

Communication and Media Articulation Committee (CAMAC)

Annual General Meeting 2015

Minutes of meeting held in Nelson, B.C. May 21, 2015 at Selkirk College, Nelson and May 22, 2015 at the MIR Centre for Peace, Selkirk College, Castlegar Campus

(Unofficial until approved at next meeting)

- Members are listed alphabetically by institution represented

Minutes of Meeting

Day 1: Thursday, May 21, 2015

(All events at Selkirk College, Nelson, Tenth Street Campus)

Item 1 - Call to order, 9:30 am.

- By Zhenyi Li and Judy Johnson, CAMAC Co-Chairs

Item 2 - Approval of 2014 Minutes

- Approval of last year's minutes
Moved: Greg Lansbury, Northern Lights College
Seconded: David Thomson, University of the Fraser Valley
Carried.

Item 3 - Greeting from Rhonda Schmitz, Dean of Instruction, UAS, AUD and B&A

- Rhonda begins her greeting with an opening exercise intended to open one's mind to enhanced learning. She welcomes everyone to the territories of the Sinixt, Ktunaxa and Okanagan Nations and the Doukhobour culture and thanks all present for the important work being done on this committee.

Item 4 - BCCAT updates, Mike Winsemann

- Associate Degree program: Over the past two years work has been done updating the associate degree framework plus the degree itself. There are approved changes to the existing framework that will allow courses to be applied to the associate degree if they have been articulated with one or more public universities. Previously only courses articulated with a research university were applicable. The changes to the associate degree framework have been submitted to the Degree Quality Assessment Board and are awaiting Ministerial consent.
- As part of consultations saw that there were desires to create a new associate degree, and this has been called an associate degree in specialized studies. The idea is to provide flexibility in terms of program offering. The benefit to associate

- degrees is that the associate degree can be recognized as a 60 credit block rather than being accredited on a course by course basis.
- The joint annual meeting will take place November 6th, 2015 in Richmond at the Radisson.
 - Last year in honour of existing for 25 years, created an awards program where honour transfer system experts.
 - On the research front:
 - Paper on experiential learning and impact on accreditation
 - Paper on academic advising and impact on student learning
 - Speculative paper on new K-12 curriculum proposals
 - BCCAT has really stressed that such proposals need to be run by post-secondary accreditation individuals, particularly if a decision is made to get rid of the grading system.
 - Mike Winsemann has been working with associates in other provinces, particularly in terms of sharing technology. Other provinces would like to have what we have in BC. Mike believes this allows greater innovation to be spread across the provinces. Not looking into a pan-Canadian transfer guide, but certainly a smoother process.

Lois Fernyough (Camosun College) asks if co-op courses count as experiential learning? Mike is unsure and will check.

Beverly Sinclair (Kwantlen Polytechnic University) asks what students in grades 10 through 12 will have if they do not have letter grades?

Mike answers: Portfolios. Students would have greater chances of honing what they create.

Greg Lainsbury (Northern Lights College) states that he is interested in Alberta and wonders if there can be a partnership between Alberta and BC?

Mike answers that this is more likely. Fundamental to articulation is a business case. Certainly Alberta is more similar to BC.

Item 5: Institutional Reports

Judy Johnson first extends a big thank you to Rebecca Jacobson for organizing for this meeting. July also extends a big thank you to Zhenyi Li for all of his virtual assistance for the meeting. Zhenyi extends thanks to Judy Johnson for her work, particularly in terms of the innovation of requesting committee members to highlight one aspect of their institutional report.

David Thomson comments that he has attended many of the articulation meetings and wants to make notice about the large attendance at this meeting.

1. College of the Rockies - Nathalie Lesage

The issue that Nathalie brings forward is that their perspective on hybrid offerings varies between faculty and the administration. It started with the Business department where the course is taught half face-to-face and half online, and is counted as one course rather than two.

Lois Fernyhough (Camosun) states that they use D2L and there are very specific choices as to what component is considered face-to-face versus online. A course will be considered face-to-face but still rely on D2L for uploading course material. This is not considered blended. Online requires an interactive component to it. The online component is asynchronous in her courses. Lois posts an assignment online and students respond during the week.

