

Self-Study Report for Accreditation in Journalism and Mass Communications

**Undergraduate site visit
during 2019-2020**

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

By the
San Francisco State University Journalism Department



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Name of Institution: San Francisco State University
Name of Journalism/Mass Communications Unit: Journalism Department
Address: 1600 Holloway Avenue, HUM 305
San Francisco, CA 94132
Date of Scheduled Accrediting Visit: December 1-4, 2019

* * *

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Professor Rachele Kanigel

Title: Chair

Signature:  _____

Administrator to whom journalism/mass communications administrator reports:

Name: Andrew Harris

Title: Dean, College of Liberal and Creative Arts

Signature:  _____

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Part I: General Information

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: San Francisco State University

Name of Unit: Journalism Department

Year of Visit: 2019

1. Check regional association by which the institution now is accredited.

- ☐ Middle States Association of Colleges and Schools
- ☐ New England Association of Schools and Colleges
- ☐ North Central Association of Colleges and Schools
- ☐ Northwest Association of Schools and Colleges
- ☐ Southern Association of Colleges and Schools
- ☐ Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

2. Indicate the institution's type of control; check more than one if necessary.

- ☐ Private
- ☐ Public
- ☐ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

California Education Code and the Master Plan (1960) give us the latest authorization to teach at the college level via the California University System. WASC accreditation: 2013-2023.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- ☐ Yes
- ☐ No

If yes, give the date of the last accrediting visit:

2013

5. When was the unit or sequences within the unit first accredited by ACEJMC?

1967

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

The mission of the Journalism Department is to educate students and provide research and professional leadership in an evolving media landscape by promoting integrity, creativity, innovation and social responsibility in accurately telling the stories of a multicultural world. The Department emphasizes four tenets:

- Journalism requires strong research, reporting and writing skills augmented by critical thinking, clarity of expression, commitment to fairness, and an understanding of the profession's obligation to the public.
- Journalists have social responsibilities to support the democratic process and help promote understanding of issues that emerge in surrounding communities. These principles, as well as ethical and legal ones, are integrated throughout the curriculum.
- Journalists must develop a well-rounded store of knowledge and ideas about the world and recognize their own biases and limitations while developing an ever-alert curiosity about the past, present and future.
- Journalists must also learn to provide news coverage that accurately reflects the diversity of people and cultures within our communities and the world.

(Revised Fall 2017)

7. What are the type and length of terms?

Semesters of	<u>16</u>	weeks
Quarters of	<u> </u>	weeks
Summer sessions of	<u>5 to 10</u>	weeks
Intersessions of	<u>3</u>	weeks

8. Check the programs offered in journalism/mass communications:

- ☐ Bachelor of Arts degree with emphases in print/online and photojournalism
- ☐ Master's degree
- ☐ Ph.D. degree

**9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC.
*Indicate online degrees.**

1. Print/Online Journalism
2. Photojournalism

10. Credit hours required by the university for an undergraduate degree: (Specify semester-hour or quarter-hour credit.)

120 semester hours

11. Give the number of credit hours students may earn for internship experience. (Specify semester-hour or quarter-hour credit.)

Eight semester hours – 3 for credit toward the major, up to 5 for overall units required to graduate.

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

SEQUENCE/SPECIALTY	PERSON IN CHARGE
Print/Online	Rachele Kanigel
Photojournalism	Kim Komenich

13. Number of full-time students enrolled in the institution:

29,586

14. Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):

SEQUENCE/SPECIALTY	UNDERGRADUATE MAJORS
Print/Online	251*
Photojournalism	96*

*revised 11/22/19

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring 2019 – Skills Classes

CLASS	ENROLLMENT
JOUR 221-01 Newswriting	18
JOUR 221-02 Newswriting	20
JOUR 226-01 Digital Newsgathering	20
JOUR 226-02 Digital Newsgathering	18
JOUR 235-01 Photojournalism I	20
JOUR 235-02 Photojournalism I	20
JOUR 235-03 Photojournalism I	20
JOUR 235-04 Photojournalism I	20
JOUR 235-05 Photojournalism I	20
JOUR 235-05 Photojournalism I	20
JOUR 300GW-01 Reporting	14
JOUR 300GW-02 Reporting	18
JOUR 300GW-04 Reporting	13
JOUR 320-01 Investigative Reporting	19
JOUR 330-01 Editing	20

JOUR 330-02 Editing	14
JOUR 335-01 Photojournalism II	11
JOUR 395-01 Online Journalism	18
JOUR 395-02 Online Journalism	18
JOUR 400-01 Multimedia Journalism	20
JOUR 400-02 Multimedia Journalism	20
JOUR 426-01 Data Journalism	19
JOUR 435-01 Photojournalism III	12
JOUR 495-01 Profiles	17
JOUR 595-01 Magazine Writing	20
JOUR 605-01 Magazine Pub Lab	13
JOUR 609-01 Publication Lab	17
JOUR 609-02 Publication Lab	16
JOUR 609-03 Publication Lab (Photo)	6

