

To: Kathleen Rountree, Interim Dean CLASS
Dianne Rush-Woods, Chair Academic Senate

From: Gale Young, Chair Communication Dept.

Date: August 31, 2010

Subject: COMMUNICATION DEPARTMENT ANNUAL REPORT FOR 2008-09 AND 2009-10

A Brief Self Study

Communication (Comm.) faculty, students and staff, in the past two years, have experienced losses in faculty, a sudden change in leadership, loss of the Forensics Program, increased collegiality and collaboration among the faculty, revised undergraduate and graduate degree programs, drafting the 5-Year CAPR review, a growing interaction between the production-skill and theory-research courses, and dialogues about forming a College of Arts and Media.

Faculty

During the past 2 years 5 faculty are not teaching for the Comm. Dept. Isaac Catt, (Professor retired, June 09); Valerie Sue, (Associate Professor resigned December 09); Anne Pym, (Professor Emeriti resigned 2nd year FERP, December 09); William Alnor, Assistant Professor, on indeterminate sick leave. Sally Murphy, (Professor, Director of G.E.) and Thomas McCoy, (Professor Emeritus, FERP, CFA Rep) remain released outside of the Dept. for their entire faculty base. Gale Young and Robert Terrell retired as to September 10 and will be using their FERP (@18 units) over 3 quarters; Young as Chair and Terrell teaching and managing the Pioneer newspaper, print and on-line.

In sum the Dept., with over 400 majors, begins Fall 10 with 3 junior faculty, 2 Ferpers and 7 sections taught by 4 lecturers. We staff the G.E. required public speaking courses primarily with graduate students who are specially trained and supervised by the Chair.

Sudden Change in Leadership

Comm. has had 5 Chairs in the past 7 years. Most recently Catt, recruited externally (06) resigned fall 08. Young, Interim Associate Dean, was appointed Interim Chair in January 09. In spring 10, the Dept. elected a committee to select a permanent Chair and recommended Young, Dean Badejo concurred and the President made the appointment in June 10.

Loss of Forensics Program

A nationally recognized forensic faculty, Dr. West, was hired (fall 07) to reinstate the University's intercollegiate debate program. The first year's success included 4 national awards for the Debate Team. However a major mis-understanding ensued between

then Chair Catt and former Dean Reimonenq, regarding how the Forensic Director's coaching duties would be funded. Forensics, while receiving IRA funds, can't fund the instructor's salary. Throughout CSUEB's 40-year history, the Forensic Director's duties were funded by enrollments in a quarterly credit-bearing course. In 07-08, Dr West received assigned time to coach Forensics and the Chair Catt and West assumed the assigned time would remain. In 08-09, with the impending fiscal crisis, Dean Badejo instituted tight guidelines for enrollment management and required that Forensics again be supported as a credit-bearing class with designated enrollment minimums. The Forensics course enrollments didn't meet the initial target of 10, which led to pausing the program. The consequences include the loss of a significant academic endeavor that furthers students' intellectual prowess in the world, and Dr. West redefining his academic and scholarly focus. A plan to reinstate Forensics will be addressed in the CAPR Report.

Increased Collegiality and Collaboration

The Comm. Dept. with 4 major production units, Newspaper, Advertising, TV Studio and Portal, two-degree programs, and over 400 undergraduate and graduate students make it an extremely high volume, intense, and complex organization. Ever since the merger between Speech Comm. and Mass Comm. (Fall 2002) the faculty have struggled to find common ground and respect. The curriculum reflected this chasm with a small core of 5 courses and 9-options divided along the Mass Comm., Speech Comm. lines. However in the past year and a half, due in large part to the curriculum revision process, the faculty's shared commitment to the students, and the emerging integrated nature of the discipline, we now enjoy an increasing collegiality and willingness to collaborate.

Revised Undergraduate And Graduate Degree Programs

During 07-08 the faculty worked on a curricular revision that we resumed winter, 09 with the focus on the B.A. in Comm. The faculty, CLASS Curriculum Committee, Dean Badejo, and all required Senate committees approved the new curriculum, spring 09. It goes live this fall and represents a dramatic shift in the department by pursuing an integrated Comm. perspective that inextricably mixes theory and practice and mediated and non-mediated modes. Our mission is to prepare students for success in both graduate school and in the Comm. professions. The path to do this is a 52-unit core and 2 interdependent options: *Public, Professional and Organizational Communication* and *Media Productions*.

http://class.csueastbay.edu/communication/Communication_Curriculum_Fall_2.html

The Delay and Progress in 5-Year CAPR Review

Despite mandatory furloughs, in 2009-10, the faculty drafted the 5-year self-study and discussed aspects of the 5-year plan which we will finalize this fall. Due in Winter 09, when Young took over as Chair (January 09). The Dept. hadn't begun the CAPR process. Given the change in leadership, and the needed curriculum revision, Young requested and granted a one-year delay. In 09-10 the Senate voted to delay all CAPR reviews for one year. We planned to make more progress, however the following circumstances barred the way and our CAPR Review may be late again. We're down to 3 full time Assistant Professors who are overcommitted, trying to publish while teaching more students and taking on more responsibilities. E.g. Kien is Graduate Coordinator and lead faculty for the TV Studio and Portal, with no release time; Brooks drafted the CAPR review and lead faculty for the

Advertising Agency; West is responsible for the assessment. Terrell taught an over-load, lead faculty for the Pioneer Newspaper, and implemented the on-line version. Young served as Interim Associate Dean, Interim Chair, filled in for the Dean as needed, and taught 4 courses.

