center of gravity. That center is the study of the nature, production, use, and role of messages (or statements, symbols, etc.) in life and society.

We develop ways of thinking, knowing, and relating to each other largely through the statements we share. Messages, images, and complex symbol systems cultivate assumptions about what is, what is important, and what is right. They provide terms of affirmation and negation, identity and alienation, collaboration and conflict.

Creating, sharing, and using symbols and statements is the 'humanizing' process of man. A change in that process alters the nature of human affairs.

We are in the midst of such a transformation. It stems from changes in the technological and social bases of symbol production -- an industrial revolution in information and popular culture. New media alter form, content, and context. New modes of communication change ways of selecting, composing, and sharing perspectives. New institutions of communication create publics and cultivate common consciousness across boundaries of time, space, status, and culture. New patterns of information animate societies and machines, and shape the terms of our engagement with each other and the world. Man has changed the symbolic environment that gives meaning and direction to his activity. We have only begun to inquire into these meanings, these directions, and their alternatives.

Change and its consequences also expose perennial problems to fresh scrutiny. How does a message, image, or story evoke and elicit, unite and divide, bind and release? How is information processed, transmitted and integrated into given frameworks of knowledge? How do societies and technologies produce symbol systems, and assign value and weight to the issues and choices inherent in them? What standards can guide and what measures can test communication acts and policies in changing cultures?"

These general observations and concerns were echoed in the AUCC report #5, May 1971, which went on to comment that:

"Communication is an endemic Canadian problem (and) not surprisingly, communications studies are becoming more important in many Canadian universities."

However, as we observed at that time, "it is interesting to note that no university west of Saskatchewan has so far made . . . provision (for such courses)." Consequently, we recommended that Simon Fraser University develop a program in this area that would "meet (both) disciplinary considerations and demonstrable local, regional and national needs."

This, then, was the basis on which Simon Fraser University approved the establishment of an undergraduate and graduate (M.A.) programme in the Department of Communication.

The new Department fitted easily within the framework of the Faculty of Interdisciplinary Studies. Offering the opportunities to combine policy analysis and academic research on one hand, and the disciplinary traditions of political science, anthropology, economics, sociology, law, and psychology on the other, it represented a significant contribution to the Faculty. The Department grew rapidly in its first few years, adding two faculty a year for the years 1976 to 1979 and demonstrating a strong capacity to attract research grants and students. (See Appendices 6 and 7.)

C. GENERAL ORIENTATION:

Although the Department places major emphasis on theoretical and analytical work, much of the research undertaken by faculty has direct application to social and government policy. Such an orientation makes Simon Fraser's programme unique in Canada. While other departments emphasize literary, cultural, or film studies, faculty conducting research at Simon Fraser stress the social and institutional context within which films, media, or culture are shaped and distributed. While many departments are either oriented to the humanities or to the techniques of communication, Simon Fraser's programme is oriented to the social sciences and brings together anthropologists, sociologists, economists, psychologists, and social theorists. The nature of the Simon Fraser programme encourages the study of the social and human implications of new communications processes and technologies, an approach which is welcomed by policy makers in governmental agencies and departments such as health and human resources.

Finally, the Simon Fraser programme is strongly interdisciplinary, permitting maximum interface with other fields. Many faculty in communication studies have worked on social or policy studies that successfully bridged the boundaries between disciplines within the Faculty of Interdisciplinary Studies, and between this and other faculties.

D. FIELDS OF SPECIALIZATION:

At the centre of the study of communication is the analysis of messages and message systems, as they are structured by the social context, institutions, or the practices of specific groups or society in general. This constitutes the underlying unity of the Department's course offerings and research, and is the focus of the three types of core courses discussed under The Program (Appendix 2).

In the context of these core courses the Department will offer Ph.D. students the opportunity to choose among three fields of specialization:

1. Critical Analysis of Media:

The nature, role, import, and function of the mass media constitute the essential concerns of the critical analysis area of communication studies. From a social scientific perspective, critical analysis seeks to explicate the relationships that obtain between the mass media and the larger sociocultural, behavioural, political, and economic systems of society. At the same time it focusses on the manner in which media materials and processes impinge upon the lives of individuals every day, and in a reciprocal sense, how human interactions and interpretation in relation to the media infuse media with meaning and influence. From a technical perspective, the media are analyzed in terms of

actual practice; that is, how technology operates and is utilized to particular ends. Both areas provide a comprehensive and detailed description of the processes, and a conceptual framework for the understanding of the theory and praxis of contemporary mass media.

This dual approach will equip the student with a vocabulary, theory, and method for research into the significance and technologies of mass media. Further basic skills in the operation and uses of various communication media are to be taught with the objective of providing the student with the requisite knowledge for understanding the actual functioning of the professional media.

2. Communication Behaviour:

The emergence of Communication Behaviour as a distinctive field of study has taken place only within the past two or three decades. The focus of study in this area is the understanding of the process of human interaction in its own right. Ranging from the study of interpersonal communication in forming and maintaining the individual, through the study of the structure, functions and roles of people working in groups, to the study of larger organizational systems, emphasis is given to the effects of particular concepts and levels of communication occurring within and between these several systems.

Opportunities for specialized emphasis in this area are considerable:

The analysis of individual communication behaviour: its genesis, conditions, and pathologies as related to social context;

The study of the structure and functions of interpersonal and small group systems: verbal and non-verbal behavior, roles, value structures, and determining factors of organizational and social contexts;

The analysis of communication networks in human and organizational frameworks: factors involved in effective and ineffective social and policy programs;

Investigation of the role of communication behaviour in various kinds of social, political, and economic developments both nationally and internationally: organizational and inter-group communication; social and cultural factors in planning, conducting, and evaluating programs of development; the human factors and ethics involved in the intervention process.

3. Social Implications of Communications:

The major areas of study encompassed in this field include communications policy, regulatory issues, and the social consequences of information technologies ("the information society").

The study of communication policy encompasses broadcasting, film, and telecommunication. The emphasis is on the institutional, social, economic, and political factors that shape the specific policies applied in each area. Regulation of media, and the application of new technologies to cultural development, or for service to rural or remote areas, is a focus of concern.

Communication policy is rapidly changing in response to new technologies and to pressures from an increasingly enlightened public. The traditional divisions between telecommunications, broadcasting, and cultural industries such as film or publishing are disintegrating under the pressure of new technological breakthroughs connected with electronic transmission of data by computer and satellite.

Information technology includes a number of tools that are used in the collection, manipulation, processing, storage, and movement of information, and that are combined with one another and used in such a way as to constitute a new medium of communication, one that is as different from the existing media as television was different from the newspapers. The study of information technology from a social scientific perspective is concerned with: the social context in which communication and information technology are being developed; what the technology is, what it does, what resources it requires, how it meshes and conflicts with existing social structures, and how it changes and is changed by those same structures. The relation between a society, the social goals of its members, and its media of communication is the primary theoretical focus of this area.

APPENDIX 2

The Program

The Ph.D. programme is viewed as an apprenticeship for a small number of persons who are committed to the challenges of scholarship in an emerging field with direct application beyond the university.

At the core of the programme will be three types of offerings, centred on the intellectual orientation of the new discipline of communication studies:

- (a) a history of philosophies, theories, and conceptual frameworks for the study of communication and human socialization;
- (b) a study of the processes and techniques of inquiry and analysis of the role and functions of communication;
- (c) an assessment of communicational constraints upon the evolution of social systems and of political, social, cultural, and economic constraints upon the evolution of communication systems.

Further courses within the Department's areas of specialization will enable students to complete theoretical and analytical work in the field of communication. Since academic concerns will take students across the boundaries of several related disciplines (such as anthropology, sociology, economics, and political science), we will draw upon the intellectual resources in those disciplines at S.F.U. to complement our own offerings.

Courses Directly Identified with the Program:

1. New Courses:

- CMNS 805-5 - Research Methods
- CMNS 880-5 - Directed Readings and Research
- CMNS 881-3 - Research Internship
- CMNS 885-2 - Ph.D. Colloquium
- CMNS 899 - Ph.D. Thesis

2. Existing Courses:

- CMNS 800-5 - Contemporary Approaches in Communication Studies
- CMNS 801-5 - Design and Methodology in Communication Research
- CMNS 802-5 - History of Communication Theory
- CMNS 820-5 - Interpersonal and Group Processes
- CMNS 822-5 - Human Factors in Communication
- CMNS 825-5 - The Social Matrix of Communication
- CMNS 830-5 - Communication Media: Research and Development
- CMNS 834-5 - Political Economy of Communications
- CMNS 839-5 - Acoustic Dimensions of Communications
- CMNS 840-5 - Advanced Communication Theory
- CMNS 850-5 - Directed Readings and Research
- CMNS 851-5 - Directed Study
- CMNS 855-5 - Selected Topics
- CMNS 856-5 - Graduate Seminar
- CMNS 860-2 - M.A. Colloquium

3. Interdisciplinary Courses:

The following list is intended to be illustrative rather than exhaustive. Student choice will be governed by area of specialization, as well as availability of courses actually offered. In addition to the following SFU courses, students will be encouraged to make use of UBC resources -- both faculty and course work -- as several of our graduate students have done.

- LING 806-5 - Sociolinguistics
- PHIL 850-5 - Graduate Seminar in Philosophy of Language
- POL. 851-5 - Public Policy in Canada
- POL. 801-5 - The Scope and Methods of Political Science
(limited overview of normative methodology)
- POL. 839-5 - Government and Politics of Developing Countries
- PSYC 803-5 - Seminar in Intervention
- S.A. 815-5 - Sociology of Knowledge
- S.A. 858-5 - Philosophy of the Social Sciences
- M.B.A. 681-5 - Social Group Behavior
- ECON 807-4 - Methodology in Economic Theory
- ECON 857-4 - Studies in Economic Development
- EDUC 813-5 - Organizational Theory and Analysis in Education
- CMPT 820-3 - Heuristic Programming

Qualification for Admission:

The requirements for admission to the program include an academic standing from a recognized university, acceptable to the Faculty of Graduate Studies and the Department, satisfactory statement of intent and letters of reference, and the availability within the Department of supervision and of adequate space and facilities.

Research:

The culminating major task for the doctoral candidate will be to produce a dissertation which demonstrates the candidate's ability to undertake independent research and which adds significantly to the body of knowledge in Communication. The work will be supervised by a committee of no fewer than three faculty members, at least one of whom will be from outside the Department.

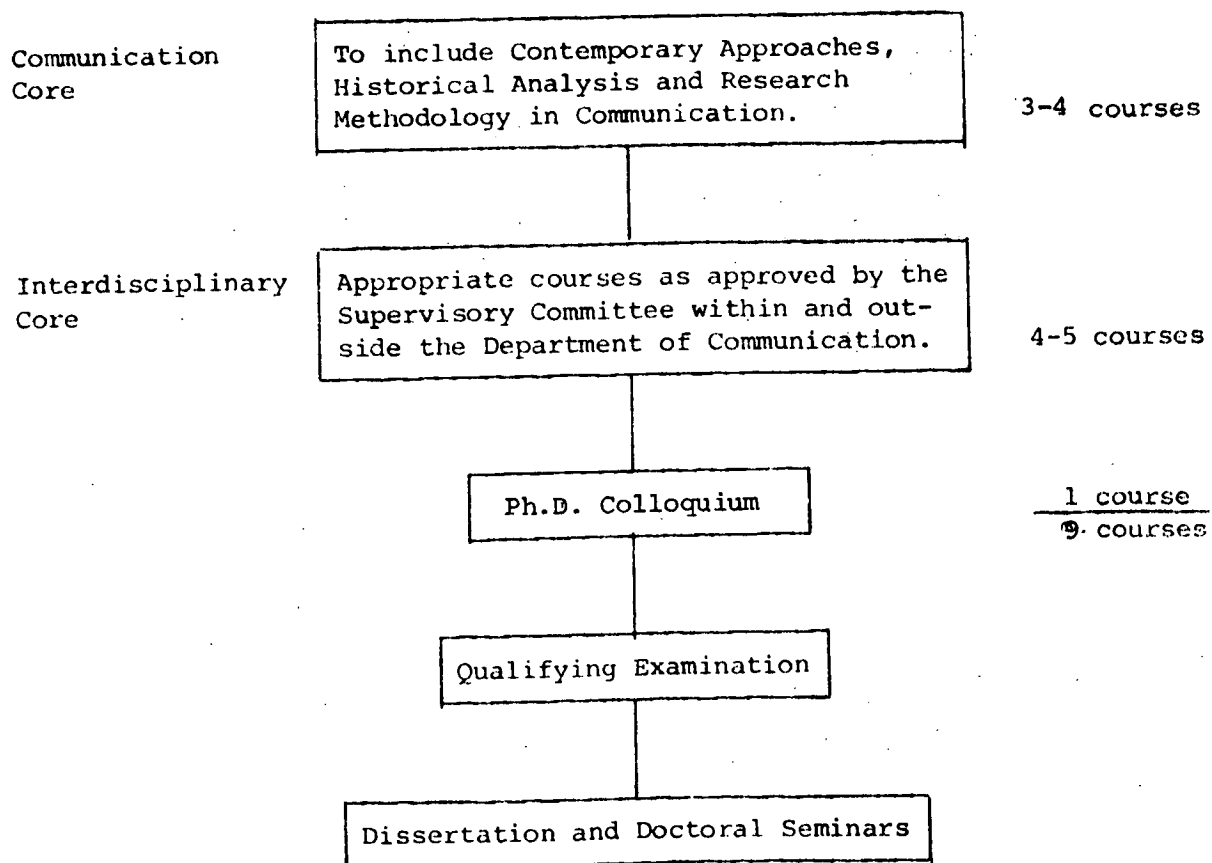
Residency:

The residency requirements of the program will normally be satisfied by five (5) semesters spent in full-time study on the dissertation beyond the Master's degree. It is expected that some students may complete portions of their course work before initiating their residency.

The Basic Program:

Ordinarily, as shown in the following diagram, the curriculum will require completion of a minimum of 9 courses* at the graduate level, adapted to the nature of the program completed at the Master's level, together with a qualifying examination and a dissertation. All candidates will be required to demonstrate substantive research capability before proceeding with the dissertation.

(* Note: We have designated the number of courses required, rather than course units, since courses in various departments have varying units of credit assigned to them.)



APPENDIX 3

CALENDAR STATEMENT

Chairman:

William Leiss B.A. (Fairleigh Dickinson), M.A. (Brandeis),
Ph.D. (Calif., San Diego),
Professor
(Theory; Social Policy)

Robert S. Anderson B.A. (Br. Col.), M.A., Ph.D. (Chic.),
Associate Professor
(International Development,
Communication and Culture)

Paul Heyer B.A. (Sir G. Wms.),
M.A. (New School for Social Research),
M.Phil., Ph.D. (Rutgers),
Assistant Professor
(Social science theory and history;
The evolution of communication;
Technology and society)

M. Patricia Hindley B.A. (Leeds),
M.S. (New Mexico Highlands),
Associate Professor
(International rural development;
Policy; Animal Communication)

Martin Laba B.A. (York), M.A., Ph.D. (Nfld.),
Instructor
(Interpersonal Communication;
Critical Theory of Media)

Rowland M. Lorimer B.A., M.A. (Manit.), Ph.D. (Tor.),
Associate Professor
(Individual Behavior; Print and Publishing;
Education)

Thomas J. Mallinson B.A. (Br. Col.), M.A. (Col.), Ph.D. (Tor.)
Professor
(Interpersonal and Group Processes;
Organizations)

Gail M. Martin B.A. (New Rochelle), M.S. (New Mexico),
Associate Professor
(Media and culture;
International rural development, theory)

William H. Melody B.S., M.A., Ph.D. (Nebraska),
Professor
(Mass Communication;
Political Economy; Policy)

William D. Richards Jr. B.A. (Mich. St.), M.A., Ph.D. (Stan.),
Assistant Professor
(Systems; Research Methods;
Communication in Organizations)

R. Liora Salter B.A. (Tor.), M.A. (S. Fraser),
Associate Professor
(Community Access; Political Communication;
Policy Processes)

Dallas W. Smythe A.B., Ph.D. (Calif., Berkeley),
Professor Emeritus
(Political Economy; International Ideology)

Barry D. Truax B.Sc. (Qu.), M.Mus. (Br. Col.),
Assistant Professor
(Acoustic communication; Sonic Environment;
Computer music; Tape studio)

Anthony Wilden Ph.D. (Johns Hopkins),
Professor
(Macro Systems and Theory;
History and Philosophy)

The study of communication has recently emerged as an identified academic discipline. At the same time, a number of the traditional disciplines in the social sciences, the humanities, and the natural sciences have begun to employ communicational approaches in various areas. Communicational perspectives are also becoming increasingly prominent in the professions, notably in law, in community medicine, counselling, and mental health, as well as in business administration and labour education. As a social science, Communication is distinctively trans-disciplinary.