Spring 2019 – Skills Classes

CLASS	ENROLLMENT
JOUR 221-01 Newswriting	20
JOUR 221-02 Newswriting	20
JOUR 226-01 Digital Newsgathering	18
JOUR 226-02 Digital Newsgathering	18
JOUR 235-01 Photojournalism I	20
JOUR 235-02 Photojournalism I	20
JOUR 235-03 Photojournalism I	20
JOUR 235-04 Photojournalism I	20
JOUR 235-05 Photojournalism I	20
JOUR 300GW-01 Reporting	18
JOUR 300GW-02 Reporting	11
JOUR 300GW-03 Reporting	15
JOUR 321-01 Feature Writing	12
JOUR 330-01 Editing	14
JOUR 330-02 Editing	16
JOUR 335-01 Photojournalism II	14
JOUR 395-01 Online Journalism	15
JOUR 395-02 Online Journalism	15
JOUR 400-01 Multimedia Journalism	19
JOUR 400-02 Multimedia Journalism	15
JOUR 595-01 Magazine Writing	19
JOUR 605-01 Magazine Pub Lab	15
JOUR 609-01 Publication Lab	16
JOUR 609-02 Publication Lab	9
JOUR 609-03 Publication Lab (Photo)	9

CLASS	ENROLLMENT
JOUR 222-01 Newswriting lab	14
JOUR 222-02 Newswriting lab	16
JOUR 222-03 Newswriting lab	16

16. Total expenditures planned by the unit for the 2019–2020 academic year:

\$1,193,527

Give percentage increase or decrease in three years:

9.1 percent increase

17. List name and rank of all full-time faculty in the accredited unit in Fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

FALL 2019 FULL-TIME FACULTY	RANK
Cristina Azocar	Associate Professor
Lourdes Cárdenas	Assistant Professor
Sachi Cunningham	Associate Professor
Josh Davis	Assistant Professor
Jon Funabiki	Professor, on leave
Jesse Garnier	Associate Professor
Rachele Kanigel	Professor and chair
Kim Komenich	Associate Professor
Laura Moorhead	Assistant Professor
Venise Wagner	Professor

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2019. Also list names of part-time faculty teaching spring 2019. (If your school has its accreditation visit in spring 2020, please provide the spring 2020 adjunct list in the updated information.)

SPRING 2019	FALL 2019
Joanne Derbort	Harriet Chiang
Fernando Gallo	David Greene
Emil Guillermo	Sibylla Herbrich
Sibylla Herbrich	Don Menn
Bruce Koon	Gary Moskowitz
Don Menn	Beth Renneisen
Harry Mok	Scot Tucker
Gary Moskowitz	
Beth Renneisen	
Scot Tucker	

19. Schools on the semester system: For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

72 OR MORE SEMESTER HOURS OUTSIDE OF JOURNALISM AND MASS COMMUNICATIONS			
YEAR	GRADUATES	# IN COMPLIANCE	PERCENTAGE
2018-2019 academic year	75	75	100%
2017-2018 academic year	67	67	100%

20. Schools on the quarter system:

N/A

Part II: Supplementary Information

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1, "Students"

UNDERGRADUATE PROGRAMS OF STUDY	NUMBER OF STUDENTS					DEGREES CONFERRED 2018-19
	FRSH	SOPH	JR	SR	TOTAL	BACHELOR'S
Pre-majors, if any*						
1. Print/Online	39	33	82	103	257	56
2. Photojournalism	27	18	24	23	92	19
Total students	66	51	106	126	349	75

* Students who have declared their intention but have not completed the requirements for admission to the major.

Table 2, "Full-time Faculty"

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the "General Information" section of the Self-Study report form.)

Semester or Quarter: Spring 2019

	YEARS PROFESSIONAL EXPERIENCE	YEARS FULL-TIME TEACHING	YEARS ON THIS FACULTY	YEARS AT PRESET RANK	HIGHEST DEGREE EARNED	CREDIT HOURS TAUGHT PER SEMESTER	TENURE	% OF TIME TEACHING	% OF TIME RESEARCH	% OF TIME SERVICE
FULL-TIME FACULTY										
UNIT ADMINISTRATOR										
Cristina Azocar	0	12	17	7	Ph.D.	Y	3	20%	20%	60%
PROFESSORS										
Jon Funabiki	48	13	13	13	M.A.	Y	6	40%	20%	40%
Venise Wagner	12	19	10	1	M.A.	Y	9	60%	20%	20%
Rachele Kanigel	15	17	15	3	M.S.J.	Y	S A B B A T I C A L			
ASSOCIATE PROFESSORS										
Cristina Azocar	S E E A B O V E									
Yumi Wilson	29	15	15	8	M.F.A.	Y	9	60%	20%	20%
ASSISTANT PROFESSORS										
Lourdes Cárdenas	30	5	1	1	M.F.A.	N	9	60%	20%	20%
Sachi Cunningham	24	6	7	6	M.J.	N	9	60%	20%	20%
Jesse Garnier	20	10	7	6	B.A.	N	9	60%	20%	20%
Kim Komenich	29	12	4	4	M.A.	N	9	60%	20%	20%
Laura Moorhead	24	4	4	4	Ph.D.	N	9	60%	20%	20%

Table 3, "Part-time Faculty"

