California State University East Bay
DEPARTMENT OF COMMUNICATION

FIVE-YEAR PROGRAM REVIEW 2005-2010

DEPARTMENT FACULTY

Gale Young, Chair_____________________________

Robert Terrell_______________________________

Lonny Brooks_______________________________

Grant Kien_______________________________

William Alnor_____________________________

Terry West______________________________

Fall, 2010
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I. EXECUTIVE SUMMARY

HISTORICAL CONTEXT.
The Departments of Speech Communication and Mass Communication merged in fall of 2002. An outside reviewer was considered not applicable due to a lack of history as a merged entity. The 5-Year Review was written and accepted by the Senate in 2003-04. It covered the first two years of the new department. CAPR acknowledged that the new department “was indeed a work in progress” and that many of assumptions that led to the merger had yet to be tested. CAPR and the Academic Senate voted to continue the program without modification.

PREVIOUS CAPR REPORT 2003-2004
In 2004 the undergraduate majors totaled 376. The merged department was considered unique among Bay Area universities while 3 other CSU’s had merged Speech and Mass Communication. In the Spring 2004 the Department began to pilot assessment of student learning outcomes.

The merged curriculum with a 20-unit core and 9 options was resourced by 6.3 tenure-track faculty. CAPR noted a compelling need for TT faculty, and monies to sufficiently equip crucial functions in the journalism, media and broadcast labs.

The 5-Year Plan called for a rename the 6 “Mass Communication” options, “Media Studies”, an overhaul the graduate M.A. in Speech Communication to include the Mass Communication areas, an increase majors, and implementation of assessment. The Dept. predicted, it would lose 2 Ferps to retirement, see 2-3 faculty move into Ferp, apply for 2-3 faculty positions, and increase Library holdings and media equipment.

SUMMARY 2004-2010
The Communication Department (Dept.) is evolving from an arranged merger to a fully integrated curriculum, and high volume, intense, complex organization that educates 437 majors with 3 instructional tenure, tenure-track (TT) faculty and two .5 Ferps. The discipline specializes in the study and practice of the communication process (written, oral, visual), for a wide variety of purposes, across all media. The Dept. mission states that graduates will be able to make a positive, professional, and important contribution in the fields of communication (media environments, organizational contexts, and academia) by becoming inclusive, ethical, and effective leaders and participants in global and local communities.

The Department has experienced many challenges and achievements in the past 6 years. The challenges include: Five Chairs in the past 5 years; The loss of 10 FTEF TT faculty with 5 of those being in the past 2 years; Increased responsibilities
without compensation for the remaining 3 TT faculty; and the funding for the
Forensics Program withdrawn one year after hiring the TT faculty for this position.

The Achievements involve: An increase in majors and collaboration among faculty;
Significant revisions to the undergraduate and graduate curriculum; Pioneer
newspaper going on-line; Reinstatement of Pioneer Web TV weekly news show;
And restructuring of the Advertising Agency with increased revenues.

CURRICULUM

BA Curriculum. In 07-08 the faculty began a BA curricular revision, completed in
2009, passed by the Senate 6/09, and effective fall 2010

<table>
<thead>
<tr>
<th>Core/Options</th>
<th>Units</th>
<th>Core/Options</th>
<th>Units</th>
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<tbody>
<tr>
<td>Core</td>
<td>24</td>
<td>Core</td>
<td>52</td>
</tr>
<tr>
<td>1. Advertising</td>
<td>93-99</td>
<td>1. Media Productions (Inclusive of Broadcast, Journalism, Mass Communication, Photo-Communication)</td>
<td>44</td>
</tr>
</tbody>
</table>
| 2. Broadcast               | 84-90 | 2. Professional & Organizational
                                     Inclusive of Advertising, Organizational, Public, Public Relations | 44    |
| 3. Interpersonal           | 50    |                                                      |       |
| 4. Journalism              | 90-96 |                                                      |       |
| 5. Mass Com                | 68-74 |                                                      |       |
| 6. Organizational          | 54    |                                                      |       |
| 7. Photo-Communication     | 94-100|                                                      |       |
| 8. Public                  | 54    |                                                      |       |
| 9. Public Relations        | 94-100|                                                      |       |

This change marks a dramatic shift from the divide between Mass Communication
and Speech Communication to an integrated Communication perspective that
inextricably mixes theory with practice, and mediated with non-mediated modes.
http://class.csueastbay.edu/communication/Communication_Curriculum_Fall_2.html

The 52 unit core emphasizes critical, collaborative, and creative thinking, writing,
and speaking, alone, and in teams, on the ground, and virtually, to problem-solve,
inform, persuade, and connect with others, using a variety of media. Two
interdependent 44-unit options deepen the majors’ study and refine their skills in:
Media Productions (Journalism, Broadcast, Podcast and Internet) and Professional,
Public, Organizational Communication (Advertising, Public Relations). The
revised integrated curriculum focuses on the “mash-up” or integration of all
media, e.g. news comes in print, on-line, as broadcast and documentary film, and is
punctuated, foretold, and critiqued, via blogs, twitter, face-book, and YouTube.
Messages created for one purpose may be used for another. Each format and
purpose requires knowing both content, and the technology to develop, edit,
research, and critique the intersection of the media and the message. The graphic
below depicts the interactive, inextricable interdependence of the foundational
knowledge, the options, and the media productions.
Weekly, the department visibly presents the 4 examples of this “mash-up” in the curriculum to the University, its communities, and the on-line world.

- **The Pioneer**, CSUEB’s weekly student newspaper, both in print and on-line.
- **Pioneer Web TV News Show**, Recently reinstated weekly.
- **Pioneer Portal**, Integrates all web-based productions; will platform Pioneer Radio.
- **Pioneer Advertising Agency** sells ads to supplement IRA funds for productions

**MA Curriculum.** The Department revised its Master of Arts degree, effective 2010, that emphasizes theory, criticism, research, practice, and ethics as practiced in the discipline. Graduates attain competencies needed to be effective in communication oriented professions. Thirty-six students in various stages of completion are working towards their MA degree. The new curriculum includes “Media Studies” but doesn’t include the opportunity to study advance media production knowledge and skills. This area is under discussion.

http://class.csueastbay.edu/communication/comm_grad/index.html

<table>
<thead>
<tr>
<th>Required Core Courses 12 Units</th>
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<tr>
<td>Cluster</td>
</tr>
<tr>
<td>Communication Studies</td>
</tr>
<tr>
<td>Media Studies</td>
</tr>
<tr>
<td>Organizational</td>
</tr>
<tr>
<td>Electives depending on Capstone</td>
</tr>
<tr>
<td>E.g. thesis 9units; Project 5units; Exam1unit</td>
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Assessment. Each of the faculty engage in embedded direct assessments in their undergraduate and graduate courses, but no program-wide student learning assessment has been implemented. If given support from Institutional Research, (IR) the programmatic assessment of the new undergraduate curriculum, will begin spring 2011 and in fall 2011 for graduate curriculum. The plan is to first pilot the process in 2011-12 and then to add 2 outcomes per year. In winter 2010, the dept. surveyed Comm. majors’ opinions toward academic advisement and climate issues. The results, described later in the report, point to the areas of success, those that received immediate action, and areas for continued discussion.

General Education
The Communication Dept is responsible for teaching the CSU-GE oral communication requirement, COMM 1000, that is staffed by a combination of regular faculty, lecturers and graduate students. A graduate course (COMM 6250) prepares students to teach the basic course. The Senate approved student outcomes for this area in 2007. In consultation with the GE Director, Dr. Sally Murphy, the dept. will pilot a rubric fall 2011 and will implement it, if assisted by IR.

Multiculturalism. The faculty are committed to educate students to thrive in a multicultural world, thus all courses include a critical-cultural analysis of a broad spectrum of diversity attributes (e.g. ethnicity, socio-economic, gender, sexual orientation, religion, age) and/or a focus on one or more of the attributes.

FACULTY.
As stated above, the Communication Dept., with 437 majors, begins fall 2010 with 4.0 instructional faculty, one .5 FERP teaching the Pioneer Newspaper, and one .5 chair. The loss of the 10 FTEF (5 of those in past 2 years) included those who taught, researched, and coordinated the major production units: Journalism, Video Broadcast, and Advertising/Public Relations. With no regular TT faculty in-charge of the major production units, each of the remaining faculty assumed leadership roles in the major units, without compensation. Kien and Brooks are responsible for areas outside of their teaching and research expertise. Dr. Kien serves as Graduate Coordinator and coordinates the Broadcast, Portal, and Podcast units; Dr. Brooks supervises the Advertising Agency and is teaching the Advertising and Public Relations courses. Dr. West will coordinate our assessment efforts and the Basic Course. The organizational chart below shows these lines of responsibility. Note: CSU’s Communication TT faculty range from 11 to 50 with BA majors from 350-2187, and MA students from 30-70.

RESOURCES
The Communication Dept houses 7 Studio/Labs: The Pioneer Newsroom; The Journalism Computer Lab; The TV Broadcast Studio; The Video Editing Computer Lab; The Internet Portal; The Advertising Agency; The Communication Lab. Over
20 courses require hands-on use of the technology in order to develop messages for video-broadcast TV shows and films, on-line and print newspapers, graphics, blogs, magazines, advertising and public relations campaigns. Every senior is required to produce an electronic senior portfolio that demonstrates their ability to write, edit, and produce news, broadcasts, professional video, magazines, feature writing, editorials, documentaries, graphic designs, and/or advertising and public relations campaigns. In order to be not-obsolete, the Dept. submitted equipment requests totaling over $450,000, applied for course fees to sustain currency, and developed an Advancement plan. The physical conditions of facilities in MI and LI pose challenges including their distance between each other.

**PLAN**

During the next five years, the Department of Communication, with sufficient institutional support, will work to become a destination major for CSUEB, with over 600 majors and 7-9 TT faculty who are team-based. We plan to be known for a BA and MA curriculum that truly integrates theory with practice, and the hands-on “mash-up” of the media. Our benchmarks will include: Graduates able to get into and succeed in the graduate school and/or media profession of their choice; Assessments that demonstrate strengths and weaknesses in program; Well-equipped Newsroom, Broadcast, Radio and Internet studios; The Pioneer Newspaper, print and online, Pioneer Web TV and Pioneer Internet Radio will win awards for their quality and will serve 100,000 readers, viewers and listeners; The department’s Advertising Agency will offer full services to the community, from layout to strategy; A restarted Forensics Program; The Comm. Alumni will be
known, and many will be participating on an Advisory Board, and mentoring the current Comm. students.
II. SELF STUDY

A. SUMMARY OF PREVIOUS REVIEW AND PLAN
   1. Summary of Past Program Review and Plan
   2. Modifications and Discrepancies from Annual Reports
   3. Challenges
   4. Achievements
SUMMARY OF PAST PROGRAM REVIEW AND PLAN (2002-2004)

The Departments of Speech Communication and Mass Communication merged in fall of 2002. An outside reviewer was considered not applicable due to a lack of history as a merged entity. The 5-Year Review was accepted by the Senate in 2003-04 and covered the first two years of the new dept. CAPR acknowledged that the new dept. “was in-deed a work in progress” and that many of assumptions that led to the merger had yet to be tested. CAPR “deem [ed] it essential that resources, both in personnel and in equipment, necessary to maintain a state-of-art program be made available to the Dept. as requested.” The Senate confirmed CAPR’s recommendation for continuation of the program without modification.

Self Study. In 2004 the undergraduate majors were increasing to total 376. The faculty proposed a new Master of Arts in Communication, essentially modifying the existing Masters in Speech Communication to prepare students for “service in the public and professional spheres, on the local, national and international levels” (2003-04 CAPR 6, June 3, 2004). The Department planned to request two new tenure-track positions to be hired in 04-05 and 05-06: one in Technology and Commutation and one in Argumentation and Public Address. The newly merged department at the time was reported to be unique among Bay Area universities with 3 other CSU’s that had merged the areas of Speech and Mass Communication. The Dept. had just begun to pilot the assessment of three learning outcomes in the Spring 2004. The plan was to assess students in one required sophomore course and then again in the Senior Seminar. The faculty were developing rubrics and considering embedded assignments.

The merged curriculum with a 20-unit core and 9 options was resourced by 6.3 regular tenure-track faculty. Although the books claimed 9 full time regular faculty, 2.7 FTEF were assigned to duties outside the department. The dept. was mourning the untimely death of a new TT faculty. CAPR noted a compelling need for monies to sufficiently equip crucial functions in the journalism, media and broadcast labs.

Plan. The Dept. planned to rename the BA’s six “Mass Communication” options, “Media Studies”; overhaul the graduate M.A. in Speech Communication to include the Mass Communication areas; increase majors in both degree programs; implement program assessment; lose 2 Ferpers to retirement; see 2-3 faculty move into Ferp; apply for 2-3 faculty positions; and increase Library resources and updated media equipment.

MODIFICATIONS AND DISCREPANCIES FROM ANNUAL REPORTS
2007 Annual Report. Isaac Catt, Chair reported a faculty in disarray without a shared commitment to the newly merged department, and that the hopes and vision reported in 2004 had not taken root.

2008 Annual Report. In the 07-08 Catt announced, the accomplishment of a coherent environment, the successful completion of the first year for the two new faculty hired in 06-07, and the re-start of the forensics program. He stated that the department’s graduate and undergraduate curriculum had been completely revised and was being prepared for the College and Senate consideration. The Pioneer was poised to go-online in 08-09 and was piloting a program involving pod-casting for CSUEB Human Relations.

2008-09 & 2009-2010 Combined Annual Report. In contrast to Dr. Catt’s 08 report, Young, as Interim Chair, found in January 09, that the Forensics Program had been suspended, dissension among the faculty regarding the curriculum revisions, and that the Pioneer Newspaper hadn’t yet gone online.

CHALLENGES

The Department has experienced many challenges in past 2 years that were set in motion during the past 5 years. These include: Sudden changes in leadership; loss of Forensics Program; Loss of 10 FTEF-TT faculty in the past 5 years with 5 of those in past 2 years; and increased responsibilities for TT faculty without compensation.

