

# Communication and Media Articulation Committee (CAMAC) 2022

## MINUTES

### BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Institution/Location: Online and in person – Langara College

Meeting Date(s): May 12 9:00-3:00 / May 13 9:00-1:00

#### Present:

Member Institution	Representative	Email
Alexander College	Caio Cardoso	
BCIT	Jean Scribner	Jean_Scribner@bcit.ca
Camosun College	Lois Fernyhough	fernyhol@camosun.bc.ca
Capilano University	Lori Walker	loriwalker@capilanou.ca
Columbia College	Jean Hebert	jhebert@columbiacollege.ca
Coquitlam College	Grace Kim	gkim@coquitlamcollege.com
Douglas College	Sam Schechter	schechters@douglascollege.ca
Farleigh Dickinson University	James Gifford	
Langara College	Erin Robb, Effie Klein	<a href="mailto:erobb@langara.ca">erobb@langara.ca</a> , <a href="mailto:eklein@langara.ca">eklein@langara.ca</a>
North Island College	Judy Johnson	Judy.Johnson@nic.bc.ca
Royal Roads University	Yasser Abdelrahim	
Simon Fraser University	Frederik Lesage	flesage@sfu.ca
Thompson Rivers University	Shanon Smyrl	Ssmyrl@tru.ca
Trinity Western University	Kevin Scott	Kevin.Schut@twu.ca
University of the Fraser Valley	Samantha Pattridge	Samantha.Pattidge@ufv.ca
Yorkville University	Shahid Hassan	
LaSalle College	Rob Stefanson	

Regrets: Robin Davis (VIU) Chad Skelton (KPU) Ed Henczel (Okanagan), Zhenyi Li (Royal Roads), Nathalie Lasage (COTR), Mathieu Martins (Canada West), Erica Bearss (Canada West), Eric Spalding (UFV)

Recorder: Jean Hebert, Columbia College

Welcome from Nk'xetko (Mary Jane Joe), Ntle'kepmx (Interior Salish) Nation, Darren Bernard (Langara), Lori Walker, CAMAC Chair (Capilano)

1. Meeting Called to Order at 9:05 AM (May 12).
2. Introductions/welcome

### 3. Approval of Agenda and Any Additional Items

**Motion:** to adopt the Agenda

Moved: Lori Walker      Seconded: Jean Hebert      **Motion Carried**

### 4. Approval of minutes of the Articulation Committee meeting of May 13, 2021

- Amendments (if any): None

**Motion:** to accept the Minutes as presented:

Moved: Shahid Hassan      Seconded: Grace Kim      **Motion Carried.**

### 5. Business Arising from Previous Minutes (None)

### 6. System Liaison Report – Dr. Mark Wallin

A number of current issues were discussed: the rise of contract cheating and degree fraud, and strategies for dealing with these issues; reverse transfers, microcredentials, and new initiatives in the province around indigenous language training. There are some institutional barriers to implementing microcredentials, however (institutional cultures, employment agreements, and the like), and we addressed these in discussion.

### 7. Presentation of Institutional Reports (Part I) – One thing you want to share (highlights)

Members from each institution shared a highlight from each of their institutional reports. Many of us are undergoing curriculum or program reviews in one form or another (whether due to internal review processes or external bodies like DQAB). One important theme that emerged from this section of the meeting was the revisioning of disciplinary boundaries that is needed, especially where reviews are taking place, as these are circumstances that provide opportunities for (and constraints upon) re-defining what Communication and Media Studies is.

### 8. Articulation Jump Start – How To's and Support from a Beginner and an Expert

- we played a game, for prizes, in teams. the theme of the game was the purpose and mission of articulation committees, and the roles of BCCAT.
- For the benefit of new and returning members alike, the Committee reviewed the process of block transfer articulation in BC.
- The Committee discussed a new degree program at TRU that combines journalism and communication together into a new degree: Bachelor of Communication & Digital Journalism Major (a double degree). The Committee deliberated about the process of approval of this new degree and vowed to draft a letter of support on behalf of CAMAC members to help TRU obtain approval for the program.