2. Columbia College - Ian Chunn

- Ian is looking to articulate a qualitative methods course at the second year level. He believes this course will help students transferring to Simon Fraser University. He also wonders if social science methods are changing, given the amount of information that is out there.
- Ian extends the invitation for CAMAC to meet at Columbia College for 2016.

Beverly Sinclair (Kwantlen) suggests that Katy Warfield in her department is someone for Ian to talk to.

Eric Spalding (UFV) comments that SCMS has 2nd and 3rd year methods courses that cross-list between MACS, Sociology and Anthropology, taught predominantly by Sociologists.

David Thompson (UFV) suggests that CMNS 353 might be something for Ian to look at.

Charles Hayes (Trinity Western University) mentions that they have an upper division course rolling out this year that will be a media studies qualitative methods course.

Kevin Schut (Trinity Western University) states that his perception is that qualitative methodology is not changing that much but it is the ethical issues that are changing instead.

3. BC Institute of Technology - Jean Scribner

- Jean provides the group with a choice of either discussing a service review or issues concerning international students. Decision: international students.
- Jean states that 20% of their seats are reserved for international students.
- Their students are locked into cohorts. The ideal would be to give them a test and then place them in the appropriate level for their language level, however, this cannot be done due to the cohort system. For now the decision has been made to encourage those with language issues to take another course + language support services. If these students fail they will then repeat the language course with their cohort. Students are given provisional passes. The language support is dependent on the Dean. This upcoming year BCIT will be having increased numbers of international students. The language issues are certainly being discussed, but the problems seem to be seen differently between those on the ground and by administrators.
- The Service Review showed that such language support help would be needed, and the review will go to the Dean. At first, not thrilled about the Service Review but now see that it might help to highlight the language issue.

Lori Walker (Capilano University) states that international student issues are a problem all of us are struggling with. Lori comments on the mental health issues challenging students that is available online at BCIT.

It is suggested that Lori could post some of the material that she has come across on mental health issues for students.

Jean comments that the structure of their programs at BCIT probably contributes to the students' mental health issues, given the pressure-cooker structure of BCIT programs.

Zhenyi Li (Royal Roads University) has seen situations where faculty have been cornered by international students. It is a situation where we can recruit and retain students but not necessarily instructors. Zhenyi states that he does not believe it is fair for companies to recruit students.

Bruce Hiebert (University Canada West) comments that the issue with international students is causing a lot of problems for University Canada West. He states that the students are not coming prepared for a Canadian university education.

Beverly Sinclair (Kwantlen Polytechnic University) states that students are coming from private colleges and obtaining high grades and then getting to Kwantlen. Beverly went to an advisor to query how the students even gained admission and found out that two particular colleges are responsible for inflated grades.

David Thomson (UFV) comments that if an institution has an articulation agreement with a private college then that agreement stands for associate degree credits.

Mike Winsemann (BCCAT) states that he is going to be visiting Kwantlen and asks that Beverly examines the data to substantiate the claims prior to his visit, to make sure these cases are not anecdotal but systemic.

Beverly Sinclair (Kwantlen) said that the request has been asked for data from these particular colleges.

Kevin Schut (Trinity) comments that 10-15% of the students are international and they are always looking for more. However, they found that a high number were failing. They created an international college, with actual course numbers, chose instructors who work well with international students, increased contact hours by 50% by faculty, with pre-determined curriculum, and allowed the students to succeed and ease into the university. Kevin believes conceptually it is a good idea, although a bit Cadillac.

Kate Sangha (Douglas): Re: the extra help. The Learning Centre is overwhelmed with the international students. Kate has found these students fall into types: some who are very bright, but struggle with English skills and are content with whatever grades they get. Others need a certain grade and these are the ones who are problematic. There is a larger impact on the teaching environment in the classroom (for e.g.: peer reviewing writing drafts in class). The President's Reports always highlights the advantages of international students but the problems in the classroom...

Darren Bernaerdt (Langara) comments that this past year the numbers of international students have gone from 1200 to 1800. Many go into nursing.