Sudden Changes in Leadership. Communication 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 Department’s elected Committee recommended Young and in June 2010 President Qayoumi appointed Young as Chair for 3 years.

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 and travel would be funded. Forensics, while receiving IRA funds, can’t fund the instructor’s salary nor travel. Throughout CSUEB’s 40-year history, the Forensic Coach responsibilities were primarily funded by enrollments in a quarterly credit-bearing course and the travel to tournaments through the College. In 07-08, Dr West received assigned time to coach Forensics and 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. Assigned time was withdrawn, and
restrictions placed on travel funds. The result was a suspension of the Forensics program, that meant the loss of a significant academic endeavor that furthers students’ intellectual prowess in the world and Dr. West’s ability to pursue his primary academic area.

Loss of Faculty. The Communication Dept., with over 400 majors, begins fall 2010 with 4.0 instructional faculty. We make a general distinction between two types of faculty in the dept: Communication Studies faculty who primarily study and teach the theoretical, critical and cultural approaches to communication and the Media Production faculty who study and teach both the theory and skills necessary for engaging in the communication industry, e.g. Journalism, Advertising, Public Relations, Video Broadcast. All of our faculty prepare students for graduate school. Currently all 3 of the assistant professors are in Comm. Studies, .5 Ferp, in Media Productions (Journalism), and one .5 Ferp (Comm. Studies) as Chair.

Since 2009, five faculty no longer teach for the Communication Dept. (See list below) Catt, (Professor retired, June 09); Sue, (Associate Professor resigned December 09); Pym, (Professor Emeriti FERP resigned, December 09); Alnor, Assistant Professor, in on permanent disability. Murphy, (Professor, Director of G.E.) and McCoy, (Professor Emeritus, FERP, CFA Rep) remain released outside of the Department for their entire faculty base. Young and Terrell retired as of September 10 and will be using their FERP (@18 units) over 3 quarters. Young as Chair and Terrell to teach and manage the Pioneer newspaper, print and on-line.

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<thead>
<tr>
<th>Summary of faculty who have left, retired, or FERP over the last five years</th>
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<tr>
<td>Retired/Resigned</td>
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<tr>
<td>1. Dr. Daniel Prentice, FERP effective 06/12/01, Retired 03/21/2006 (Communication Studies)</td>
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<tr>
<td>2. Dr. John Hammerback, FERP effective 09/01/03, Retired 03/21/2006 (Communication Studies)</td>
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<tr>
<td>3. Dr. James Forsher, Retired 06/19/2007 (Media Productions Video-Broadcast-Mass Communication)</td>
</tr>
<tr>
<td>4. Dr. Anne Pym McDonald, FERP 08/31/2006, Retired 12/16/2009 (Communication Studies)</td>
</tr>
<tr>
<td>5. Dr. Isaac Catt, Resignation effective 06/17/09 (Communication Studies)</td>
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<tr>
<td>6. Dr. Valerie Sue, Resignation effective 12/15/09 (Media Productions: Advertising/Public Relations)</td>
</tr>
<tr>
<td>Retired/Active FERP</td>
</tr>
<tr>
<td>7. Dr. Tom McCoy, FERP effective 09/01/09 FERP outside Dept to CFA (Com Studies Journalism)</td>
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<tr>
<td>8. Dr. Robert Terrell, FERP effective 09/01/10 (Media Productions: Journalism and Photojournalism)</td>
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<tr>
<td>9. Dr. Gale Young, FERP effective 09/01/10 (Communication Studies)</td>
</tr>
<tr>
<td>10. Permanent Disability: Dr. William Alnor, Permanent Disability effective fall 2010 (Media Productions: Journalism)</td>
</tr>
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Loss of Advertising Faculty & Staff. Valerie Sue, Associate Professor in Advertising, Public Relations took a leave, fall 08 and resigned December 09, leaving 114-2001 majors without a faculty advisor and expert. In August 09, the Department’s longtime Advertising Director, Michael Jordan, took extended sick leave and then

1 The first number represents the old curriculum number of majors in one of nine options. The second number represents the 50% of majors choosing one of two options in the new curriculum.
retired. IRA funds designated to support his salary went to his sick leave and vacation. This situation left the department with an urgent need for someone to track ads and supervise the students who are selling ads. With no funds to hire a replacement we re-organized. Maggi Sherwin’s position and responsibilities as Comm. Bookkeeper were expanded to include Advertising Coordinator.

**Loss of Journalism Faculty.** The Communication Department is honored to produce *The Pioneer*, the University’s newspaper, which is distributed on campus and in the local communities. This weekly responsibility is integral to our curriculum. Over 130 -200 Communications majors graduate with the specialized knowledge and skills required to be responsible, enterprising, effective, and ethical journalists. Each week, the quality of the Dept.’s instruction is on review for all to see. Currently we have only a .5 faculty (Ferp), with expertise in journalism. The 3 Journalism faculty are Alnor, McCoy, and Terrell. Alnor is out on permanent disability; McCoy is on Ferp with complete release to CFA, leaving Terrell as a .5 Ferp running the newspaper. Terrell teaches the workshop that produces the print and on-line school newspaper, and coordinates the Pioneer Lab.

The Journalism position is responsible for coordinating the journalism lecturers, teaching the related courses and workshops, coordinating the Pioneer Lab, collaborating with the Broadcast News, Internet Portal, and Advertising units, serve as advisor for the Pioneer Newspaper, and supervise student and technology staff. We had a lecturer for many years running the newspaper however we found that the overall quality of *The Pioneer* newspaper and its stories is correlated to the amount of time, commitment, continuity, and expertise of the faculty in Journalism. When a lecturer is in this position, the quality of the newspaper and student participation is visibly diminished, and the needed coordination with the other lecturers and faculty that teach related courses doesn’t happen. The department, a few years ago tried having a TT Journalism faculty teach core courses, but not the newspaper. This model didn’t work either. Lecturers, while they can offer a lot to our students in the classroom and office hours, they can’t and shouldn’t by contract, spend the extra hours needed to mentor students, guide their research and productions, and build a cohesive departmental climate and learning environment.

**Loss of Faculty in Broadcast.** In June 2007, the tenured faculty in this position resigned leaving the area without leadership. Currently one graduate student is teaching all of the broadcast, documentary, and web TV courses. Kevin Pina is a professional documentary filmmaker and a regular radio news reporter for KPFA and serendipitously is a MA student in our graduate program. He will graduate, fall 2010. Melody Guererro is the Instructional Support staff who prepares all the equipment for student use and during open lab hours advises students on the technical aspects of their projects. She has had to bear more than her share of work in the TV studio due to the lack of TT faculty as the lead.
The Video-Broadcast program prepares Communication majors with professional skills in a wide range of video production applications for electronic newsgathering, documentary filmmaking, television news broadcasts, as well as video advertising and public relations campaigns, special interest and music videos. Over 140 -200 plus majors will graduate with the specialized knowledge and skills in order to be responsible, enterprising, effective, and ethical video broadcast, documentary writers, producers, editors and newscasters. The TT faculty in this position needs to coordinate the Video-Broadcast program, teach the required courses for the Media Production Option, collaborate with the Pioneer News, Internet Portal, and Advertising units, serve as advisor for the Pioneer Web TV’s weekly news show and manage and supervise the Video Broadcast Web TV Studio, its student and technology staff and to develop CSUEB Internet Radio.

**Dependency on Staff in Absence of Faculty in Internet & Visual Design.** The use of the internet and visual communication underpins and actualizes all the production areas of the major, e.g. Pioneer, on-line and print, Pioneer WebTV, Advertising and PR campaigns, soon to be Radio and the electronic senior portfolios. Currently one person, Eric Ronning, has two assignments; one as a .33 lecturer/.66 IT (instructional support) staff. It is difficult to de-laminate the two sets of responsibilities, especially since he is our only internet expert on-site. With the new curriculum he will be directly supervising over 100-400 students a year on all projects related to the development and production projects involving visual and internet communication, while also teaching our Graphics and Internet related courses. The intensity of the workload is rising with the implementation of the new curriculum. The absence of a TT faculty in this area is becoming a critical problem.

**Increased Responsibility without Assigned Time.** Given the extreme fiscal crisis and the tsunami of resignations and retirements from our department, each of the remaining regular faculty have assumed leadership roles in our major units, without compensation. Kien and Brooks are responsible of areas outside of their teaching and research areas of expertise. Dr. Kien serves as Graduate Coordinator and coordinates the Broadcast, Portal, and Podcast units; Dr. Brooks supervises the Advertising Agency and is teaching the Advertising and Public Relations courses. Dr. West will be coordinating our assessment efforts and the Basic Course.

**Achievements**

Amid all the challenges, we are a small team but a team working together to grow our department into a destination major for CSUEB. We take seriously the notion that we must be the collaborative, creative leaders that we want our students to be. To that end we’ve worked hard to nurture an environment of collegiality among the faculty, significantly revised our undergraduate curriculum, taken the Pioneer on-line, inaugurated the weekly news show, Pioneer Web TV, restructured the
Advertising Agency, and established Advising Clinics, all while advising and teaching over 400 majors.

**Revised Undergraduate And Graduate Degree Programs.** During 07-08 the faculty worked on a curricular revision that stalled in fall 08 and restarted in winter 09 with the focus on the B.A. The faculty, CLASS Curriculum Committee, Dean Badejo, and all required Senate committees approved the new curriculum, spring 09. It went live fall 2010 and represents a dramatic shift from the divide between Mass Communication and Speech Communication to an integrated Communication perspective that inextricably mixes theory with practice and mediated with non-mediated modes. Our mission is to prepare students for success in both graduate school and in the Communication 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

**Pioneer On-Line.** Even with the drastic cutbacks and retirements, we’ve gone on-line with the Pioneer Newspaper. Students are now learning to write, edit, layout and publish news and advertisements in both print and on-line. The faculty now express pride in the quality of the newspaper. http://www.thepioneeronline.com, which is due in large measure to Dr. Terrell, a long-time professional journalist, photographer and critic in the field, who took ownership, and direct responsibility for the student reporters, the climate in the newsroom, and the quality of the stories. While the lecturer layoffs precipitated this move, it taught us the importance of having a TT faculty and journalist committed to this position.

**Pioneer Web TV.** After floundering in the wake of Forsher’s resignation in 2007, we had the good fortune of attracting Kevin Pina, in 2008, a well known and highly respected documentary filmmaker to our graduate program. After taking our graduate course on teaching and learning, he began teaching the broadcast classes. Under his mentorship, the students now produce a weekly student news TV broadcast, Pioneer Web TV pioneerwebtv.com. His commitment and dedication has lead to increased student involvement, high quality productions, and the excitement of learning the skills and creating a film while also being able to critique it using communication and media theories. Clearly this experience punctuates, the urgent need for a TT faculty position. As mentioned above Pina, a lecturer, as of winter 2011, cannot under contract continue put in the same extraordinary time he did as a student.

**Advertising Agency.** In summer 09, Dr. Terrell assumed oversight of the Agency. Then in fall 10, Dr. Lonny Brooks, agreed on an interim basis to teach the Advertising and Public Relations courses and to integrate hands-on work in the Agency as an assignment in the classes. It is clear that a regular faculty assuming direct responsibility for coordination this area and the re-direct of Maggi Sherwin’s
responsibilities is proving successful. After 3 years of not meeting our IRA-target for Advertising revenues, we not only met target in 09-10, but we may well exceed the revenue target for 2010-11.

COMMUNICATION DEPARTMENT ORGANIZATIONAL CHART
II. SELF STUDY

B. CURRICULUM AND STUDENT LEARNING ~ B.A. and M.A.

1. Outcomes Assessment
2. Comparisons to Comparable Programs
3. Oral Communication General Education Responsibility
4. Multicultural Activities
5. Degree Program Units
OUTCOMES ASSESSMENT

While the Communication faculty engage in embedded direct assessments in their courses, no program-wide student learning assessment has been implemented. The programmatic assessment of the new undergraduate curriculum, with its clear student learning outcomes, will begin development in spring, 2011 and fall 2011 for graduate curriculum. See chart below. In the 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. The results are described later in this section.

Direct Student Learning Outcome Assessment. The matrix, below, shows each student-learning outcome for the BA degree along side of the courses designed to introduce, develop, and master the competency. All of the entry-level competencies are introduced in one or more required Core course for all the majors. The courses identified in the “developing” column are divided between core and option courses. The faculty will develop a master rubric for each outcome so that the same rubric is used for entry, developing and graduating level competencies. In order to pilot and refine our data collection, methodology, and regulate faculty workload, we will rotate in two outcomes each year for all three-competency levels. This assessment plan, which meets WASC standards for direct student learning, will require institutional support in terms of the technological assistance to input and analyze the data. Assuming we have such assistance the timeline is as follows: Outcome One & Two 2011-12; Outcome Three & Four 2012-13; Outcome Four & Five 2014-15; Outcome Five & Six 2015-16.

Mission. Graduates will be able to make a positive, professional, and important contribution in the field of communication (Media Environments; Organizational Contexts; and Graduate School) by becoming inclusive, ethical, and effective leaders and participants in global and local communities.