The Department has drawn on a number of perspectives, but is readily distinguished by the fact that it treats communication as a humanistic social science, and is concerned with the contexts within which information -- in all its diverse forms -- is created, coded, communicated, and controlled. This approach is designed to provide students with wide opportunities to explore both communication theory and communication practice, as well as the relationship between the two. It encourages the concrete application of theory and research to modern society -- in its historical origins, its dominant values, its institutions and policies, its present structure, its current problems and its potential for change.

The Department of Communication offers graduate work leading to the M.A. and Ph.D. degrees. Students applying for the graduate program should contact the Graduate Secretary in the Department for current application requirements.

A. AREAS OF STUDY AND RESEARCH

Present faculty resources provide for graduate students in the following general areas of interest. Students may wish to specialize in one or more of these general areas, or to select related aspects from two or more.

1. Theoretical and Methodological Foundations in Communication:

Introduction to the more prominent "schools of thought" in Communication. Examination of the philosophical and ideological premises implicit and explicit in a communicational approach. Comparison with other approaches in the social and natural sciences. Development of the theoretical concepts, the methodological tools, and the contextual awareness basic to the social, and economic relationships within and between human systems and their environments. The semantics, the syntactics, and the pragmatics of human communication. Introduction to information science, hierarchy theory, cybernetics, structuralism, semiotics, the evolution of behaviour, and the continued development of systems theory. Qualitative and quantitative approaches to research methodology and field-research design.

2. Interpersonal and Organizational Communication:

Study and applications of interpersonal communication and group dynamics in formal and informal settings. Relationships between Self, Roles, Organizations, and Society. Examination of pathological communication at various levels of human and social systems. Verbal and non-verbal aspects of human communication and socialization. Influence of structure on interpersonal and organizational communication.

Applications of systems theory to the study of communication networks in social and organizational settings. The dynamics of communication behaviour in organizations and the interdependence of communication and organization. Levels of human and social systems.

3. Policy Studies in Media and Telecommunications:

Analysis of past and present regulatory policies, their relationship to developments within communication industries and to the content of programming and their impact on the social and economic conditions in communities and regions. The role of the public in the development of policy and regulation is explored as is the impact of new communication technologies on indigenous cultures. The emphasis is on the political economy of media and telecommunications, with an examination of the social, political and economic complexities associated with the development and application of technological systems of communication. The history of communication and of communication technologies is also examined.

4. Critical Analysis of the Media:

Analysis of the history, properties, and effects of the mass media, with particular attention to the relationship between the overt and covert values they transmit.

5. Sound and Video:

Research into specific aspects of the sound environment, its evolution, and its structure, with particular emphasis on contemporary problems in acoustic ecology and communication. The use of portable

audio and videotaping facilities in social documentation and education. Studio production of educational and public service programs.

6. Communication, Development and Culture:

Critical analysis of the role of communication in theories and programs of domestic and international development. Interests, policies, and practices of Canadian institutions (e.g., CIDA, IDRC) and international institutions (e.g., UNESCO, World Bank) engaged in development assistance. Development and underdevelopment as relations between people and regions within Canada, and analysis of communication processes embedded in these relations. Social consequences of the transfer of communication technology, particularly in Asia and the Pacific.

7. Communication, History, Social Change and Community:

The historical impact of transformations in communication. The role of social communication, technology and media in social and economic change. Communication and organization in non-industrial societies. Levels of analysis include the individual, the group, the community, and society. Theory and practice of alternative communities.

B. RESEARCH FACILITIES

Research training and experience are considered vital to the success of the student's program of studies. When appropriate, students will be given opportunities to work in field settings related to particular research objectives or may arrange to combine their work in communication with studies elsewhere in this or other universities.

The following facilities for research and documentation form an integral part of the Department:

1. The Telecommunications Research Group:

The TRG focusses on policy formulation and communication systems development abroad and at the regional, provincial, and federal levels in Canada.

2. The Sonic Research Studio:

The Studio is a two and four-channel professional tape studio used for the recording, analysis, manipulation, and mixing of field-recorded, studio-recorded, off-air, and electronically synthesized sound.

The studio continues the research on characteristics of the sound environment begun by the World Soundscape Project.

3. The Communication Laboratory:

The Laboratory specializes in research into group dynamics utilizing both sound and video recording.

4. Video, Audio and other Facilities:

The Department's Lab Area has:

- (a) A video production studio equipped with half-inch reel-to-reel and U-matic cassette recorders also useable for interpersonal observation and an associated editing area.
- (b) A photographic darkroom and print finishing area.

- (c) A resource area containing portable video, audio, and photographic equipment for student use, including audio and video archives.

5. Documentation Centre:

The Department has established a centre in which current documents related to on-going research interests of members of the Department are kept in an indexed system that allows all members of the Department to have easy access to this material. Included are many documents that are not available anywhere else on campus. The centre also has a microfiche reader and an index of the holdings of the main library on-campus.

C. ADMISSION OF GRADUATE STUDENTS

Besides applications from students in communication, the Department also encourages applications from students with expertise in the humanities, in the social or biological sciences, and in interdisciplinary studies. However, qualified students will only be accepted into the Departmental degree programs if the Departmental Graduate Studies Committee finds that a suitable thesis supervisor is available.

All students should familiarize themselves with the general university regulations concerning the M.A. and Ph.D. degrees, as well as with Departmental regulations, notably those dealing with advising and supervision.

Deadlines. Students will normally be expected to enter the program in the Fall Semester. Under normal circumstances, the deadline for applications for the Fall Semester is February 15. The committee will announce its decisions to applicants in the first week of April. Under special circum-

stances, applications will be considered for the Spring Semester, in which case the deadline is September 15.

In addition to the particular requirements for admission to the M.A. or Ph.D. Program, a personal interview may also be required.

1. Special Circumstances:

Students may be admitted as "Qualifying Students" where it is considered that they meet the general criteria for admission but require additional work in specific areas. The Graduate Studies Committee will specify what qualifying work is to be undertaken, and will review the student's status after the work is completed.

Students who do not meet the general criteria for admission may be allowed to take graduate and/or undergraduate courses in the Department as "Special Students". Permission of the instructor is also required.

Special Students wishing to enter the Graduate Program must make a new or renewed application for admission at the appropriate time.

II. M.A. PROGRAM

A. ADMISSION

Admission requirements for the M.A. Program will ordinarily include holding a Bachelor's degree in Communication (with at least a good second-class standing); or an equivalent degree in a relevant area of study.

All applications should be directed to the Graduate Studies Committee and, in addition to general university requirements, should include:

1. A succinct statement of interests and goals, together with an account of relevant academic and personal background.
2. Two samples of scholarly and/or other written work relevant to the applicant's objectives, and in addition, any tapes, films, etc. the applicant considers relevant.
3. The names of three persons qualified to assess the student's potential; at least two should be from academic sources.
4. Transcripts of previous work.

B. DEGREE REQUIREMENTS

Candidates for the Master's degree normally satisfy the following requirements:

1. Course work consisting of at least six courses at the graduate level (normally completed before beginning a thesis, a project or extended essays) which must include the following:
 - (a) One of CMNS 800-5, 801-5 or 802-5;
 - (b) CMNS 860-2, M.A. Colloquium;
 - (c) Four additional courses, at least two of which are to be selected from within the Department and may include courses designated in (a) above. A maximum of two courses may be Directed Studies. No more than one course of Directed Studies or Special Topics may be completed with the same instructor except by permission of the Chairperson of the Department.
2.
 - (a) An original thesis; or
 - (b) An original project, which because of content or method, does not conform to the usual definition of a thesis; or

- (c) Extended essays: at least two extended essays in the form of research papers to be submitted and defended orally.

These papers will be bound and deposited in the University Library.

C. ADVISING AND SUPERVISION

Students are advised to read Section 1.6 of the University General Regulations and the Departmental Terms of Reference for Supervisory Committees.

1. A Supervisory Committee should normally be approved by the Graduate Studies Committee before the end of the third semester.

2. Formal Review:

After course work is completed, and normally no later than the 6th semester, candidates for the Master's degree will have their thesis/project/essay proposals formally reviewed, and the Departmental Graduate Studies Committee will be advised of the outcome of the review.

3. Students have the right to discuss their programs and their status with the Departmental Graduate Studies Committee at any stage. They also have the right to ask for a review of any recommendation or grade, and the right to appeal any decision of any committee, supervisor, or faculty member.

III. PH.D. PROGRAM

A. ADMISSION

Admission requirements for the Ph.D. Program will normally include a Master's degree or an exceptional record of undergraduate and/or graduate work in a relevant area of study. Enrollment in the Ph.D. Program is strictly limited by the Department.

For general university admission requirements, refer to the General Regulations section of the Calendar. In addition to satisfying general requirements, applicants are asked to provide:

1. A succinct account of their past academic experience, scholarly work, and research accomplished or in progress;
2. An account of the applicant's relevant previous experience including teaching and degree of responsibility for course content;
3. Samples of scholarly writing, research reports, or other material;
4. The names of three persons qualified to assess the student's potential; (at least two should be from academic sources);
5. A brief outline of the applicant's research objectives, with representative bibliographical references and other source material, where applicable.

B. DEGREE REQUIREMENTS

All candidates for the Doctoral degree are required to complete course work, take a Comprehensive Examination, and submit a dissertation which demonstrates the student's ability to make an original contribution to the field of Communication. Candidates must normally satisfy the following requirements:

1. Course work consisting of nine courses (not including CMNS 860-2) at the graduate level for those students entering with a Bachelor's degree, or six graduate courses for students who have completed a Master's degree. A student's Supervisory Committee may require additional courses relevant to the dissertation. These courses are normally completed before taking the Comprehensive Examination, or beginning a dissertation, and will include the following:

- (a) Two of Group I courses;
- (b) Research Methods (805-5);
- (c) Ph.D. Colloquium (CMNS 885-2);
- (d) For those entering with a Bachelor's degree, five additional courses. At least three of these courses must be taken from courses offered by the Department. A maximum of two courses may be Group V courses; and no more than one course of Directed Studies or Selected Topics may be taken with the same instructor except by permission of the Chairperson of the Department.
- (e) Students will be required by the departmental Graduate Studies Committee to demonstrate adequate command of any language essential to the completion of their dissertation.

GRADUATE COURSES

Group I Courses

CMNS 800-5, 801-5, 802-5

Group II Course

CMNS 805-5, Research Methods

Group III Courses

CMNS 820-5, 822-5, 825-5, 830-5, 834-5, 839-5, 840-5, 856-5

Group IV Courses

CMNS 860-2, 885-2

Group V Courses

CMNS 850-5, 851-5, 855-5, 880-5, 881-3.

Group VI Courses

CMNS 898, 899.

PH.D. PROGRAM PROPOSAL

NOTE ON
COURSE REQUIREMENTS

If a student elects to take the maximum permitted number of non-seminar courses, as well as the Research Internship, requirements will be as follows:

	<u>OPTION 1*</u>		<u>OPTION 2</u>	
	<u>M.A.</u>	<u>Ph.D. Continuation</u>	<u>Ph.D. Total</u>	<u>Ph.D. Only</u>
Seminar Courses (Groups I, III)	3	2	5	5
Research Methods (Group II)	-	1	1	1
Non-Seminar Courses:				
Colloquium (Group IV)	1	1	2	1
Res. Internship (Group V)	-	1	1	1
Directed Studies, Selected Topics (Group V)	<u>2</u>	<u>1</u>	<u>3</u>	<u>1</u>
TOTAL	<u>6</u>	<u>6</u>	<u>12</u>	<u>9</u>

* taking first an M.A. in this Department, followed by Ph.D.

2. The Comprehensive Examination:

With the consent of their Supervisory Committee, students may apply to take the Comprehensive Examination following completion of required course work. Upon passing, the student will be admitted to full degree candidacy. The examination may be re-taken once.

In preparation for the Comprehensive Examination, the student shall select at least three fields of interest related to the discipline of Communication. At least one field shall focus on either the theory, methodology, or history of Communication.

The student shall submit a short definition paper, including bibliography, on each of the fields selected in preparation for both a written and oral examination. Specific guidelines for these examinations are available from the departmental graduate secretary.

3. An Original Dissertation.

C. ADVISING AND SUPERVISION

Students are advised to read Section 6 of the university General Regulations and the Departmental Terms of Reference for Supervisory Committees.

At the time of admission, in consultation with the graduate student, the Graduate Program Committee will appoint a Senior Supervisor. Upon his/her recommendation, a Supervisory Committee will be formed and approved no later than the end of the second semester in residence. This Committee will normally consist of at least three faculty members, two of whom must be from the Department, and one from another area or department related to the student's

field of specialization (e.g., Sociology, Psychology, Linguistics). The responsibilities of this Committee are detailed in Section 6.4 of the General Regulations.

Students have the right to discuss their programs and their status with the Departmental Graduate Studies Committee at any stage. They also have the right to ask for a review of any recommendation or grade, and the right to appeal any decision of any committee, supervisor or faculty member.

Group I Courses

CMNS 800-5 Contemporary Approaches in Communication Studies

This course is designed to acquaint students with current perspectives in communication studies. Topics will include recent advances in communication theory and methodology (information theory, macro- and micro-communication systems) and major approaches in the study of communication behavior (intrapersonal and interpersonal).

CMNS 801-5 Design and Methodology in Communication Research

Problems and methods of communication research. Theoretical assumptions of communication methodology. Examination of research studies and field studies as case study examples. Students will design a research project in a selected area.

CMNS 802-5 History of Communication Theory

An historical analysis of classic works in communication theory.

Group II Course

CMNS 805-5 Research Methods

Survey of research methods and techniques used in empirical communication studies. Includes research design, measurement, sampling, data analysis, and the use of the computer in research.

Group III Courses

CMNS 820-5 Interpersonal and Group Processes

A review of major theories in interpersonal communication including a laboratory in group process research techniques. Analysis of verbal and non-verbal dimensions. Application of group dynamics to human interaction in various settings.

CMNS 822-5 Human Factors in Communication

A review of selected factors governing the human intake of information including verbal and non-verbal behavior and socio-cultural forces. Attention will be given to applications of these factors in education and other methods of facilitating change in human behavior. *Students with credit for CMNS 810-5 may not take this course for further credit.*

CMNS 825-5 The Social Matrix of Communication

A study of factors governing the flow of information in society, including social values, communication media, institutional and organizational settings, roles, power, status.

CMNS 830-5 Communications Media: Research and Development

An analysis of specific problems centered on the sociological and politico-economic complexities associated with the rapid expansion of communications technologies and systems. Particular attention will be paid to the relation of communications policy to social and economic development in Canada and in Third World countries.

CMNS 834-5 Political Economy of Communications

The course will concentrate on the politico-economic-social process which produces structures and policies of mass media and telecommunication agencies in their historical setting at local, national and ideological bloc levels.

Group III Courses (cont'd.)

CMNS 809-5 Acoustic Dimensions of Communications

Special topics in sound and communication studies with emphasis on specific problems in psycho-acoustics, theories of sound cognition and information processing, soundscape studies, acoustic design, community noise-surveys, media analysis and related technology. Students will gain experience in designing and conducting research projects in one of these areas.

Prerequisite: CMNS 339 or equivalent.

CMNS 840-5 Advanced Communication Theory

Seminar on contemporary theories of communication and review of applications

CMNS 856-5 Graduate Seminar

Advanced work in an area of specialization. Review and evaluation of research in progress.

Group IV Courses

CMNS 860-2 M.A. Colloquium

Critical discussion of selected problems in communication. Must be completed once before graduation; S/U standing only.

CMNS 885-2 Ph.D. Colloquium

Critical Discussion of Selected Problems in Communication.

Group V Courses

CMNS 850-5 Directed Readings and Research

Pursuance of particular areas of interest related to a student's program.

CMNS 851-5 Directed Study

Pursuance of interest in specific areas, including field studies related to the student's program. May include work and study in supervised professional settings.

CMNS 855-5 Selected Topics

Concentrated studies in areas of specialization.

CMNS 880-5 Directed Readings and Research

CMNS 881-3 Research Internship

Group VI Courses

CMNS 898 M.A. Thesis

CMNS 899 Ph.D. Thesis

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Communication Course Number: 805-5Title: Communication Research Methods and Techniques

Description: _____

Survey of research methodology and techniques used in empirical communication studies.
Includes research design, measurement, and the use of the computer in evaluation.