Charles Hays (TRU): All international students come to TRU World. There are cultural issues with language for journalism. TRU World was recruiting internationally and potential students were being told incorrect information about the benefits of completing a degree in Canada; then there was fallout from this.

4. Okanagan College - Michael Boulter

Michael states that they have a new Communications, Culture, and Journalism Studies (CCJS) diploma. Education Council does curriculum review and below that Okanagan College has Curriculum committees. The diploma originally got turned back because the proposer did not have an answer for why this was a diploma and not an Associate of the Arts.

Michael is certain of what the Associate of the Arts consists of and knows that there is no clear definition of what a diploma is, except for 60 credits.

Charles Hays (TRU) commented that when he looked at the differences between their post-baccalaureate in Journalism and the Masters in Journalism at Western University he could not see a difference.

Beverly Sinclair (Kwantlen) stated that she has always seen the diplomas as more practical. Diplomas at Kwantlen = 60 credits. Degrees = 120 credits.

Michael: We have one course in Journalism. For ease of use we talk about Practical Communication and Theoretical Communication, and it is a very theoretical credential. This distinction is contentious.

Judy Johnson (North Island College) thought the distinction was time-based (length of time).

Michael thinks the term “diploma” is to make students think it is more relevant to getting a job afterwards.

Eric Spalding (UFV) comments that Associative degree sounds like something completed in the first two years and that then transfers.

5. Camosun College - Joe Bengé – Professional Communication

- Close to 40% of our intake engineering technology students are internationals. Our instructors are having discussions on how to appropriately evaluate these students' writing. Should you hold the same standard? Is there a modification that you can do to accommodate an international student's writing? What makes a student's work acceptable?
- Joe introduced an evaluation rubric designed to accommodate common writing errors made by additional-language students. He asked for our feedback during this conference. One aspect of this rubric was the criterion of 'sendability', i.e. is the student's document professional enough to send from the company?"

6. Camosun College - Lois Fernyhough – Communications Department

- We have two certificates: Digital Communication + Digital Production, Writing and Design. Lois has been going through BCCAT and has articulation with all courses now. She is going to talk with a few institutions to discuss transfer credits. Also working with block transfers with Royal Roads and Thompson Rivers.

7. Northern Lights College - Greg Lainsbury

- International students: It has been admitted that the books are being balanced on the backs of international students.
- Discusses the difficulties: blurring of roles (instructor / de facto immigration officer); pressure to pass students paying three times domestic tuition etc.
- Says the institution itself is holding the line on requiring language standards.

Kate Sangha (Douglas) has also found that some of these same students are getting much higher grades in other classes, disciplines, and finds it is unclear why they are receiving these grades.

Jean Scribner (BCIT) states that there was a review done on the failures and where they occur.

Eric Spalding (UFV) wonders if there is a difference between Professional Communication and Media Studies.

David Thomson (UFV) would like to follow-up on the BCIT review and adapt that to UFV.

8. Trinity Western University - Kevin Schut

- Working on a BA in videogame development. This will take place between Media and Communication, Art, Music, Business and Computing Science. It is hoped that it will be worth 60-credits overall within the general degree. The aim is the indie market, hence it will be entrepreneurial in orientation. Kevin is aware of the big players in the lower mainland. Trinity is not looking to be in the same league as those players but smaller-scale, since do not have the funds.
- There are a few reasons for not wanting to get too large.
 - Trinity is both private + faith-based, and therefore will be recruiting from a different student-base.
 - Looking at industry partnerships.
- The financial support is less forthcoming than internships.

Eric Spalding: (UFV) asks if Kevin knows about VanArts? Eric thinks Kevin might find it inspiring.

9. Selkirk College - Tracy Punched

- An issue arose regarding class cap sizes being dropped. Class caps are not in the collective agreements. The decision regarding class cap sizes has been dropped, for the moment.
- Selkirk is experiencing the same issues regarding international student dynamics in the classroom.

10. Royal Roads University - Zhenyi Li

- The majority of our programs are entering five-year external review. The director of Zhenyi's program asked Zhenyi to extend the invitation for faculty colleagues here to participate in the external review. The requirement would be to come to Royal Roads twice during the year. The review is to go to the BC government.
- Royal Roads has professors retiring and have recruited new professors, leading to the largest enrollment at Royal Roads.

