

SIMON FRASER UNIVERSITY

MEMORANDUM

TO: SENATE

FROM: Senate Committee on
Academic Planning

RE: CMNS review

DATE: 17 February, 1989

In 1984, Senate approved, as part of a set of proposals on University organizational structure (S. 84-81), the placement of the Department of CMNS in the newly established Faculty of Applied Sciences. However, Senate specified that

"the Department ... be subject to a mandatory review by the Senate Committee on Academic Planning in Fall, 1987 to ascertain whether the Department has been successful in reorienting its activities within the new faculty."

An external review of CMNS has now been completed and the report of the external review committee is attached for the information of Senate. SCAP unanimously voted to accept the report at its meeting of Feb. 15th, 1989 and, in accordance with past practice, has asked the Dean of Applied Sciences to report back within six months regarding the specific recommendations contained in the report.

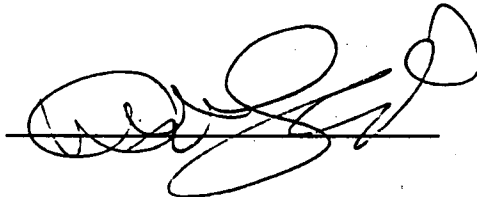
At its meeting SCAP also unanimously approved the continued placement of CMNS within the Faculty of Applied Science. A report from the external reviewers on this issue is also attached for the information of Senate.

M E M O R A N D U M
SIMON FRASER UNIVERSITY
FACULTY OF APPLIED SCIENCES

To: J.W. George Ivany
Vice-President, Academic
From: Donald A. George
Dean, Applied Sciences
Date: February 1, 1989
Subject: Placement of CMNS in FAS

On 31 January, 1989, the Faculty Executive Committee (consisting of the chairs and directors of Computing Science, Kinesiology, Engineering Science, Communication and Resource Management, and the Dean) passed unanimously the following resolution:

The Faculty of Applied Science wishes to go on record as fully endorsing the continuing placement of the Department of Communication within the Faculty of Applied Sciences. During the past three years, Communication has played an integral role in all aspects of Faculty life, including curriculum, management and research, and the current arrangement has been both highly productive and collegial.



DAG/sy

Memo to Don George, Dean of Applied Sciences
From: Liora Salter, Chairman, Communication
Re: Response to the External Review of the Department of Communication
Date: January 31, 1989

(a) Introduction:

Attached you will find the English translations of the two reports of the External Review Committee concerning (1) the Department of Communication and (2) its placement in the Faculty of Applied Sciences. I have also included a copy of the Department's own Review Document.

The Department of Communication met in a retreat to consider the two reports of the external review committee on January 23, 1989. With respect to the review of the Department, emphasis at the retreat was given to implementing the recommendations of the external report. This will include, among other things, liaison with the colleges about teaching media production, and discussions with other departments at Simon Fraser with respect to a new course in the history of technological form. The Department is also now considering the mechanisms of applying enrolment limitations, so that the demands upon it and its resources can be brought into a better balance.

With respect to the second report by the external review committee on Faculty placement, the members of the Department of Communication concur with its recommendations. Based upon their three year experience within the Faculty, they have unanimously endorsed the continuing placement of the Department of Communication in the Faculty of Applied Sciences.

This matter must now be reviewed by SCAP. On December 3, 1984, the Senate passed the following motion:

It is understood that the Department of Communication in the

Faculty of Applied Sciences be subject to a mandatory review by the Senate Committee on Academic Planning in the fall of 1987 to ascertain whether the Department has been successful in reorienting its activities within the new Faculty.

With reference to this review, then, the attention of SCAP members is drawn to the Department of Communication Review Document, which provides not only background information on all aspects of the Department's curriculum and research, but a detailed description of the evolution of the Department within the Faculty of Applied Sciences. A copy of the Review Document is available in Dr. Ivany's office, and the Department of Communication invites members of SCAP to read it.

This memo will not attempt to summarize the lengthy documentation offered in the Review Document. Rather, this memo is intended to be a report to SCAP upon the specific steps taken by the Department of Communication that are directly a result of its evolution and placement in the Faculty of Applied Sciences.