Credit Hours: 5 Vector: 0-3-2 Prerequisite(s) if any: _____ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

To give graduate students the background they need to prepare and conduct research projects. This is not an exhaustive coverage, but rather an introduction so students know what is possible and how to proceed. Specialized training in statistics and computer analysis is to be obtained through courses in the Departments of Mathematics and/or Computing Science.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Communication Course Number: 880-5
Title: Directed Readings and Research
Description: supervised enquiry in concentrated areas of specialization
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: none

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: Fall 1982
How often will the course be offered: every semester

JUSTIFICATION:

It complements at Ph.D. level the course CMNS 850-5 now presently in
the Calendar -- essential for Ph.D. programme.

RESOURCES:

Which Faculty member will normally teach the course: all qualified faculty
What are the budgetary implications of mounting the course: none

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____
Faculty Graduate Studies Committee: _____ Date: _____
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: Communication Course Number: 881-5

Title: Research Internship

Description: work and study in an approved professional setting.

Credit Hours: 3 S/U Vector: _____ Prerequisite(s) if any: None

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: Fall 1982

How often will the course be offered: every semester

JUSTIFICATION:

Doctoral dissertations often require prolonged research in settings
to which the only access is through internship: this course would
allow supervisors to monitor progress in such settings.

RESOURCES:

Which Faculty member will normally teach the course: student's Ph.D. supervisor or committee member.

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): Not applicable

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: Communication Course Number: 882-5
Title: Research Field Work
Description: external research beyond regular contact with the university.
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: None

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: Fall 1982
How often will the course be offered: every semester.

JUSTIFICATION:

Prolonged field work is often required before work on the dissertation
begins. This course ensures regular consultation between candidate and
supervisor during that period.

RESOURCES:

Which Faculty member will normally teach the course: student's Ph.D. supervisor or
committee member.
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____
Faculty Graduate Studies Committee: _____ Date: _____
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Communication Course Number: 885-2Title: Ph.D. ColloquiumDescription: Critical Discussion of Selected Problems in Communication.Credit Hours: 2 S/U Vector: _____ Prerequisite(s) if any: NoneENROLLMENT AND SCHEDULING:Estimated Enrollment: 12 When will the course first be offered: Fall, 1982How often will the course be offered: every semesterJUSTIFICATION:

It provides formal opportunity for candidates to present and discuss
assessments of work in progress.

RESOURCES:Which Faculty member will normally teach the course: Supervisor or Committee Members

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

CALENDAR INFORMATION:

Department: Communication Course Number: 899

Title: Ph.D. Thesis

Description: work toward defence of the dissertaion.

Credit Hours: _____ Vector: _____ Prerequisite(s) if any: completion of comprehensive examinations.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: Fall 1982

How often will the course be offered: every semester.

JUSTIFICATION:

RESOURCES:

Which Faculty member will normally teach the course: Supervisor of Ph.D. candidate.

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

APPENDIX 4

DEMAND AND SUPPLY IN THE FIELD OF STUDY

Document I

A. INTRODUCTION

In preparation for this section we undertook the following steps.

1. Mail survey (sent June, 1981) of selected Canadian university departments, government agencies, and communication industries..
2. Follow-up telephone survey (due to mail strike) of samples of the above contacts.
3. Survey of position advertised in the CAUT Bulletin and the Globe and Mail.
4. Survey of origin of doctoral degrees of faculty members in Canadian departments of communication.

B. RESULTS

Following is a summary of the most important points in the replies to this mail and telephone survey:

- a) Of 17 universities and colleges replying, most spoke of the rapidly expanding field of Communication, and the need for advanced programs in this area, (e.g. see attached letter from University of Calgary, and Document II)..
- b) Of 25 government agencies and communication industries contacted, 12 spoke of the need for such a program, particularly in the areas of policy/ regulation and organization (e.g. see attached letters from Premier Communications, Saskatchewan Telecommunications).
- c) Several representatives from government agencies and industry informed us that they had not been aware of our program and that this

knowledge would have an impact on their future planning and required qualifications in the area.

d) As Table 1 indicates, approximately two thirds of faculty teaching in the eight communication programs surveyed have taken their graduate degrees outside of Canada.

Table 1

Place of Origin of Graduate Degrees of
Members of Faculty teaching in Communication Programs
in Twelve Canadian Universities

Origin of Degree	Ph.D. Degree	M.A. Degree	Total
Canadian	17	33	50
Non-Canadian	37	40	77
TOTAL	54	73	127
% Canadian	31.5%	45.2%	39.4%

e) Finally, several persons from both university and non-university contacts expressed interest in completing a future Ph.D. degree in Communication at SFU if and when it is offered.

PREMIER COMMUNICATIONS LIMITED

200-1090 West Georgia Street, Vancouver, B.C. V6E 3Z7
(604) 682-8411 Telex 04-507857

July 3, 1981

Thomas J. Mallinson
Professor and Program Co-ordinator
Simon Fraser University
Burnaby, B.C.
V5A 1S6

AUG 14 1981

Dear Professor Mallinson:

Thank you for your letter of June 10th regarding the proposed Department of Communications Ph.D Program.

The Cable Television Industry continues to expand at a fairly rapid rate and currently plans for the introduction of a variety of additional services, both programming and non-programming, to residence and business subscribers are on the drawingboards of most aggressive cable companies.

New technology, developed primarily in the U.S. during the past decade, has opened up exciting new possibilities for software development in the 80's. It goes without saying that regulation, marketing and the development of software sources in Canada (almost in that order) will occupy most of the time of cable people if we are to realize the full potential of existing technology and keep up with technological changes in the 80's that are now well advanced.

It would be my suggestion that to be of maximum benefit to industry, graduates with qualifications you describe, should have a good practical background and perhaps regular periods of service with industry throughout their academic careers, would assist in this regard.

In response to your specific questions, the following is submitted:

1. Would our Company draw upon the expertise of Ph.D. Graduates - Yes, although we would likely contract with outside consultants for assistance with specific projects.
2. What areas of specialization are in most demand - probably Items 3 and 5 in your letter as well as marketing.
3. How many communication related employment vacancies have we had in the past few years - about 8 to 10, although not necessarily at the Ph. D. qualification level.

Thomas J. Mallinson

4. What qualifications are considered essential and would Ph.D. Graduates be useful - to date our manpower requirements have been reasonably well satisfied from existing sources. We would probably continue to look to outside consultants for assistance with projects requiring Ph.D. level activities, although the possibility of taking a candidate on staff over the next few years, should not be discounted.

I hope this information will prove to be helpful. We in Premier Communications are a part of the much larger Rogers Cablesystems group, and the need in the total organization for senior level candidates would likely be such as to warrant serious consideration of Ph.D. candidates. It is reasonably safe to state that a significant degree of deregulation of the industry, as has been experienced in the U.S., would undoubtedly provide many more career opportunities for senior level personnel. Regulation then, has been and will continue to be, a most important area of interest to us in the cable industry.

Yours very truly



F.C. Garrett
Vice President, Staff Services
and Secretary

FCG/lms

SASK TEL

Saskatchewan Telecommunications

2350 Albert Street
Regina, Saskatchewan S4P 2Y4

Personnel Department
Telephone (306) 347-3737
TWX 610-721-1203

June 17, 1981

Thomas J. Mallinson
Professor and Program Coordinator
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Professor Mallinson:

Further to your request of June 10, 1981, please be advised that over the past few years we have hired forty employees with communications skills as a requirement. I have attached a brief summary, (where possible), of the positions and qualifications required.

We may be interested in Ph. D's in advanced studies in some of the areas associated with our Planning and Development office, but presently we do not have any employees in this area with that type of training.

Should you require any additional information, please do not hesitate to contact us.

Yours truly,



Rae Hebert
Manager - Personnel Services
(Employment Services)



THE
UNIVERSITY
OF CALGARY

2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

Faculty of SOCIAL SCIENCES
Department of PSYCHOLOGY

Telephone (403) 284-5562

19 June 1981

Dr. Thomas Mallinson
Department of Communication
Simon Fraser University
Burnaby, B.C. V5A 1S6

Dear Dr. Mallinson:

Re: Letter (10 June) seeking information for formulating Ph.D. program in
communications

The demand for graduate programs in communications is considerable; and as a result, the University of Calgary has just received provincial approval and funding for an interdisciplinary master's program, Communication Studies (you may have seen our ad for a director). In my own experience with undergraduates, I run across perhaps a dozen a year who are interested in some aspect(s) of communication studies (usually research) at the post-graduate level. Each year, I usually take on 1 or 2 graduate students in my department (Psychology) for training in some area of research associated with television; their "official" degree, however, is in developmental psychology.

In terms of employment prospects at the master's level, the demand for research-oriented students (at least, in Alberta) exceeds the supply; therefore, each of my students has been well-placed, e.g., ACCESS, educational settings. At the B.A. level, I have known several students recently who were psychology majors with interests in communications (often with humanities and English literature minors) who landed excellent jobs in P.R. positions and organizational/interpersonal communications positions - although we do not have a B.A.-level communications program per se.

Areas of specialization which I see as particularly "hot" right now, and will continue to be so in the near future, will be the new technologies of communication used in business and remote areas. I probably see five job positions advertized each week, e.g., for "communications officers," for "communications analysts."

In our own experience (namely, advertizing for a director of our new graduate program), we have had no difficulty in securing applications from qualified Canadians from all levels of industry (broadcast/print media) and academia (assistant to full professors). There's a lot of talent out there!

I cannot provide a program calendar yet, since this is in the "works," and will not be finalized until early next year.

Good luck with your proposal!

Sincerely,

Gregory T. Fouts
Professor

APPENDIX 4

Document II

Comments from Faculty Members in Related
Fields at Other Canadian Universities

Note: Due to the postal strike during Summer, 1981, a telephone survey was done during August, 1981. The following persons were contacted:

1. Professor Jay Weston, Department of Journalism, Carleton University.
2. Professor Walter Romanow, University of Windsor.
3. Professor Claude-Yves Charron, Université de Québec à Montréal.
4. Professor James Taylor, Université de Montréal.

- A. 1. argued strongly that there is a great need for another Ph.D. program in Communication at a Canadian university; that all serious communications scholars in Canada, he believes, would agree that such a need exists; that such a program would be important in both an academic context and a social one, reflecting the significance of communications issues in Canadian social and cultural policy.

(Weston)

- A. 2. there is no question about the need for another Ph.D. program. Most Canadian students who wish to pursue doctoral studies in communication must now go abroad (to U.S. and Britain). However, this avenue is closing, due to prohibitive costs for tuition and living expenses. There is a serious constriction of opportunities for Canadians seeking Ph.D. degrees now developing.

(Romanow)

- A. 3. a Ph.D. program with areas of specialization in policy and organizational communications would supplement the McGill program nicely.

(Charron)

- A. 4. U of M is actively seeking an arrangement for a Ph.D. program, since their surveys indicate a great need to produce qualified Canadians in this field.

(Taylor)

- B. 1. his department has had a number of new positions in the past few years, for which there are always many more applicants from the U.S. than from Canada; there is always a shortage of qualified Canadian applicants.

(Weston)

- B. 2. his department is about to hire two persons with Ph.D. degrees from U.S. universities; no qualified applicants with Canadian degrees were available.

(Romanow)

- B. 3. in faculty hiring (two last year) there is a great difficulty in finding qualified Canadian applicants.

(Taylor)

APPENDIX 4

Document III

Survey of Advertised Employment Opportunities

I. "Report on Careers," Globe and Mail, March-August 1981 (6 months).

POSITIONS ADVERTISED:

1. <u>Critical Analysis of Media</u>	2. <u>Communication Behaviour</u>	3. <u>Social Implications of Communications</u>	<u>Total</u>
12	18	35	65

Area 1: Critical Analysis of Media

Criteria: Research, writing, and public relations positions in media firms; some account executive positions in advertising; some video production positions; research and background positions in journalism.

Note: Due to the diffuse nature of the field, we have applied a "deflator" and have reduced the number of positions by a factor of 3, counting 12 out of the full number of 35 in our total.

Area 2: Communication Behaviour

Criteria: Research, training, and supervision in: personnel work; training programs in health services (excluding clinical treatment); counselling in primary and secondary education; voluntary and community organizations. Domestic agencies for overseas locations and international agencies.

Area 3A: Social Implications of Communications: Policy

Criteria: Policy analyst in telecommunications, broadcasting; research officer; inquiries boards; researcher with community groups in broadcasting; provincial and federal agencies; departments and regulatory boards. Total: 21.

Area 3B: Social Implications of Communications: Information Technology

Criteria: Primarily private industry and government agency positions requiring an advanced level of understanding of computer systems plus a variety of other skills. Examples: application packages for Telidon (Microtel); innovative software packages; rural communication systems

(Alberta, Manitoba); education applications (Control Data, KNOW); special interactive services for cable distribution.

Note: Due to the diffuse nature of the field, we have applied a "deflator" and have reduced the number of positions by a factor of 5, counting 14 out of the full number of 72 in our total. Total 3A plus 3B: 35.

II. University Faculty Positions

Source: CAUT Bulletin, February 1980-May 1981 (15 months).

February 1980: Communication -- Concordia
Communication -- University of Ottawa

June, 1980: Communication Studies -- Windsor

February, 1981: Communication -- Concordia (2 positions).

May, 1981: Communication -- Concordia
Communication -- Windsor (2 positions).

TOTAL: 8

III. Reconciliation of Demand and Supply Estimates

A. Adjusted Demand Figure

- | | |
|--|-------------------|
| 1. Professional (other than university): | 130* |
| 2. University and College: | 6** |
| | <u>TOTAL: 136</u> |

* Globe and Mail survey, adjusted for full year.

** CAUT Bulletin survey, adjusted for one year.

- B. We are assuming that in only 25% of all positions will the holding of a Ph.D. degree be a significant advantage to the applicant in the competition for a position. On this conservative assumption, the final demand adjustment is:
 $136 \times \frac{1}{4} = 34$ (rounded to 35).

APPENDIX 5

Comparison with Related Programs at Other
Canadian Universities

INSTITUTION	PROGRAMME ORIENTATION AND ENROLLMENT				NO. OF FACULTY	NO. OF APPLICANTS PER YEAR FOR GRADUATE WORK
	BACHELOR	MASTERS	PH.D.			
University of Montreal	Minor 80	Social Sciences 70	planned in Sept '82		8	120, choose 30
McGill	----	Social Sciences 28	30		3	60, choose 10
University of Québec à Montréal	Mass Cmns. 500 Psyc/Social CMNS 400	Social Sciences 50	----		28	85, admit 20
Windsor	Social Science 300	Social Sciences 25	----		14	30, choose 12
Western Ontario	-----	Journalism 40	----		8	150, choose 40
Carleton	Mass Cmns 500 Journalism 650	Journalism 50	----		23 full-time 10 sessional	30, admit 12
Concordia	Social Science and Humanities 300	MA starting '82, Grad Diploma 30	----		17 full-time 6 sessional	get 60 accept 25-30
Regina	Journalism 55	-----	----		5 full-time 2 sessional	students go elsewhere for graduate study

1. McGill University is at present the only Canadian university (French or English instruction) offering a Ph.D. degree in Communication. This is, however, a graduate program, not a department, and for faculty depends on secondments from departments.
2. There are active discussions among departments of communication at the Université de Montréal, Concordia, and Université de Québec à Montréal (UQAM) (all in Montréal) about establishing a Ph.D. program involving at least two of these universities.
3. The Master's program at Concordia has just been authorized (for September '82); the master's program at UQAM began in September 1980.
4. In Western Canada, a new Master's program -- the Graduate Programme in Communication Studies -- has just been established at the University of Calgary. A letter from Dean J.B. Hyne in May 1981 indicates that the program proposal, prepared in 1977, will need "extensive revamping" once a Director has been appointed. Note that this is a program, not a department.
5. In British Columbia, the proposed Master's program in Journalism at UBC, approved in 1981 by the University, has not yet received UCBC approval.

APPENDIX 6

ENROLLMENT -- HISTORY AND PROJECTIONSA. Introduction:

The numerous applications we have received from students across Canada who are seeking advanced study in Communication (and the disappointed letters from students who have had to leave Canada for such study) justifies our belief that immediate action should be taken on a Ph.D. programme in Communication at Simon Fraser University.

The following tables bear witness to the present need for such a program. First of all, it is instructive to note that, while the numbers of all graduate students in the United States grew three-fold from 1960 to 1975, the number of graduate students in Communication grew more than ten-fold in the same period (see Table 1).