Semester or Quarter: Fall 2018

PART-TIME FACULTY	YEARS PROFESSIONAL TEACHING EXPERIENCE	YEARS PROFESSIONAL EXPERIENCE	HIGHEST DEGREE EARNED	NOW WORKING AS PROFESSIONAL	WORKING TOWARD DEGREE	TEACHING RESPONSIBILITIES: IN CHARGE OF COURSE	ASSISTS TEACHER IN CHARGE	ASSISTS IN LAB	LECTURES	0%	0%
Harry Mok, Lecturer	27	1	M.J.	Y	N	3	Y	100%	0%	0%	
Scot Tucker, lecturer	20	14	M.A.	N	N	6	Y	40%	60%	0%	
Sibylla Herbrich, Lecturer	19	19	M.F.A.	N	N	18	Y	100%	0%	0%	
Cori Zarek, Lecturer	39	35	J.D.	Y	N	3	Y	100%	0%	0%	
Don Menn, Lecturer	35	20	M.F.A.	N	N	6	Y	100%	0%	0%	
Beth Renneisen, Lecturer	30	9	M.F.A.	Y	N	3	Y	100%	0%	0%	
Sarah Borouierdi	0	0	M.F.A.	N	Y	0	N	0%	0%	0%	

Semester or Quarter: Spring 2019

PART-TIME FACULTY	YEARS PROFESSIONAL TEACHING EXPERIENCE	YEARS PROFESSIONAL EXPERIENCE	HIGHEST DEGREE EARNED	NOW WORKING AS PROFESSIONAL	WORKING TOWARD DEGREE	TEACHING RESPONSIBILITIES: IN CHARGE OF COURSE	ASSISTS TEACHER IN CHARGE	ASSISTS IN LAB	LECTURES	0%	0%
Bruce Koon, Lecturer	46	0	B.A.	N	N	3	Y	20%	0%	0%	
Harry Mok, Lecturer	27	1.5	M.J.	N	N	3	Y	20%	0%	0%	
Scot Tucker, lecturer	20	14	M.A.	N	N	6	Y	40%	0%	0%	
Sibylla Herbrich, Lecturer	19	19	M.F.A.	N	N	15	Y	100%	0%	0%	
Gary Moskowitz, Lecturer	27	2	M.A.	N	N	3	Y	20%	0%	0%	
Jim Wagstaffe, Lecturer	39	35	J.D.	N	N	3	Y	20%	0%	0%	
Joanne Derbort, Lecturer	44	1	M.A.	N	N	3	Y	20%	0%	0%	
Fernando Gallo, Lecturer	12	12	M.A.	N	N	6	Y	40%	0%	0%	
Don Menn, Lecturer	35	20	M.F.A.	N	N	6	Y	40%	0%	0%	
Emil Guillermo, Lecturer	44	1	M.A.	N	N	3	Y	20%	0%	0%	
Beth Renneisen, Lecturer	30	9	M.F.A.	N	N	3	Y	20%	0%	0%	
Sarah Borouierdi	0	0.5	M.F.A.	N	Y	0	N	0%	0%	0%	

2. Describe the history of the unit in no more than 500 words.

Founded in 1960, the Journalism Department has roots in the San Francisco State Normal School, the institution that evolved into San Francisco State University. A school for young women preparing to become teachers, the SF State Normal School opened in 1899 and became San Francisco State Teachers College in

1921. While the school did not offer journalism classes, students practiced journalism. In 1923, Virginia Perry Wilson, a student, started the school's first paper, *The Vigilante*.

In 1935, the college changed its name to San Francisco State College and began offering degrees in journalism through the English Department. In the next reorganization, Journalism became its own department, housed in the division of Humanities and Language Arts. Soon after, as part of a statewide effort, the California State University and Colleges transitioned into the California State University system, with SF State College becoming San Francisco State University.

In 1997, President Robert Corrigan transformed the university's "schools" (i.e., divisions) into "colleges." The School of Humanities, Languages and Literature became the College of Humanities. Another reorganization occurred in response to the budget crisis of 2008–2011, reducing the number of colleges from eight to six. In 2012, the College of Humanities merged with the College of Creative Arts. This large academic unit is called the College of Liberal & Creative Arts.

Since 1985, the department has emphasized issues related to diversity in the news media and has hired a multi-ethnic faculty to educate an increasingly diverse student body. In 1990, then department Chair Betty Medsger founded the Center for Integration and Improvement of Journalism (CIIJ) under the Journalism Department with the goal of helping to make the journalism industry and the practice of journalism more inclusive. The center developed programs and conducted research aimed at recruiting, retaining, and revitalizing journalists and journalism education. Activities included an annual job fair, a coaching program, development of a Diversity Style Guide, and a summer journalism program for Bay Area high school students.

However, after about 2010, it became increasingly difficult to get grant funding for diversity efforts and the center was no longer self-sustaining. The director of the CIIJ became chair of the Journalism Department and faculty members took turns as part-time directors of the center, getting course release to run it and undertake projects. In 2015 the interim dean of the College of Liberal and Creative Arts decided the Center for Integration and Improvement was no longer viable and decided to close it. This was a major blow to our department because CIIJ had been a valuable resource for students and faculty and an important vehicle for implementing our core mission.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

Environment

San Francisco State University is a large, public, urban university set in the southwest corner of the city. Students have access to all that San Francisco and the Bay Area have to offer and the Journalism Department uses the city as a laboratory that allows students to cover a variety of racial/ethnic, socioeconomic, cultural and religious groups, as well as urban issues such as gentrification, homelessness, and urban development.

The Journalism Department is housed in the College of Liberal & Creative Arts, one of six colleges in the university. L&CA has six schools and 15 departments and is the largest college in the university in degrees offered, number of students and number of faculty. The college includes departments that are dedicated to arts, humanities and social sciences, and many of our students complete their minor requirement within the college.

All faculty at the university are covered by a collective bargaining agreement between the California State University and the California Faculty Association. The most recent contract, 2014-2017, was extended to June 30, 2020. The contract can be found in the digital files.