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<th>Outcome</th>
<th>Entry–Core</th>
<th>Developing</th>
<th>Graduating</th>
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<tbody>
<tr>
<td>Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats &amp; contexts.</td>
<td>2320 Comm. Writing and Design</td>
<td>2200 Intro to Journalistic Writing 3560 Persuasion Theory &amp; Practice</td>
<td>4885/4890 Sr. Project.</td>
</tr>
<tr>
<td>Effectively communicate as leaders and participants in collaborative and individual contexts involving divergent ideas, conflicts, &amp; relationships across cultural and gender</td>
<td>2201 Argumentation &amp; Debate 3510 Small Group Comm.</td>
<td>4880 Conflict 3222 Editorial &amp; Opinion Writing</td>
<td>4885/4890 Sr. Project.</td>
</tr>
</tbody>
</table>
Communication Department CAPR Report December 8, 2010

**Outcome**

<table>
<thead>
<tr>
<th>Entry--Core</th>
<th>Developing</th>
<th>Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>differences.</strong></td>
<td>3107 Intro to Organizational Communications</td>
<td>4500 Gender Identity &amp; Representation in Media</td>
</tr>
<tr>
<td>Explain and illustrate the construction &amp; maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives.</td>
<td>4300 Intercultural &amp; International Comm.</td>
<td></td>
</tr>
<tr>
<td>Explain &amp; illustrate concepts of ethical &amp; democratic leadership applying major comm. perspectives including rhetorical &amp; discursive processes, purposes, &amp; relevant media.</td>
<td>3000 History &amp; Criticism of Comm. 3003 Philosophy &amp; Theory of Comm.</td>
<td>4205 Ethics &amp; Law in Comm.</td>
</tr>
<tr>
<td>Explain and illustrate the role identity plays in communication within global and local contexts and in negotiating paradoxes of participation</td>
<td>Comm. 2300 21st Century Comm.</td>
<td>4510 Public Relations Theory &amp; Practice</td>
</tr>
</tbody>
</table>

**M.A. Assessment.** Most Graduate Students write theses and projects. Although a committee of 2-3 faculty work to assure the quality of the M.A. we have not documented our evidence. Nor have faculty discussed the program-wide direct student learning outcome assessment for graduate students. We will pursue program-wide graduate student learning assessment in the coming year and develop a plan similar to the one for the B.A.

**M.A. Program Outcomes**

Students are educated as scholars, critics, and practitioners of communication who:

1. Have knowledge of theories of communication.
2. Speak and write clearly, knowledgeably, innovatively, and critically about theory in relation with practice.
3. Integrate media, modes and contexts of communication in public and professional communication.
4. Conduct original research and complete creative projects.
5. Understand research methodologies and their relationship to theory.
6. Make arguments orally and in writing.
7. Consider interactions between communication and character.
8. Contribute to the field of communication in public and professional contexts across local, national, and international levels.
9. Understand history and issues of technology and communication.
10. Analyze communication strategies and effects

**Indirect Assessment Results of Communication Advising and Climate Survey**

Approximately 10% of the students responded to the survey, (spring, 10) making response rates an obvious concern.

- **Scheduling of Classes.** About three-fourths of respondents listed scheduling classes for the upcoming quarter and graduation as reasons for seeking faculty advisement. Of those, 45% list scheduling a graduation date as their most important reason.
- **Quality of Advising.** 47.5% agree or strongly agree that they are satisfied with the quality of advising, with 30% who disagree or strongly disagree.
- **Faculty Availability.** 51.25% indicated faculty were available for advising, 23% express no opinion. 25% agreed or strongly agreed that faculty were available “at
time I need it,” with 37.5% disagreeing or strongly disagreeing. Asked to describe faculty availability on office hours, by phone, email, or appointment, 58% said faculty are available most or all the time, with 8% saying “few” or “none”

- **Approachable Faculty.** 79% say most or all faculty are “approachable in the classroom,” and 5.3% say “few.”
- **Faculty Fairness.** 81.6% of all faculty are “fair to all students” regardless of: racial/ethnic background (only 5.3% “few”);
- **Equitable Treatment.** 86.9% view faculty as treating men and women equitably and 86.5% view them as equitably treated across sexual orientations/identities.
- **Classroom Climate.** 76.3% say most or all faculty “created a classroom atmosphere that encouraged me to express my ideas”. 65.8% say faculty “provided meaningful feedback about how to improve my skills and abilities” (13.2% “few”); 76.3% are “enthusiastic about teaching” (7.9% “few”); and 67.5% “inspired me to reach my academic/professional goals” (8.1% “few”).
- **Departmental Climate.** 63.2% agreed or strongly agreed that the Dept. is characterized by “mutual respect between students and professors.
- **Choose Major Again.** 73.7% learned a great deal in courses related to their major; 59.4% would choose the Comm. Dept. for their major; and almost 30% would not choose this Dept. for their major if starting their academic career again.
- **Encourage Exploration.** 65.8% say Dept. encourages them to ask questions and explore their interests.
- **Course Offerings.** 59.4% were unsatisfied with variety of course offerings, and 60.5% unsatisfied about frequency of course offerings needed for their major.
- **Information.** 47.6% unsatisfied with information on major/career opportunities.

**Reflection.** Many of the negative results can be attributed to the Department’s shortage of full-time tenure track faculty, along with significantly decreased and uncertain course offerings during the time leading up to the survey. We expect our new curriculum, 2 options, to make advising and scheduling classes more consistent and that degree-check advising will decrease leaving more time for substantive conversations with students. We are offering more on-line and hybrid courses and mega sections to meet student demands. We began, fall 2010, holding advising clinics twice a quarter. The new curriculum and transition matrix is on line, in the department office, and included with emails to students. We have 3 junior faculty and two Ferp faculty advising over 400 undergraduate and graduate students. By contract lecturers can’t advise. However with all the obstacles we really want our advising and climate scores to be much higher. The survey results provide much motivation for the department to continue the change process. We will again survey in spring 2012 to assess the effect of our efforts.

**COMPARISONS TO COMPARABLE COMMUNICATION PROGRAMS**

As reported in 2004 CAPR Report, CSU campuses differ considerably in what they offer and how the programs are organized. As the chart below indicates there are
more combinations coupling communication programs with the Arts and Media than there were 5 years ago. Most of the CSU have both undergraduate and graduate degrees in Communication, with BA enrollments ranging from 337 to 2187, (MA from 30-70) and TT track faculty span a low of 11 faculty to a high of 50. This compares to our 3 plus 2 Ferpers and 437 majors.

<table>
<thead>
<tr>
<th>Campus</th>
<th>College</th>
<th>Dept.</th>
<th>TT Faculty</th>
<th>Majors</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose State</td>
<td>Social Sciences</td>
<td>Comm. Studies</td>
<td>14</td>
<td>UG: 400 Grad: 70 Total 479</td>
<td>BA, MA</td>
</tr>
<tr>
<td>Sac State</td>
<td>Arts &amp; Letters</td>
<td>Comm. Studies</td>
<td>37</td>
<td>UG: 1374 Grad: 50 Total 1424</td>
<td>BA, MA</td>
</tr>
<tr>
<td>S.F. State</td>
<td>Humanities</td>
<td>Speech, Comm. Journalism</td>
<td>14</td>
<td>UG: 678 Grad: 50</td>
<td>BA, MA Comm. Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Broadcast &amp; Electronic Arts</td>
<td>26</td>
<td>UG: 511</td>
<td>Journalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>UG: 566 Total 1866</td>
<td>Broadcast &amp; Electronic Arts</td>
</tr>
<tr>
<td>Chico State</td>
<td>Comm. &amp; Education</td>
<td>Comm. Studies &amp; Media Arts</td>
<td>10</td>
<td>UG: 317 Grad: 20 Total 337</td>
<td>BA, MA</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>Liberal Arts</td>
<td>Comm. Studies</td>
<td>32</td>
<td>UG 1201 Grad: 28 Total 1229</td>
<td>BA, Comm. BA, Journalism BA, Media Studies MA</td>
</tr>
<tr>
<td>CSULA</td>
<td>Arts &amp; Letters</td>
<td>Comm. Studies (Interpersonal, Org. PR, Social Change, Rhetoric, Performance) TV, Film &amp; Media Studies (Telecommunications, Film, Broadcast Journalism)</td>
<td>30</td>
<td>350</td>
<td>BA MA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td>400</td>
<td>BA MA MFA</td>
</tr>
<tr>
<td>San Diego State</td>
<td>School of Comm.</td>
<td>Comm.</td>
<td>11</td>
<td>UG: 280 Grad: 50 Total 330</td>
<td>BA, MA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td>UG: 1454 Total 2187</td>
<td>BA</td>
</tr>
<tr>
<td>CSU Dominquez Hills</td>
<td>Arts &amp; Humanities</td>
<td>Communication (Media Studies, Journalism, Advertising/PR)</td>
<td>5</td>
<td>UG: 408</td>
<td>BA</td>
</tr>
<tr>
<td>City College of New York</td>
<td>Humanities And the Arts</td>
<td>Media Comm. Arts</td>
<td>12</td>
<td>Undergrad: 170 Grad: 38 Total 208</td>
<td>BA, Advertising &amp; PR BFA, Film &amp; Video Production MFA, Media Arts Production</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>College of Liberal Arts and Sciences</td>
<td>School of Journalism and Comm.</td>
<td>24</td>
<td>UG: 1023 Grad: 40 total 1063</td>
<td>BA, MS</td>
</tr>
<tr>
<td>CSUEB</td>
<td>CLASS</td>
<td>Comm.</td>
<td>3.8</td>
<td>UG 420</td>
<td>BA Comm.</td>
</tr>
</tbody>
</table>
Undergraduate Curriculum ~ Description and Comparisons. Our regional competitors, San Francisco State, San Jose State and UC Berkeley do not offer a comprehensive undergraduate communication program that combines what is ordinarily taught in two departments; Mass Communication and Speech Communication. SF State houses separate departments in Speech & Communication, Journalism and Mass Communication, and Cinema, as does San Jose with departments in Communication Studies, Television, Radio, Film, Theatre; and School of Journalism and Mass Communication. By in large all the CSU’s still separate out the Media from the Communication Studies.

It appears that our comprehensive and integrated curriculum is unique in the system, yet we are confident that such an integrated program is the way of the future because it parallels the actual practices in the communication industry and the research.

<table>
<thead>
<tr>
<th>Old Curriculum</th>
<th>New Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core/Options</td>
<td>Core/Options</td>
</tr>
<tr>
<td>Core 24</td>
<td>Core 52</td>
</tr>
<tr>
<td>2. Broadcast</td>
<td>4. Professional &amp; Organizational (Inclusive of Advertising, Organizational, Public, Public Relations)</td>
</tr>
<tr>
<td>3. Interpersonal</td>
<td></td>
</tr>
<tr>
<td>4. Journalism</td>
<td></td>
</tr>
<tr>
<td>5. Mass Com</td>
<td></td>
</tr>
<tr>
<td>6. Organizational</td>
<td></td>
</tr>
<tr>
<td>7. Photo-Comm.</td>
<td></td>
</tr>
<tr>
<td>8. Public</td>
<td></td>
</tr>
<tr>
<td>9. Public Relations</td>
<td></td>
</tr>
</tbody>
</table>

The revised curriculum takes a leap into the future by breaking down traditional silos between the study and practice of communication theory and the practice of journalism, filmmaking, advertising, public relations, radio, and television. As we live into this new curriculum, we expect to find what works and what doesn't and to add and adjust as needed. Moreover this curriculum encourages us to dialogue with each other to ensure that we agree on the standards, integration, and assignments that will truly prepare students. Our core requirements build the foundational knowledge that makes it possible to pursue deeper understanding and skills about a particular area in the discipline (two options). The workshops allow students to apply and practice their knowledge and skills as they develop and participate in doing communication research, writing articles and taking photographs for the newspaper, shooting video news and documentaries, or preparing advertising and PR campaigns. Finally through the Senior Seminars
students demonstrate their integrative knowledge and skills through particular projects that will add to their own portfolios after graduation. The following diagram illustrates the inextricable interdependence among the curriculum components: study, practice, and integration.

While the new curriculum ensures a core of comprehensive knowledge for all students, we question whether it is too big. Have we locked ourselves into a large core that could limit our ability, to respond to the changes in the communication fields?

_M. A. Program in Communication ~ Description and Comparisons._ The Department offers a Master of Arts degree in Communication. The program teaches theory, criticism, research, practice, and ethics in communication to prepare students for service in public and professional spheres, on local, national, and international levels. Students develop the competencies needed to work in communication-oriented professions and to pursue doctoral degrees in Communication and related fields.
The M.A. curriculum is based in communication theory and research, complemented with specialized seminars selected from a variety of areas including: rhetoric, organizational or interpersonal communication, media studies, and political communication. The program consists of 45 units including: core courses, graduate seminars, courses taken outside the department, and independent study courses. The culminating experience is a thesis, project, or comprehensive exam.

As of fall, 2010, the program enrolls 36 students in various stages of completion towards their degree requirements. Similar M.A. Communication Studies programs in the CSU enroll between 30-70 students. In total, our MA students’ work with 3 full time faculty members, and 2 Ferp compared to 14-37 throughout the CSU in comparable graduate Communication M.A. programs. As of fall 10, Communication is now the name of the MA degree.

Bay Area. Our MA program is aligned with other Bay Area Colleges. CSUEB students receive a general education in the field of communication and the choice of concentration between Media Studies or Organizational and Interpersonal Communication. UC Berkeley offers an MA degree in Journalism with similar unit requirements, but no specific masters level program in communication. San Jose State University is the closest matching program in the area offering eight areas of specialization taught by 16 faculty in media studies, new media, and interpersonal and organizational communication and on language and crisis communication. San Francisco State University offers an MA program that highly resembles the previous CSUEB Speech Communication MA curriculum but taught by over 21 faculty.

CSU Campuses. There are eleven Communication or Communication-related graduate programs spread across the Cal State University system. These programs range in concentrations and specializations as diverse as the faculty members who comprise their departments. While no two programs look the same in terms of content and outcomes, requirements for admission and the degree are similar No other graduate program in the system surveyed lists less than 10 full time graduate faculty members except for CSUEB.

Admission Criteria. Application criteria to the graduate program consist of: admission to the university, then the department. The Department application involves: A 250-500 word Statement of Purpose; Three letters of recommendation; A sample of scholarly writing; Official transcripts in sealed envelopes from all academic institutions attended demonstrating a 3.0 gpa.

Applications are reviewed by a 3 person Graduate Committee who takes each element of the application into consideration when deciding on candidates.
Undergraduate GPA, letters of recommendation, statements of purpose, and writing samples are evaluated as a whole; no single indicator is used to determine admission. Admission to the program is usually for the fall quarter although there is a mid-year admission process under special circumstances.