(b) Steps Taken within the Evolution of the Department of Communication with respect to its placement in the Faculty of Applied Sciences:

The Department of Communication has undergone a major reorganization in the past three years. Integral to this reorganization, a number of steps have been taken which reflect the decision of the Department to be located within the Faculty of Applied Sciences. The Department has taken the following steps:

1. Created a tightly integrated curriculum, with three areas of concentration. Fully 33% of the Senate-approved courses in the current curriculum are new or have been substantially revised so as to reflect the current orientation of the Department.
2. Eliminated two areas of concentration, which were seen to

overlap with offerings by other units in the university and to be inconsistent with the current orientation of the Department. The eliminated areas of concentration are interpersonal communication and organizational communication.

3. Within the newly integrated curriculum, created a new area of concentration (one third of the new curriculum) on technology. Attention is also drawn to a second third of the curriculum -- "policy" -- which deals with the laws, regulations and policies for each of the communication technologies.
4. Within the new area of concentration on technology, created three new courses dealing expressly with science and technology. Four other courses have been substantially revised to ensure their "fit" into the technology concentration. As a result, in the area of concentration on technology, courses are now offered in the history of communication technologies, on the new information technologies, on emergency communications, on the diffusion of science and technology, on science and technology policy, on acoustic communication and on network theory.
5. Within the past three years, produced five books or manuscripts (and a number of articles) related to technology and technology policy, all of which are now published or in press.
6. Have been the principal investigators in a study sponsored by the Social Science Federation of Canada on the management of technology.
7. Created a Centre for Policy Research on Science and Technology, with membership drawn from Kinesiology, NRM, and Communications in the Faculty of Applied Sciences at Simon Fraser, and from Business Administration and Commerce at Simon Fraser and UBC. This Centre has been contracted for a major workshop on risk assessment to be held in Ottawa in

March, and is currently in discussions with CIDA and IDRC about funding on for several major research projects on science and technology policy. In conjunction with the Centre, as well, a research group on risk studies has been formed, and a "special topics" undergraduate course on risk assessment is currently being offered.

8. On the initiative of members of the Department of Communication, Simon Fraser is a lead institution in an application on the management of technology to the National Network of Centres of Excellence program. This application involves faculty at Simon Fraser from the School of Engineering Science, the Faculty of Business Administration, the Natural Resource Management Program as well as the Department of Communication.

The Department of Communication is also participant in two other university initiatives, the Centre for Publishing Studies and the Centre for International Communication. In each of these cases, the contribution of the Department of Communication to the active partnerships of the Faculties of Arts, Business and Applied Sciences is a specific one. In the case of International Communication, the Department offers courses on intercultural communication as it affects technology transfer. In the case of the Publishing Centre, the Department's contribution is its policy courses on publishing.

The new initiatives described above are not the only ones taken by the Department of Communication in the past three years, some involving co-operation with other units in the university. Nor is it the intention of the Department to allow its placement in Faculty Applied Sciences to interfere with other initiatives that faculty members might take. There are, however, serious limits upon the resources of the Department of Communication, and the activities listed above constitute the Department's first priorities.

The priorities of the Department (and the curriculum changes which accompany them) are a direct reflection of its reorientation. Its placement in the Faculty of Applied Sciences has made them feasible by supporting close working relationships between Communication and the other applied sciences at Simon Fraser, and by lending credibility to the difficult but important collaboration of technical and social scientists in an active research program.

It remains to be stated that the Department of Communication is involved in all aspects of the Faculty of Applied Sciences. It has shared course offerings with Natural Resource Management. Several Communication faculty are members of the Centre for Systems Science. The technical research and teaching facilities within the Department have been expanded significantly, two new technical laboratories have been created, and laboratory components have been added to four Communication courses. The four labs are scheduled for expansion in 1989-90, when space is "freed up" because of the new Applied Sciences building.

(c) Conclusion:

The orderly evolution of a Department in a new direction and of the research interests of its faculty and graduate students are not matters that can be declared by fiat, or imposed by others. They reflect commitments that are fundamental to the individuals involved, and to the way that these individuals orient their teaching and research within their own discipline. Nor can such changes be accomplished overnight.

That said, in the short space of three years, the placement of the Department of Communication in the Faculty of Applied Sciences has been highly beneficial for individual faculty members in their research and research funding, for the Department of Communication and the success of its teaching program, for the Faculty of Applied Sciences and for the university as a whole. Given this success, and the positive response of

the community and of the external reviewers, and the unanimous votes of the Department and of the Faculty of Applied Sciences, we cannot imagine any reason why it should not be allowed to continue.