TABLE 1

Enrollment for a Master's and Doctor's Degrees (U.S.A.) 1960-1975^{*}

Year	All Subjects	Communication ^{**}
1960	314,000	868
1965	535,000	1,190
1970	816,000	2,503
1972	858,000	6,153
1974	965,000	8,108
1975	1,050,000	9,315

* From Digest of Educational Statistics, 1980 (p. 95), National Center for Educational Statistics, U.S. Government.

** The ratio of doctoral candidates is approximately 1:15. Students of Journalism, Advertising, Media, account for approximately 1/3 of this total (see p. 121, loc. cit.).

B. Communication Undergraduate Enrollments at S.F.U.:

Our undergraduate majors have more than doubled since 1975 to over 200; and undergraduate enrollment has increased to the point where all lower level courses have been oversubscribed. (See Table 2.)

TABLE 2

Communication Undergraduate Enrollments (1973-1981)

<u>Year</u>	<u>Semester</u>	<u>Enrol.</u>	<u>Hons.</u>	<u>Majors</u>	<u>Minors</u>
1973	Spring	---	Courses Not Offered		
	Summer	---			
	Fall	321			
1974	Spring	507	3	71	1
	Summer	200		35	
	Fall	509	3	103	-
1975	Spring	545	1	129	-
	Summer	197	-	70	-
	Fall	574	2	122	-
1976	Spring	635	3	142	1
	Summer	258	3	94	15
	Fall	512	5	134	2
1977	Spring	418	2	110	14
	Summer	139	4	74	10
	Fall	446	2	123	17
1978	Spring	492	2	135	14
	Summer	174	1	59	1
	Fall	537	2	120	19
1979	Spring	608	4	143	14
	Summer	152	1	76	3
	Fall	666	1	151	12
1980	Spring	753	2	165	13
	Summer	187	1	101	10
	Fall	867	1	185	22
1981	Spring	887	2	211	23
	Summer	228	1	115	10
	Fall	954	2	246	16
1982	Spring	814	2	255	22

C. Communication Graduate Enrolments at S.F.U.:

It was in response to these developing trends that Simon Fraser University initiated a graduate program in Communication in 1973. This program envisaged an initial intake of 30 students, gradually rising to a ceiling of approximately 50 students in any one year. As Table 3 shows, this position was held to, despite the increasing number of applications. (We are currently accepting only about one student for every four completed applications.) While this means that the calibre of our students has gone up, it also means that many students have had to go elsewhere, particularly to the United States, for graduate study in this area.

Table 3

Communication Graduate Student Enrollments (1973-1981)

Year	Master's	Ph.D.*
1973	30	--
1974	36	2
1975	35	2
1976	38	4
1977	44	3
1978	52	2
1979	49	2
1980	55	4
1981	53	6

* Ph.D. students enrolled under
"Special Arrangements."

D. Employment History of Graduates:

A survey of recent graduates from the program at Simon Fraser indicates that most have found employment related to their studies.

Table 4

History of Communication Graduate Students at S.F.U. 1973-1981

	M.A. Graduates	Ph.D. Graduates	Total
Teaching/Research Appointments (Universities and Colleges)	12	2	14
Provincial/Federal Government Agencies	11	-	11
Voluntary Organizations/ Community Services	4	-	4
Advanced Graduate Studies	7	-	7
TOTAL			36

As Table 4 indicates, however, many have gone on to further graduate studies, but the lack of opportunities in Canada has often led them into other related fields.

D. Projected Ph.D. Enrolments:

The Graduate Advisor reports that the Department has received between 15-20 enquiries (written and telephoned) per year during the past three years.

On the basis of these experiences, and the evidence of need from the field, we are projecting the following admissions to our Ph.D. Program:

Table 5

	Program Years			
	1984-85	1986-87	1987-88	1988-89
First Year	4	4	4	4
Second Year	-	4	4	4
Third & Higher	-	-	4	4
TOTAL ENROLLMENT	4	8	12	12

Total steady state enrollment is 12 FTE.

Two Ph.D. Graduands:

Ms. Beverlee A. Cox, 1976. Thesis Title: Communication Systems in Psychotherapy: An Empirical Investigation into the Treatment Ideologies of Patients and Therapists. Presently Employed As: Dean of Nursing, University of Western Ontario.

Mr. Manjunath Pendakur, 1979. Thesis Title: Canadian Feature Film Industry: Monopoly and Competition. Presently Employed As: Assistant Professor, Department of Radio, Television and Film, Northwestern University, Evanston, Illinois.

CURRENT PH.D. CANDIDATES:

Ms. Patricia Howard: Thesis Topic: The Role of Communication Processes and Institutions in China's "Four Modernizations" Campaign.

Mr. Sut Jhally: Thesis Topic: Sports Advertising on Television.

Ms. Robin Mansell: Thesis Topic: Communication and Development: Analysis of the role of communication in development processes, institutional relationships and political, economic, and social factors that affect policy planning and implementation.

Ms. Jocelyne Picot: Thesis Topic: Telehealth Systems in Canada, past and present.

Mr. Christopher Plant: Thesis Topic: Biosocial Perspectives on Communication and Community.

Mr. Shafiqur Rahman: Thesis Topic: Communication in Development Institutions in Bangladesh.

Appendix 7

EXTERNAL FUNDING AND STUDENT SUPPORTA. External Funding:

Over the past 7 years, this Department has attracted well over half a million dollars of research funds to help support our programs. The majority of funding comes from federal agencies involved in Communication matters.

Table 1 gives a resume of external funding channelled through Simon Fraser University for the 1976-1981 period.

Table 1

Communication Department
Grants and Contracts Awarded through SFU (1976-1981)*

Fiscal Year	Number of Grants	Total Amount
1976-1977	13	99,600
1977-1978	10	71,093
1978-1979	14	98,850
1979-1980	8	165,784
1980-1981	6	28,764
TOTAL		464,091

* Figures supplied by SFU Faculty of Graduate Studies (Attached)

In addition to these funds, individual faculty members have obtained grants which are channelled through other departments, universities or agencies (e.g. shared grants) and which are partially used to support graduate students in this department.

Major sources such as Canada Council and other foundations are now being explored. The potential for increased levels of research funding in Communication is very high once the Department establishes itself as a centre

for high quality research and once the University makes a clear commitment to the Communication Graduate Program and research.

B. Financial Support for Graduate Students:

1. Departmental Support:

The Department has made available teaching and research assistantships to support graduate students. With increasing enrollments in undergraduate courses, most students can expect some support from the department.

Table 2

Departmental Support for Graduates (1973-1980)

	TAs	RAs	Total
1973	7	0	7
1974	18.5	0	18.5
1975	26	0	26
1976	30	0	30
1977	19	1.5	20.5
1978	20.5	4.5	25
1979	33.25	8	41.25
1980	25	5.5	30.5

C. External Research Support:

The Departmental funding is complemented by a large number of research assistantships made available through external funding. Over the past seven years, well over half a million dollars has been allocated to externally-supported research conducted by faculty in the Department. In most cases, this money supports graduate students in the Department (see Table 3).

Table 3

Number of Students supported Fully or in Part by
External Research (1973-1980)

1973	4
1974	1
1975	5
1976	6*
1977	12
1978	11
1979	22
1980	15

* By 1977, the number of students receiving full-time RA support had increased as well as the number of students receiving any research support.

There is every reason to believe that the level of external research funding will grow significantly in the next few years. Rapid expansion of the government departments and agencies that fund communication research attest to the expansion of the field. Communication technologies play a critical role in many scientific and technological research programmes, including Simon Fraser's own research park, and in plans for industrial development. A department that focusses its research on the investigation of social and human effects of technology and its development, as the Department of Communication at Simon Fraser does, is likely to play an increasing role in these areas.

①

27/05/81

ALL GRANTS AND CONTRACTS IN COMMUNICATION DEPARTMENT

SURNAME	INIT DATE AMOUNT	SOURCE	KEYWORD	TITLE
HINDLEY	MP 09/12/80	OTHER	G.U.R. NON- RECURRING OPERA- TING BUDGET	DISTANCE LEARNING PROJECT - JUBA
LEISS	W 15/12/80	PRG		THE ICONS OF THE MARKET PLACE
LEISS	W 01/01/81	OTHER	VP ACADEMIC 799-172	RESEARCH ASSISTANT
LEISS	W 01/07/80	OTHER	VP ACADEMIC	RESEARCH ASSISTANT
LEISS	W 30/09/80	OTHER	VP ACADEMIC	RESEARCH ASST
LEISS	W 01/04/80	OTHER	VP ACADEMIC	RESEARCH ASSISTANT
6 APPLICATIONS				
ANDERSON	R 10/03/80	PRG		EXPLORATORY RESEARCH ON THE ROLE OF COMMUNICATION IN CANADIA
HINDLEY	MP 26/02/80	CIDA	10	AGREEMENT BETWEEN NGO AND CIDA UNIV OF JUBA DISTANCE LEARNING
HINDLEY	MP 31/10/79	OTHER	VP ACADEMIC 799 001	RESEARCH ASST
LEISS	W 01/04/79	SMALL		SSARC SMALL GRANT TOTAL TO CMNS
MARTIN	GM 12/03/80	DOC	30	STUDY OF REQUIREMENTS FOR IMPROVED QUANTITY RADIO SERVICE PH
MELODY	W 31/05/79	OTHER	VP ACADEMIC 799 111	RESEARCH ASST

27,057 DOLLARS AWARDED + \$16,977 FROM SSARC SMALL GRANT TO DEPT. MEMBERS FISCAL YEAR 80/81

2

NAME	DATE	DOC	30% OVRD	DESCRIPTION
MELODY	WH 21/10/79	DOC	30% OVRD	INVESTIGATION OF ECONOMIC AND OPERATIONAL ASPECTS OF USING L
SALTER	L 06/07/79	SCICO	30%, 15% OVRD	HOW THE PUBLIC INQUIRY PROCESS INCORPORATES SCIENTIFIC CONCE
8 APPLICATIONS				
BROWN	FJ 12/07/78	PRG		ORGANIZATION AND COMMUNICATION
HINDLEY	MP 08/03/79	CIDA		RURAL HEALTH COMMUNICATIONS IN THE COCK ISLANDS
HINDLEY	MP 29/11/78	DOC	6652 OVRD 30, 15, 2 % 17ST. 351CG-3-9518	A STUDY OF THE NEW FORMS OF LOCAL PROGRAMMING WITHIN THE CAN
HINDLEY	MP 31/01/79	OTHER	V.P. ACADEMIC CONT.	PEACESAT - FUND RAISING
HINDLEY	MP 31/03/79	OTHER	V.P. ACADEMIC CONT.	TELECOMMUNICATIONS RESEARCH GROUP - RESEARCH ASSISTANCE
MELODY	WH 31/10/78	OTHER	V.P. ACADEMIC CONT.	RESEARCH ASSISTANCE
MELODY	WH 30/04/78	OTHER	DEAN I.D. ST. CONT. V.P. ACADEMIC CONT.	RESEARCH ASSISTANCE
MELODY	WH 31/05/78	OTHER	DEAN I.D. ST. CONT. V.P. ACADEMIC CONT.	RESEARCH ASSISTANCE
MELODY	WH 01/04/78	SMALL		CC SMALL GRANTS TOTAL FOR CMNS
MELODY	WH 03/11/78	DOC	842	INVESTIGATION OF ECONOMIC ASPECTS OF USING LICENSE FEES IN R
MELODY	WH 12/07/78	PRG	9,595	ATTENDING INTERNATIONAL CONFERENCES IN EUROPE
SALTER	L 19/10/78	PRG	500	INQUIRY AND REGULATORY PRACTICE IS CANADA
SALTER	L 30/10/78	CANCO	1,760	FACTORS INFLUENCING PATTERNS OF COMMUNICATIONS TECHNOLOGY US
SALTER	L 31/07/78	OTHER	10,000	RESEARCH ASSISTANCE
			2,820	

15,259
105,754 DOLLARS AWARDED

Fiscal year 79/80

15 APPLICATIONS

95,000 DOLLARS AWARDED

FISCAL YEAR 78/79

NAME	DATE	DOC	AMOUNT	DESCRIPTION
HINDLEY	MP 25/01/78	DOC	14,144	STUDY OF LOCAL PROGRAMMING WITHIN THE CANADIAN BROADCASTING 92SU.36100-7-9533 30,2% OVRHD
HINDLEY	MP 15/10/77	OTHER	10,000	VP ACAD CONT RES ASST
MARTIN	GM 25/01/78	DOC	20,443	THE EXTENT OF TELEVISION NETWORK COVERAGE IN RURAL CANADA OVRHD 30%, 2% C2SU.36100-7-9537
MARTIN	GM 15/07/77	OTHER	2,825	UNIV CONT FUNDS. RURAL HEALTH CMNS PROJECT
MARTIN	GM 31/08/77	FOREN	3,000	PEACESAT TELECOMMUNICATION EQUIPMENT FROM UNESCO
ACNUITY	J 09/02/78	FOUND	6,975	A STUDY OF THE INFLUENCE OF T.V. HEROES ON ADOLESCENTS OVRHD 30%, 15% CONCORDIA UNIV.
MELODY	WH 01/04/77	SFU	1,532	CC SMALL GRANTS TOTAL
MELODY	WH 03/02/78	DOC	9,585	INVESTIGATION OF INTRODUCTION OF OPPORTUNITY COSTS INTO SPEC 30% OVERHEAD
RICHARDS	WD 30/09/77	PRG	1,000	NEGOPY II A REVISED SYSTEM OF COMPUTER PROGRAMS FOR NETWORK
TRUAX	BD 22/11/77	BCFND	1,189	AESTHETIC RES CENTRE WORLD SOUNDSCAPE PROJECT

16 APPLICATIONS

71,093 DOLLARS AWARDED

FISCAL YEAR 77/78

NAME	DATE	DOC	AMOUNT	DESCRIPTION
BABE	RE 08/10/76	DOC	18,000	TELECOMMUNICATIONS TO STUDY AND ADVISE THE TELECOMMUNICATIONS SECTOR OF THE CRT CRTC
MELODY	MP 30/09/76	OTHER	10,000	NO NUMBER NO OVERHEAD VP ACAD CONT RES ASST
HINDLEY	MP 15/08/76	OTHER	1,641	IDS CONTING. TELE RES GROUP
HINDLEY	MP 30/09/76	OTHER	10,000	VP ACAD CONT RES ASST
HINDLEY	MP 01/01/77	EXT	13,475	RURAL HEALTH COMMUNICATIONS IN COOK ISLANDS
HINDLEY	MP 30/09/76	LOCAL		PHOTOGRAPHIC RESEARCH ON BURBURY BY VARDEMAN

DEPARTMENT OF COMMUNICATION.

Grants omitted from the computer print out.

Centre	Name	Source	Amount	Year.
4040	Leiss	3 R.A.	\$ 3,000	1981
4036	Anderson	Kettering	\$ 10,000 US	1979
4029	Salter	Univ. League	\$ 1,000	1980
4017	Richards	PRG	\$ 1,000	1978
6822	Anderson	Dean	\$ 5,400	1981
4042	Truax	SSHRC	\$ 1,390	1981
4043	Leiss	SSHRC	\$ 4,442	1981
4044	Wilden	PRG	\$ 1,158	1981
4030	Salter	B.C. Tel	\$ 10,000	1979

APPENDIX 3

Space Requirements

On March 4, 1981, Simon Fraser University submitted a detailed appraisal of space needs of selected departments to the Universities Council of British Columbia. One of these departments was Communication and we append copies of the pages from the submission which specify our projected space requirements for 1986.

These figures represent an increase of approximately 3,000 square feet over our present space. While the need for this additional space is not contingent on our Ph.D. Program, it will greatly facilitate the research and resources needs of Ph.D. candidates.

Department of Communication Space Requirements (1986)
(Excerpted from Proposal: West Mall Complex
submitted to UCBC, March 4, 1981)

B.3 Department of Communications

i. Academic Profile

The central focus of this Department is on the interdisciplinary study of the communications processes in society. The Department focuses on such major areas as communications theory and systems, communications processes, especially individual, interpersonal and group communication, and communication policy. Such a range of interests falls well within the national programme and priorities.