Statewide, the application criteria are consistent with all other CSU programs with one clear difference. Most graduate Communication programs across the state require the GRE as part of the application process. Our program experimented with requiring a minimum GRE score of 1000 in the years 2008 through 2009. We decided that the requirement would be discontinued in the 2010 application cycle, because several promising students favored applying to other CSUEB programs that had no GRE requirement. Applications increased by approximately 50% in 2010 over 2009. Program requirements are consistent with comparative programs throughout the Bay Area, the state, and nationally. Regardless of course content, most MA communication programs throughout the country have equal core requirements; similar unit counts to completion, and the same three completion options.

Recent successes in our MA program include student presentations at the National Communication Association Conference in 2008 and 2010 and as many as 3 MA graduates a year head to doctoral programs, with many graduates going on to teach in community colleges. In spite of numerous challenges, graduate students have maintained a 30-year tradition of a student conference, and have revived and revitalized the Communication Student Association. We count as an accomplishment the revision of the MA degree curriculum and change of the degree name as well as, a redesign of the program web site and graphic image.

Several causes and conditions have contributed to the decrease of our course offerings and your slow growth. The appalling shortage of full time faculty in the department and the lower than target enrollments caused the decline of our course offerings to one dedicated graduate class per quarter. The Graduate Program has been recovering from a revolving door of Graduate Coordinators. Dr. Kien began stabilizing the program when he took it over his first year on campus (fall 2007). He continues as Graduate Coordinator without compensation. Two other challenges are before us. One is the absence of support for publicity, recruitment and enrollment. The program currently has no budget for promotional materials and recruitment, thus little outreach is possible at this time. Assigned time for the graduate program coordinator was eliminated in 2009, making it difficult to coordinate/execute even basic administrative needs. Furthermore, while the Communication Media Studies part of the MA was revised and represents a significant change, still the graduate curriculum doesn’t represent a pathway for baccalaureate students in the media productions area. The department faculty will continue their conversations about this latter issue.
**ORAL COMMUNICATION GENERAL EDUCATION RESPONSIBILITY**

The Communication Department is proud of its responsibility for the CSU oral communication GE requirement, COMM 1000. This course is staffed by a combination of regular faculty, lecturers and graduate students. A special graduate course (COMM 6250) prepares graduate students to understand and apply the current research on learning in order to develop their syllabi and course materials for the public speaking and interpersonal communication courses.

**Assessment.** While the Senate approved the Oral Communication student learning outcomes in 2007, they have not been implemented by the Dept., due to the revolving Chairs and the lack of support from IR for data input and analysis. In consultation with GE Director Dr. Sally Murphy, we will develop a rubric to be piloted in fall 2011. Again as with departmental assessment, in order for this effort to be successful, we need support and assistance from IR. The rollout plan is:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,</td>
<td>2011-12</td>
</tr>
<tr>
<td>8,9</td>
<td>2012-13</td>
</tr>
<tr>
<td>3,4,5,</td>
<td>2013-14</td>
</tr>
<tr>
<td>6,7,8.</td>
<td>2014-15</td>
</tr>
<tr>
<td>10, 11</td>
<td>2015-16</td>
</tr>
<tr>
<td>12,13</td>
<td>2016-17</td>
</tr>
</tbody>
</table>

**Communication Laboratory Transfer to SCAA.** In the early 1990’s the Communication Dept opened the Communication Lab providing tutoring for all students in the G.E. required course in Public Speaking. A decade later the Senate established the Student Center for Academic Achievement (SCAA) with a focus on writing and math. Currently a long-time annual lecturer receives 3 units a quarter to train and supervise tutors who are Communication seniors and graduate students. In 09-10 Young began conversations about moving the Lab to SCAA. The principles and rationale for moving the Comm. Lab to SCAA are:

- Oral Communication is a CSU and East Bay 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 the COMM Lab is isolated in the Dept.
- Moving the COMM Lab from the Dept. (in MI) to SCAA is cost neutral.
- 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 Young developed a MOU in Fall 09 projecting Spring 2010 for the transition. The impact of the fiscal crisis on SCAA caused us to pause the process. Linda Dobb, Head Librarian, and Young resumed discussions fall, 10 with the focus on mutually beneficial timelines, responsibilities, and sustainable operations.

**Multicultural Activities**

The faculty recognizes that “multiculturalism” includes a broad spectrum of diversity attributes shaping one’s identity including ethnicity, socio-economic status, nationality, sex, gender, sexual orientation, religion and age. Since we are committed to educating our students to thrive in a multicultural world, we take seriously the responsibility for students to learn the critical thinking and evaluative frameworks to prepare them make a positive, professional, and important contribution in the field of communication by becoming inclusive, ethical, and effective leaders and participants in global and local communities. To that end, we seek to prepare our students to encounter and embrace multiculturalism as an engine of creativity and innovation. The faculty infuse all that we do, from research to teaching, and media productions with a wide variety of diverse perspectives. We believe it is our ethical and moral duty to educate our highly diverse majors which include 66% identified females, 55% who identify as students of color; 5% international, 15% other and 26% white.

The courses in the Communication Dept. cover a broad spectrum of diversity attributes. The faculty teach from a critical cultural studies perspective that ensures a fundamental interrogation of power relations based on identity and economic advantage. Moreover several courses focus in on one or more diversity attribute, e.g. Communication, Media and Culture, Intercultural & International Communication, Gender Identities and Representation in Media. Faculty are committed to creating a variety of multicultural learning experiences for students at the undergraduate and graduate level. Enlarging student perspectives and increasing their awareness of diversity is core to our departmental mission. A review of our syllabi will illustrate that cultural studies and multicultural comparisons figure prominently in the majority of the Department’s courses. Explorations of racial and ethnic conflicts, negotiating potential resolutions, expanding multicultural understanding are key to understanding communication and the media in our diverse region, nation and global community. Finally, for many years the GE freshman cluster, Viewing Diversity was a popular team-taught course with Communication, Ethnic Studies and Anthropology.

**Degree Program Units**
The two B.A. charts below illustrate the extent of the revisions we’ve made to the curriculum. The 9 options from the old curriculum were clustered into two. Thus Advertising, Organizational, Public Relations, Public Communication and to a lesser degree Interpersonal Communication were synthesized into an option focusing on Professional, Public and Organizational Communication, and represents half of the majors under the former curriculum. The Media Productions option clusters, Broadcast, Journalism, Mass Communication, Photojournalism from the former curriculum and represents the other half of the majors. Perhaps most glaring is that the former options spanned 50-100 units which meant some Communication students graduated with 74 major units and others with 124 units. Now all majors in Communication graduate with 96 total units.

**New B.A. Beginning 2010-11**

<table>
<thead>
<tr>
<th>Options</th>
<th>Units</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional, Public &amp; Organizational Inclusive of Advertising, Organizational, Public Communications &amp; Public Relations</td>
<td>44</td>
<td>Not Known (161)</td>
</tr>
<tr>
<td>2. Media Productions Inclusive of Broadcast, Journalism, Mass Comm.</td>
<td>44</td>
<td>Not Known (191)</td>
</tr>
</tbody>
</table>

**BA. 2004-2010**

<table>
<thead>
<tr>
<th>Options</th>
<th>Units</th>
<th>Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advertising</td>
<td>93-99</td>
<td>35</td>
</tr>
<tr>
<td>2. Broadcast</td>
<td>84-90</td>
<td>61</td>
</tr>
<tr>
<td>3. Interpersonal</td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td>4. Journalism</td>
<td>90-96</td>
<td>51</td>
</tr>
<tr>
<td>5. Mass Communication</td>
<td>68-74</td>
<td>79</td>
</tr>
<tr>
<td>6. Organizational</td>
<td>54</td>
<td>33</td>
</tr>
<tr>
<td>7. Photojournalism</td>
<td>94-100</td>
<td>0</td>
</tr>
<tr>
<td>8. Public Communication</td>
<td>54</td>
<td>13</td>
</tr>
<tr>
<td>9. Public Relations</td>
<td>94-100</td>
<td>79</td>
</tr>
<tr>
<td>Undeclared Option</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minors 2004 to Present** (Tracking is not reliable)

<table>
<thead>
<tr>
<th>Minor</th>
<th>Units</th>
<th>Estimated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>44</td>
<td>12</td>
</tr>
<tr>
<td>Mass Communication</td>
<td>34</td>
<td>3</td>
</tr>
<tr>
<td>Speech Communication</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>Organizational Certificate</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

While we slightly revised the Organizational Certificate in 08/09 we plan to revise the all the minors to be more inline with our undergraduate curriculum.

**New Masters Curriculum Beginning fall 2010**

Required Core Courses 12 Units
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Units</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Studies</td>
<td>93-99</td>
<td>Not Known</td>
</tr>
<tr>
<td>Media Studies</td>
<td>84-90</td>
<td>Not Known</td>
</tr>
<tr>
<td>Organizational</td>
<td>50</td>
<td>Not Known</td>
</tr>
<tr>
<td>Electives depending on Capstone</td>
<td>12-21</td>
<td></td>
</tr>
</tbody>
</table>

The former M.A. Curriculum had a required core of 24 units and 22 electives of the students’ choosing.

In the next few years, the faculty will live into the new curriculum, both BA and MA, and make adjustments so as to better meet the needs of the students. One opening conversation occurred with the Chair of Multimedia about potential connections between the two graduate programs. Further explorations are likely.

**Dialogues with Art, Music, Multimedia, Theatre & Dance.** For the past 15 months the Communication Chair has been in regular conversation with the Chairs of Art, Multimedia, Music and Theatre and Dance regarding ways to collaborate, e.g. lab efficiencies, curricular synergies. The Communication faculty met with the other Arts and Media and Music Chairs, after which the Comm. faculty they voted to have Chair Young represent them in the drafting of a formal proposal of collaboration. Such a proposal will require an all department faculty vote prior to sending it forward to the other departments and university committees. The Communication faculty also want to meet with the faculty in the other departments to further discuss any forthcoming proposal. In a formal meeting, November 30, 2010, with Provost Houpis and Dean Rountree, the Chairs agreed to work with the their combined faculty to establish a shared set of organizational outcomes and benchmarks for a new organizational structure (e.g. College or School) and a 5-year plan and benchmarks for achieving those outcomes.

Furthermore conversations continue with regard to a plan to bring together, in the current TV Studio, the Pioneer Newsroom, TV Broadcast Studio, Internet Portal and Radio Studio, Art’s Motion Studio and Music’s Audio Studio. Sharing a physical space is essential to creating the synergy needed for the 4 Communication studios and computer labs. It is also a key component for maximizing the overlap between our disciplines. Additionally we will pursue the feasibility of moving the Communication Dept into the Art, Music, and Robinson Buildings so as to maximize resources including computer, video, print labs.
II. SELF STUDY

C. Students Graduate and Undergraduate
   1. Student Demographics of Majors, Minors and Options
   2. Student Diversity
   3. Course Data
      a. Ratio of G.E to Degree Courses
      b. Ratio of Students in lower and upper division courses
      c. Locations & Modalities
STUDENT DEMOGRAPHICS OF MAJORS, MINORS AND OPTIONS

In the BA Program, since 2005, the number of undergraduate majors has grown from 340 to 418, generating 328 FTES. About a quarter of these students graduate each year, which seems reasonable. It is downright remarkable that we’ve continued to increase our majors given with all the changes in the department during this period of revolving Chairs, and the cumulative loss of 10 FTEF-TT regular faculty.

Student enrollments are likely to rise in response to the highly marketable 2-option integrated curriculum reflective of emerging communication practices and research. It is clear from the comparisons with other institutions, that an increase in TT faculty will correspond to increased majors. We anticipate moving towards 1000 majors with a cadre of 7-10 TT faculty.

The M.A. Program is growing as well, from an average of 13 students in 2005, to 26 in 2009. The degrees awarded have also risen from 3 to 6. Most students require more than 2 years to graduate. Required enrollments for graduate seminars have risen from 12-20, which has reduced our seminar offerings from 2 to 1 a quarter. Moreover it is the norm in the program to write a thesis or project thus extending the time to degree. We have 9 students who have stopped-out.

Reflection. The graduate student body is primarily comprised of professionals seeking advancement in their careers, students seeking a terminal degree in professional communication, wanting to teach in the community colleges, and students planning to go on to the doctoral studies. More than 75% of the programs’ students are alumni of the undergraduate program. The MA program was brought to the merged department from Speech Communication. While the MA focused on rhetoric, it was partnered with a large and popular undergraduate program concentrated in Mass Communication. The title of the degree itself Speech Communication, had become obsolete and didn’t draw graduate students. The degree title formally changed (2009) to a Masters degree in Communication and the curriculum revamped to highlight media studies. However there is still no entre for the production-oriented students.

STUDENT DIVERSITY
The Communication Major attracts a fully multicultural and diverse group of students. The ethnic and gender data evidences that Communication majors are two-thirds women, 55% students of color (Asian 20%; Black 18%; Latino 16%; Native American 7%) international, 5% white and 13% other.

COURSE DATA
Ratio G.E to Degree Courses. The G.E. courses offered in Communication primarily include multiple sections of public speaking, Interpersonal communication, and one section quarterly of the popular freshman cluster, Viewing Diversity. We consider it an honor and immense responsibility to teach the oral communication requirement for the university. The percentage of G.E course sections compared to Degree only courses rose over five years from 37% to 53% due to the financial crisis that required us to offer far fewer degree electives and option courses. Consequently the degree courses fell from 62% to 47% of the sections offered. The Office of GE would like us to submit courses for GE credit in critical thinking, cultural groups and women and upper division social sciences. However we just don’t have the faculty resources to do so at this time. The Communication majors are our number one priority. We will make sure we can offer the right mix and quantity of Comm. courses before we apply for more general education credit.

Ratio of Students in lower and upper division courses. Students in lower and upper division courses have stayed proportionally about the same; 9% of the CLASS’s lower division students and 7% of its upper division students.

The SFR has risen from 24 to 28. These calculations may count independent study sections, and combined sections taught by one instructor as 2 sections. Many of our lab-workshop classes are capped at 28 and other practice oriented courses, such as public speaking, interpersonal communication, argumentation and debate must be capped at 30 given the number of required oral presentations. Writing intensive courses such as our Qualitative and Quantitative Methods, and Intercultural Communication courses are capped at 35. We’ve recently increased the cap of 5 of our lecture courses to 100. We expect that our SFR will rise once our scheduling of mega sections produce the hoped-for enrollments. We offer many workshop and activity courses that are capped at 28. Our projection is that the 5 courses with an increased cap to 100 will supplement the intentionally small workshops. However if we find that the students aren’t learning in the 100 plus student environment, we will revert to the caps of 35-50.