A handwritten signature in black ink, appearing to read "Robert S. Carter". The signature is fluid and cursive, with a large loop at the beginning and a long, sweeping underline.

TRANSLATION FROM THE FRENCH LANGUAGE

**Report of the External Evaluation Committee
on the Department of Communication
at Simon Fraser University**

Presented to Vice-President I.W.G. Ivany
June 16th, 1988

Members of the Committee:
Dr. Gaetan Tremblay, UQAM, Chair
Dr. John Meisel, Queen's University
Dr. John Jackson, Concordia University

For purposes of its task, the External Evaluation Committee based its analysis on the **Review Document** prepared by the Department of Communication at Simon Fraser (January 1988, 106 pp.), on about fifteen meetings with several professors, students and university administrators from May 24 to 26, 1988 (cf. attached list) and on a number of other documents provided by the people who were met, including each professor's curriculum vitae. This report contains the conclusions which the Committee reached unanimously at the end of its discussions.

It is, of course, more pleasant for a committee to have to evaluate a good department than a bad one. The Committee's mandate was to evaluate the overall quality of services offered by the Department of Communication. Let us say at the outset that **the Committee has become convinced that the Department of Communication at Simon Fraser constitutes one of the best in its field in Canada, with regard to research as well as to teaching and community involvement.** But our mandate, as we understood it, likewise consisted in closely examining the resources and activities of the Department with the aim of suggesting priorities to be established and improvements to be made. It is in this context of being helpful to the Department and the University, as Vice-President Ivany said, that we shall review the contours of the Department's development, its teaching programs at the undergraduate and graduate levels, its research activities as well as a number of other dimensions of departmental life, and take the liberty of making a few recommendations.

1. Departmental Atmosphere

This dimension is difficult to evaluate precisely, but is none the less important. The Committee was struck by the excellent atmosphere which appears to prevail in the Department of Communication. Throughout numerous meetings which we attended, we detected no resentment whatsoever and no troubling frustrations, neither among professors nor among students. Quite to the contrary, spirits are high and advantageous for working. Of course, departmental life is not free from problems, but the Department appears to have the means to cope with them and to resolve them in a satisfactory manner. In this regard we must emphasize the work accomplished by the present department head, Professor Liora Salter, and her predecessor, Professor William Leiss. Without the positive attitude and tact which they have shown, the

Department of Communication could well have experienced gloomier days and its development would no doubt have been affected by this.

2. Areas of Concentration

The history of the Department (cf. **Review Document**, Chap. 2: The Evolution of the Department) recently led it to restructure its activities into three areas of concentration: media, policy and technology. The integrating core of these three areas is produced by a common perspective which could be called a critical analysis of the relationship between technology and culture.

These areas inform teaching as much as research. Each professor is successfully integrating his/her work into them in a coherent way; some are active in more than one area. This is the result of an evolutionary process and the difficult choices imposed by constraints on resources. That is why the Department has abandoned some areas, such as interpersonal communication and media production, in which it was previously active.

The Committee believes that this rationalization of the Department's activities is coherent, from the viewpoint of both the Department's available resources and the evolution of the field of communication. The Department had to make choices. Rather than covering a wide field superficially, it opted for areas in which it excels. The fact that each professor is able to situate, to his/her satisfaction, his/her own work within one or the other area -- as the Committee noticed during several meetings and from examining each professor's curriculum vitae -- bears witness to the success of the operation.

2.1 Relevance of the Areas of Concentration

There is no doubt about the relevance of these three areas in the evolution of the field of communication. Critical analysis of the media constitutes one of the major currents of research in communication. It is a vast field and the Department's professors cannot be expected to cover it in its entirety. It seemed to us that the particular hue which is given to it at Simon Fraser could be evoked by the following key words: the study of popular culture, of daily life (sports, popular music, etc.); the theoretical approach influenced by the Birmingham "Cultural Studies" school; the articulation of theoretical work with applied research; the

importance given to media-aided dissemination, as well as to the publication of written work.

The study of communication policy is a socially important field and one of the strengths of the Canadian communications research tradition. In this area, Simon Fraser has had a prominent position for a number of years. Some of its members have played an eminent part in several government inquiries and have published several works of critical analysis on the subject.