In 2008 the Journalism Department had more than 600 students. With faculty stretched thin, the university designated the major as “impacted” and the faculty developed a selective admissions process. But perhaps we were too selective; in 2013 enrollment in the major dropped to 236 students. In 2012, the university lifted the impactation designation and our student population stabilized. Since 2015, we have remained steady at between 350 and 400 students, a more reasonable number given the size of our faculty.

Goals and Plans

The department is guided by a strategic plan that is revised every three years. The current plan focuses on four goals:

1. Improve writing and reputation for writing
2. Collaborate with the Broadcast and Electronic Communication Arts (BECA) Department
3. Build the professional network among faculty, students, staff and alumni and develop pipelines to help students gain access to more professional opportunities.
4. Increase fundraising efforts

A number of projects to successfully complete these goals are under way and are detailed in other places in this self-study. Among them:

- **Bilingual Journalism Bachelor’s Degree program** — We are currently working on a proposal for a new bachelor’s degree that would include courses in Journalism, Broadcast and Electronic Communication Arts, Latina/Latino Studies, Spanish language and International Relations. Once instituted, it will be the first undergraduate degree of its kind in the nation.
- **Supplemental Instruction** — In an effort to improve student writing skills, Assistant Professor Laura Moorhead has developed the Supplemental Instruction (SI) program with an initial grant of \$12,309 from SFSU’s Course Redesign with Technology and subsequent funding (\$4,000 each semester) from the dean of Undergraduate Education & Academic Planning. Under the program, student instructors offer one-on-one and group instruction in writing and reporting basics to journalism students who are struggling with assignments or who just want to improve their writing.
- **Collaboration with the Broadcast and Electronic Communication Arts Department** — In the past, there has been some rivalry between BECA and Journalism, but in recent years the chairs and some faculty have met to discuss possibilities for collaboration, such as cross-listing courses, launching collaborative projects, sharing facilities and equipment, etc. These meetings are ongoing and we hope to have some partnerships and projects in place in the coming year.
- **Leadership Circle** — The department is in the process of forming a media advisory board, or Leadership Circle, to advise us on curriculum, keep us up to date on trends in the field and help with fundraising. The department chair is working with officials in University Advancement and Alumni Relations to determine the best way to do this.
- **Alumni Network** — The department is also working to strengthen our relationships with alumni and media professionals in the area. The new department chair has been meeting with alumni working in journalism and related fields and trying to increase opportunities, such as jobs, internships and fellowships, for students and alumni. We are working with the university’s Alumni Affairs office to plan an event for the department’s 60th anniversary next year that would bring together alumni and current students.

Budgetary Considerations

The California State University system and San Francisco State University – and, as a result, the Journalism Department – are woefully underfunded and are still recovering from the 2008 downturn. Fortunately, after years of tiny or no raises, CSU faculty and staff signed contracts in 2015 that resulted in a series of salary increases. Still, these pay raises haven't kept up with the rising costs of living, particularly the skyrocketing housing costs, in the Bay Area.

The department has a very small staff – just one full-time administrative employee, a half-time lab equipment manager, and a student assistant who works about eight hours per week – meaning that faculty have to take on tasks that are normally done by staff at other universities. Without career services, development or alumni relations staff, we are limited in the services we can provide students.

Nature of the Parent University

SF State is part of the nation's largest four-year public university system. In Fall 2017, the California State University system had approximately 484,300 students and more than 52,000 faculty and staff. One of 23 universities in the CSU, San Francisco State places a premium on teaching excellence and public service. It is known as an activist campus and has a strong commitment to promoting social justice. It has the only College of Ethnic Studies in the country. Last year the College of Ethnic Studies celebrated its 50th anniversary of addressing the needs of traditionally underrepresented minorities.

The university values diversity and social justice, as demonstrated by its mission:

Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21st century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective.

President Leslie Wong, who became president in 2012, retired this summer and Lynn Mahoney, SF State's first woman president in its 120-year history, started in July. As the former provost at Cal State L.A., Dr. Mahoney has a firm understanding of the goals of the CSU and of the challenges facing faculty and students. President Mahoney is a social historian specializing in race and women's rights, so we expect that social justice will continue to be a valued part of the university's mission.

During Wong's tenure the University was designated a Hispanic-Serving Institution (2016) and was recognized as an Asian American, Native American, Pacific Islander-Serving Institution (2017).

The university received its largest-ever donation in the last year of Wong's presidency, \$25 million for the college of L&CA. While none of that money is specifically earmarked for the Journalism Department, the George and Judy Marcus Funds for Excellence in the Liberal Arts will support student and faculty research across the college.

The growing wealth disparity of the Bay Area has added to the difficulties of our students, many of whom come from working-class families and must devote even more time to jobs in order to pay for their education. More than 45 percent are Pell Grant eligible. Yearly tuition rose from \$6,440 in Fall 2012 to \$7,254 in Fall 2018. The average monthly cost to rent a room in San Francisco is \$1,815 and the average one-bedroom rents for more than \$3,000 per month. Yet, it continues to attract students who want to attend an urban university in the heart of the entrepreneurial capital of the country.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

Curriculum changes

After making small adjustments to the curriculum to better accommodate student needs that surfaced through assessment, the department undertook a major curriculum change in 2018-2019, with changes being implemented in Fall 2019. The change shifts the capstone requirement from student publications to a senior seminar that requires students to develop and showcase their storytelling skills.