This area of endeavor has proved to be of major interest to students as a subject for a major degree. Many of the courses provide valuable perspectives in minors degree programmes particularly for those students whose majors lie in such subjects as Business Administration, Criminology and Psychology. At the graduate level, the Simon Fraser Programme is becoming well recognized across the country and, in fact is one of the largest. Research activities have developed on several fronts since the inception of the Department and the ones that have attracted most attention would seem to be research groups involved in Telecommunications and Group Dynamics. Over half a million dollars of research funds have been attracted to help support the research programmes.

ii. Space Requirements; 1984/85

	Square Feet
<u>A. Academic/Instructional Office</u>	
16 Faculty	2,080
2 Sessional Instructors	240
1 Visiting Professor	120
72 Graduate Students	2,880
0 Teaching Assistants	0
	5,320
<u>B. Research Office</u>	
3 Research Professionals	360
7 Research Assistants	280
1 Documentation Centre	350
1 Computer Terminal/Teledon Office	240
	1,230

C. Administrative Office

1 Chairman	180
1 Secretary to Chairman	120
1 Graduate Student Secretary	120
1 Departmental Assistant	120
2 Secretarial/Clerical and General Office	<u>480</u>
	1,020

D. Conference

1 25-Station Conference Room	<u>500</u>
	500

E. Laboratory

1 Group Dynamics/Video/Editing Lab	2,000
1 Sonic Studio/Editing Lab	<u>1,000</u>
1 PeaceSat Terminal	120
1 Equipment Maintenance/Technicians Office	240
1 Resource/Stores/Stores	750
1 Photography/Darkroom	<u>200</u>
	4,310

TOTAL	<u><u>12,380</u></u>
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LIBRARY STATEMENT

Please see in separate folder, the Library statement with covering memo dated 12 January 1982 as well as our Department's memo (from Tom Mallinson) to Ms. Patricia Leger regarding the Library statement on the Ph.D. program proposal.

APPENDIX 10
FACULTY STAFFING IN RELATION TO PH.D.
PROGRAM AND AREAS OF SPECIALIZATION

I. Ph.D.-Level Instruction in the General Orientation (Core Program):
CMNS 800, 801, 802, 805

P. Heyer, Ph.D.
W. Leiss, Ph.D.
W. Richards, Ph.D.
L. Salter

NEW POSITION REQUESTED -- RESEARCH METHODS (0.5)*

II. Areas of Specialization

1. Critical Analysis
of Media

M.P. Hindley
M. Laba**
W. Leiss, Ph.D.
R. Lorimer, Ph.D.
G. Martin
B. Truax
T. Wilden, Ph.D.

2. Communication
Behavior

R. Anderson, Ph.D.
M. Laba**
T. Mallinson, Ph.D.

3. Social Impact of
Communications

R. Anderson, Ph.D.
L. Salter
W. Melody, Ph.D.
W. Richards, Ph.D.***
(D. Smythe, Ph.D.)

NEW POSITION
REQUESTED*

NEW POSITIONS
REQUESTED (1.5)*

* all Ph.D.

** Ph.D. expected 1982

*** Professor Emeritus

III. Qualifications of Faculty in Relation to Core Areas:

The Areas of Specialization for the Ph.D. constitute a direct relation between current teaching and research interests, for all faculty members, and their responsibilities for Ph.D. student supervision and instruction. The attached curriculum vitae show that all faculty listed above have current, active involvement (with respect to these areas) in: (1) teaching courses; (2) research, either project-related or directed towards scholarly publications; and (3) in many cases, consultancies and/or professional contacts with external organizations.

<u>Faculty Member</u>	<u>Teaching</u>	<u>Recent Research Activities</u>	<u>Current Research</u>	<u>Reports & Publications</u>	<u>Professional Activities</u>
<u>I. GENERAL ORIENTATION</u>					
P. Heyer	CMNS 210, 310; CMNS 800, 802--History of Communication Theory	Biosocial Approaches; History of Human Sciences; Semiotics	History of Communication Thought; Structuralism	Journal articles; book: <u>Nature, Human Nature & Society</u> (1981)	Critical reviews of modern art
W. Leiss	CMNS 802, 840--Communication Theory	Critical theory; idea of nature; environmental philosophy	Theory of human needs; theory of reification	2 books, journal articles	Invited lectures, seminars, conference presentations
W. Richards	CMNS 360, Fundamentals of Communication Research; CMNS 300, Systems Theory	Network Analysis--methods & applications	Social implications of computer communication systems	Network analysis program	Consultant
L. Salter	CMNS 200: Introduction to Comm Theory CMNS 801,802	Inquiries and political communication	Public policy & political participation	Journal articles book chapters on communication and society	Invited presentations, Cdn. Comm. Assoc. organizer, editor of founding conference volume

<u>Faculty Member</u>	<u>Teaching</u>	<u>Recent Research Activities</u>	<u>Current Research</u>	<u>Reports & Publications</u>	<u>Professional Activities</u>
<u>II. CRITICAL ANALYSIS OF MEDIA</u>					
M.P. Hindley	CMNS 130, Mass Comm.; CMNS 230, Intro. to Comm. Media	Canadian media & comm. policy	Animal communication; comparative communication	Co-authored book, journal articles	Contract research with fed. depts. & agencies
M. Laba	CMNS 321, Comm. and Culture in Musical Form; CMNS 323, Comm. Processes	Mass Media and Popular Culture	Audience Perceptions of Media; Semiotics	Journal articles; Ph.D. thesis (1981) "Narrative and Talk"	Professional Musician
W. Leiss	CMNS 215, Advertising; CMNS 856, Graduate Seminar on Advertising	History of Advertising; technology & society	Advertising Imagery (SSHRCC grant); Info Society	Journal articles; 3 small contract reports	Minor consulting contracts with fed. and prov. agencies
R. Lorimer	CMNS 437, Media & Education; CMNS 470, Book Publishing	Canadian education curriculum & teacher training	Canadian book publishing; new information technologies	Journal articles, editing and a completed book ms.	Canadian Studies Assn. executive
G. Martin	CMNS 331, 431: Comm. Media	Canadian media and policy	Comm. Media & cultural/symbolic environment	Co-authored book, journal articles	Contract research with fed. depts. and agencies
B. Truax	Acoustic Comm: CMNS 258, 259, 358, 359; CMNS 839. Centre for the Arts: Electronic & Computer Music Courses	Soundscape; Structure & Design of Sound Environments; radio environments	Electroacoustic Music; digital sound synthesis & computer-assisted composition	Journal articles, musical compositions	Performances of compositions; invited composer international conferences & competitions
R. Wilden	CMNS 304, Comm & Lang CMNS 303, 400, 404 Comm theory ecosystems	Media literacy esp. film; Semiotic theory Systems theory	Language, sign-systems & society concept of the imaginary	3 books, many journal articles	Invited lectures, seminars, conference presentations

<u>Faculty Member</u>	<u>Teaching</u>	<u>Recent Research Activities</u>	<u>Current Research</u>	<u>Reports & Publications</u>	<u>Professional Activities</u>
<u>III. COMMUNICATION BEHAVIOUR</u>					
R.S. Anderson	CMNS 322, Comm. and Cultural Context; CMNS 362, Field Methods	Development institutions	Communication in Scientific Research	Articles, major co-authored books	Invited lectures
M. Laba	CMNS 220 Interpersonal Comm.	Cultural approaches to human communications systems	Ethnographic approaches; cross-cultural studies	Journal articles	
T. Mallinson	CMNS 120, 320, 420: Comm. processes & inter-personal behaviour	Group dynamics in educational, clinical & other organizational settings	Group inter-action process analysis; effects of video feedback on non-verbal behaviour	Articles: Comm. Stimulation Exercises, Intervention Strategies; Contributor, "Human Context for Science & Technology"	Comm. Assessment Programs (VGH); Workshops; Children's Hospital, Surrey School Board, others
<u>IV. SOCIAL IMPLICATIONS OF COMMUNICATIONS</u>					
R.S. Anderson	CMNS 445, Comm. & Int'l Development	Politics of Agriculture	Technology & Development	Co-authored and edited volumes on technology transfer	Advisor to int'l development agencies
W.H. Melody	CMNS 433, Policy Seminar; CMNS 834, Political Economy	Economic structure & performance of comm. industries	Regulatory structures & processes; public policy alternatives for regulation	Books authored & co-edited; many articles and research reports	Major consulting U.S. Dept. of Justice, Nova Scotia Public Utilities Comm., others.
W.D. Richards	CMNS 402, Comm. in Organizations	Applications of network analysis	The Information Society; social implications of comm. technologies	Journal articles, book chapters -- networks & information systems	Consultant, Alta. Agriculture (Computer comm. systems)
L. Salter	CMNS 333, Comm. Policy CMNS 341, Political Comm. (new course)	Expert testimony for inquiries; community media, cmns. cmns. policy	Regulatory processes in Canada	Book on public inquiries	Honorary lecture Faculty of UBC

APPENDIX 10

Document II

Department of Communication

Academic and Professional Activities
of Faculty Members
(Summary)PUBLICATIONS

	<u>Articles</u>	<u>Books</u> *	<u>Reviews</u>	<u>Reports</u>
Total to 1980-81	237	24	25	55
1980-81	34	8	1	3
GRAND TOTAL	271	32	26	58

* including edited and co-authored volumes and new editions.

CONSULTANT CONTRACTS

	<u>Federal Gov't</u>	<u>Prov. Gov't</u>	<u>International Agencies</u>	<u>Other: Commissions Agencies and Universities</u>
Total to 1980-81	31	13	12	22
1980-81	2	2	2	4
GRAND TOTAL	33	15	14	26

CONTRIBUTION TO DISCIPLINE

	<u>Memberships On Editorial Boards</u>	<u>Conferences Organized</u>	<u>Papers, Public Addresses, Testimonies and Briefs</u>	<u>Executives On Professional Orgs.</u>
Total to 1980-81	18	7	151	14
1980-81	24	9	34	7
GRAND TOTAL	42	16	185	21

APPENDIX II

BUDGET

1981/2 DOLLARS

I. RECURRING DIRECT OPERATING COST	1983/4	FTE	1984/5	FTE	1985/6	FTE	1986/7	FTE
Faculty Salaries (1) (incl. benefits)	55,200	1.3	107,800	2.7	120,300	3.0	120,300	3.0
Secretarial (incl. benefits) (2)	17,400	1.0	17,400	1.0	17,400	1.0	17,400	1.0
Supplies and Services (3)	7,500		7,500		7,500		7,500	
Library Collections	3,063		3,063		3,063		3,063	
SUBTOTAL	83,163		135,763		148,263		148,263	
OVERHEAD (50%)	40,050		66,350		72,600		72,600	
TOTAL	<u>123,213</u>		<u>202,113</u>		<u>220,863</u>		<u>220,863</u>	
II. NON-RECURRING COSTS								
Library Collections	7,594							
Recruitment Expense	5,000		2,500					
Moving Expense	9,000		4,000					
Equipment	<u>50,000</u> (4)		<u>50,000</u> (5)					
TOTAL	<u>71,594</u>		<u>56,500</u>					
III. TOTAL COST	<u>194,807</u>		<u>258,613</u>		<u>220,863</u>		<u>220,863</u>	

- (1) 2 appointments 1 September 1983:
1 at assistant professor level
1 at associate professor level
1 appointment 1 September 1984:
assistant professor

- (2) 1 position (Grade 5) 1 April 1983

- (3) A/V Expense, minor equipment,
equipment repair, and computing
direct cost items.

- (4) Information Technology Area:
Terminals (including Telidon),
microprocessors, videodisc.

- (5) Critical analysis of Media Area:
Multi-purpose Portable Video
Production Studio.

II. ENROLMENT IN NEW COURSES

<u>Program</u>		<u>No. of New Courses</u>	<u>Annual FTEs</u>	<u>Annual WFTEs</u>
Ph.D. in Communication	1984/5	5	4	20
	1985/6	5	8	40
	1986/7	5	12	60
	1987/8	5	12	60

APPENDIX 12

EXTERNAL REFEREES: DEPARTMENTAL NOMINATIONS

1. Professor Gertrude Robinson, Director
Graduate Program in Communications
McGill University
(514) 392-8305
2. Professor Walter Romanow
Dean of Arts
University of Windsor
(519) 253-4232
3. Professor James Taylor
Department of Communications
Université de Montréal
(514) 343-6039
4. Professor Elihu Katz
Annenberg School of Communication
University of Southern California

September 29, 1981

Professor James Taylor
17 Parkside Place
Montreal,
H3H 1A7

Dear Professor Taylor:

Thank you for agreeing to serve as an assessor of the proposed Ph.D. program in Communications.

The honorarium paid by this University for such services is \$200. I enclose a copy of the proposal which was prepared by the Department of Communications. Also enclosed is a copy of the University Graduate Calendar, including on p.p. 15-31 the general regulations governing all graduate students at Simon Fraser.

The Assessment Committee would appreciate your frank comments on the academic merit and suitability of the proposed program, in particular, on the following questions:

- 1) Is the available academic expertise (see attached curricula vitae) sufficient to implement the program?
- 2) Do you think that graduates of the program will be of quality comparable to those produced at the leading institutions in the field?
- 3) How large is the need for the graduates that this program would produce and is it a continuing need?
- 4) Is the particular program proposed likely to meet the stated objectives?

These questions are not meant to limit the range of your comments in any way.

It would be most helpful if you could make in addition to your other comments, specific recommendations on either the approval, modification, delay, or disapproval of the program. Your report will be made available upon request

PART II

EXTERNAL ASSESSMENTS OF THE
PROPOSAL FOR A PH.D. PROGRAM IN COMMUNICATION
AT SIMON FRASER UNIVERSITY



UNIVERSITÉ DE MONTRÉAL

October 9, 1981

Dr. Bryan P. Beirne
Dean of Graduate Studies
Simon Fraser University
Burnaby, B.C.
Canada
V5A 1S6

Dear Dean Beirne:

I enclose a copy of my evaluation of the proposed doctoral programme in Communications, as per your request.

With respect to the four questions posed in your letter, the answers are:

- 1) Yes, definitely, on the basis of a modest beginning, although the resource are less than claimed: there is need for re-evaluation of the resource base,
- 2) Yes
- 3) Very considerable, and growing
- 4) In my opinion yes, with certain reservations expressed in my report.

Yours sincerely,

James R. Taylor, Ph.D.

JRT:ma

Per: Hyziam *Quyallo*

OCT 20 1981

DEAN OF GRADUATE STUDIES
UNIVERSITY OF MONTREAL

Professor James Taylor
September 29, 1981

to the members of the Committees and ~~other~~ governing bodies both within and without the University that must approve the program before it can be implemented.

It would be appreciated if you could see your way to responding within ten days or so.

Yours sincerely,

Bryan P. Beirne,
Dean of Graduate Studies

BPB/rj
Encl:

REPORT ON PROPOSED PH.D. PROGRAM
SIMON FRASER UNIVERSITY

THREE QUESTIONS ARE USUALLY ASKED WHEN EVALUATING

PROPOSED GRADUATE PROGRAMS: (1) IS THE NEW PROGRAMME

JUSTIFIED BY EXTERNAL CONSIDERATIONS SUCH AS DEMAND, THE

STATE OF THE FIELD, ETC.; (2) IS THE PROGRAMME AS SUB-

MITTED INTERNALLY CONSISTENT AND WELL THOUGHT THROUGH; AND

(3) DO THE RESOURCES EXIST TO SUPPORT THE PROGRAMME IF IT

IS ACCEPTED. MY REMARKS WILL BE ORGANIZED AROUND THESE THREE

HEADINGS ALTHOUGH EVIDENTLY I HAVE NO COMMENTS TO MAKE ON

QUESTIONS OF RESOURCE AVAILABILITY OTHER THAN HUMAN, SINCE

THIS GOES BEYOND THE LIMITS OF THE TASK AS I UNDERSTAND IT.

1 NEED

IN MY OPINION THE ARGUMENTS ADVANCED BY THE PROPOSAL
SUBMITTED BY THE COMMUNICATIONS DEPARTMENT IN SUPPORT OF THEIR
DEMAND FOR A PH.D. PROGRAMME ARE WELL-DEVELOPED AND SOLIDLY
BACKED UP BY THEIR DOCUMENTATION. THERE ARE, IT SEEMS TO ME,
TWO KINDS OF ENVIRONMENT TO BE TAKEN INTO CONSIDERATION HERE:
THAT OF THE GENERAL CANADIAN WORK SITUATION, INCLUDING THE
ACADEMIC, AND THE LARGER INTERNATIONAL ACADEMIC SITUATION WITHIN
WHICH CANADIAN UNIVERSITIES FUNCTION (AND WHICH IMPINGE ON ISSUES
OF AVAILABILITY OF TEACHING STAFF, FOR EXAMPLE).