- Royal Roads may try full online teaching.
- There are struggles between whether they should only be offering graduate level degrees or also move into undergraduate degrees as well.

Assignment Marking & Assessment Discussion

Rubric Discussion (Joe Bengé, Camosun)

Joe introduces and discusses the rubric he has constructed for grading. He finds that he marks English more objectively. He also finds the students get really good feedback without him having to write very much.

Joe wanted a subtly infused rubric for international students and would like feedback from the committee members.

Kevin Schut discusses some of the difficulties of knowing a paper is worth a B- grade but when grades are broken down through use of a rubric, the overall grade can end up as a B+.

Zhenyi Li asks where the rubric is posted for students. Joe posts the rubric in the students' course package and further asks students to review the rubric prior to submitting their assignments.

Bruce Hiebert states that he has used rubrics for many years but not rubrics with the precision of Joe's. Bruce has really appreciated how rubrics have disciplined his grading.

Jean Scribner asks when Joe starts deducting marks for grammar, how far into the negative has he gone? (Joe states that he does not go into the negative very often at all but the possibility exists).

Rebecca Jacobson asks Joe about how far into the negative he goes for grammar.

Joe discusses some of the nuances of grades spanning from failing grades to barely passing grades of 60, 61, or 62.

Jean Scribner comments that the student needs to understand that the instructor is trying to help students succeed in the workplace. Jean asks us to consider how our marking philosophy might impact a student's self esteem as a student.

David Thomson provides the example of an "employment package" students complete where they get a .5 mark deduction per grammar error and can therefore end up with a negative grade on the assignment.

Judy Johnson appreciates that the English course at Camosun at the first year level requires students to receive at least a 60 on two in-class exams; if the students receive below a 60, they will receive this grade as their final grade in the course (trying to acknowledge their ability to write English and know that the work is their own).

Mike Boulter asks if grammar really is that important? When he grades, he grades for content. He asks whether students will learn English grammar in three months.

Zhenyi Li reviews a recent experience with a Canadian graduate student and suggestions for improvement he provided to her and how these suggestions were received. With the current Chinese international students, they would negotiate each of the numbers they

would receive. Zhenyi finds that his feedback is tailored for the international Chinese student audience and the domestic student.

A strategy Eric Spalding has used is to ask students to submit work without their name but with the student ID number, and this helps to de-subjectivize the grading process.

Kate Sangha appreciates some of the precision from Joe's rubric that could be combined with the more skeletal rubric described by Debra Pentecost, where differences are generated through Excellent, Very Good etc. and not in terms of numbers.

Beverly Sinclair points out that there are differences in the rubrics in terms of student work for Media Studies versus Professional Communication.

David Thomson responds to the earlier comment by Michael Boulter regarding whether grammar matters. If there are too many problems in the writing the piece becomes unclear.

Darren Bernaerdt asks Joe about the Collaboration Report, where students are asked to evaluate the grade for the group project.

Joe: The group presentation is given a grade of 83, but the student who does not contribute gets a lower grade and the others receive a higher grade. The students decide this on their own and come back to Joe with the revised grade distribution.

Beverly Sinclair has students within the group provide a grade for each member.

Ian Chunn: mentions a blog "You are not so smart." There is a discussion of "social loafing" and what happens in a group project.

Lori Walker posits that rubrics need to be tied into course objectives and course outcomes. She is working with developing her own rubrics, combining the details of Joe's with categories of Exceptional, Very Good...

Judy Johnson reviews the rubric that she has generated for English 160 (uploaded under "Rubric"). Judy has created a **very** detailed rubric that covers the entire course.

Lori Walker (Capilano University): Came up with a participation rubric, posted online.

Day 2: Friday, May 22, 2015

(All events held at the MIR Centre for Peace, Selkirk College, Castlegar Campus)

11. Langara College, English - Erin Robb

- Erin teaches English and is thinking of introducing social media into her courses. She wonders if anyone else has done this with courses that they teach?

Bruce Hiebert (University Canada West) mentions that they have a few contacts that are brought into the class – someone has an associate with HuitSuite; another teaches a social media class.