Assistant Professor Lourdes Cárdenas and Associate Professor (and former Chair) Cristina Azocar are working with the departments of Spanish, Latina/Latino Studies, Broadcast and Electronic Communication Arts and International Relations to develop a new interdisciplinary Bachelor's Degree that prepares students to work in Spanish-language media and in broad-audience media. The degree is for students who want to produce some work in Spanish and/or want to provide more coverage of Spanish-speaking and Latinx communities. We are currently writing the proposal for that degree, and we expect it to launch in Fall 2021. We are particularly excited about the opportunities it will present to our increasing population of Latinx students.

Changes in Leadership

Since our last accreditation visit the College of Liberal and Creative Arts has had three deans. Paul Sherwin, our dean of 12 years, left in 2014 and was succeeded by an interim dean, Daniel Bernardi, for two years. Our current dean, Andrew Harris, has been in place since 2016.

The changes in leadership affected our department and we lost a number of resources. In addition to closing the Center for Integration and Improvement of Journalism, the interim dean decided to transfer the department's only IT staff member to the university's Academic Technology department. This has left us without a dedicated IT person to help with the myriad challenges that arise in a department heavily dependent on technology. Now when tech problems crop up, we have to call Academic Technology and wait for a technician, who may or may not be familiar with our equipment and content management systems. We are currently in the process of working with Academic Technology to address our technology needs and come up with a more sustainable arrangement.

During the tenure of the interim dean we also lost a large room, HUM 304, that had been a lab classroom and collaborative space. It was reassigned to the Political Science Department. As a result, we no longer have a space to hold large events in the department and must request a room from the college, which can involve additional charges. The rental space we typically use is a large meeting room on the fifth floor, which is removed from the department and its students.

On the department level, Dr. Cristina Azocar stepped down as chair after serving two three-year terms and Professor Rachele Kanigel was elected to a three-year term that began in August 2019. Under Dr. Azocar's leadership, the department adopted its first set of bylaws in 2017 and a new strategic plan in Fall 2018.

Advertising

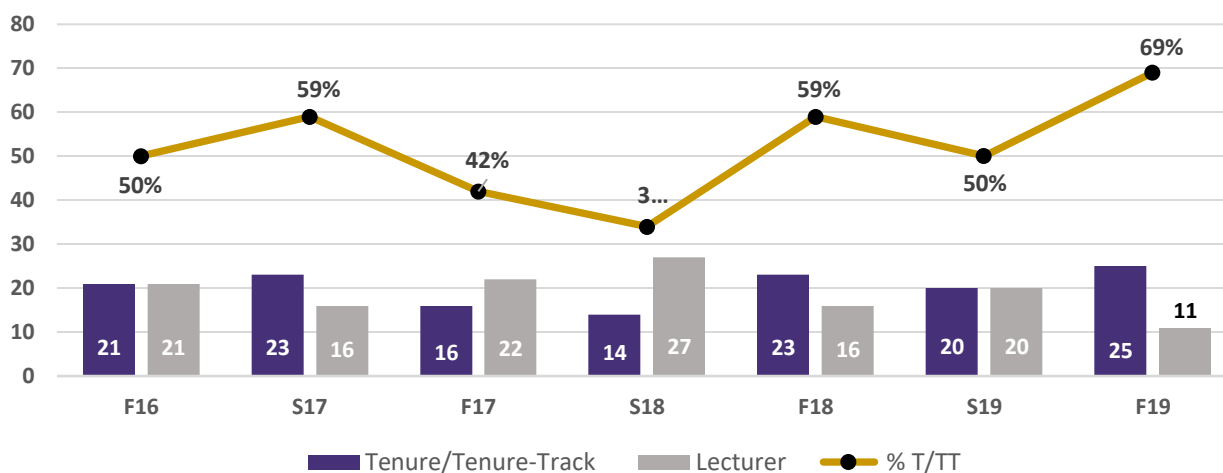
A continuing decline of advertising revenue forced the student newspaper to lay off its advertising director in 2017. Unfortunately, the revenue she generated did not cover the cost of her salary and benefits. The college covered the shortfall for several years, but the department had to pay back more than \$50,000 to the College of L&CA. The debt significantly affected the department's ability to fund anything else. In Spring 2018, the dean declared the debt paid. Currently the chair is responsible for coordinating any advertisements with the

editor of the newspaper. This model is not sustainable or particularly effective, but a remedy has yet to be found.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

Deficiency: More classes need to be taught by tenured and tenure-line faculty. While the availability of distinguished adjuncts in San Francisco is a wisely utilized asset, the current percentage – less than 40 – cannot endure.

Solution: In five of the last seven semesters, 50 percent or more of our classes were taught by tenured/tenure-track faculty. This semester, 69 percent are taught by full-time faculty. For the two semesters when we fell below the 50 percent threshold, we had multiple faculty not teaching for different reasons at the same time. One faculty was on medical leave for those two semesters while other faculty were on sabbatical, given release time, or teaching courses in another department.