IN CANADA. AS THE PROPOSAL POINTS OUT, THE CLIMATE IS
SINGULARLY PROPITIOUS FOR THE DEVELOPMENT OF A NEW PROGRAMME. TWO
FACTORS MUST BE CONSIDERED FIRST, WITH THE EXCEPTION OF QUEBEC,
GRADUATE EDUCATION IN COMMUNICATIONS HAS GENERALLY LAGGED BEHIND
THE DEMAND FOR QUALIFIED GRADUATES. IN MY OPINION, THIS IS IN NO
SMALL PART DUE TO THE EXTRAORDINARY INFLUENCE EXERTED IN CANADA BY

TWO VERY CONSERVATIVE INSTITUTIONS, THE UNIVERSITY OF TORONTO (WHO WERE PREPARED TO LEAVE COMMUNICATION TO MARSHALL McLuhan) AND THE UNIVERSITY OF BRITISH COLUMBIA. IT IS SIGNIFICANT, AND I WAS SURPRISED THAT THE PROPOSAL MAKES NO ALLUSION TO THE FACT, THAT U. OF T. IS NOW MOVING TO DEVELOP A COMMUNICATIONS PROGRAMME. THE FACT OF THE MATTER IS THAT THERE ARE ALREADY AVAILABLE RESEARCH AND TEACHING POSITIONS IN COMMUNICATIONS OPEN IN CANADA, AND A SHORTAGE OF PEOPLE TO FILL THEM. THESE OPENINGS ARE IN GOVERNMENT DEPARTMENTS OF COMMUNICATIONS, BROADCASTING ORGANIZATIONS, AND IN NEWLY-OPENING DEPARTMENTS OF COMMUNICATION SUCH AS CALGARY.

LOOKING AT THE WIDER NORTH AMERICAN CONTEXT, THE PROPOSAL MAKES IT CLEAR THAT THE FIELD, AS AN ACADEMIC AREA, HAS DEVELOPED VERY RAPIDLY WITHIN THE PAST GENERATION OR SO. THERE IS NOW A KIND OF TIME LAG BETWEEN THE CANADIAN CONTEXT AND THE WIDER INTERNATIONAL SCENE (INCLUDING THE EUROPEAN, ALTHOUGH THE REPORT DOES NOT MAKE MUCH OF THIS FACT). WHILE IN THE SHORT TERM, PATTERNS OF DEVELOPMENT CAN BE EXPECTED TO VARY CONSIDERABLY FROM COUNTRY TO COUNTRY, IN THE LONG RUN, THEY TEND TO RESEMBLE EACH OTHER, IF ON NO OTHER PRINCIPLE THAN THAT OF "REGRESSION TO THE MEAN". ESPECIALLY CONSIDERING THE EXTRAORDINARY IMPORTANCE OF COMMUNICATIONS FOR A COUNTRY LIKE CANADA, AND IN VIEW OF FORESEEABLE TRENDS IN THE IMPACT OF COMMUNICATIONS TECHNOLOGY ON AREAS OF LIFE NOT PREVIOUSLY AFFECTED (SUCH AS BUREAUCRACIES), ONE CAN PREDICT WITH SOME DEGREE OF ASSURANCE THAT THE ACADEMIC FIELD WILL CONTINUE TO EXPAND IN CANADA AT A RATE MORE THAN COMMENSURATE WITH THE AVERAGE FOR ACADEMIC FIELDS.

IN MY OPINION, SIMON FRASER WILL BE ASSUMING A ROLE OF LEADERSHIP IN A DEVELOPING FIELD BY OFFERING A PH.D. PROGRAMME, AND IS TO BE CONGRATULATED FOR ITS INITIATIVE.

2. THE COHERENCE OF THE PROJECT AS PRESENTED.

THE DESCRIPTION OF THE OBJECTIVES OF THE PROPOSED NEW PROGRAMME MAKES TWO MAIN POINTS: (1) THE POLICY-ORIENTED CHARACTER

OF THE PROGRAMME, AND (2) ITS INTERDISCIPLINARY CHARACTER. I WOULD LIKE TO DEAL WITH THESE TWO ISSUES IN TURN.

WITH RESPECT TO THE FIRST POINT, I.E., THE ATTEMPT TO MARRY A POLICY-MAKING PERSPECTIVE WITH A BASICALLY RESEARCH-ORIENTED INTENTION, INEVITABLE IN A SOCIAL SCIENCE PH.D. PROGRAMME, IS CERTAINLY TO BE COMMENDED, AND TO MY KNOWLEDGE DOES VERY MUCH CONSTITUTE THE PARTICULAR CHARACTER OF THE S.F.U. PROGRAMME, MUCH TO ITS CREDIT.

HOWEVER, THIS KIND OF FUSION IS EASIER TO ACCOMPLISH IN A MASTER'S PROGRAMME THAN IN A PH.D., TO SOME EXTENT, FOR THE SIMPLE REASON THAT THE REQUIREMENTS FOR A PH.D. THESIS ARE CONSIDERABLY MORE EXACTING.

I AGREE WITH THE PART OF THE PROPOSAL THAT READS: "THE CULMINATING MAJOR TASK FOR THE DOCTORAL CANDIDATE WILL BE TO PRODUCE A DISSERTATION WHICH DEMONSTRATES THE CANDIDATE'S ABILITY TO UNDERTAKE INDEPENDENT RESEARCH AND WHICH ADDS SIGNIFICANTLY TO THE BODY OF KNOWLEDGE IN COMMUNICATION". THIS IS WHAT MIGHT BE CALLED THE "BOTTOM-LINE", TO EMPLOY AN OVER-USED ANALOGY. IN THIS SITUATION, THE RELEVANCE OF THE RESEARCH IN RESPECT TO ITS "DIRECT APPLICATION TO SOCIAL AND GOVERNMENT POLICY" OR ITS "SOCIAL AND HUMAN APPLICATIONS" IS NOT LIKELY TO BE AN OVERRIDING CONSIDERATION; THE ISSUE BOILS DOWN TO CRITERIA OF THEORETICAL AND METHODOLOGICAL ADEQUACY, ACCORDING TO THE CANONS OF THE ACADEMIC DISCIPLINE IN QUESTION. AT THIS POINT, AN OVER-EMPHASIS ON THE APPLICABILITY OF THE RESEARCH MAY ACTUALLY PUT THE CANDIDATE AT A DISADVANTAGE, PARADOXICALLY. THIS DOES NOT MEAN THAT I THINK THE PROJECT IS IN FAULT IN DEVELOPING THIS EMPHASIS, FAR FROM IT: AS THEY POINT OUT, IT IS THE SPECIFICITY OF THE S.F.U. PROGRAMME, AND IS AN IMPORTANT SOCIAL AND POLITICAL PARAMETER OF GRADUATE STUDIES IN COMMUNICATION TODAY. MY ONLY PROBLEM WITH THE PROPOSAL IS THAT IT IS NEVER MADE AWFULLY CLEAR HOW THESE TWO IMPERATIVES

ARE TO BE REALIZED IN PRACTICE, OTHER THAN IN THE FORM OF AN "INTERNSHIP OR THROUGH "FIELD WORK". MY CONCERN ON THIS SCORE WOULD BE LESS IF I DID NOT SENSE, AFTER EXAMINATION OF THE LIST OF RESEARCH PROJECTS AND PUBLICATIONS, THE EXISTENCE WITHIN THE PROGRAMME OF MIXED MOTIVES. WHILE THIS THREATENS TO IMPINGE ON MY NEXT TOPIC, I CANNOT HELP

NOTICING HERE THAT SEVERAL OF THE SENIOR PROFESSORS IN THE DEPARTMENT ORDINARILY APPEAR TO ENGAGE IN A TYPE OF RESEARCH WHICH IS QUITE DIFFERENT FROM THAT WHICH ONE WOULD EXPECT TO FIND IN A CONVENTIONAL DOCTORAL DISSERTATION. SOME OF THE MATERIAL INCLUDED IN THE PROJECT WOULD SEEM TO ME TO INDICATE, NOT ONLY AN INDIFFERENCE TO, BUT EVEN A RESISTANCE TO THE IDEA OF CONDUCTING THE TYPE OF EMPIRICAL RESEARCH WHICH IS INEVITABLY REQUIRED FOR THE DOCTORATE. AGAIN I DO NOT WANT TO APPEAR TO BE SITTING IN JUDGMENT ON MATTERS THAT ARE OPEN TO LEGITIMATE EPISTEMOLOGICAL DEBATE.

MY PERSPECTIVE HERE IS THE MORE PRACTICAL ONE OF AN ADMINISTRATOR WHO HAS TO BE CONCERNED THAT STUDENTS DO NOT BECOME THE INNOCENT VICTIMS OF UNCLEAR DEPARTMENTAL OBJECTIVES. I WILL IN ANY CASE RETURN TO HIS SUBJECT IN THE NEXT SECTION. HERE IT IS ENOUGH TO REMARK THAT THIS SEEMS TO BE PERHAPS THE WEAKEST PART OF THE PROPOSAL.

WITH RESPECT TO THE INTERDISCIPLINARY CHARACTER OF THE PROGRAMME, THE PROPOSAL REMAINS (PERHAPS DISCREETLY) LESS THAN TOTALLY EXPLICIT. CONSIDERING THE VERY WIDE MANDATE OF RESEARCH SET OUT WITHIN THE DEFINITION OF FIVE MAIN AREAS OF RESEARCH, THIS MIGHT MERIT FURTHER CLARIFICATION. FOR EXAMPLE, TAKE THE AREA OF COMMUNICATION AND INFORMATION TECHNOLOGY: I WONDER WHETHER THERE IS A POSSIBILITY OF DEVELOPING INTERDISCIPLINARY INITIATIVES IN THIS AREA, AS RUTGERS NOW SEEMS TO BE DOING. NOT BEING FAMILIAR WITH THE SITUATION AT S.F.U. I FIND IT DIFFICULT TO GO FURTHER, BUT AS A PURE OUTSIDER I WAS LEFT SOMEWHAT VAGUE ABOUT THE NATURE OF DEPARTMENTAL INTERFACES. SINCE, IN MY OPINION, THIS IS A PRAGMATIC QUESTION IN ESSENCE, I HESITATE TO GO BEYOND THIS, EXCEPT TO SAY THAT THE QUESTION MAY BE INTERESTING TO PURSUE FURTHER, FOLLOWING THE INTRODUCTION OF THE PH.D. (I SAY "FOLLOWING" BECAUSE THESE ISSUES ARE PROBABLY BEST RESOLVED AS A MATTER OF EVERYDAY ADMINISTRATION, RATHER THAN ON A LEVEL OF ABSTRACT POLICY).

EVALUATING THE HUMAN RESOURCES AVAILABLE TO A PROGRAMME IS A NON-REWARDING TASK, BUT FOR A PH.D. PROGRAMME IT IS INEVITABLY A, IF NOT THE, KEY ISSUE. MY REMARKS ARE BASED ON THE C.V.'S SUBMITTED, SINCE I DO NOT KNOW MOST OF THE INDIVIDUALS CONCERNED (THOSE WHOM I DO KNOW PRESENT NO PROBLEM IN ANY CASE, ON THE BASIS OF THEIR DOSSIERS ALONE).

THIRTEEN C.V.'S WERE INCLUDED IN THE SUBMISSION. OF THESE, THOSE OF LEISS, MELODY AND WILDEN MUST BE CLASSIFIED AS SENIOR PROFESSORS, OF ESTABLISHED INTERNATIONAL REPUTATION, KNOWN TRACK RECORDS, AND CONSIDERABLE EXPERIENCE IN DIRECTING DOCTORAL CANDIDATES. TWO OTHERS, THOSE OF ANDERSON AND RICHARDS, FALL INTO THE CATEGORY OF YOUNG PROFESSORS WHO HAVE DEMONSTRATED THEIR CAPABILITIES IN A VERY SHORT TIME AND WHO ARE ALMOST CERTAINLY READY TO TAKE ON THESE EXTRA RESPONSABILITIES. THREE OTHER PROFESSORS HAVE THEIR PH.D. BUT IN EACH CASE I HAD SOME DIFFICULTY EVALUATING THEIR DOSSIERS. NEVER APPEARS, ON THE BASIS OF PUBLICATIONS, TO HAVE MAINLY LITERARY AND SPECULATIVE THEORETICAL INTERESTS, AND DOES NOT SEEM TO BE INVOLVED IN EMPIRICAL RESEARCH OF THE TYPE WHICH WILL BE EXPECTED OF CANDIDATES. HE IS, IN ANY CASE, NOT LISTED UNDER AN "AREA OF SPECIALIZATION" (APPENDIX 10) SO I MUST IMAGINE HIS ROLE TO BE OTHER THAN THAT OF THESIS DIRECTION. MALLINSON AND LORIMER ARE BOTH VETERAN PROFESSORS, WITH PH.D.'S, BUT BOTH, ON THE BASIS OF C.V.'S SUBMITTED, SEEM TO BE PERIPHERALLY INTERESTED IN RESEARCH OF DOCTORAL CALIBRE. MALLINSON, ON HIS OWN ADMISSION, HAS GIVEN PRIORITY TO PARTICIPATIVE ACTION RESEARCH OVER THE PAST FEW YEARS, AND HIS PUBLICATIONS CONFIRM THIS FACT. I WANT TO MAKE ABSOLUTELY NO VALUE JUDGMENTS ON THIS, BUT THE QUESTION MUST BE ASKED WHETHER THIS ESSENTIALLY ACTION-ORIENTED APPROACH QUALIFIES HIM TO TAKE ON THE MAIN RESPONSIBILITY FOR A FAST-GROWING NEW AREA. LORIMER'S INTERESTS SEEM TO TAKE HIM INTO THE AREA OF TEXT DEVELOPMENT IN THE AREA OF EDUCATION AND I MUST WONDER ABOUT THE EXTENT OF HIS PARTICIPATION IN A PROGRAMME, GIVEN THE NATURE OF ITS OBJECTIVES AS DISCUSSED ABOVE.

THE REMAINING FIVE INDIVIDUALS DO NOT HAVE THEIR PH.D.

IT SEEMS TO BE A GENERALLY-AGREED PRINCIPLE, ON GROUNDS OF EQUITY ALONE THAT ONLY THEM THAT DO IT SHOULD TEACH IT!" THERE MAY, OF COURSE, BE EXCEPTIONS TO THE RULE BUT IT SEEMS TO ME THAT THESE HAVE TO BE JUSTIFIED ON A CASE-BY-CASE BASIS, WHICH IS NOT DONE IN THIS PRESENTATION. LABA IS AN A.B.D. AND EVEN IF HE FINISHES IN 1982, HE WILL HAVE TO SHOW HIS CAPABILITIES BEFORE BEING AUTOMATICALLY GIVEN PH.D. RESPONSIBILITIES. I SHOULD HAVE THOUGHT. TRUAX'S DOSSIER IS ABSOLUTELY ORIGINAL; I AM TOTALLY UNABLE TO EVALUATE IT EXCEPT TO SEE IN IT GREAT BRILLIANCE BUT IT IS FAR FROM A CONVENTIONAL BACKGROUND FOR DIRECTING DOCTORAL THESES. HINDLEY AND MARTIN SEEM TO HAVE BEEN MOST ACTIVE IN "RESEARCH" BUT THE ORIENTATION IS FAR FROM (AND PERHAPS EVEN INCOMPATIBLE WITH) THAT OF A DOCTORAL PROGRAMME. PRESENTING REPORTS TO PUBLIC AGENCIES, I KNOW FROM PERSONAL EXPERIENCE, IS QUITE A DIFFERENT THING FROM WRITING PUBLISHABLE ARTICLES FOR RESPECTED ACADEMIC JOURNALS (INCIDENTALLY, ANYONE WHO INCLUDES AN ARTICLE IN THE VANCOUVER SUN IN A LIST OF PUBLICATIONS FOR EVALUATION IN A SUBMISSION OF THIS KIND AUTOMATICALLY DISQUALIFIES HIM OF HERSELF, IN MY VIEW.) I FRANKLY CANNOT SEE THE ROLE THESE TWO PROFESSORS WILL PLAY IN A DOCTORAL PROGRAMME. SALTER SEEMS TO BE A SLIGHTLY DIFFERENT CASE SINCE HER PUBLICATIONS INDICATE A BASICALLY ACADEMIC ORIENTATION. HOWEVER I SEE NOTHING IN THIS DOSSIER, AS YET, THAT COULD BE CONSIDERED THE EQUIVALENT OF A PH.D. THESIS IN SCOPE AND DEPTH, AND WOULD HAVE TO THINK THAT HER ROLE WOULD BE SECONDARY IN THE PROGRAMME, CERTAINLY IN THE AREA OF THESIS DIRECTION.