### 9. Election of new co-chair

**Motion:** to approve Shannon Smyrl (Thompson Rivers U) for co-chair

Moved: Lori Walker      Seconded: Jean Hebert      **Motion Carried (acclaimed)**

### 10. BCCAT Report – Mike Winsemann

(links he wants to send to the committee)

- explained the state of the union for BCCAT groups - many still meeting online, though most are doing hybrid meetings

- budgets for travel are indeed core budget stuff - problematic that some institutions are restricting travel (some Colleges have a policy that states that if an online option is available, then the College won't fund travel – even though this funding comes from BCCAT)
- "microcredentials" - there's a new report about them on the BCCAT website
- more data/research coming soon (in the form of a report) regarding COVID's impacts on students' mobility in the postsecondary system
- reverse transfer was discussed. \*\*\*interesting finding: when students complete one small credential, there is a greater likelihood that they will then go on to pursuing a 4 year degree.\*\*\*
- expanding equivalencies in the guide; recognition of international credentials in BC is progressing
- **Nov 3 and 4** is the next BCCAT meeting (chairs must attend) - more planning details to come
- method of delivery (online vs in person) does not affect existing articulation – we only need to rearticulate courses if the learning outcomes change.

#### 11. Marc Wallin: Defining Communication and Media Studies – Pathways for Students

- Mark led the Committee in a discussion about the following questions:
  - a. What is CMNS studies? Is there a definition that unites us?
  - b. What does your department specialize in?
  - c. What are the career paths?
  - d. What info do we want to share with students, advisors and recruiters?
- impromptu discussion of what strategies we have used to deal with student anxiety – music, mindfulness meditation, nonviolent communication
- whiteboarded what we teach – a range of diverse subjects – we really are quite interdisciplinary
- definitions of communication studies are much narrower than some may think, however. Historically, CMNS studies is the story of the merging of 2 origin points – early studies of political propaganda (Lazarsfeld and others, in the 1930s) and Sociological studies of interpersonal CMNS (1940s, from a social psychology perspective). Some maintain that we are still defined by these two traditions
- Discussion: which areas can we continue to grow into in our institutions? We're all comprehensive, it seems - so many teach so many of the areas we brainstormed.
- Some would like to teach more software/creative design/production. It's been challenging especially during COVID to do so, though. An additional challenge involves combining skills in production with critical content and critical thinking. Practical concerns (cost, institutional resistance) were also discussed.
- We are also dealing with a major paradigm shift in media production- teaching production used to be teaching how to make a short documentary or narrative film, but now with video so embedded into so many more vernacular/everyday practices (Tiktok, streaming, podcasting, etc), the core learning objectives of our field may have to shift somewhat.

#### 12. Presentation of Institutional Reports (Part II)

- Members continued on with the reports by centering on the question of our discipline's self-definition, as a field of study
- We concluded with a discussion of what each of our schools/departments offer to students that's unique.

### 13. Themes and Discussion Arising from Institutional Reports

- One limitation on teaching a full range of disciplinary tools is the absence of research ethics bodies at many institutions– some members wish to expand into doing more of this (research methods courses, in particular), but currently their institution does not have a research ethics oversight body. Others suggested a research ethics committee to oversee the ethical dimensions of research across different courses and disciplines.
- We also discussed how we represent ourselves to outsiders within our institutions. This often comes with misperceptions. CMNS is often perceived as "remedial English" because that's how it's presented to students and teachers alike in high schools. We must work to overcome this false perception, in the high schools. How do we talk to the appropriate people in high schools about changing this perception?
- One way to approach this might be to examine what it takes to have CMNS studies become a more centralized and important to the secondary system. How do we become the departments who produce native teachers of New Media Studies in high school?

### 14. Lunch and Other Business

- a. Next meeting - Location: Royal Roads University, Victoria  
Date: May 11-12, 2023

### 15. Adjournment

Meeting adjourned at 1:00 PM (May 13, Day 2)