SEMESTER	TOTAL SECTIONS	TENURE/TENURE TRACK	LECTURER
Fall 2016	42	21	21
Spring 2017	39	23	16
Fall 2017	38	16	22
Spring 2018	41	14	27
Fall 2018	39	23	16
Spring 2019	40	20	20
Fall 2019	36	25	11

Unfortunately, there is no department-level solution to the deficiency. Faculty lines are allocated by the provost and president with recommendations from the dean of the college. Faculty who retire or leave the department are not necessarily replaced. Since the last visit we added four new faculty members but we also lost two to retirement, one is semi-retired and one transferred to the Broadcast and Electronic Communications (BECA) Department.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

All faculty, including lecturers, were involved in the preparation of the self-study to varying degrees. This included gathering and analyzing data; providing course summaries; documenting innovations and other accomplishments; and reviewing drafts of the document. Associate Professor Jesse Garnier developed the visual format and wrote Standard 2, Professor Venise Wagner wrote Standard 3, Associate Professor Kim Komenich wrote Standard 7 and current Chair Rachele Kanigel wrote Standard 5 upon her return from sabbatical and edited the report. In her last year as chair Cristina Azocar pulled together data for most of the rest of the report.

Drafts were posted on a secure website for review and comment over the summer and early fall of 2019. At the annual fall retreat and at several faculty meetings, faculty discussed the self-study and the accreditation process.

The self-study highlighted strengths and weaknesses the faculty were already aware of.

Strengths

Our faculty are probably our greatest strength. Most of our full-time and part-time instructors have extensive professional experience and wide-ranging professional networks, and we use these connections to help students gain opportunities. Through our connections, we help students network and land internships and jobs. Our faculty are deeply committed to teaching but also continue to publish scholarly and creative works.

We are also committed to curricular innovation that serves a diverse student body as evidenced by our upcoming Bilingual Spanish Journalism degree and the implementation of the Supplemental Instruction program.

Our location in a major media market is also a plus. The San Francisco Bay Area is known as a place of innovation and we are able to connect our students to both established legacy media organizations and innovative start-ups.

Weaknesses

Because of our relatively small size and lack of staff and resources we face a number of obstacles. Since we lost the Center for Integration and Improvement of Journalism and the many grants that funded its student support programs, we no longer have a dedicated program for career services. Individual faculty often provide informal career counseling and help students network with their professional contacts but we really need a career services office. Senior exit surveys point to the need for more direction in internships as well as in career counseling.

In 2018-19, faculty identified a number of instances of plagiarism and fabrication, most of them in **JOUR 609** Publication Laboratory, the class that produces the student newspaper. The department has redoubled its efforts to ensure students are committed to ethical journalism. The law and ethics course has been divided into two courses – **JOUR 307** News Media Law and **JOUR 310** Journalism Ethics – and both 3-credit courses are now required of all majors so that students will get a thorough grounding in ethical principles of journalism, as well as media law. Students must sign ethics pledges to ensure they understand the consequences of ethical breaches both individually, for the department and the field of journalism. A Standards Committee, instituted in Fall 2019, is developing a new policy and will review any future cases of plagiarism, fabrication or academic dishonesty.

Our faculty, many of whom come to us from the professional world rather than academia, are sometimes confused about the tenure and promotion process. The L&CA dean has made this a priority for the department to address. The new chair has made a commitment to more mentoring and is working with the Retention, Tenure and Promotion Committee to strengthen the RTP process and offer more mentoring of junior faculty.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

- Mission of Department: <http://bulletin.sfsu.edu/colleges/liberal-creative-arts/journalism/>
- Curriculum: <http://bulletin.sfsu.edu/colleges/liberal-creative-arts/journalism/-undergraduatetext>
- Student handbook: http://journalism.sfsu.edu/sites/default/files/documents/StudentHandbook2019_2020.pdf
- About video: <http://journalism.sfsu.edu/about-us#Video>
- Administrative requirements: <https://senate.sfsu.edu/content/untitled-7>
- Print/Online Concentration: <http://bulletin.sfsu.edu/colleges/liberal-creative-arts/journalism/ba-journalism-concentration-print-online-journalism/#degree requirementstext>
- Photojournalism Concentration: <http://bulletin.sfsu.edu/colleges/liberal-creative-arts/journalism/ba-journalism-concentration-photojournalism/#degree requirementstext>

Part II, Standard 1. Mission, Governance and Administration

Before the visit: As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, <https://lookup.acejmc.org>, by the time of the site visit. Instructions are at <http://www.acejmc.org/resources/acejmc-database-instructions-2>. (This was last done in spring 2019)

During the visit, the unit should provide the following in the workroom or access to:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive summary

The Department of Journalism is housed in the College of Liberal and Creative Arts, the largest of six colleges in the university.

Given the small size of our faculty, each individual member is needed for our department to serve the needs of the students and the edicts of the university. We do this by following our strategic plan, meeting frequently, governing democratically, and using set university policies to solve grievances. To make the service in the department more equitable, the department adopted a set of bylaws in the Fall 2017 semester.

Our strategic plan, assessment reports, student exit surveys, and occasional town-hall style gatherings with students guide us in making curricular and recruitment and retention decisions. Because the industry changes so rapidly, we adopted a three-year plan with more realistic goals than our previous one. The plan takes into consideration our small faculty size and lack of staff support.

Faculty members meet twice a month to make immediate decisions as well as long-term ones. Prior to the start of each semester, we have a daylong faculty retreat where we discuss larger departmental and university issues. Curricular, leadership and other decisions are made democratically, which provides all faculty members with a voice and a vote on important issues that affect faculty, students and staff. There are comprehensive university grievance policies that enable students and faculty to resolve problems in an equitable and timely manner.

1. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The Journalism Department is led by a chair, who is elected by the faculty. Chairs serve three-year terms and can serve for multiple terms. Professor Rachele Kanigel was elected chair in the 2018-2019 school year and began her three-year term in August 2019. The chair supervises two staff members, the administrative office coordinator, Kevin Cox, and the lab and equipment manager, Scot Tucker.