WITH THESE QUALIFICATIONS IN MIND, THE FACULTY STAFFING PROPOSED IN APPENDIX 10 DOES NOT SEEM TO ME TO STAND UP VERY WELL. IF WE SUBTRACT HINDLEY, MARTIN, SALTER, LABA AND TRUAX, AND BEARING IN MIND THE OTHER CONSIDERATIONS OUTLINED ABOVE, THERE ARE SOME AREAS WHICH ARE PRETTY THINLY COVERED. PARTICULARLY, I THINK INFORMATION TECHNOLOGY AND INTERPERSONAL & ORGANIZATIONS. I CANNOT HELP BUT WONDER WHETHER SOME EFFORT AT RE-GROUPING PROFESSORS AROUND A SMALLER NUMBER OF CONCENTRATIONS, INITIALLY, WOULD NOT BE USEFUL. THIS WOULD NOT NECESSARILY MEAN ABANDONING THE STRUCTURE OVER THE LONG TERM. PERHAPS, PROVIDING A PLAN WERE DEVELOPPED TO STAGE IN THE

DIFFERENT AREAS. AS THINGS STAND, THE PROGRAMME MAY BE TRYING TO DO MORE THAN IS IMMEDIATELY FEASIBLE WITH THE RESOURCES AVAILABLE. INCIDENTALLY, THIS EFFORT TO COMPREHEND EVERYONE'S INTERESTS RESULTS IN A STATEMENT OF OBJECTIVES WHICH SOUNDS AMBITIOUS AND SOMEWHAT VAGUE. HAVING VAGUELY STATED OBJECTIVES IS NOT NECESSARILY A BAD THING IF THE PLAN OF OPERATIONALIZATION IS SOUND. IN MY VIEW, THIS IS NOT THE CASE. WHY NOT, FOR EXAMPLE, INCORPORATE

INFORMATION TECHNOLOGY INTO POLICY (AN ACTION THAT WOULD BE ENTIRELY CONSISTENT WITH THE THRUST OF FEDERAL POLICY-MAKING)? THIS WOULD STRENGTHEN THE POLICY AREA WITHOUT INHIBITING RICHARDS' RESEARCH, AND WOULD GIVE TIME FOR THE PROGRAMME TO THINK THROUGH AND DEVELOP A TECHNOLOGY AREA WHEN THE RESOURCE BASE BECAME AVAILABLE. SIMILARLY, INTERPERSONAL AND ORGANIZATIONAL MIGHT BE INTEGRATED UNDER A DEVELOPMENT LEVEL WITH A SLIGHTLY ENLARGED MANDATE. THIS WOULD ENABLE LABA TO INTEGRATE SOME OF HIS INTERESTS, PROGRESSIVELY. AND MALLINSON SEEMS TO HAVE BEEN INCREASINGLY MOVING INTO A QUASI-DEVELOPMENTAL APPROACH. IF I READ HIS DOSSIER CORRECTLY. I DON'T OFFER THESE SUGGESTIONS AS SOLUTIONS, BUT AS AN INDICATION OF THE KIND OF RESOURCE-UTILIZATION PLANNING WHICH IS ABSENT FROM THE PROPOSAL.

IN MOST PROGRAMMES WITH WHICH I AM FAMILIAR, BEING A MEMBER OF A DEPARTMENT DOES NOT MAKE ONE AUTOMATICALLY ELIGIBLE TO DIRECT THESE, WHICH IS THE BASIC ACTIVITY OF A DOCTORAL PROGRAMME. IT SEEMS TO ME THAT THE S.F.U. GROUP IN COMMUNICATIONS HAVE NOT FACED UP TO THE HARD FACT THAT NOT ALL OF THEM CAN BE EQUALLY ACTIVE IN A DOCTORAL PROGRAMME. THIS TO ME, IS THE ONE SERIOUS WEAK POINT IN THE PROPOSAL.

4. IN CONCLUSION.

MY OVERALL CONCLUSIONS CAN BE SUMMARIZED AS FOLLOWS:

A. OVERALL THIS IS AN EXCELLENT PROPOSAL. THERE IS A GREAT NEED FOR THE KIND OF PH.D. PROGRAMME WHICH IS PROPOSED AND NO OTHER GROUP IN ENGLISH-SPEAKING CANADA HAS EQUAL POTENTIAL TO COMPARE WITH THE COMMUNICATIONS GROUP AT S.F.U. WHO HAVE COME ALONG VERY RAPIDLY IN THE PAST FEW YEARS.

B. THE PROGRAMME'S OBJECTIVES AS OUT-

LINED ARE SOUND, ALTHOUGH THEY WOULD BENEFIT FROM BEING MORE STRICTLY DELIMITED BY THE INCLUSION OF A STAGING PLAN WITH HIGH-PRIORITY AREAS BEING DEVELOPPED FIRST. SOME CLEARER INDICATION OF THE POTENTIAL FOR INTER-DISCIPLINARY COLLABORATION WOULD BE DESIRABLE, IF FEASIBLE. THE LATTER REQUIREMENT SHOULD NOT BE TAKEN IN AN ABSOLUTE SENSE, AND SHOULD CERTAINLY NOT IMPEDE ACCEPTANCE OF THE PROGRAMME.

C. THE ELIGIBILITY OF CERTAIN MEMBERS OF THE STAFF TO ASSUME RESPONSIBILITY FOR THESIS DIRECTION MUST BE RE-EXAMINED. IN PARTICULAR, THE ELIGIBILITY OF THOSE NOT HAVING THEIR PH.D. WOULD HAVE TO BE JUSTIFIED ON A CASE-BY-CASE BASIS, WHERE IT WOULD HAVE TO BE DEMONSTRATED THAT MEMBERS OF THE STAFF HAD UNDERTAKEN WORK EQUIVALENT TO A DOCTORAL DISSERTATION, AND HAD THE RESULTS OF THIS WORK PUBLISHED IN REPUTABLE, REFEREED JOURNALS. OTHERWISE, A SIMPLE PRINCIPLE OF EQUITY IS BREACHED; IT IS UNFAIR TO SUBMIT STUDENTS TO THESIS DIRECTION BY DIRECTORS WHO HAVE NOT EARNED THEIR OWN SPURS.

OVERALL, MY EVALUATION IS HIGHLY FAVORABLE, AND I WOULD RECOMMEND TO S.F.U. AUTHORITIES AT ALL LEVELS TO GIVE THE GREEN LIGHT TO THE PROPOSED PROGRAMME AS QUICKLY AS POSSIBLE, IN VIEW OF THE REAL NEED IN CANADA FOR THIS PROGRAMME. WHATEVER CRITICISMS I HAVE MADE ARE ALREADY ANSWERED AT THE BEGINNING OF THE PROPOSAL, WHEN A.G. SMITH IS QUOTED AS SAYING THAT QUALITY PROGRAMMES ALWAYS HAVE A DOCTORAL PROGRAMME, BECAUSE OTHERWISE IT IS IMPOSSIBLE, OVER THE LONG HAUL, TO RECRUIT TOP-LEVEL STAFF AND STUDENTS. I THINK S.F.U. HAS ACCOMPLISHED WONDERS IN BRINGING TOGETHER PEOPLE OF THE VERY HIGH STANDARDS IT HAS, BUT TO CONTINUE TO GROW THE NEXT STEP NOW BECOMES IMPERATIVE. S.F.U. HAS PROBABLY A BETTER STAFF NOW THAN MOST MASTER'S PROGRAMMES, BUT IT CANNOT BE FURTHER UPGRADED WITHOUT THE ADDITION OF A DOCTORAL PROGRAMME.



McGill
University

Graduate Program in Communications
Macdonald-Harrington Building

19 October 1981

Dr. Bryan P. Beirne
Dean of Graduate Studies
Simon Fraser University
Burnaby, B.C. V5A 1S6

Dear Dean Beirne:

Enclosed please find the evaluation of the proposed Ph.D. Program in Communications which you asked me to assess. I hope my comments cover the essential points which are of interest to your evaluating committees. In case there are additional questions, please do not hesitate to contact me.

Sincerely yours,

Gertrude J. Robinson, Director
Graduate Program in Communications

GJR/cf

Assessment of the Proposed Ph.D. Program in Communications
Simon Fraser University, B.C.

In spite of the fact that Canada has in the seventies moved from a production to an information society where more than half of all jobs are communications related (Warnock 1980), communications studies have developed slowly in Canada. The five universities with M.A.'s in Communications did not innovate their programs until the early seventies, and ten years later, only McGill has a Ph.D. (1976). This delay seems to have been caused by relatively conservative university structures modeled after Great Britain, scarcer financial resources for graduate education and a lack of indigenous scholars to begin to define the field. The Canadian delay is particularly detrimental because it has inhibited development of a defined media philosophy able to frame the country's unique cultural heritage and to provide a base for competition with U.S. communications technology.

In line with population statistics, the five universities offering M.A.'s are at present located in Québec and Ontario. Clearly the western provinces, with their growing economies and unique communications concerns require communications programs of their own. In the light of Simon Fraser's activities on the M.A. level since 1973, a new Ph.D. should clearly be introduced at this institution which has a faculty of communications already assembled.

In assessing the academic merit and suitability of the proposed program, I would like to structure my comments under the following sub-headings in order to cover the questions of the Graduate and other relevant committees in the most coherent manner.

1. Quality of Available Academic Expertise

Ph.D. programs require a sufficient number of faculty with a variety of interests, strong research backgrounds and a devotion to teaching. The Simon Fraser faculty defines itself as social science based and interested in five areas of communications studies: communications and development; policy studies; critical analysis of media; information technologies; as well as interpersonal and organizational communications. The Vitae and Appendix 10 indicate that the staff is indeed working in these designated areas, though all of these

are not equally well covered. Media and critical analysis are clearly well represented (4 full positions); Development (2); Policy (1.5); Interpersonal/Organizational (1.5); and Information Technology (1). At least two new positions (and possibly more as the Ph.D. program grows) are required to bring the three last areas up to the equivalent of two full-time positions and to ensure adequate expertise and coverage.

Somewhat more problematical are the academic credentials of the teaching faculty. At present four out of twelve (emeritus excluded), fully one-third of the faculty, do not hold a doctorate. This is a rather high proportion of non-doctorates for a Ph.D. program. The program's areas of concentration including Development and Policy may however partially excuse this lack, since in these two areas it may be argued that expertise is acquired through practical involvement rather than through academic experience. Three of the professors active in these two areas have certainly demonstrated their expertise through extensive outside contract work and relevant publication. The fourth faculty member is expected to complete his degree before the implementation of the Ph.D. program. Under these circumstances the new positions should be awarded only to Ph.D. holders.

All existing faculty members have substantial research involvements and have published quite regularly. This will benefit Ph.D. candidates not only in their training but in their financial support as well. Though Tables 2 and 3, Appendix 7, do not clearly indicate the overlap in departmental and external research support and the extent of this support, the 1980 departmental figures of 30 T.A.'s and 15 full-time research assistantships for 55 students is admirable and sufficient. Less clear however is the extent to which this support enables students to complete their degree requirements in the requisite period of time (a topic to be referred to again under (4) below).

2. Comparative Quality of Simon Fraser Graduates

To evaluate the quality of graduate students a variety of measures can be employed. One might look at a department's acceptance rate among graduate applicants. Appendix 5 shows that Simon Fraser's M.A. program accepts one applicant in four, which is on a par with the rates at the University of Montréal and UQAM. McGill has the highest selectivity with one acceptance in six applications while Concordia and Windsor accept about one in two. Another criterion of quality are the number of fellowships held by a student body. These data are unfortunately

missing from the application which makes it difficult to assess whether the Simon Fraser Communications' graduates will be of a quality comparable to those in leading institutions in the field. Job placement, which might be another way of evaluating quality is at present not indicative because there is such a dearth of Canadian trained communications students, that placement is virtually automatic.

3. Continuing Need for Canadian Communication Graduates

Much more easy to assess is the substantial need for Canadian Communication Ph.D.'s which is well documented in the application. Appendix 4, Table 1, indicates that 2/3 of the faculties now teaching in Canadian Communications programs have received their Ph.D.'s outside of Canada. Clearly there will be a need for Canadian Ph.D.'s for at least the next decade, to staff new and growing Communications programs. Appendix 4, p. 2, and my own experience furthermore indicate that there have been more communications openings than trained personnel. The new immigration and hire-Canadian policies will aggravate these discrepancies until the end of the eighties. Communications programs will have to vigorously object to the across the board application of these regulations.

I also concur with the comments made by colleagues at other universities that the McGill program which graduates one or two Ph.D.'s per year cannot alone fulfill the communications needs for all of Canada. There is clearly room for a French program in Québec and one or two more English programs in the rest of Canada. Simon Fraser's areas of specialization do not compete with those of McGill or at those proposed by the Université de Montréal. Simon Fraser's application therefore is wholly legitimate and does not constitute a duplication of effort at taxpayers' expense. The interdisciplinary field as indicated by the Globe and Mail job survey is so broad that the existing M.A. programs are only beginning to supply non-university needs in government and industry. It is my assessment on the basis of the growth of information-related jobs in the information society, that there will be a continuing need for advanced communication training in Canada for at least the next twenty years.

4. The Program's Potential for Meeting its Objectives

The final question concerning the program's ability to meet its objectives is once again more difficult to assess. According to the description in

Appendix 2, p. 12, the Ph.D. degree will require 8 courses from those entering with a B.A. and 3 courses from those with a recognized M.A. The requirements for those with a B.A. seem quite low in the light of other Ph.D. programs and should probably be modified. McGill, for instance, requires 8 courses for the M.A. in Communications and at least 3 additional ones, after the completion of this degree in order to ensure that candidates receive a thorough grounding in the discipline.

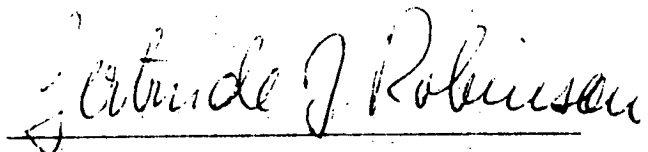
Another aspect of degree requirements may also require some modification. As it stands, the Program requires only one of its three core courses: CUNS 800-5 (Contemporary Approaches); 801-5 (Methods) or 802-5 (History of Communications) from its M.A. students and two out of three for its Ph.D.'s. Considering that the Program's purpose is three-fold (Appendix 2, p. 1) to acquaint students with the theories, history as well as processes and techniques of Communications studies, these aims seem to be very difficult to fulfill without requiring all candidates to take the three-core courses. One also wonders whether the three course requirement is adequate for Ph.D. candidates entering with a non-communications M.A. For this category of student additional courses may be desirable in order to familiarize them with the field. In summary then, I recommend that the committee increase its graduate requirements in order to make the Program more effective.

The new courses proposed for the Program and the supervisory set-up seem to be quite adequate. There are however some relevant questions for which no information is enclosed in the proposal. The new Ph.D. Colloque is self-explanatory but the differences between Research Internships and Fieldwork are not quite clear. How are these to be implemented and how do they differ from Directed Research? Supervisory Committees of three with one member from outside the department are clearly advisable in an interdisciplinary program. Qualifying exams too are useful in the light of variations in background and in interests. Not mentioned in the document is the efficacy of these supervisory committees in aiding the student to absolve his/her program in a given period of time. Ideally this would be two years for the M.A. and an additional three years maximum for the Ph.D. In these times of scarce resources and departmental FTE's guaranteed only for two M.A. years and two Ph.D. years, streamlining cycle 2 and cycle 3 studies is clearly of interest to all concerned. How well has the Simon Fraser program done in this

respect and what is it doing to ensure efficient utilization of faculty and university resources? Finally, the admission of four candidates per year for the period 1983-87 seems very realistic, in the light of the number of special Ph.D. candidates already enrolled at Simon Fraser. Such an enrolment will begin to satisfy some of the drastic teaching needs in expanding Canadian Communications programs as mentioned above, and give the department a chance to adapt its Program in the light of expanding experience.

In conclusion, I would like to note that I strongly recommend the approval of the proposed Ph.D. Program in Communications with the proviso that consideration be given to the modifications mentioned above.

Respectfully submitted,

A handwritten signature in cursive script, reading "Gertrude J. Robinson". The signature is written in dark ink and is positioned above a horizontal line.

Gertrude J. Robinson, Director
Graduate Program in Communications
McGill University, Montreal
October 19, 1981



UNIVERSITY OF WINDSOR

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TELEPHONE: AREA CODE 519
253-4232

October 19, 1981

Dr. Bryan P. Beirne
Dean of Graduate Studies
Simon Fraser University
BURNABY, British Columbia
V5A 1S6

Dear Dr. Beirne:

Enclosed is my report, as requested, concerning the proposal by your Department of Communication Studies to introduce a Ph.D. program in that discipline.

I've addressed the questions which you've posed in your letter, albeit in a different order and in conjunction with other commentary.