Locations & Modalities. Almost all Communication courses have been offered on-ground at the Hayward campus. An occasional Public Speaking course is offered at Concord. Upper division major course at Concord have not met enrollment targets. We began experimenting with hybrid and on-line courses that were adapted from lecture-based, however now we’ve included participation-based courses such as Interviewing and Small Group. The Office of Faculty Development is now assisting us with modality-based pedagogical methods.
II. SELF STUDY

D. Faculty

1. Faculty and Academic Allocations
2. Applications and Progress for New Tenure Track Positions since Review
3. Diversity
4. Accomplishments
# FACULTY AND ACADEMIC ALLOCATIONS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty</th>
<th>Teaching Area</th>
<th>Status of Fall 08</th>
<th>Status Fall 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Media</td>
<td>Comm. Studies</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Catt</td>
<td>Comm. Studies</td>
<td>Chair/Faculty Resigned Chair 12/08;</td>
<td>Full Retired 6/09.</td>
</tr>
<tr>
<td></td>
<td>McCoy</td>
<td>Journalism</td>
<td>FERP .50 Full Release to CFA</td>
<td>FERP 2.3 Full Release to CFA</td>
</tr>
<tr>
<td></td>
<td>Murphy</td>
<td>Comm. Studies</td>
<td>1.0 Full Release to GE.</td>
<td>1.0 Full Release to GE</td>
</tr>
<tr>
<td></td>
<td>Pym</td>
<td>Comm. Studies</td>
<td>.5 FERP</td>
<td>Full Retire 12/09</td>
</tr>
<tr>
<td></td>
<td>Terrell</td>
<td>Journalism</td>
<td>1.0 Faculty in Dept</td>
<td>FERP .5 assigned to Pioneer</td>
</tr>
<tr>
<td></td>
<td>Young</td>
<td>Comm. Studies</td>
<td>1.0 Interim Assoc. Dean Jan.09, 5</td>
<td>FERP .5 assigned to Chair</td>
</tr>
<tr>
<td>Assoc.</td>
<td>Sue</td>
<td>PR</td>
<td>On 2-year leave/Taught 1 class Fall 09</td>
<td>Resigned from CSUEB 12/09</td>
</tr>
<tr>
<td>Professor</td>
<td>Alnor</td>
<td>Journalism</td>
<td>1.0 Faculty in Dept</td>
<td>Sick Leave~ Permanent Disability</td>
</tr>
<tr>
<td>Assist</td>
<td>Brooks</td>
<td>Comm. Studies</td>
<td>1.0 Faculty in Dept</td>
<td>1.0 Faculty in Dept</td>
</tr>
<tr>
<td></td>
<td>Kien</td>
<td>Comm. Studies</td>
<td>1.0 Faculty in Dept</td>
<td>1.0 Faculty in Dept</td>
</tr>
<tr>
<td></td>
<td>West</td>
<td>Comm. Studies</td>
<td>1.0 Faculty in Dept</td>
<td>1.0 Faculty in Dept</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>4</td>
<td>7</td>
<td>5.23 FTEF (Current Comm. dept)</td>
</tr>
</tbody>
</table>

The above chart sums up the Department’s heroic and unsustainable efforts to teach its over 400 majors. We began Fall 10 with 3 junior faculty, 2 Ferpers. We staff the G.E. required public speaking courses primarily with graduate students who are specially trained and supervised by the Chair. Approximately 70% of our current majors are in the Media related fields of Journalism, Broadcast, Public
Relations and Advertising. We have only one .5 Ferp Journalism faculty. Dr. Brooks is generously donating extensive time to learn and teach in the Advertising and Public Relations area, which is outside his research areas of expertise. Dr. Kien is coordinating the TV studio in the absence of a TT faculty with expertise in that area as well as serving as Graduate Coordinator without assigned time. Moreover a graduate student, Kevin Pina, who happens to be an exemplary and well-known documentary filmmaker and radio news reporter for KPFA is teaching all of our Broadcast courses. The field of communication is now entirely interdependent with the Internet. Currently this position is held by the staff technologist for the department who has an MA in web design and holds a .33 lecturer position teaching 1 course or workshop a quarter. Here again we are asking faculty to well beyond the call of duty.

**APPLICATIONS AND PROGRESS FOR NEW TENURE TRACK POSITIONS SINCE REVIEW**

The Communication Studies area received 3 positions since the last review: Catt, Kien, and West, all Communication studies. Catt retired. Clearly we need immediate allocations for Journalism, Broadcast, Visual and Internet Messaging, and Advertising/Public Relations. See Appendix D for the 4 Tenure Track Justifications submitted to the CLASS office in November 2010. See Appendix D

**DIVERSITY**

Of the faculty actually teaching in the department we have 4 men (Terrell, Brooks, Kien, West) and 1 female (Young); 1 African American; 1 bi-cultural African American and Jew; 1 Canadian; 2 European Americans. Those not teaching but docked in the department (Alnor, Murphy, McCoy) include 3 European Americans, (2 males and 1 female). Clearly we need to attract more diversity among our faculty to more adequately reflect our majors.

**ACCOMPLISHMENTS**

The faculty’s resumes, found in Appendix C attest to the high degree of emphasis placed on teaching, scholarship, and internal contributions to the department.
II. SELF STUDY

E. Resources

1. Studio/Labs
2. Equipment Needs
RESOURCES

The Communication Department houses 7 Studio/Labs:

- The Pioneer Newsroom MI 1074
- The Journalism Computer Lab MI 1106
- The TV Broadcast Studio LI 1092
- The Video Editing Computer Lab LI 1092
- The Internet Portal MI 1098 & LI 1092
- The Advertising Agency MI 1075
- The Communication Lab MI 3021 (Proposed move to SCAA)

Five of the studio/labs are in MI with 4 of those being in the basement. The other two studios are in the basement of the Library. Two instructional support technologists staff all of the facilities except for the COMM. Lab, which is staffed by an annual lecturer. With the exception of the COMM. Lab, all of the physical spaces are considered unsafe, dark, and isolated at night. They flood during storms, and are in need of repair and upgrade.

The Pioneer Newsroom is contiguous with the Journalism Computer Lab and half of the Internet Portal. This is the hub where Journalism is taught and practiced. Students take courses, and student editors and reporters meet, write, edit and layout stories, and mount them on the web in the Newsroom and Journalism Lab. Students studying the Internet and visual design also work in this area to ensure the visual aesthetics and ease of navigation with the Pioneer on-line. The Advertising Agency is across hall, where student staff sell ads the print and on-line versions of the paper. Students work in the evening on stories and laying out the Newspaper and advertisements. The Pioneer and Advertising units benefit from their close proximity. However the winter floods and the dark, isolated nature of the MI basement is of concern.

A quarter of a mile away in LI 1092, the TV Broadcast Studio is contiguous with Video Editing Lab and the other half of the Internet Portal. This is also the space that will be used for the planned Internet Radio. Students film and edit stories, produce and broadcast the weekly news show and mount the video products on the Department’s portal website. In many ways this space is fully appropriate for many of our current and future media needs and if remolded could house not only the Broadcast Video, Radio, Internet programs but also the Pioneer Computer and Newsroom in addition to an Audio studio for Music Dept. and a motion studio for the Art Dept.

However the future of the TV Studio space appears to be in question. We were told that the master plan for the Library building has designated the lowering of the
floor into the TV space to accommodate compacted bookshelves. The Communication Department was not consulted. The equipment in the TV studio is put at significant risk when this space floods, as it does most winters. In other words, the space needs more than duck tape and water socks.

It would be ideal to remodel the TV Studio so as to accommodate the Pioneer lab and Newsroom and to supplement the Art, Multimedia, and Music studio spaces. Currently the Journalism Studio and Lab are a quarter of a mile from the TV Studio and Lab that are another quarter of mile from the Art and Music labs. This distance dramatically limits the degree to which the instructional support personnel can share in and assist with each other’s workload. Moreover the physical distance between the Communication, Arts, and Media, and Music labs subverts the possible synergies not only between the broadcast and journalism students and faculty but also those in Art, Music and Multimedia.

**Equipment.**

These studios require equipment. We’ve detailed in Appendix E the full-blown equipment needs in order to equip and sustain our studios. Moreover we’ve submitted an equipment request to the Provost Office to meet urgent needs of obsolete and broken equipment.

*Need Competitive Edge.* Employers expect the 400+ Communication majors to acquire the most up-to-date technological skills and able to deliver effective and artful messages across a variety of media. Thus the 20-activity/workshop courses are crucial for a successful career in the media.

- Our media production emphasis is a sought after degree internationally but our equipment is insufficient and obsolete.
- Combination of fast paced developments in media technologies, lack of sustained support and the financial downturn leaves us struggling to provide even the basics, on our aging equipment.

*Instructional Needs Inextricably Linked to Technology.* The Department’s revised integrated curriculum focuses on the study and practice of the “mash-up” or integration of all media, e.g. news comes in print, on-line, as broadcast and documentary film, and is punctuated, foretold, and critiqued, via blogs, twitter, face-book, and YouTube. Messages created for one purpose may be used for another. Each format and purpose requires knowing both content, and the technology to develop, edit, research, and critique the intersection of the media and the message.

- All of these courses, for which equipment is requested, involve hands-on use of the technology required to develop messages for video-broadcast TV shows and
films, on-line and print newspapers, graphics, blogs, magazines, advertising and public relations campaigns.

- Every graduate is required to produce an electronic senior portfolio and demonstrate ability to write, edit, produce news, broadcasts, professional video, magazines, feature writing, editorials, documentaries, graphic designs, advertising and public relations using the internet.

**Sustaining Currency.** Now that our curriculum meets the 21st century communication needs, we need the equipment to manifest it. IRA funding is inadequate and no longer reliable at the level of our needs. To stay competitive and current we propose a 4-way revenue stream to fund Media equipment. See Chart Below

<table>
<thead>
<tr>
<th>Proposed 4-Way Revenue Stream</th>
<th>Progress-To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reliable state-side allocation</td>
<td>1. Submitted this equipment request for state-side support</td>
</tr>
<tr>
<td>2. Course Fees</td>
<td>2. Applied for course fees to ensure regular up-grades</td>
</tr>
<tr>
<td>3. Donations to fund and name one of the 3 Media Studios</td>
<td>3. Met with Advancement. Provided details for potential benefactors interested in endowing one or more of Studios</td>
</tr>
<tr>
<td>4. Share resources, as appropriate, with Art, Multimedia &amp; Music</td>
<td>4. Continue to collaborate with Art, Multimedia, and Music including consolidating some of our activities in the Video-Broadcast Studio.</td>
</tr>
</tbody>
</table>

We plan to work with the Advancement Office to identify donors, and we’ve submitted applications for course fees, to sustain currency. See Appendix E.
III. PLAN FOR 2010-2015

A. Curriculum
B. Students
C. Faculty
D. Facilities
E. Structural

PLAN

During the next five years, the Department of Communication, with sufficient institutional support, will work to become a destination major for CSUEB, with over 600 majors and 7-9 TT faculty who are team-based. We plan to be known for a BA and MA curriculum that truly integrates theory with practice, and the hands-on “mash-up” of the media. Our benchmarks will include: Graduates able to get into and succeed in the graduate school and/or media profession of their choice; Outcomes assessment that demonstrates strengths and weaknesses in program; Well-equipped Newsroom, Broadcast, Radio and Internet Studios; The Pioneer Newspaper, print and online, Pioneer Web TV and Pioneer Internet Radio will win awards for their quality and will serve 100,000 readers, viewers and listeners; The department’s Advertising Agency will offer full services to the community, from layout to strategy; A Forensics Program will be restarted; The Communication Alumni will be known, and many will be participating on an Advisory Board, and mentoring the current Comm. students.