The chair reports to the dean of the College of Liberal and Creative Arts, Andrew Harris. The dean reports to Provost Jennifer Summit, who reports to university president Lynn Mahoney.

2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan (see digital files). This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.

The Journalism Department develops a strategic plan every few years. Both our current and previous strategic plans are attached. Our two previous plans were too ambitious for the size and resources of our department, particularly in outreach/partnership and fundraising objectives. The current plan, which was completed in Fall 2018 and revised in Fall 2019 begins as the former plan expires. It has four goals:

1. Improve writing and reputation for writing,
2. Collaborate with the Broadcast and Electronic Communication Department,
3. Build the professional network among faculty, students, staff and alumni and develop pipelines that will help students gain access to more professional opportunities.
4. Increase fundraising opportunities.

This plan capitalizes on the resources and strengths of the department without putting too much stress on an already overburdened faculty and staff. Over the past year we have:

- hired a mentor coordinator through funds received from a donor
- begun to develop a proposal for the Bilingual Spanish Journalism degree
- repurposed the defunct advertising office (HUM 307) into a meeting space and gallery
- Produced a marketing video for our website
- Improved our social media presence.

Although our previous plan was ambitious, we did accomplish a number of the objectives. Of note, we:

- hired a bilingual faculty member
- partnered with the Chinese Flagship program to cross-list courses
- added a data journalism class
- required a diversity statement on each syllabus.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

Faculty attend bi-weekly meetings during the academic semester. Additionally, at the start of each semester we hold daylong faculty retreats in which we contend with larger issues that need to be addressed during the school year. Faculty meetings are open to students, but in general, only students who have been elected to serve on the Student Advisory Board attend.

Student Advisory Board members represent the interests of students as the faculty considers curricular issues, student activities, and departmental policies. Students do not have a vote, but their views are highly regarded.

In Spring 2017 the chair started an iLearn site for faculty and staff to enable better communication and record keeping. This site includes minutes from all faculty meetings and retreats, all planning documents, meeting dates and all forms needed for the department. It also includes resources available to faculty. It ensures faculty do not have to wait for the answers to: How do I...? Who is responsible for...? Where is....?

In Fall 2017 the journalism faculty adopted bylaws to provide stability to committees (see digital files in box under this standard). These bylaws help to ensure that faculty share the committee workload, provide a transition plan for committee members to leave, and maintain the procedures for electing or appointing committee members.

Curriculum development begins with discussions in faculty meetings. When the faculty as whole decides that changes are needed, the Curriculum Committee starts the process. The entire faculty vote on all changes except minor individual course changes.

4. How often did the faculty meet during the most recent academic year?

Faculty had one retreat and eight regular faculty meetings in Fall 2018 and one retreat and seven regular faculty meetings in Spring 2019.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

STANDING COMMITTEES	CHAIR
Curriculum	Kim Komenich
Lecturer Recruitment	Rachele Kanigel, department chair
Retention, Tenure and Promotion	Venise Wagner
Assessment	Rachele Kanigel, department chair
Scholarship	Cristina Azocar
Leadership Circle	Rachele Kanigel, department chair
Facilities and Equipment	Kim Komenich
AD HOC COMMITTEE	CHAIR
Standards	Rachele Kanigel, department chair

6. Describe the faculty's contributions to the administration and governance of the university.

In 2000 the Academic Senate of the California State University passed Resolution AS-2489-00/FGA, titled "Shared Governance in the CSU." Shared governance is necessary for the assurance of educational quality and the proper functioning of an institution of higher education. As the Board of Trustees' report on Governance, Collegiality, and Responsibility clearly states "collegial governance allows the academic community to work together to find the best answers to issues facing the university."

The San Francisco State Academic Senate develops policies and procedures regarding faculty and administrative appointments, curriculum, business and fiscal matters, campus development, academic standards, and university goals. Examples include:

- appointment and review of academic administrators;
- faculty appointment, retention, tenure, promotion, leave and dismissal;

- curriculum and instruction;
- library and research;
- student affairs, admissions, retention, awarding of grades and graduation;
- business and fiscal matters;
- campus development;
- academic and professional standards;
- mission and goals;
- other matters about the welfare and excellence of the university.

None of our faculty has served on the Academic Senate, the main body that represents shared governance within the university, since the last accreditation visit. Two faculty members served on the Campus Strategic Planning Committee and one served on the Leave With Pay Committee. The chair represents the department at twice-monthly LCA College Chairs' Council meetings and at the University Chairs Council, which meets once or twice a month.

7. Describe the process for selecting, appointing and evaluating unit administrators.

The department chair is elected every three years. After serving one interim semester in Spring 2013 and then two consecutive three-year-terms from Fall 2013 and Summer 2019, the previous chair stepped down in order to prepare for promotion to full professor. A mid-term evaluation was conducted in Spring 2014. In Spring 2016, she was re-elected to serve another three-year term beginning Fall 2016. She was on sabbatical the term the evaluation for her second terms was to take place, and so it was not completed. Since she was not seeking re-election, another evaluation was not scheduled.