As for the study of the relationships between technology, culture and society, there is no need to comment at length on its currency. The recent progress of communication technology has placed it very high on the agenda, both in scientific and governmental circles as well as amongst the general public, to such an extent that we speak more and more of an "information society", "computer revolution", "global village", etc. These new developments, the consequences they entail, and the discourse accompanying them, all justify the granting of priority to research in this field, both at the level of critical and theoretical analysis and that of applied studies. Moreover, this field is also situated in the continuation of the Canadian tradition. The works of Innis and McLuhan paved the way a few decades ago.

2.2 Analysis of the Development of each Area

The Committee held meetings with the professors who are active in each of the three areas. These discussions enabled it to judge more precisely the field actually covered, the strengths and weaknesses, the problems and needs. We shall review them briefly, in order of importance of the recommendations which the Committee wishes to offer.

2.2.1 Policy Research

The Committee met with professors Liora Salter, Alison Beale, Rowly Lorimer, Bob Hackett and Pete Anderson. The group's activities cover a vast field: Broadcasting Policy, Telecommunications Policy, Film Policy, Book Publishing, Newspapers and Press Policy, at the national as well as the international level. Added to this field is political economy.

The courses which deal with one or the other of these specializations of communication policy research can be undertaken rather well by the existing staff, except as far as

the teaching of Telecommunications Policy is concerned. This field is normally covered by Professor William Melody, but since he has been on leave from Simon Fraser for a few years, there is no one in the Department to teach courses in this field. In the Committee's opinion this is a major gap. A meeting with students has furthermore confirmed this judgement. The Department at present cannot meet its commitments regarding research and teaching in the field of Telecommunications Policy. **The Committee therefore recommends that priority be given to solving this problem, either by Professor Melody's return, or by hiring another professor competent in the analysis of Telecommunications Policy, and this without further delay.** The students' education cannot suffer from this lack any longer.

2.2.2 Media Analysis

Professors Martin Laba, Rick Gruneau, Bob Hackett, Barry Truax, Tony Wilden and (until quite recently) William Leiss participate in work in this area. We have tried to characterize the research orientations of this group above.

Media analysis is at the heart of communication studies, in Canada as well as elsewhere. When one thinks of communication research, media research spontaneously comes to mind. It is not surprising to see a large number of students in it. The situation is no different at Simon Fraser. The members of the media group confirmed that this is the sector in which students are most numerous and where the most courses are requested. The consequence of this is that the Department's professors must take on extra courses and call upon several sessional instructors.

Despite the recent hiring of two new professors who can give courses in this field, the situation remains difficult. Especially since Professor William Leiss, too engaged in his investment in the area of technology and culture, can no longer undertake the courses on advertising which he used to give. There is an important gap to be filled. These courses are very popular among students, and Simon Fraser has established a solid reputation in this field, particularly with the publishing of the book by W. Leiss, S. Jhally and S. Kline. **The Committee therefore recommends that the University grant a new position to the Department of Communication in order to meet its needs in the field of media studies, more precisely in the analysis of advertising.**

Since the Department of Communication abandoned teaching in the sector of media production, its production equipment has become quite depleted. The Department is very conscious of the costs represented by education in this field. This is why it has approached Capilano College with the aim of reaching an agreement of co-operation which would offer a minimum of services to its students. The Committee encourages the Department in this process. Co-operation with Capilano College is certainly the most realistic way to envisage providing students in media production with basic services.

Nevertheless, as far as research is concerned, the Department has elementary needs which could not be met by such an agreement. If Simon Fraser University recognizes media analysis as an area of specialization in its Department of Communication, it must supply it with adequate means to carry on its work. Organizations subsidizing research, such as the SSHRC, do not finance basic equipment. They regard such funding as the university's responsibility. Media analysis requires basic equipment for the recording and treatment of the corpus. The Committee believes that the Department of Communication's request concerning media-lab equipment is a priority and represents the minimum needed for researchers to carry on quality work in this field.

2.2.3 Technology Research

The Department's investment in this sector is relatively recent. But the group brings together several senior professors: Liora Salter, William Leiss, Jan Walls, Bob Anderson and William Richards. They cover the following topics: risk communication, communication and science, impact of technology, technology transfer and network analysis.