• See Appendix D for Four Tenure Track Position Requests
• See Appendix E for Equipment Requests and Funding Plan

Chart below details, 5-Year (2011-2016) plan and initial timeline, responsible parties, and essential institutional support need to actualize the plan.
## COMMUNICATION DEPARTMENT 5-YEAR PLAN

<table>
<thead>
<tr>
<th>Area</th>
<th>Outcome</th>
<th>Implement Stages</th>
<th>Responsibility</th>
<th>Needed Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>Assess Student Learning: BA; MA;</td>
<td>Progress Yearly BA: 2011-forward MA: 2011-forward</td>
<td>Chair Young &amp; faculty</td>
<td>IR assist with programming electronic rubrics &amp; data analysis</td>
</tr>
<tr>
<td></td>
<td>Refine BA Curriculum</td>
<td>2011-12: Discuss and submit revisions</td>
<td>Chair &amp; Faculty with input from Students and Alumni Board</td>
<td>Support 4 TT faculty requests</td>
</tr>
<tr>
<td></td>
<td>Revise MA Curriculum to include Media Productions</td>
<td>2011 Discuss Winter &amp; Spring, 2011-12 Begin Revision</td>
<td>Chair &amp; Faculty with input from Students and Alumni Board</td>
<td>Support 4 TT faculty requests</td>
</tr>
<tr>
<td></td>
<td>Establish Pioneer Internet Radio</td>
<td>2012 Establish 2 new courses and 1 workshop added as electives in Media Production Option</td>
<td>Chair &amp; Faculty</td>
<td>Dean Rountree Curriculum Committees</td>
</tr>
<tr>
<td></td>
<td>Develop 1-2 DCIE Certificates</td>
<td>2011-12 Develop first Certificate</td>
<td>Chair &amp; Faculty w/ input from Students and Alumni Board</td>
<td>Assist from DCIE</td>
</tr>
<tr>
<td></td>
<td>Assess, refine, and develop Internship and Service Learning</td>
<td>2011-Discuss develop plan with faculty</td>
<td>Chair &amp; Faculty with input from Students and Alumni Board</td>
<td>IR Support with programming electronic rubrics and data analysis</td>
</tr>
<tr>
<td></td>
<td>Seek funding for Forensics Program</td>
<td>2011-12 Develop Forensics re-start plan</td>
<td>Chair &amp; West, and Advancement</td>
<td>Advancement</td>
</tr>
<tr>
<td></td>
<td>Progress to AEJMC accreditation</td>
<td>2012-13 Develop Plan 2013-15 Build infrastructure &amp; support</td>
<td>Chair &amp; Faculty</td>
<td>Dean Rountree Provost Houpis</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Increase Enrollments to 600</td>
<td>11-12: 460 majors 12-13: 500 13-14: 550 14-15: 600</td>
<td>Chair &amp; Faculty with input from students</td>
<td>Funds for public relations materials 4 TT hires</td>
</tr>
<tr>
<td></td>
<td>Improve Advising</td>
<td>2011-Continue with Advising Clinics 2011-Develop online hours 2012-Survey</td>
<td>Chair &amp; Faculty with input from students</td>
<td>4 TT hires</td>
</tr>
<tr>
<td></td>
<td>Improve Climate</td>
<td>2011 Hold quarterly showcase of student productions. 2011 Highlight student scholarship 2012 Survey</td>
<td>Chair &amp; Faculty with input from students</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Set up mentorships with Alumni</td>
<td>2012 Occurs after alumni identified and contacted</td>
<td>Chair &amp; Faculty in cooperation with Advancement</td>
<td>Advancement</td>
</tr>
<tr>
<td></td>
<td>Support student organizations</td>
<td>Meet quarterly with leaders and attend student meetings.</td>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Outcome</td>
<td>Implement Stages</td>
<td>Responsibility</td>
<td>Needed Support</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Secure 4 TT hires</td>
<td>2011-12 Journalism 2011-12 Video-Broadcast 2012-13 Visual-Internet 2012-13 Advertising</td>
<td>Chair &amp; Faculty Dean Rountree Provost Houpis</td>
<td>Dean Rountree Provost Houpis</td>
</tr>
<tr>
<td></td>
<td>Restore Graduate Coordinator Time</td>
<td>Increase Enrollments</td>
<td>Chair</td>
<td>Dean Rountree</td>
</tr>
<tr>
<td></td>
<td>Assign time for faculty coordinators of News Room, Broadcast, and Internet Studios, Advertising Agency, &amp; Comm. Lab</td>
<td>Increase Enrollments</td>
<td>Chair</td>
<td>Dean Rountree</td>
</tr>
<tr>
<td></td>
<td>Support Scholarship</td>
<td>2011-12 Hold Quarterly research presentations 2011-12 Assist Grant Development 2011-12 Highlight research on bulletin boards &amp; Newsletter</td>
<td>Chair</td>
<td>Research &amp; Sponsored Programs; Faculty Center; Advancement</td>
</tr>
<tr>
<td><strong>Instructionally Related Facilities &amp; Equipment</strong></td>
<td>Secure urgent funding of $200,000 for production Studios</td>
<td>Submitted Equip Requests Submitted Request for Course Fees</td>
<td>Chair in consultation with faculty &amp; staff</td>
<td>Dean Rountree &amp; Provost Houpis IRA Board and Provost Houpis</td>
</tr>
<tr>
<td></td>
<td>Secure 1M to upgrade &amp; sustain equipment</td>
<td>Submit funding needs for media studios</td>
<td>Chair in consultation with faculty &amp; staff</td>
<td>Provost Houpis &amp; President Qayoumi</td>
</tr>
<tr>
<td></td>
<td>Remodel TV studio into a Media Studio to be used by Comm., Art, Multimedia, Music and Theatre &amp; Dance.</td>
<td>2010 Developed Funding Plan Submit to Advancement</td>
<td>Chair in consultation with faculty &amp; staff</td>
<td>Advancement Office</td>
</tr>
<tr>
<td></td>
<td>Pursue new building</td>
<td>Work with Advancement office</td>
<td>Chair</td>
<td>Provost Houpis &amp; President Qayoumi</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Locate &amp; Assess Alumni</td>
<td>Done by Advancement Office</td>
<td>Chair &amp; Faculty</td>
<td>Advancement</td>
</tr>
<tr>
<td></td>
<td>Establish twice yearly Newsletter to Alumni</td>
<td>Produce newsletter Winter 2011</td>
<td>Chair &amp; Students</td>
<td>Advancement</td>
</tr>
<tr>
<td></td>
<td>Hold Events</td>
<td>Spring 2011</td>
<td>Chair &amp; Faculty</td>
<td>Advancement</td>
</tr>
<tr>
<td></td>
<td>Set up Mentorship Program</td>
<td>Begin developing structure Fall 2011</td>
<td>Chair &amp; Faculty</td>
<td>Advancement</td>
</tr>
<tr>
<td></td>
<td>Nurture Donors</td>
<td>On-going</td>
<td>Chair &amp; Faculty</td>
<td>Advancement</td>
</tr>
<tr>
<td><strong>Structural</strong></td>
<td>Collaborate w/ Art, MM, Music, Theatre for College of Comm., Arts, Media &amp; Music.</td>
<td>Develop 5-year outcomes &amp; strategies. Submit to Senate</td>
<td>Chair &amp; Faculty</td>
<td>Dean Rountree Provost Houpis Academic Senate</td>
</tr>
<tr>
<td></td>
<td>Move Comm. Lab to SCAA</td>
<td>Secure MOU with Library Director</td>
<td>Chair</td>
<td>Dean Rountree Provost Houpis</td>
</tr>
</tbody>
</table>
IV. OUTSIDE REVIEWER’S REPORT

Attached please find 3 resumes of possible outside reviewers. Also find attached our current organizational chart and a graphic of our curriculum.

Within the CSU the CSUEB Communication curriculum, that combines communication studies with media productions, appears to be unique. While Young spoke with many faculty and chairs, throughout the CSU who were excited and envious about our new curriculum, I couldn't find any one reviewer that embodied or had worked in an environment that attempted the integration that characterizes our new curriculum. Dr. Classen, Professor in the Department of Television, Film and Media Studies at CSULA has a doctorate in Broadcast Law, his MA is in Film from a Speech Communication Department, and he now teaches Media Studies in a department that includes television and film. He researches and writes on the media and understands the production side of his department.

Dr. Wood is a Professor of Communication Studies at San Jose State, and has experience as a broadcast journalist in the Navy, worked in forensics, and is a well respected Communication Studies scholar.

Dr. Lee Brown is a well-respected professor Emeritus in Journalism and currently on Ferp at CSU Long Beach.

I recommend that we pair Dr. Wood (San Jose State) with either Dr. Brown or Dr. Classen. Thus we would have to pay one air ticket, (approx. $250); one over night (approx. $100); and 2 stipends (@$500) for a total of $1,350. Given the significant changes and evolving transformation of the department, we will best serve the College and the University by having 2 outside reviewers who can give us their perspectives on the department’s vision, implementation to date, and plans for the future.
V. PROGRAM RESPONSE TO OUTSIDE REVIEWER’S REPORT
EXTERNAL REVIEW
CSU East Bay Department of Communication
April 18-19, 2011

INTRODUCTION

At the request of the CSU East Bay Department of Communication, through its chair, Dr. Gale Young, the reviewers visited CSU East Bay April 18-19, 2011 to conduct an External Review. The campus visit was conducted with the understanding that this was the first External Review since the 2002 merger of the departments of Communication and Mass Communication.

The visit was conducted by Dr. Lee Brown, professor emeritus of Journalism, CSU Long Beach, and Dr. Andrew F. Wood, professor of Communication Studies, San José State University. The visit and review consisted of an extensive document review as well as meetings with the college deans, department chair, faculty collectively and individually and undergraduate and graduate students.

In order to provide context and structure to the review, and with common consent, the reviewers have adopted the general guidelines for accreditation review as put forth by the national Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). The standards are as follows:

1. Mission, governance and administration
2. Curriculum and instruction
3. Diversity and inclusiveness
4. Full- and part-time faculty
5. Scholarship, research, creative/professional activity
6. Student services
7. Resources, facilities and equipment
8. Professional and public service
9. Assessment of learning outcomes
The Department of Communication reports 450 majors and 3.5 tenure track faculty members. It has a revised, combined B.A. curriculum of two options with a common core, down from nine options in place before Fall 2010.

The Media Productions option includes broadcast, journalism, mass communication and photo-communication. The Professional & Organizational option includes advertising, organizational communication, public communication and public relations.

The new curriculum, as described in the 2010 Curriculum Review, is intended to integrate traditional mass media and contemporary, social media such as blogs, Twitter, Facebook and YouTube. The department’s curriculum description asserts that its “52-unit core emphasizes critical, collaborative, and creative thinking, writing, and speaking, alone, and in teams, on the round, and virtually, to problem solve, inform, persuade, and connect with others using a variety of media.” The department also presents a graphic that describes the “interactive, inextricable interdependence of the foundational knowledge, the options, and the media productions.”

The department declares that it presents four examples of its integrated curriculum each week. These are:

*The Pioneer*, CSUEB’s weekly student newspaper, both print and on-line versions
Pioneer Web TV News Show (weekly)
Pioneer Portal (web-based productions)
Pioneer Advertising Agency (sells ad space/time to supplement Instruction Related Activity (IRA) funds

Department offerings listed in the current catalog, including more than 90 courses, also include a Communication Skills minor, a Mass Communication minor, a Speech Communication minor and an Organizational Communication certificate.
In addition, the Communication Department has revised its M.A. curriculum with the purpose to “prepare students for service in the public and professional spheres.” At least since 2010, the communication M.A. “emphasizes theory, criticism, research, practice, and ethics as practiced in the discipline.” The department reports that it is engaged in continuing discussion about “Media Studies,” included in the new curriculum. Media Studies, at present, offers no opportunity to study “advance(d) media production knowledge and skills.” As of 2010, 36 M.A. students were engaged in “various stages of completion.” [The 2010-12 CSUEB catalog lists 38 master’s degrees at the university, but doesn’t elaborate on any of them in the print version.]

The 2009-10 Annual Report indicated suspension of the forensics program and noted that the Pioneer newspaper had yet to go online. It also reported dissension among the faculty that has yielded to increased collegiality.

The forensics program was described as “restarted” among other academic developments in the 2008 Annual Report, and it also indicated a “coherent academic environment.” This represented a substantial improvement over the 2007 Annual Report, which indicated a faculty in “disarray” without a shared commitment. The forensics program was again discontinued by the time of our visit.

In overview, much of this report seems critical, perhaps occasionally bleak, as it focuses on perceived problems in and surrounding the Department of Communication, the college and the university.

In the interest of balance, though, the full picture of the department includes a dedicated and hard-working faculty benefitting from a chair who is guiding the department in what may be the best possible new directions. The department also may be the beneficiary of a new college dean who is sensitive to the shortage of department faculty.
The faculty has completed the first step in a well thought out major overhaul of its curriculum, and is moving toward a new emphasis in convergent mass communication.

Accidents of history have confounded the department’s progress for more than shortcomings within the department. The rapid, frequent turnover of cans and chairs naturally works against long-term strategies for stability and development. This has been compounded by the remarkable number of tenure track faculty members who have resigned, retired or been reassigned; one suffered a long-term illness that led to his death.

Still, and even with a grim economic climate in California, there is reason for optimism based on the continued dedication and contributions of the chair and faculty. The department deserves increased support from the college and the university.

1. MISSION, GOVERNANCE, AND ADMINISTRATION

The policies and practices of the Department of Communication should ensure that it has an effective and fairly administered working and learning environment, but this has not been its history. Chair Gale Young is perceived as good at communicating with faculty and staff with a “hands-on” approach to moving forward. But she also has opted for a faculty early retirement program, which means she is, by definition, a part-time chair (although this appears not to be the case in practice).

The faculty expresses little general confidence in the university administration. President Mohammad Qayoumi has accepted the presidency of San José State University, effective this summer, and there is the expressed concern that he will take his effectiveness as a fund-raiser, and perhaps the sources of the funds, with him to his new position, which causes the faculty concern. The faculty complains about a “top down” mentality in university governance with poor fiscal guidelines
that discourage the faculty. Some faculty complain about hours spent preparing department budgets only to have them “ignored” at higher levels. In particular, they point to a “non-responsive” university business/finance office, and other departments in the same college with fewer majors and more than twice the number of faculty.

The Department of Communication is one of 18 departments in the College of Letters, Arts and Social Sciences (CLASS). The faculty points to the remarkable turnover of six deans in seven years as evidence of major discontinuity of leadership, but perceives the new dean, Dr. Kathleen Rountree, with cautious optimism. Dean Rountree indicates the department may receive one or two new faculty lines for 2011-12, and she acknowledges the dire need for more in the department (which has asked for four new lines).

A significant complication for administrative long-term planning is the possibility (or perhaps probability) that the university will form a new school that will include departments of art, the several performing arts, and communication. New faculty lines allocated the Department of Communication now arguably would go to the new school, a reality that surely is not lost on the dean.

**Suggestion:** If the new school does materialize, it could present a major opportunity for the department to negotiate the faculty lines it desperately needs for normative adjustment.

Chair Young enjoys the confidence of the faculty. She is seen as doing as “much as she can.” She is well liked, and respected for her efforts, some of which are aimed at soothing faculty members still smarting from a history of on-and-off contentiousness. Of the tenure/tenure-track faculty, only one is from the journalism side, (and he is on the Faculty Early Retirement Program teaching half-time) even though the department’s curriculum is heavily toward the journalism-mass
communication side. The tenure track faculty operates as a committee of the whole.

There is a codified department mission statement contained in the CAPR document:

“Graduates will be able to make a positive, professional, and important contribution in the fields of communication (media environments, organizational contexts, and academia) by becoming inclusive, ethical, and effective leaders and participants in global and local communities.”

We believe that this fraught period offers an opportunity for the department to reconsider its mission and ensure that goals align with resources and skill sets.