Communication Laboratory Transfer to SCAA

For 15 years, the COMM Dept has staffed and provided tutoring services to all students in the G.E. required course in Public Speaking. A long-time annual lecturer receives 3 units a quarter to train and supervise Comm. seniors and graduates as tutors. In 09-10 Young began conversations about moving the Lab to the Student Center for Academic Achievement (SCAA), which houses the tutoring for the other 2 foundational G.E. skill courses; Writing and Math. The principles and rationale for moving the Comm. Lab to SCAA include: Oral Comm. is a CSU and East Bay wide requirement, as critical to students as Math and Writing, especially with increasing enrollments of international students; Pedagogically the teaching and learning of writing parallels the teaching and learning of preparing and delivering a public speech; The Comm. Lab, housed in MI, is less centrally located and less well-known than SCAA (library) resulting in students who need Public Speaking tutoring less likely to get it; It is unreasonable for English and Math to have their G.E. labs housed in SCAA while Comm. is isolated in the Dept; Moving the COMM Lab from the Dept. (in MI) to SCAA is a cost neutral transition; The Comm. Dept. will provide the same services to SCAA as Math and English. The Dept. needs the space for its expanding Advertising Agency.

John Whitman, SCAA Director and I developed a MOU in Fall 09 for Spring 10 implement. The impact of the fiscal crisis on SCAA caused us to pause the process. Linda Dobb, Head Librarian and I will resume discussions fall, 10 with the focus on mutually beneficial timelines, responsibilities, and sustainable operations.

A College of Arts & Media

For the past 15 months Young, has been in regular conversation with the Chairs of Art, Multimedia, Music and Theatre and Dance regarding ways to collaborate. A draft proposal to establish a College of Arts and Media will go forward fall 10. After the Comm. faculty met with the other Arts and Media Chairs they voted to have Young represent them in the drafting of the formal proposal. This proposal will require an all department faculty vote prior to sending it forward to the other university committees. The Comm. faculty also want to meet with the faculty in the other departments to further discuss this proposal. Additionally we will pursue the feasibility of moving the Communication Department over to the Art, Music, Robinson Buildings so as to maximize resources including computer, video, print labs.

Summary of Assessment Results

While the Dept. faculty engage in many embedded direct assessment methods in their courses, no program-wide student learning assessments have been implemented. The assessment of the new undergraduate curriculum, with its clear student learning outcomes, will begin winter, 11 and fall 11 for graduate curriculum. Winter 10, we surveyed Comm. majors' opinions toward academic advisement and climate issues. The survey largely paralleled the CSUEB Campus Climate survey (06) and was administered through email.

Advising Results

Approximately 10% percent, responded to the survey, making response rates an obvious concern. About three-fourths of respondents listed scheduling classes for the upcoming quarter and for graduation as reasons for seeking faculty advisement. Of those, 45% list scheduling a graduation date as their most important reason. Respondents who agree or strongly agree that they are satisfied with the quality of advising total 47.5%, with 30% who disagree or strongly disagree. While 51.25% indicated faculty were available to provide advising, 23% express no opinion. Only 25% agreed or strongly agreed that faculty were available “at the time I need it,” with 37.5% disagreeing or strongly disagreeing.

Campus Climate

Asked to describe faculty availability on office hours, by phone, email, or appointment, 58% said faculty are available most or all were available, with only 8% saying “few” or “none” Most or all faculty (79%) are “approachable in the classroom,” and 5.3% say “few.” Most or all faculty are “fair to all students” regardless of: racial/ethnic background (81.6% vs. 5.3% “few”); gender/sex (86.9% versus 2.6% “few”); and sexual orientation (86.5% versus 5.4% “few”). Most or all faculty “created a classroom atmosphere that encouraged me to express my ideas” (76.3%; 7.9% “few”); “provided meaningful feedback about how to improve my skills and abilities” (65.8%; 13.2% “few”); are “enthusiastic about teaching” (76.3%; 7.9% “few”); and “inspired me to reach my academic/professional goals” (67.5%; 8.1% “few”). Respondents who agreed or strongly agreed that: For 63.2% the Dept. is characterized by “mutual respect and between students and professors; 73.7% learned a great deal in courses related to their major; 59.4% would choose the Comm. Dept. for their major; and 65.8% say the Dept. encourages them to ask questions and explore their interests. Almost 30% would not choose this Dept. for their major if starting their academic career again and 59.4% were unsatisfied with the variety of course offerings, frequency of course offerings needed for their major 60.5%, and 47.6% unsatisfied about information on the major and career opportunities.

Many of the negative results can be attributed to the Department’s shortage of full-time tenure track faculty, significantly decreased and uncertain course offerings. We expect our new curriculum with its significant core and 2 options to make advising and scheduling classes more consistent. We are increasing on-line and hybrid courses and mega sections to meet student demands. However we really want our advising and climate scores to be much higher. There is much fodder in these survey results that the Comm. faculty will discuss, discern and decide what is within our control to change, which will be reported in the 5-Year Review.

SUMMARY OF PEMSA DATA <http://www20.csueastbay.edu/faculty/senate/five-year-review.html>

The PEMSA data shows growth in Comm.’s highly diverse majors. The faculty numbers mislead because they include those on long-term release, e.g. Murphy, McCoy, and Young. The gender and ethnic composition of the faculty does not reflect that of our majors. The SFR is lower in the 05-09 charts than currently. Graduate courses now enroll over 15. We are run all major courses at and above capacity, offer one mega section a quarter, and use a system for combining low-enrolled G.E. required Public Speaking classes. Our graduation rates continue to hold steady at about a quarter of the majors, graduating each year.