The perspective developed by the group is clearly communicational. For example, the Committee interviewed the people involved with the study of risks associated with technological development. Their answers were clear: research conducted in the Department is not necessarily limited to information technology, but the privileged angle of approach is one of communication. Even in industries which do not belong to the communication sector, one of the major problems which arise at present concerning risk evaluation is one of communication: communication between experts and the government, communication between the government and the public, communication between industry and the public, etc. This is the field which the researchers in the Department of

Communication are endeavouring to advance, following closely the pioneering work recently carried out in the United States.

The same perspective is adopted in the fields of Third World development, technology transfer, analysis of the scientific community and communication networks. The analytical framework emphasizes language, cultural values and communication problems.

The Committee observed that in the course of the last three years the group has concentrated its efforts on research and teaching at the graduate level. This results in problems linked to basic education in this field. The Committee believes that the Department should assure access to more courses for undergraduate students in this sector. The Department could, either by itself or in collaboration with other departments, offer courses dealing with the following topics: history of technological form, technology and society, technology and culture, information and society.

3. Teaching and Directing of Students

We have already tackled a few questions regarding teaching when we dealt with the areas of concentration. Therefore we shall limit ourselves here to stressing that the students, during our formal and informal meetings with them, have expressed strong satisfaction with the education they receive in the Department of Communication at Simon Fraser. This is true at both the graduate and undergraduate levels.

The Review Document eloquently bears witness to the Department's impressive teaching activity. The Committee has, nevertheless, noted some specific questions which it would like to bring to the Department's attention.

3.1 Undergraduate Studies

The Department is placed within the Faculty of Applied Sciences and gives great importance to the study of media and technological form. In this context, it would be desirable for students to have some knowledge, even if only rudimentary, of the forms they are using and studying. The Committee believes that the Faculty of Applied Sciences should offer the students of the Department of Communication a course on introduction to technological form. During one meeting, Dean Don George explained the difficulties posed by the preparation and delivery of such a course. Nevertheless, we remain convinced of its importance for the students' education and

encourage the concerned parties to consider the possibility of such a course..

The Committee noticed the theoretical coherence of the Department of Communication at Simon Fraser. Notwithstanding each professor's nuances of approach, the students characterize the general tendency as "critical analysis of communication phenomena". They have no complaints about that. And the Committee recognizes the advantages of such coherence. It facilitates the collaboration between professors, it encourages a good working atmosphere, it contributes to the Department's excellent reputation, it can even lead to the creation of a "school of thought". The Committee, considering that the students must be made aware of the diversity of approaches, nevertheless wondered if the different theoretical approaches as a whole which are in current use in the field of communication were covered in the basic courses. The answers which emerged have been positive. **The Committee hopes that the Department will continue to give particular attention to the presentation of all the important theoretical approaches in the science of communication in the basic courses offered to undergraduate students.**

3.2 Graduate Studies

The Committee recognizes the excellent work accomplished by the Department in the supervision of Master's theses and doctoral dissertations. The ratio of degrees granted in relation to the number of students admitted is excellent. Likewise, the positions held by those who have finished (cf. **Review Document**) demonstrate the calibre of education provided and the quality of candidates selected. A few matters of possible improvement have, however, caught the Committee members' attention.

Considering the relative importance of its total strength, the Department enrolls and supervises an impressive number of graduate students. The Committee has, however, observed that this burden of supervision was very unevenly distributed. Two professors alone supervise half the students' theses and dissertations. **The Committee therefore recommends that the Department take the necessary measures to ensure a better distribution of the workload of supervising graduate students.**

The students welcomed by the Department at the level of graduate studies come from varied backgrounds. That is frequently the case in multi-disciplinary programs such as

communication. The Committee members asked questions regarding the candidates' basic education in communication. It found that most of them have already taken a major or minor in communication. The Committee believes that the minority of candidates with a weak background in the field of communication should have the possibility of rapidly catching up. For this purpose, the Committee suggests that the Department prepare a list of the fundamental works in communication for candidates in graduate studies who have not previously studied in this field.

The Graduate Seminar represents an important moment in the life of a graduate student. This is where he/she presents the draft of his/her thesis or dissertation project and subjects it to the critical and constructive comments of his/her professors and student colleagues. It would be highly desirable for the Department's professors to attend this seminar regularly. But as each professor's workload is already rather heavy, it is understandable that this is not always possible. Anxious to find a realistic formula which would guarantee an acceptable minimum, the Committee suggests that the Chair of graduate studies, in consultation with his/her colleagues, establish a schedule ensuring the presence of two or three professors at every session, according to each one's field of competence.