**Suggestion:** When the department resettles after curriculum restructuring and with new hire(s), the development of a revised or recalibrated mission statement might be beneficial for clarifying shared goals and purposes.

The faculty is very hard working even while there is great uncertainty about how much support the department can expect from the school and the central administration.

There are no data about the distribution of undergraduate students.

**Suggestion:** Perhaps the most important administrative thing the department can accomplish now is to generate data about the distribution of undergraduate students.

Even an online poll of all undergraduates could be helpful in the absence of better data from Institutional Research, currently perceived as unavailable. If, as suspected, the students are distributing toward advertising, public relations, print and broadcast journalism—where faculty resources are sorely lacking—the argument for more faculty lines should be
strengthened. Better data produces persuasive arguments for more resources.

2. CURRICULUM AND INSTRUCTION

This ACEJMC standard involves curriculum and instruction that enable students to learn the knowledge, competencies, and values associated with preparing students to work in a diverse global and domestic society.

Faculty members in the Department of Communication instituted a major curricular restructuring that began in 2002 with the merger of the departments of Speech Communication and Mass Communication. Today, the restructuring also sees the department moving away from traditional speech programs and moving toward an integrated curriculum that emphasizes advertising, broadcast journalism, print journalism, and public relations, apparently areas of greatest student interest. The executive summary of the 2010 department report quoted a 2004 report that said the department “was indeed a work in progress.” It still is.

The same summary notes the extraordinary turnover of five chairs in six years, and it points to the remaining three full-time tenure/tenure track faculty and two half-time faculty members who are just beginning the early retirement program (FERP). Lecturers and graduate teaching assistants make up the remainder of the instructional effort.

Of the tenure track faculty, all but one have backgrounds in speech communication areas. The university catalog has not yet been changed to fully reflect the new focus; more than 90 courses still are listed, most of them associated with a speech curriculum no longer offered. Indeed, Dr. Young reports that most of those courses are “banked,” and not offered. She said that many of these courses may be deleted from the next catalog.
The catalog, as noted earlier, also includes a Communication Skills minor, a Mass Communication minor, a Speech Communication minor and an Organizational Communication certificate. These are part of the B.A. program and not included in the also-revised M.A. program.

**Suggestion:** Reduce the number of programs, particularly unneeded ones that create demands to be sustained.

Also as previously noted, the department’s new curriculum is intended to integrate traditional mass media with contemporary social media (such as blogs, Twitter, etc.) that are rapidly finding places in modern newsrooms and elsewhere in professional settings. This is salutary.

Rather than review the many salutary curriculum changes (and some of the problems) already present, we are suggesting further revision that would bring the structure of the undergraduate curriculum closer to conventional standards. Underlying this notion is that some new courses will make CSUEB grads more competitive in varied workplaces. The context which gives these proposals more meaning come from Tony Wagner’s book, *The Global Achievement Gap*, which, paraphrasing, outlines three skills that students need if they want to thrive in a knowledge economy: (1) The ability to do critical thinking, (2) the ability to communicate effectively, and (3) the ability to collaborate. The department is moving in the right direction on collaboration with its emphasis on convergence.

**Suggestion:** Consider a three-path route to the B.A. with three curricular silos or paths:

1. Advertising/public relations
2. Communication principles or concepts (rhetoric, interpersonal, intercultural, mass communication, etc.)
3. Print/broadcast/digital journalism
Advertising/public relations could contain courses such as Principles of Advertising, Principles of Public Relations, Copywriting, Writing for PR, Quantitative Research (for both) and Campaigns (for both). Organizational communication is valuable for both, particularly for internal public relations.

Communication principles (or concepts) could easily be an amalgam of interpersonal and intercultural approaches with mass communication, though with a deeper emphasis on rhetorical, qualitative, and critical modes of analysis. The department already has many courses that could fit here.

Journalism would be the most writing-intensive. One thought that comes to mind is a course in editorial/column writing. The department has a skilled forensics professor with no forensics program; he should be able to teach this effectively with a minimum of adaptation.

The most important new journalism course would be in computer assisted reporting. It is crucial that journalism students learn how to read, understand and interpret data—tables, charts, graphs and related assimilations of information.

For curricula tied to professional areas, off-campus internships are important. Students prepare to enter the “real world” under controlled conditions, and faculty must be able to help protect them from abuse. Many opportunities exist for students to be simply misused as unguided, cheap or free labor. Of course this should not be the purpose of any internship. Conversations with the faculty indicate they already are sensitive to this problem.

One general problem with broadcast journalism students is what often develops as a love affair with the technology—the cameras, the consoles, recording devices, and the software. They love to be in the studios, learning the technology, but the technology will change in the future as it has in the past. What will not change are the principles of clear writing, solid
reporting, and effective broadcast editing. This is harder to teach and to learn.

One communication professor suggested that it would be good for the department to go for accreditation by the Accrediting Council for Education in Journalism and Mass Communication. We would not recommend that now because this program is not likely to fit the ACEJMC mold, at least not in the short term. This is not necessarily a bad thing. ACEJMC currently accredits only about one third of the journalism/mass communications programs in America. Many first-rate universities (e.g. Wisconsin-Madison, Stanford, San Diego State) have chosen not to continue ACEJMC accreditation because they are taking their programs in different directions. Just the same, some of the ACEJMC curriculum and teaching standards make excellent sense with or without accreditation.

One ACEJMC requirement is that students take a minimum of 116 quarter-hours in the liberal arts and science outside of the unit (outside the Department of Communication in this case). The philosophical origin of this standard is that journalism students don’t graduate and write about journalism. Instead, they write about everything else, and “everything else” is best found in the liberal arts and sciences.

Confounding this, though, are recent surveys indicating that most journalism students don’t intend to become journalists. Instead, they want to learn to write. That may explain why journalism enrollments are growing while opportunities in the field, at least in the traditional fields such as newspaper reporting, are shrinking.

Regardless, this standard that seeks to ensure professional values and competencies in the classroom also requires small student-faculty ratios in the skills and laboratory classes. The ACEJMC language is clear on this point:

“Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-faculty
ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.”

If instructors are to teach, grade and otherwise evaluate as rigorously as they should in skills and laboratory sections, it is unreasonable to expect an effective, quality teaching effort with more students.

**Suggestion:** Adopt the ACEJMC national standard for student-faculty ratios and hold fast to it.

Moving on to the M.A. graduate program introduces new questions. It goes without question that a good M.A. program should be built on a solid undergraduate foundation. If so, at what cost and at what sacrifice in quality is the M.A. now retained? The B.A. is in a state of flux, and that opens questions more about the M.A. program. The team believes the present focus should be on the B.A., but is the M.A. sustainable with this shortage of tenure track faculty?

At the same time, it must be acknowledged that graduate teaching assistants come from the M.A. program, and they play a key role in teaching the basic GE oral communication course. This is a valued resource. Elimination could create havoc in the staffing of the basic oral communication course.

Another question that must be asked is should the M.A. program be a “professional,” terminal M.A? Or, should it be a more traditional M.A. that includes preparation for further study leading to the doctorate? Or, should it be both, given the greater demand for faculty involvement that would engender?

**Suggestion:** Skills classes should be a prerequisite for entrance to the M.A. program, but they should not be part of the coursework within the program.

Many journalism/mass communication M.A. programs require suitable B.A. level preparation for entry. This often translates
to 12- or 16-quarter units of preparation in journalism/mass communication courses, most of them skills courses.

This section on curriculum and instruction could not be complete without noting the dedication of the individual faculty and staff members. We called them “heroes” when we met with them near the conclusion of our visit, and that was sincere. They are dedicated, and their students appreciate it.

Instructors complain about heavy teaching loads, and to some extent that seems to be the “curse” of the CSU. Particularly at CSUEB, though, faculty members complain with justification that they receive no release time for excess advising loads. [It is unclear how much if any Weighted Teaching Unit (WTU) credit is extended for lecture-lab teaching assignments.] Graduate coordinators received four to eight units a year release time, but that was taken away in 2008-9, according to the chair. Repairing this untenable circumstance should occupy a key place in any departmental plans, moving forward.

Moreover, the team strongly agrees that release time for supervision/advising a newspaper newsroom, advertising agency and television studio(s) is both appropriate and necessary, doubly so if faculty members are expected to maintain a scholarship program.

Suggestion: Poll other (at least nearby) CSU institutions to learn the release time practices in similar programs.

We believe that this survey could lend substantial strength to an argument for a normative adjustment of teaching load/release time.

We would add one other strategic consideration. If the department does indeed join a new school, the transition may be crucial. Consider that each of the new departments will have similar release time issues—Art with its lengthy studio courses, the performing arts with stage and concert expectations, and Communication with its release time needs
already outlined. *Now* is when the chairs and faculties of these respective departments need to collaborate on developing a common plan to assert and establish a fair and appropriate plan for the new school. We believe there will be no better time than at the beginning.

3. DIVERSITY AND INCLUSIVENESS

Our visit revealed students and courses that demonstrate the multicultural vibrancy of California. The diversity of the department’s student body appears to represent the region’s broader demographic characteristics, while the ratio of women to men corresponds with broader trends in the field of communication studies and in higher education. Additionally, courses reflect a desire to engage the intersection of race, class, gender, representation, and power in a contemporary context (notable examples include Viewing Diversity, The Ethnic Media in America, Intercultural & International Communication, Gender Identity and Representation in Media, and Critical Discourse in Multicultural America).

As the department itself recognizes in their Five Year Review (“We need to attract more diversity among our faculty to more adequately reflect our majors”), the diversity of faculty members lags somewhat behind the diversity of their students. That being said, we recognize the difficulties faced by this department to offer a thoroughly diverse faculty. The small number of full- and part-time faculty members presents makes genuine demographic diversity all but impossible, providing a snapshot of an undernourished department rather than an inadequate desire to promote diversity at CSUEB. We are confident that the culmination of new-hire searches, which, as we emphasize throughout this report, should represent nothing less than a university-level priority, will include a successful effort to increase faculty diversity.

**Suggestion:** Given that Dr. Young is the only woman among the department’s roster of tenure/tenure-track faculty, we encourage that the goal of gender diversity be
especially emphasized in forthcoming recruitment and hiring procedures.

4. FULL- AND PART-TIME FACULTY

In assessing the department’s complement of full- and part-time faculty, we emphasize, first, the central problem facing this department: CSUEB’s inability to fund an adequate number of tenure/tenure-track faculty members produces an increasingly untenable situation and a predictable outcome of burnout. We observe with great alarm the diminished teaching resources available at the beginning of this academic year:

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>FTEF</th>
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<tbody>
<tr>
<td>Tenure/tenure track faculty</td>
<td>3.8</td>
</tr>
<tr>
<td>Lecturer</td>
<td>5.2</td>
</tr>
<tr>
<td>GTA</td>
<td>2.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11.30</td>
</tr>
</tbody>
</table>

Moreover, this department faces the loss of two senior faculty members in the near future, even while no one at the time of this writing can assure us that new faculty can be hired. In an era of unprecedented state and national economic turmoil, we can hardly be surprised that academic units throughout the CSU system are struggling. Even so, neither outside reviewer can recall ever witnessing a communication department so under-resourced.

Students, staff, and administrators universally praise the faculty’s efforts to translate a shrinking range of state- and campus-funding into a viable curriculum and set of program options for a community of students that is growing. At the same time, the need and value of the department’s course offerings, its scholarly and creative production, and its service, both on and off-campus, belie a profoundly insufficient degree of support at the university level.

This situation is exacerbated by external tensions. Naturally we refer to the apparent disconnect between senior administrators’ vocal support for new hires and the inability for
the department to receive necessary funding to begin that process. Yet we are compelled to add to a list of external tensions the previously noted perception of “top-down” university governance; the “Bungee Boss” disarray of rotating provosts and deans; and the bewilderingly complex and inconsistent array of bureaucratic intrusions in faculty members’ day-to-day duties. We happened to observe this latter issue most vividly as we attempted to complete paperwork mandated by the university’s HR and Payroll departments, an exercise in confusion. From this perspective, we express our concern at the role of external pressures upon this department.

Internal tensions, we must add, contribute much to the difficulty of this department’s situation. In observing meetings among the tenure/tenure-track faculty, we observed frustration and exhaustion that occasionally manifested in zero-sum assessments of merger outcomes. The general consensus appears to be that reduced resources produce circumstances that pit individual faculty members against each other.

**Suggestion:** We invite faculty to actively practice a philosophy in their deliberations that presumes that the “right people are in the room.”

This approach – not a mere rhetorical slight of hand or burst of “psychobabble” – compels interlocutors to avoid diagnosing problems as being due to the presence of some people (and the lack of idealized others). Instead, participants are encouraged to contemplate problems and solutions with the assumption that outcomes must meet the needs and potentials of those people who are in the room.

An even sharper divide appears to separate tenure/tenure-track faculty from contingent faculty who are not invited to meetings and, during our interviews, reported being caught unaware of most departmental decisions until being required to help implement them. One faculty member described the relationship between tenure/tenure-track faculty and
contingent faculty as something akin to “apartheid.” Follow-up meetings with students confirmed the perception of disconnection between these two groups whose collaboration and mutual respect are essential for a thriving community. Unprompted, students remarked about the information-gap that plagues the department; the divide among faculty emerged as their primary diagnosis for this problem.

**Suggestion:** Chair Young should send agendas and minutes to all faculty members, and she should invite contingent faculty to attend and speak at all faculty meetings (excepting only those portions of meetings when sensitive personnel matters are being discussed).

Observing these external and internal tensions, we marvel at how this community manages to produce at such a high degree of proficiency. With two faculty assigned outside of the department (and another professor, as noted earlier, recently deceased), and without proper assigned time for administrative duties, the remaining group must accomplish tasks that are generally expected of fully developed and well supported teams elsewhere.

These brief vignettes, hardly comprehensive, illustrate the ways in which faculty have asked to stretch beyond well beyond their means to help this department function:

- **Professor Lonny J. Avi Brooks,** a new media scholar pursuing research in futurism, organizational change, and racial identity, teaches courses well outside the scope of his hire, in public relations, and he supervises an ad agency.