Some modifications to the proposal are in order, and I've tried to identify what, at a distance, appear to be lapses in the proposal. It's entirely possible that, in personal discussion with some of the members of the department, clarifications of some of my points could be readily made, and in this sense, I'm working at a disadvantage. However, I'm responding to your request on these bases:

- (a) my reading of the proposal, which in some parts is incomplete;
- (b) my acquaintanceship with some of the members of the department and with their work;
- (c) my familiarity with curricular developments that have been made in the department from the time of inception. (While this familiarity is not perfect, I have certainly been an interested observer of Communication Studies developments in Canada);
- (d) my perceptions about need for such developments as are generally proposed in the material which you've forwarded;
- (e) The experiences I've gained from approximately fifteen years of professional working media experiences in Canada, and from the same number of years of studying, researching, and teaching in Communication Studies.

Finally, it is my firm recommendation that the proposed program be implemented. While I believe that it will be a more effective program, and one that will enhance the quality of its graduates if my recommendations are activated, the program should be mounted nevertheless. I say this because it is my firm belief that Ph.D. candidates in the program are likely to be the telling influences on the character of the program in

Dr. Bryan P. Beirne

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October 19, 1981

the long run -- the program's "fine tuning" will be as a consequence of such students rather than of any commentary I might make.

If I can be of any further assistance to you in this matter, I'll be pleased to respond to any inquiry.

Kind regards,

A handwritten signature in cursive script, appearing to read "W. Romanow".

Walt Romanow,
Dean of Social Science

WIR:nma
encl.

Ph.D. Program in Communication Studies
Simon Fraser University

An assessment by Walter I. Romanow

Faculty of Social Science
University of Windsor, Ontario
October 1981

PH.D. PROGRAM IN COMMUNICATIONS: SIMON FRASER UNIVERSITY

The Question of Need

There can be little question that a need for a Ph.D. program in Communications, apart from the program at McGill University, exists in Canada. While there are relatively few Communication Studies departments in the country, at one time or another most have had the sad experience of trying to recruit qualified Canadian faculty persons to fill teaching vacancies. While this instructional need is recognisable at the moment, it is clear that the need will grow as more Canadian Universities become involved with offering studies in Communications - and it is clear that this curricular activity is underway.

There is also a need in another sense. Senior academic studies do accelerate academic research (as the Proposal points out): And, if we in Canada have a crying need for research, it is in the broad area of Communication Studies within the Canadian environment. While some noteworthy pieces of research have taken place, and while more is underway, the Canadian literature in the field continues to be characterised by a large void. There is no doubt that the establishment of a Ph.D. program at SFU can play a significant role in starting to fill that void.

Will the Proposed Program Fulfill its Objectives?

Given some developed expertise in "handling" Ph.D. applicants, the department and its program will unquestionably fulfill the stated objectives as explicated in appendix I.

While the broad range of specialties offered seems to be rather

ambitious at the outset (and, indeed, one of the areas - Interpersonal and Organisational Communication - appears to belong more in the domain of Social Psychology rather than to Communications, and may well be set aside in the early stages of the program), there is no question that a settling in process will take place to the overall satisfaction of the department and the graduate Faculty. At the same time, it may be well worthwhile to assess overall impact of the new program before offering such a diverse and broad set of offerings.

The objectives as cited relate directly to the question of need, discussed earlier. I have no hesitation in affirming that given some attention to the recommendations made herein, the program at SFU will prove to be of value to its regional and national communities.

At the same time, I have no doubt that, given careful selection of applicants, with special attention paid to their inherent qualifications, the graduates of the program should reflect most favourably upon their department and their University.

Overall, Canadian Universities have long delayed the introduction of Communication Studies into their curricula. For a nation which stresses a heavy dependency upon its mass media for an identifiable cultural and social identity, such a delay must be characterised as negligent. The objectives which have been enunciated in the proposal are consistent, in my estimation, with the routes which Canadian academics must take to begin to make up the deficiencies which have resulted from the lengthy delay in introducing Communication Studies in our society.

Resources

(a) Library. Because I've had no opportunity to review the library holdings at SFU in the areas which are to be focal points in the proposed Ph.D. studies, I'm unable to comment in the matter except in this way: at a particular point in their studies (and this is especially true at the doctorate level) students become less dependent upon faculty than they do upon resources which are available for specified research tasks. It would be incumbent, I believe, for the office of the Dean of Graduate Studies to ensure that appropriate holdings, in depth, are available for the five areas that have been designated as options for students.

(b) Computer and Audiovisual facilities. In the same manner as above, it would be important for the Dean of Graduate Studies to be satisfied that Ph.D. applicants would not be denied access to such hardware resources as may be needed for the conduct of research. If, undergraduate enrolments continue to be high, and departmental demands for such resources are equally high, consideration should be made for requirements of the Ph.D. students, especially those who may require hardware for prolonged pieces of research in areas related to Criticism/Analysis, New Technologies, and Interpersonal Communication Studies.

(c) Staff resources. No mention is made in the proposal (if there is I've missed it) concerning the availability of technicians or secretaries for demands that doctoral students might have in the conduct of research activities which might be directly associated with departmental resources. For example, if sophisticated departmental equipment becomes part of a student's research activity, will technician support be available?

(d) Departmental Faculty resources. The c.v. forwarded indicate clearly that the department is actively involved in instruction and research: this is obviously the sort of environment within which graduate studies can develop and prosper. At the same time, it is noted that the proposal indicates further faculty additions are to be made. In terms of numbers, then, there certainly should be no problem accommodating a limited enrolment of Ph.D. applicants.

I do have a particular concern however, about the academic backgrounds of the existing faculty members. While the proportion of those with terminal degrees is excellent (10 Ph.D. and 4 M.A.), the point must be made that, with some minor exceptions, academic expertise is not in Communications - nor is there any appreciable background in media behaviour or operations.

While the department has, I believe, correctly identified the study of Communications as the study of information and information systems, I am not as persuaded as are the writers of the proposal that the study of Communications is interdisciplinary in nature. The point is moot, of course, for what "discipline" is pure? Nevertheless, what cannot be ignored is that academic concerns which currently fall into the frame of what is termed Communication Studies have clearly developed their own theoretical bases and, lately, their distinguishable methodologies.

However, because I'm personally acquainted with several members of the department at SFU, and with their works, I've little fear that their own academic backgrounds will provide harmful multi disciplinary parochial influences so as to detract from the Communication based

perspective which students will require.

I raise this matter because, while the current faculty makeup is well qualified, it would be important, indeed essential, I believe, for faculty additions to possess two areas of expertise: terminal degrees in Communications/Media Studies and some evidence of professional capability with society's media/information systems. This recommendation is made out of the personal persuasion that sensitivities about Communications and media systems must be the product of some "work" experiences rather than adopted from some text. The recommendation is not made so as to suggest in any way that "hardware skills" training should become part of the department's curriculum.

There is one further qualification which should be nurtured within the faculty to a greater degree than is reflected in the curriculum, or should be inherent in those who are recruited to the department - and that is some fair degree of quantitative research skills. A rationale for this recommendation is contained in my comments about the proposed curriculum.

The Proposed Curriculum of Study

Several points need to be made concerning the proposed curriculum.

(a) The definition of what constitutes "residency" is vague. For example, "full-time study on the dissertation" is clear enough: However, is this residency requirement consistent with the comment that full-time employees from media or media-affiliated industries are likely to become students? Unless there is some purposeful strategy in a lack of clear definition of "residency", this term should be clarified.

(b) Considering that graduates of the program are likely to go to University or College teaching, or to become Research Analysts, or Market Strategists (I believe these job perceptions are accurate), it virtually is possible for students to avoid senior studies in Methodology and/or statistics (Students are required to take only two of CMNS 800-5, 801-5, or 802-5). Frankly, if graduates from the program expect to function satisfactorily in any of the areas cited in the proposal, they will only do so if they are strong, sophisticated methodologists.

My emphasis in this matter is not to be interpreted as any sort of touting for quantitative research as opposed to qualitative methodology (indeed, we have a crying need for historically oriented Communication research scholars in Canada). My concern develops purely out of the knowledge that the literature in Communication Studies is heavily oriented towards use of quantitative methodology: Thus, how does one read the literature, or use the information contained in such literature, or, teach about that information, unless one is well-trained in such literacy? (See attached from Lawrence J. Chase and Stanley J. Baran, "An Assessment of Quantitative Research in Mass Communication, Journalism Quarterly 53 (Summer 1976): 308 ff.).

The proposal uses the term "substantive research capability" so as to indicate, I assume, what students should have either at the point of program entry or exit. However, no details are offered about specific meaning, or how the capability is to be examined.

My point, in summary, is that if SFU wants to produce graduates who will be of value in their work environments, the graduates should have qualification in the uses of both quantitative and qualitative method-

ologies. I consider such lack of emphasis in required courses of study a considerable weakness in the curriculum.

(c) One of the areas of specialisation in the graduate program is Communication and Development. Yet, an area of study central to such a focus - International Communications - is missing from the graduate curriculum. I'm aware that students who may come to the graduate program from within the department itself could have had the opportunity for such study, but this would leave a non-SFU applicant at some disadvantage. Is there intent to offer such studies as are central to media and National Development relationships?

(d) I'm obliged, as well, to express concern for what appears to be an excessive number of directed study courses. As well, the descriptions of Research Internship and Research Field Work appear to be synonymous terms.

My concern is this. From my own experience I've learned that students sometimes fall into a trap, through multiple registrations in Directed Studies courses, of developing an in-depth expertise in a narrow area - often the area of their theses: And, more importantly, at the expense of a broader base of curricular expertise which they will require to fulfill job demands.

If it's the department's intent that students fulfill many of their dissertation assignments through directed reading courses, then that is one matter. If, however, the department intends the dissertation to be the product of accumulated bodies of knowledge, then the multiple directed reading listing could very well fail to achieve that latter purpose.

Recommendations: A Summary

1. Consider the delay of offering all five areas of specialisation until the impact of the new program and its students has been felt on current learning-teaching obligations (and on human and other resources);
2. Evaluate library resources carefully in terms of whether satisfactory materials exist to support designated areas of specialisation;
3. Evaluate computer and other hardware resources and the degree of access Ph.D. students will have to such resources;
4. Review the required qualifications of faculty additions;
5. Define "residency" requirement with greater clarification;
6. Review the route of study for students in terms of equipping them with capabilities in both quantitative and qualitative research methodologies. Devise some formal exit testing procedures.
7. Consider the addition of International Communication Studies to the graduate curriculum;
8. Review what appears to be, from a reading of the proposal, an excessive number of directed reading courses permissible.

An Assessment of Quantitative Research in Mass Communication

Analysis of 48 articles in two mass communication journals finds statistical power relatively high. Interdisciplinary comparisons are favorable.

► The use of statistics in mass communication research has increased substantially in recent years. Similar trends in the other social and behavioral sciences have elicited methodological assessments aimed at improving procedures and analytic techniques.¹ A particularly informative tool for the examination of quantitative research is the statistical power analysis, which yields data concerning 1) the *a priori* probability of rejecting major null hypotheses, 2) an estimate of the likelihood of committing beta errors and 3) an overall assessment of research reporting practices in the selected academic area. The objectives of this paper are to sensitize scholars in mass communication to the importance of statistical power, to examine a representative sample of research with regard to the interrelated concepts of statistical power and Type II error and to discuss the publication practices of mass communication authors and editors.

Statistical power has been defined by Blalock as:

► Professors Chase and Baran are faculty members respectively at California State University, Sacramento, and Cleveland State University. An earlier version of this manuscript was presented at the International Communication Association, April 1975.

1-(probability of Type II error) or 1-beta. Thus, the power of a test is inversely related to the risk of failing to reject a false null hypothesis. Assuming a fixed sample size, the greater the ability of a test to eliminate false hypotheses, the greater its relative power.²

Statistical power (1-B) depends upon three research conditions: significance level (α), sample size (N) and effect size (ES). The significance level is the Type I error rate and is usually (and properly) specified prior to the conduct of an experiment. Sample size is the number of cases examined in the study. The effect size is the value of the research hypothesis (H₁); that is, the degree of departure from the null (H₀) which the researcher expects to detect in the population. Cohen provides further explanation of this measure:

When the null hypothesis is false, it is false to some specific degree, i.e., the effect size (ES) is some specific nonzero value in the population. The larger this value, the greater the degree to which the phenomenon under study is manifested.³

¹See Robert Rosenthal and John Gaito, "The Interpretation of Levels of Significance by Psychological Researchers," *Journal of Psychology*, 55:33-8 (1963); Amos Tversky and Daniel Kahneman, "Belief in the Law of Small Numbers," *Psychological Bulletin*, 76:105-10 (1971); J. Cohen, "The Statistical Power of Abnormal-Social Psychological Research: A Review," 65:145-53 (1962); James K. Brewer, "On the Power of Statistical Tests in the American Educational Research Journal," *American Educational Research Journal*, 9:391-401 (1972); Jeffrey Kasser and James A. Sodi, "An Analysis of the Use of Statistical Testing in Communication Research," *Journal of Communication*, 23:251-65 (1973); Thomas J. Duggan and Charles W. Dean, "Common Misinterpretations of Significance Levels in Sociological Journals," *American Sociologist*, 3:45-6 (1968).
²Hubert M. Blalock, *Social Statistics* (New York: McGraw-Hill, 1972), pp. 244-5.
³Jacob Cohen, *Statistical Power Analysis for the Behavioral Sciences* (New York: Academic Press, 1969), p. 10.

Effect size may also be conceptualized as the correlation between the independent and dependent variable.

Since the value of H₁ is typically unknown prior to the execution of the experiment, the effect size must be estimated. Cohen has provided three effect size estimates for a wide variety of statistical tests. These estimates correspond to differing levels of experimental effect, and are expressed in standard score units. If an investigator seeks a relatively subtle experimental effect, he might employ the small effect estimate when planning his research. If the differences between the two groups are expected to be extreme, the large effect size would be preferable. In the absence of any prior knowledge concerning the association between the predictor and criterion variables, the medium effect size estimate may be used as a convention.⁴

Once the significance level, sample size and effect size have been specified, the statistical power may be calculated. For example, if $\alpha = .05$, ES = Medium (t-test, 1-tailed), and $n_1 = n_2 = 30$, the resultant power = .32. Under these conditions, the experimenter would have a relatively poor chance of rejecting his null hypotheses on an *a priori* basis. Cohen has recommended that (1-B) should equal .80.⁵ Since power is a function of the three measures discussed above, the degree of power for a given test may be increased or decreased by manipulating these measures. Other things equal, power increases as sample size increases. Enlarging the effect size, or the rejection region associated with the Type I error rate at rejecting H₀. Specific procedural adjustments of this type are discussed by Chase and Tucker⁶ and Cohen.⁷

⁴Jacob Cohen, "Some Statistical Issues in Psychological Research," in B.B. Wolman, ed. *Handbook of Clinical Psychology* (New York: McGraw-Hill, 1965), p. 97.
⁵Cohen, 1965, op. cit., p. 98.
⁶Lawrence J. Chase and R.K. Tucker, "A Power-Analytic Examination of Contemporary Communication Research," *Speech Monographs*, 42:29-41 (1975).
⁷Cohen, 1969, op. cit.
⁸Ibid.

Insufficient power may contribute to misleading results, or even preclude the publication of data. This interpretation is especially important when considering the commonly used factorial analysis of variance. Due to the lower *n* and consequently decreased power on which tests for interactions are based, potentially significant interactions may be suppressed. When this occurs, the reporting of significant main effects may be erroneous. When an interaction hypothesis is specifically advanced, the lack of adequate statistical power may obstruct the demonstration of support.

Method

In order to assess the level of statistical power in contemporary mass communication research, articles appearing in the 1974 volumes of *JOURNALISM QUARTERLY* and *The Journal of Broadcasting* were power-analytically examined. Overall power figures were obtained by 1) calculating the statistical power of the major significance tests within each article for each of the three postulated effect sizes (small, medium, and large); and 2) averaging the power figures according to level of experimental effect for the entire array of studies. The power determinations for each significance test were calculated using Cohen's handbook.⁸ This volume provides tables for determining the statistical power at the .01, .05, and .10 levels of significance for a wide variety of sample sizes and levels of experimental effect. Power tables are provided for the following statistical tests: *t*-test for means, *F*-test, significance of a product-moment correlation coefficient, test for differences between correlations, test for differences between proportions, test that a proportion equals .50, the sign test and the chi-square test.

Statistical tests other than those listed above cannot be analyzed using Cohen's tables, and were therefore omitted from this survey. In order to provide a constant basis for comparison