Ian Chunn (Columbia College) mentions one that might be workplace related is "Slack". When you leave the organization your work is still there.

Nathalie Lesage (College of the Rockies) integrates social media into her assignments. For example, with team based assignments students will analyze how local businesses integrate social media in the business world.

Jean Scribner (BCIT) mentions that the new edition of *Business Communication Essentials*, Chapter 6, is very useful.

Eric Spalding (UFV) mentions that his colleague interacts with his students on twitter.

12. Langara Publishing - Darren Bernaerdt

Major work over past 1 ½ years is working with Computing, taking our design skills and their computing expertise, and combining these into a new diploma, featuring both sides of the industry. Quite a number of experiential work-learning opportunities, some of which are optional.

The courses that would be of most interest to this group: A Communication course that will address students being able to receive constructive feedback on their work.

Michael Boulter (Okanagan College) asks about student involvement in the publication *Pacific Rim*.

Darren: The students are involved; instructors oversee and time-line for the students. There are five departments involved. The publication is delivered to every *Globe and Mail* subscriber.

Lori Walker (Capilano University) mentions that Capilano also does a publication, much more modest than the Langara publication. It is titled *Bacon*.

Debra Pentecost (Vancouver Island University) mentions the *Portal* publication at Vancouver Island University.

13. Vancouver Island University - Debra Pentecost

- Debra Pentecost began chairing the Media Studies department in June 2015. In September the department is beginning an external departmental review. A challenge they are currently facing is convincing production students that theory based media studies courses (and writing assignments) are a necessary part of their studies.

Kevin Schut (Trinity Western College) suggested that this tension is at the heart of the group, where media studies, business communication, and writing comes together, and influenced the evolution of the group's name from MACSAC to CAMAC. Participants have experienced this tension in the departments to varying degrees.

Darren Bernaerdt (Langara College) suggested that it helps to work with other departments (more technical ones) to look for opportunities to bring together the theory, writing, and practice and make the theoretical work as relevant to students as possible.

Rebecca Jacobson (Selkirk) suggested using their practical activities as fodder for writing assignments, and seconded the need to keep theory and writing relevant and collaborative.

Charles Hays (TRU) shared that theory and writing courses are designed to be foundational and connected to other tourism courses.

14. Thompson Rivers University - Charles Hays

- Digital Arts and Design (DAAD) department is being brought into their department, therefore adding to – leading to 5 degrees and majors within their roof.
- Community News Collective: was initially started by a student. The idea is to take journalism students + interested members of the larger community and train them in community radio news production. Built into multi-station entity, including the CBC. The advantage of this course is that “we” are the employer. As an example, with the CBC, students come in on a one-week rotation. The hope is that at least one of the students will want to go to CBC and do a co-op term following the one-week experience.
- The problem faced is funding. Suggestions for how to innovate in terms of grant applications. Have not had much help from the University research department.

Darren Bernaerdt (Langara College) mentions that the association for the magazine *Pacific Rim* is able to apply for funding.

Beverly Sinclair (Kwantlen) states that the Kwantlen student society has a bunch of money. She suggests that Thompson Rivers University students should look into funding from Kwantlen Student society.

15. Capilano University - Lori Walker

- Lori mentions that enrollment has been increasing, however, there has been labour strife at Capilano University. They are currently on strike. There have been yearly budget cuts since the transition was made from college to university status. Lori refers members to view the submitted institutional report for details.

16. University of the Fraser Valley - Eric Spalding

- UFV is also undergoing labour issues concerning their collective agreement. Eric asks about the experiences of other institutions and states that he has never seen so much dissent about the collective agreement in his twenty years at UFV.

Zhenyi Li points out that Royal Roads was the first institution to sign the new collective agreement. Zhenyi discusses the very small percentage of funding from the provincial government (1%) provided to Royal Roads. The whole process took about one year, with David Black being the negotiator. With the new agreement the word “sabbatical” cannot be used anymore, but “research assignments” have become the way to have research leaves.

David Thomson (UFV) comments that the new collective agreement is asking faculty to do more for less.