- **Professor Grant Kien,** a new media scholar studying Internet communication and globalization, supervises a broadcasting curriculum (aided by Kevin Pina, Eric Ronning, and Melody Guerrero) and coordinates the department graduate program.
• Professor Robert L. Terrell, in FERP status, has rebuilt the campus newspaper and is responsible for the department’s journalism offerings.

• Professor Terry West, hired to run a forensics program that was subsequently dismantled due to changes in its funding structure, has agreed to coordinate departmental assessment and its basic course.

• Professor Gale Young, another colleague in FERP status, traded her position as interim associate dean to help manage this merged community that continues to struggle under the weight of decreasing resources and increasing student demand, while also teaching.

We would be remiss if we failed to add a note of recognition for staff members, such as bookkeeper Maggi Sherwin, who plays an integral role in the day-to-day functioning and long-term growth of the department’s advertising agency.

We are deeply impressed by these efforts, but we are concerned about their sustainability. We do not see how this program can endure in its current form without a rapid infusion of tenure/tenure-track faculty. We would add that, for the good of the community and the surrounding region, this department must be sustained. Thus the university must take immediate action.

**Suggestion:** CSUEB must provide necessary resources to fill the department’s request for four new tenure-track lines over the next two years, and it should approve at least two more hires over the subsequent two years.

**Additional suggestion:** CSUEB should enable line item funding for staff members, removing the department’s dependency on IRA funding. The department should also investigate ways to generate assigned time from units that could be garnered through credit-earning student activity
in the Communication Lab and a revived intramural forensics program.

5. SCHOLARSHIP, RESEARCH, CREATIVE/PROFESSIONAL ACTIVITY

As a whole, faculty are producing scholarship, research, and creative works at a respectable rate, though with the inevitable distinctions that divide junior and senior members and the additional difficulties of balancing individual productivity with departmental duties that rarely include assigned time. Books (two with Peter Lang, one in-press with MIT), chapters, articles, proceedings, and conference presentations denote a concerted effort to contribute to the broader scholarly dialogue. In addition, the prolific outcomes of the department’s newspaper, Web TV news program, and other media projects reflect no small degree of meaningful creative output. Of concern, however, is the general lack of awareness within and beyond the department about these achievements.

**Suggestion:** We recommend the deployment of the department PR courses to help promote and disseminate news of accomplishments by students, staff, faculty, and administration beyond static (and sometimes outdated) “billboard” displays.

6. STUDENT SERVICES

Well-advised student organizations enrich the academic environment and contribute to learning and a rich collegiate experience. This effort calls for a substantial investment of faculty-time, and this faculty already is greatly overextended.

The department maintains central advising through the department office, and the department chair is tasked with clearing students for graduation. The department has one full-time administrative assistant (secretary), and routinely seeks work-study students for assistants.
Given the diligent application of meager resources, the department endeavors to provide students with the support and services that promote learning and ensure graduation and timely completion of their program.

Indeed, while students complain about long waits to see faculty advisers, they realize that a shortage of advisers, which is directly related to the inadequate number of faculty in a department serving this number of majors, is responsible for the problem. Students appear to conclude, as do we, that faculty members make themselves as accessible as possible.

The academic ambiance, for want of a better term, would be greatly improved with expanded extra-curricular activities and opportunities. Students who met with the team were active in the Public Relations Student Society (PRSSA), but were unaware of a student chapter of the Society of Professional Journalists (SPJ), which may not be functional at this time.

When (indeed, if) more tenure-track faculty members become available to participate in an important aspect of university life that expands professional and intellectual interests, the department should consider CSUEB chapters of the American Advertising Federation (AAF), the Society for Collegiate Journalists (SCJ), and Kappa Tau Alpha (KTA, the national journalism honor society).

We add with appreciation that the department hosts an annual awards ceremony that recognizes student achievements and accomplishments.

7. RESOURCES, FACILITIES AND EQUIPMENT

Some of the department resources are inadequate or barely adequate to sustain the department’s mission, particularly the newspaper. However, the television studio is a superior physical facility. Although its consoles, broadcast equipment and cameras are aging, the equipment is quite serviceable. Students complain, though, that an unused studio adjoining the
main studio is inaccessible without a special dispensation from the president’s media office.

Turning to *The Pioneer* newspaper, we observe a workspace producing a respectable publication with less than adequate resources. The news-editorial staff has only three computers, which forces many students to write and edit on their own computers. The faculty adviser reports the need for more desks, computers, telephones, cameras and recorders.

It should be noted that the present faculty adviser has entered the early retirement program, meaning that he will not be available during some quarters. The chair lauds the improvements the current adviser has made in the newspaper, but expresses concern about how the paper will function during those quarters when he is not present. We agree and add that, as the newspaper expands into Internet operations, the role of the adviser is becoming increasingly complex, underlying the question of sustainability.

The adviser reports the newspaper probably will earn about $108,000 from advertising sales this academic year, which should cover the newspaper’s subsidy from the student government. Of great concern, however, is the adviser’s additional report that “student government periodically punishes the newspaper” by reducing financial support.

By way of context, we note that the department applies for and receives Instructionally Related Activity (IRA) money from the Associated Student government. Although it is a common practice throughout the CSU, we are troubled by a process that places students in a position to control or significantly influence academic instructional activities.

On the whole, the department is housed in a pleasant, well-designed building. It has wide hallways and the offices and classrooms have large windows that contribute to ambiance. This is not true of every unit within the department, however. The Advertising Agency, which supports the newspaper,
resides in a cramped windowless room that is only marginally able to support its mission.

8. PROFESSIONAL AND PUBLIC SERVICE

Faculty are active in professional and public service, on and off-campus. Once more, we make this observation with respect for the remarkable pressures placed upon members of this community; we are amazed that they get so much done with so little time, support, or recognition. Outcomes include activity on a university-level committee, administration of a National Communication Association division, and the grueling job of guest editor for a journal. In addition, faculty are regularly sought to review manuscripts for conferences and journals. As outside evaluators, we recognize and appreciate these contributions.

Suggestion: We reiterate our recommendation that the department redouble its efforts to additionally highlight professional and public service that all too frequently fails to earn recognition.

9. ASSESSMENT OF LEARNING OUTCOMES

We share the department’s desire to launch a robust and meaningful process of learning outcomes assessment. The department’s plan for an undergraduate assessment process appears to map curricular resources to appropriate outcomes in a manner that parallels WASC standards for the evaluation of direct student learning. As of yet, though, much of this process remains in the planning stage. Moreover, a similarly developed assessment of the graduate program awaits completion. We therefore encourage students, faculty, staff, and administration to view this report and the forthcoming five-year period as an opportunity to define the degree to which the department is fulfilling its potential. We hope that this ongoing conversation and production of actionable assessment will help this community prioritize its goals in the context of its people and resources.
**Suggestion:** Provide necessary administrative support (eg., institutional research resources to input and analyze data) to aid the completion of an assessment plan for the graduate program.

**Additional suggestion:** Complete a follow-up to the Winter 2010 survey of communication majors’ opinions toward academic advisement and climate issues, striving for a much more representative response rate (ideally through the use of class-time to complete the surveys).

Respectfully submitted,

Lee Brown, Ph.D.
Andrew F. Wood, Ph.D.
TO: Michael Lee, Chair CAPR

CC: Kathleen Rountree, Interim Dean, CLASS
    Luz Calvo, CAPR Liaison to Communication
    Susan Correia, Faculty Governance Coordinator

From: Gale Young, Chair Communication

Subject: Response to Outside Reviewers

Date: June 6, 2011

The tenure track/tenured faculty who regularly teach in the Communication Department (Brooks, Kien, Terrell, West, and Young) and who participated in the writing of the Communication CAPR Review have read and considered the Outside Reviewers Report and Recommendations. Overall we concur with the report and its recommendations. The remarks below represent particular interpretations shared by the faculty. All of the recommendations will be prioritized during the annual fall retreat in September.

The caveat, of course, is that with recommendations comes additional work. Next year, we will be focused on a tenure track search in Journalism. We will remain, hopefully, 3 full-time TT faculty and 2 FERPs working to serve over 400 majors who are actively involved in teaching and advising in addition to supervising four distinct media-infused studios: Pioneer News Room; Pioneer Advertising Agency; Pioneer Web TV Studio; and Internet Portal with responsibilities and curriculum that includes weekly productions, disseminated throughout the university and its communities.

1. If the new School does materialize, it could present a major opportunity for the department to negotiate the faculty lines it desperately needs for normative adjustment.

   As stated in our TT Requests (included in the CAPR Appendix) 3 of the 4 positions represent discipline-specific responsibilities: Advertising/Public Relations; Journalism; and Broadcast; The fourth request for Graphic and Web-Based Communication can be a dual appointment that will benefit both the Department and a future School. As argued in the CAPR report and the TT Requests, these four positions are essential if the Media Productions Option is to continue with integrity. Clearly given comparably sized Communication departments, we need several more positions.

2. When the department resettles after curriculum restructuring and with new hires, the development of a revised or recalibrated mission statement might be beneficial for clarifying shared goals and purposes.

   We all agreed that we would live with the new curriculum for a year and revisit it in 2011-12. This remains a priority and that includes revisiting our mission statement.
3. **Perhaps the most important administrative thing the department can accomplish now is to generate data about the distribution of undergraduate students.**
   
   Data on the students’ options under the old 9-option curriculum is well established and provided in the CAPR document. Roughly two-thirds to three-fourths of the majors are completing their degrees under the 9-option curriculum using the new courses as substitutes where needed. Therefore, any formal data regarding the new curriculum at this point might indicate a trend but will be unreliable. However, we certainly can do an informal survey asking students to declare their interests in one of the two options. The Outsider Reviewers’ comments reveal our own observations that in the Professional, Public and Organizational Option there is a blending of Advertising and PR with Communication/Organizational Studies. To some degree this is intentional. The faculty will consider whether we establish a 3rd option, as recommended below, that would separate Advertising/PR from the Communication/Organizational Option.

4. **Reduce the number of programs, particularly unneeded ones that create demands to be sustained.**
   
   This issue will be taken under consideration next year, 2011-12.

5. **Consider a three-path route to the B.A. with three curricular silos or paths:**
   a. Advertising/Public Relations
   b. Communication & Media Studies (“Communication principles (rhetoric, interpersonal, intercultural, mass communication, etc.)"
   c. Print/Broadcast/Digital Journalism
   
   The faculty will consider a possible 3rd option in its curricular discussions next year, 2011-12.

6. **Adopt the ACEJMC national standard for student-faculty ratios and hold fast to it (15-1 in skill, lab, workshop and not to exceed 20-1).**
   
   We all concur and will study its viability in curricular discussions next year (2011-12).

7. **Skills classes should be a prerequisite for entrance to the M.A. program, but they should not be part of the coursework within the program.**
   
   This recommendation hinges on the definition of what constitutes an undergraduate skill based course versus a graduate level skill based course. This issue will be included in discussions next year, 2011-12.

8. **Poll other (at least nearby) CSU institutions to learn the release time practices in similar programs.**
   
   We all agree that this evidence is needed and we will acquire it for next year’s discussions with CAPR, the Provost, and Dean.

9. **Given that Dr. Young is the only woman among the department’s roster of tenure/tenure-track faculty, we encourage that the goal of gender diversity be especially emphasized in forthcoming recruitment and hiring procedures.**
   
   We promise and commit to gladly and aggressively recruit a diverse applicant pool for all the positions we are given.

10. **We invite faculty to actively practice a philosophy in their deliberations that presumes that the “right people are in the room.”**
    
    This discussion has already begun and we are in the process of crafting a set of agreements among the “right people who are currently in the room”.

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Communication Response Outside Reviewers Suggestions-1.docx
11. Chair Young should send agendas and minutes to all faculty members, and she should invite contingent faculty to attend and speak at all faculty meetings (excepting only those portions of meetings when sensitive personnel matters are being discussed).
   We agree. Beginning next fall our department secretary will attend all meetings, take and distribute approved minutes. Lecturers will be invited to meetings that do not involve or implicate sensitive personnel matters.

12. CSUEB must provide necessary resources to fill the department's request for four new lines over the next two years, and it should approve at least two more hires over the subsequent two years.
   YES! YES! YES! And YES!

13. CSUEB should enable line item funding for staff members, removing the department's dependency on IRA funding.
   We couldn't agree more. Currently the foundation of the Journalism, Print and On-line, TV Broadcast, and Advertising/PR curriculum is in part dependent on a student dominated committee. This is dangerous. For example if the student government doesn't like what is written in The Pioneer or aired on Pioneer Web TV, we could lose our part of all of the IRA funding thus impacting Communication students who could lose an important part of their education; to gain on-the-ground experience in the Media. The Pioneer Newspaper and Pioneer Web TV are curricular decisions, not extra-curricular activities, and should not be left to a student-run committee to decide.

14. We recommend the deployment of the department PR courses in help promote and disseminate news of accomplishments by students, staff, faculty, and administration beyond static (and sometimes outdated) "billboard" displays.
   We all agree that this is a good idea and are beginning to implement it in a limited way. However to carry this idea to fruition will require far more faculty time than is currently available.

15. We reiterate our recommendation that the department redouble its efforts to additionally highlight professional and public service that all too frequently fails to earn recognition.
   Great suggestion! And going hand-in-hand with the Recommendation 14 above, we will work on implementing this in small ways and we reiterate that this too will require far more faculty time than is currently available.

16. Provide necessary administrative support to aid the completion of an assessment plan for the graduate program.
   We can design rubrics for our student learning outcomes and we can interpret the analyzed data and make decisions based on those interpretations. That is not a problem. However we can't possibly hand-score, input the data and analyze it, on top of our teaching, advising and production responsibilities for 400+ majors with 4.0 FTE. What we need is Institutional Research to develop the electronic means for us to score the data and analyze it. Frankly any program assessment we do without such support is neither valid nor possible.
APPENDIX

A. CURRENT CURRICULUM CHARTS  
B. RESUMES  
C. SAMPLE SYLLABI  
D. ANNUAL REPORTS  
E. RESOURCE PLANS  
F. TENURE TRACK REQUESTS