The Committee believes that knowledge of elementary quantitative methods constitutes a basic requirement for Master's as well as for doctoral students. Graduate education in communication should guarantee that those who have finished can read, interpret and criticize the statistics which are abundantly found in the literature. In several universities, such a course is a prerequisite for proceeding to advanced studies. The Department has just put to the test a new formula for the course on quantitative methods. The Committee would like the Department to follow closely the results of this new experiment and to envisage, if need be, alternative solutions to guarantee a basic competence of its students in this field.

4. Research

As far as research is concerned, the Department of Communication at Simon Fraser is certainly the best in Canada in its field, in terms of quantity as well as quality. It is impressive to read the professors' curricula vitae. Several of them have obtained grants from the SSHRC. The research

contracts, although calculated only approximately in the Review Document, amount to extremely significant sums. The average number of books published per professor is 3.7, and the average number of articles published in refereed journals is close to 27. The Committee does not know any other department of communication in Canada which does as well as this.

As for quality, it can be appreciated by the reputation of the publishers, and of the journals in which the professors have published. This judgement is reinforced by the references made in other universities to works published by Simon Fraser's professors, and by asking the students what attracted them to the Department of Communication at Simon Fraser. Without having conducted a systematic investigation, the Committee members can, from their previous knowledge and the various statements received, attest to the excellent reputation of the research work carried out in the Department of Communication at Simon Fraser.

Notwithstanding this most positive evaluation, the Committee shall take the liberty of expressing a few comments and suggestions.

4.1 Theoretical Research and Applied Research

The Committee clearly agrees with the importance attributed by the Department of Communication to applied research and to consulting work. It likewise recognizes that the Department's professors have maintained over the years a very good balance between theoretical research and applied research, between publications in scientific journals and consultants' reports. The Committee keenly wishes that this balance be maintained, despite the difficulties and pressures it generates. It adds greatly to the Department's richness. The potential pitfalls of emphasizing one type of research at the expense of the other must be avoided.

4.2 Centres of Research: the "Special Initiatives"

The Committee is keen to underscore the dynamism which infuses this Department with respect to research. Its sense of initiative is exceptional. We have familiarized ourselves with, among others, four major projects termed "Special Initiatives": a Centre for International Communication, a Publishing Research Centre, a Risk Communication Project, a Technology Management Project. Each of these projects is made up of a program of far-reaching activities and involves

significant amounts of money and staff resources. The Committee can only applaud such initiatives: no Publishing Research Centre exists elsewhere in Canada; the location of Simon Fraser on the West Coast gives it a natural vocation in relation to the Pacific Rim; Risk Communication constitutes an emerging research field in which Simon Fraser has a good head start; Technology Management is one of the priorities of national research organizations. And the curricula vitae of the people involved speak well of the seriousness of these projects.

However, faced with such remarkable development, the Committee cannot help but feel overwhelmed. The fruition of such projects would be fantastic for Simon Fraser's reputation. The Committee believes, however, that for these projects the University must provide support proportional to the benefits it intends to reap from them. The time and energy required for such projects will not be without effect on the teaching and supervising services offered by the Department to its students. If such projects are to provide the students with new learning opportunities, they will likewise influence the availability of the professors involved. Clearly, the realization of these Special Initiatives which the Committee fully supports considering their importance and the quality of the people involved, requires the allocation of additional resources to the Department of Communication.

4.3 The Sonic Studio

The Department of Communication possesses a cultural treasure of national importance. The work undertaken by Murray Schaeffer and continued by Barry Truax on sound and the environment is kept, in a state which seems precarious to us, in the Sonic Studio. The preservation of these archives and the pursuit of this research work go well beyond the responsibilities of the Department of Communication. The latter is already contributing greatly to the preservation of this cultural heritage and to the extension of this original body of work. The Committee considers that the University must find the funds internally, and solicit them externally (from the Arts Council, from private enterprise, etc.), in order to support the Sonic Studio even more. The Committee is concerned to see that the pursuit of this work rests on only one man's shoulders. It also considers that the requests for equipment formulated in the Review Document must be complied with urgently. Consequently, the Committee recommends that

the University find the funds necessary to meet the crying needs for equipment for the Sonic Studio, and to attract other creators to this centre.