17. University of the Fraser Valley - David Thomson

- Puts together a certificate in Public Relations for students in Continuing Education, and this should begin in September in Chilliwack. The department would use the money raised through Continuing Education to support their department.

Bruce Hiebert (University Canada West) Sorry to give you bad news but we started a Public Relations program and have not had applicants. However, this might be due to poor marketing on our part.

Beverley Sinclair comments that Kwantlen has a very successful PR department.

Lori Walker mentions that Capilano University has a successful PR program as well.

Zhenyi Li points out that Royal Roads has a faculty member who specializes in PR. Zhenyi questions the use of the term public relations, suggesting Professional Communication as a more effective term in order to attract students.

Charles Hays points out that there are two PR degree programs at TRU.

Darren Bernaerdt asks David to talk about Continuing Education more generally at UFV.

David Thomson states that Continuing Education did the market research to know that it made sense to invest in Continuing Education. The new facilities in Chilliwack are justifying this expansion. There is little revenue generated by Continuing Education for UFV. A portion of revenue generated by Continuing Education comes back to the department.

18. Douglas College - Kate Sangha

- Kate's comments are about international students at Douglas. ACUPLACER: did not work and so now in a state of flux about going forward regarding the base level of reading and writing diagnostic necessary to get into the college.
- With their new president, they have been mandated to do self-evaluations. Thinks it would be more useful to look the other way – to look at students who are coming in ill-prepared, in addition to cross-institution agreements for reading / writing proficiency. Speaks about skills of reading / writing / listening / focusing that all matter.

Darren Bernaerdt mentions the photography students at Langara College. With support courses making the assignments / content relevant to the different student bodies really helps. Some Communication instructors will come to the Publishing department and touch base about what will work with the students.

19. University of Canada West - Bruce Hiebert

- Breaking news: It looks like we are hiring a couple of Ph.D. students. Related to that, there will probably be a new department head and new representative by the time of next year's CAMAC gathering.
- The university has struggled to maintain its rigor as a private institution and the ministry has been very helpful in supporting high academic standards.

Lois Fernyhough states that Camosun is also struggling under the same financial pressures as the private university. They base their estimates on breaking even, which adds up to 16 students, and aim for 20. Discusses some of the cost-challenges for the department.

Beverley Sinclair mentions that we have all had difficulties with new Presidents, but imagines how challenging it must be with new owners.

20. Kwantlen Polytechnic University - Beverley Sinclair

- Beverley is chair of the Journalism and Communication Studies department. They used to be a cohort program. Students could obtain a two-year diploma or carry on with a four-year degree, which was a bad business model. The department is now a Bachelor of Journalism degree that includes Communication Studies courses.
- They are at the very beginning of developing a minor and major, possibly called Digital Culture.
- They also have a minor in Journalism starting in the fall.
- The program is very multi-media. The students have been very successful at getting and/or creating jobs upon graduation.

Charles Hays suggests Beverley get in touch with Mark Wallin at TRU.

21. North Island College - Judy Johnson

- Concluded the institutional reports with a happy story: About five years ago, North Island College developed a second-year Advanced Writing and Professional Communications course that was picked up by the Business Administration program. She noted great improvements in student writing from the first- to second-year level--improvements that she believed came about naturally with time and practice.

Item 6: CAMAC 2016 decision (Zhenyi Li)

Thanks are extended to Ian Chunn, for offering to host the next CAMAC meeting at Columbia College, Vancouver. Date: May 18/19 2016 (Wednesday, Thursday).

Theme: The Craft of Teaching 21st Century Learners: Relevance and Engagement.

Members are tasked with thinking about who would be a good guest speaker, considering the above theme.

Two proposals:

1. Accumulate a paper featuring best practices.
2. How to teach international students Communication courses.

Zhenyi is teaching a graduate course in the fall and could use a few of his students to help with synthesizing a report.

The meeting place for 2017 is not yet decided.

CAMAC is looking for SLP (System Liaison Person), and this person should be a Dean.

Co-Chair: Judy Johnson, North Island College

Co-Chair: Rebecca Jacobson, Selkirk College

CAMAC AGM adjourned at 1:55 pm on May 22, 2015.

Motion: Dave Thomson. Seconded: Darren Bernhaerd. Carried.