5. The Co-op Program

The Committee had the opportunity to meet Mrs. Paulette Johnston, responsible for Co-operative Education in the Department of Communication. The Committee has come to appreciate the benefit which this program offers for the education and integration of students into the job market, as well as the dynamism shown by the person responsible. It can only encourage the Department to continue this promising process of integration into the community.

6. A few Miscellaneous Questions

The Committee has been made aware of a few other questions which it would like to present here at random, without the order of presentation necessarily reflecting their relative importance.

6.1 Problems of Space

We were led to understand that the University as a whole is suffering from lack of space. We ourselves have noticed the problems of the Department of Communication. Discussions with students led us to assume that the situation in communication was worse than in comparable departments. The imminent availability of new premises for the Faculty of Applied Sciences should be an opportunity to improve the situation.

6.2 Co-operation

The Committee is keen to underscore the excellent co-operation which the Department has been able to establish with several people, departments, programs and faculties within the University. The excellent relations it maintains with most of the units and the people responsible bear witness to its very good integration into the life of the University and to its important contribution to the pursuit of its objectives.

6.3 Remuneration of Students

During one discussion, the Committee learned by chance that graduate students are remunerated on different bases according to whether they carry out the work of Teaching Assistant or Research Assistant, the former being better paid than the latter. It seems to us that this is a source of

needless frustration, and we bring the problem to the Department's attention.

7. Hiring priorities

The conclusions are clearly evident from our previous analysis above. Considering that at present the proportion of sessional instructors appears too high in the Department of Communication, the Committee proposes the following recommendation:

The University should urgently remedy the teaching problem in the field of Telecommunications Policy, either by Professor Melody's return or by hiring a new staff member.

The University should, as soon as possible, allot two new positions to the Department of Communication: the first to assure teaching in the field of advertising; the second to assure basic teaching in the field of relations between technology and culture. The dazzling development of research in the Department reinforces the needs already evident in terms of teaching.

In closing, the Committee is keen to thank all those people who have assisted it in the accomplishment of its task. It sincerely hopes that the few recommendations which it has formulated will help the Department of Communication and Simon Fraser University in their pursuit of excellence.

(signature)

Gaetan Tremblay, Chair,
for the External Evaluation

TRANSLATION FROM THE FRENCH LANGUAGE

**The Placement of the Department of Communication
in the Faculty of Applied Sciences**

**Report of the External Evaluation Committee
Presented to Vice-President I.W.G. Ivany
June 16th, 1988**

**Members of the Committee:
Dr. Gaetan Tremblay, UQAM, Chair
Dr. John Meisel, Queen's University
Dr. John Jackson, Concordia University**

During its several meetings (with Dr. I.W.G. Ivany, V.P. Academic; Dr. E. Alderson, Acting Dean of Arts; Dr. D. George, Dean of Applied Sciences; Prof. Liora Salter, Chair of the Department of Communication; and several other professors and students), the External Evaluation Committee was able to acquaint itself with the historical context which led to the dismantling of the Faculty of Interdisciplinary Studies and the relocation of the departments which it once included. The Committee has likewise heard the reasons which have led the Department of Communication to choose the Faculty of Applied Sciences and the objections of those opposed to such a move.

After having weighed the different arguments, the Committee (made up of a political scientist, Dr. John Meisel; a sociologist, Dr. John Jackson; and a communications scholar, Dr. Gaetan Tremblay) has come to the following conclusion: **the Department of Communication must remain within the Faculty of Applied Sciences.** Both practical and theoretical considerations have led to this judgement.

1. **The present situation is yielding very good results.** The Department's performance, with regard to teaching as well as to research and services to the community, is of excellent quality. Its members are comfortable within the Faculty of Applied Sciences which itself expresses great satisfaction with the integration and the contribution of the Department of Communication. As they say in the world of sports, you do not break up a winning combination.

2. **The members of the Department of Communication have unanimously chosen to belong to the Faculty of Applied Sciences.** The Committee believes that within a university context, the expression of such a choice must be taken seriously and respected as much as possible. Given that the Faculty of Applied Sciences has agreed to integrate the Department of Communication, there are few obstacles to acknowledging this will.

3. **Having the Department of Communication change faculties would create more problems than it would solve.** The insecurity and frustration which would be provoked by such a displacement, against the will of the Department of Communication, would negatively influence its performance -- not counting the problems of integration which would have repercussions on the host environment.

4. The science of communication is indebted to the contribution of a large number of disciplines: social psychology, engineering, history, mathematics, philosophy, sociology, linguistics, anthropology, political economy, etc. From an analysis of its theoretical and methodological foundations, one could easily imagine several quite justifiable and appropriate possibilities for the administrative placement of a department of communication. Moreover, the reality of academia, both Canadian and foreign, bears witness to the diversity of solutions adopted (at UQAM, the department of communication is placed within the "Famille des Lettres" (Faculty of Arts), at the University of Montreal, it is part of the Faculty of Arts and Sciences, etc.). The placement of a department of communication in a Faculty of Applied Sciences is one of these several possibilities, historically and theoretically quite as defensible as others.

5. The Department of Communication bases its placement within the Faculty of Applied Sciences on the importance which it gives to the study of communication technology and to the applied nature of its research. The history of communication science confirms these claims. The development of this discipline has indeed been considerably marked by these two characteristics. One of its founding theories, the statistical information theory, was elaborated by an engineer (Shannon) confronted with a technical and economic problem, that of defining the optimal quantity of information which a channel can transmit, taking into account the level of noise emitted. We know the repercussions which this theory has had in the human and social sciences as a whole. Cybernetics, which is still inspiring numerous studies in communication (cf. the pragmatics of the Palo Alto School) was created by mathematicians and engineers. Mass media theory owes a great deal to effects studies motivated by the fear of the dangers of propaganda. Gabriel Tarde's theory of the public was built from reflections on the consequences of the development of the mass press. And so forth until the present, when the progress of bi-directional technology is one of the sources of inspiration for recent reflections on interactivity.

And let us not forget the works of the two best known Canadian authors in the field of communication, Innis and McLuhan. Their entire work investigates the role of communication technologies in societies' development.

6. The science of communication can greatly contribute to the social and cultural evaluation of technology. Its history, in Canada and elsewhere, is marked by works which evaluate technology and the social experience of using this technology: the use of satellites for educational and medical purposes, community media, etc.

7. At a time when the necessary collaboration between the State, business and universities is heavily insisted upon, in order to ensure the development of research (Social Sciences and Humanities Research Council, Science Council of Canada, provincial Ministries of Education, Quebec Council of Universities, etc.), the placement of Simon Fraser's Department of Communication within the Faculty of Applied Sciences is one of the most advantageous and promising initiatives. The Department of Communication's members' long-standing sensitivity to the problems posed by technological development, their experience with applied research, the balance between theoretical and applied research to which their curricula vitae bear witness, designated them as partners in such an experiment. And the Committee noticed during its meetings that the Faculty of Applied Sciences is greatly open to, and unquestionably interested in, this collaboration between engineers, computer scientists and communication specialists.

8. Careful study of the curriculum offered by the Department of Communication at Simon Fraser reveals very little basis for charges concerning the unjustified duplication with the curriculum of other disciplines. Of course this does occur with the great authors and the great currents of thought which have contributed to the development of several disciplines, but with an original perspective and with aims specific to the science of communication.

The creation and development of a new field of study and research always involve problems of institutional recognition. If the theoretical and methodological debates which they give rise to are usually stimulating for the evolution of knowledge, the power struggles which inevitably accompany them can become inhibitory. The Committee believes that the Department of Communication must be reassured as quickly as possible about its administrative status. The confirmation of its placement in the Faculty of Applied Sciences will only benefit its future development.

The Committee was in a position to notice the excellent collaboration which the Department of Communication maintains with other departments of the Faculty of Applied Sciences and with the Faculty of Business Administration. It is keen to congratulate it on this.

While recognizing that recent history has been unfavourable to such a collaboration with the Faculty of Arts and that this has left traces on both sides which cannot be disregarded, the Committee encourages all parties involved to make the effort necessary to establish co-operation based on mutual respect and reciprocity. In the Committee's opinion, the departments of the Faculty of Arts, as well as the Department of Communication and the University as a whole, would benefit from such an outcome.

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Gaetan Tremblay, Chair,
for the External Evaluation Committee