An election is held every three years the semester before the chair's term ends. The university requires a Chair Election Committee. Nominations are made anonymously and those who have been nominated either accept or decline the nomination. The election is anonymous and is conducted via email to the office administrative coordinator. Votes are tallied based on the time-base of the faculty member's appointment. For example, if a faculty member is a lecturer teaching two courses, her vote would be weighted accordingly. The office manager tallies the votes and announces the winner via the listserv once all candidates have been notified of the outcome. Informally, the chair may also mentor someone to take a position. This has been done in the past. In such cases, the chair may ask the mentee to take on certain administrative tasks to prepare the person for the role. However, it is up to faculty if this person will be selected, whether for a full term or as an acting chair for a semester or a year.

The Department's Chair Election Committee is responsible for conducting the mid-term chair feedback process. By no later than the third week of the spring semester in the second year of the chair's term, the Chair Election Committee will initiate the feedback process by distributing a questionnaire to the department faculty and staff. These reports are then sent to the dean of the College of Liberal & Creative Arts.

Associate Professor Azocar became interim chair in Spring 2013 while chair Venise Wagner was on leave. She assumed the role of chair in Fall 2013 and received a positive midterm performance review in Spring 2015. Dr. Azocar was granted sabbatical leave the semester she was to receive a review for her second term as chair, and so it did not occur. Because she did not run for a third term as chair in order to prepare to become full professor a second review was never done.

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

Student complaints are directed to the chair and are typically resolved there. If a resolution cannot be found, the issue is taken to an associate dean in the College of Liberal & Creative Arts who is responsible for student affairs in the college. If a student files a formal grievance against a student or teacher, then the student, the chair, a representative from the dean of students, and a representative from the dean of the College of Liberal & Creative Arts try to arrive at a resolution. Students can also file grade appeals. Students must first try to resolve the conflict with the instructor. If that does not work, the student may bring an informal grade appeal to the chair. If the chair cannot resolve the conflict, then the student can file a grade appeal by the end of the eighth week of the semester following the award of the grade. If the parties cannot reach a resolution, the appeal is forwarded to the dean's office. If the college dean cannot resolve the matter, a committee is assembled: one faculty representative chosen by the student, one by the faculty member, and another faculty member who is a neutral party. The decision of this committee is binding. We had one student-to-student grievance since the last accreditation that was solved at the associate dean level.

Faculty and staff complaints are also directed to the chair's office. Generally, those issues are resolved there, but if not, are taken to the dean's office. In the cases where staff or faculty file a formal grievance through the union a union representative will assist the faculty member through the grievance process.

Part II, Standard 2. Curriculum and Instruction

Make the following documents available in a digital format and in the workroom during the visit:

- A complete set of syllabi for all courses offered by the unit during the current term,
- the immediate past regular term, and
- the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Executive summary

The Journalism Department is committed to excellence in teaching and to providing students with an engaging curriculum that teaches both skills and theory. Our curriculum emphasizes four tenets:

- Journalism requires strong research, reporting and writing skills augmented by critical thinking, clarity of expression, commitment to fairness, and an understanding of the profession's obligation to the public.
- Journalists have social responsibilities to support the democratic process and promote understanding of issues that emerge in the community.
- Journalists must develop a well-rounded store of knowledge and ideas about the world and recognize their own biases and limitations while developing a curiosity about the past, present and future.
- Journalists must learn to reflect the diversity of the world and the communities they serve and apply cultural proficiency to the practice of journalism.

In Spring 2017, our department initiated a comprehensive curriculum review to ensure our students are well prepared for the high standards and evolving demands of an increasingly competitive employment marketplace. Students were invited to participate in both an in-person open forum and an online survey to express their opinions about our curriculum. Our Curriculum Committee analyzed the data and, over the course of the next 12 months, developed a revised curriculum for both the print/online and photojournalism degree programs. Our revised curriculum was approved by the Academic Senate in Spring 2018, and is taking effect for incoming freshmen and transfer students in the 2019-20 academic year.

The goals of this revised curriculum were to:

- 1) enable deeper dives by students into areas of specialization within our major,
- 2) eliminate unnecessary duplication within classes,
- 3) shift toward a modular framework capable of accommodating fresh areas of instruction both in the present and future,
- 4) transform our capstone into a more rewarding and relevant culminating experience.

Key changes include:

- The Publication Laboratory and Internship classes have been reclassified as practicum experiences and no longer represent our department's capstone.
- Students will instead execute and publish a capstone project in **JOUR 695** Senior Seminar taken in their final year. These capstone projects will be guided by the student's faculty adviser in a series of advising sessions beginning in their junior year.

- Students are now required to take two multimedia courses, **JOUR 226** Digital Newsgathering, which provides a foundation in multimedia skills, and either **JOUR 395** Online Journalism or **JOUR 400** Multimedia Journalism, rather than all three. Students interested in delving deeper into multimedia storytelling may choose a third multimedia course as an elective.
- **JOUR 307** News Media Law and Ethics has been divided into two courses, **JOUR 307** News Media Law and **JOUR 310** Journalism Ethics. This allows students to fully explore the nuances of ethics in journalism.
- **JOUR 610** Cultural Diversity and News Media was renumbered **JOUR 304** to encourage students to take it earlier.
- The magazine Publication Laboratory was renumbered (**JOUR 605**) so that it's distinct from the newspaper Publication Laboratory (**JOUR 609**).
- Students now have an expanded menu of elective courses that count toward the major.
- We also made minor changes to the photojournalism curriculum, including a new assignment in **JOUR 435** Photo III in which students are taught how to write grant proposals for projects and encouraged to apply for a new photojournalism grant available to students in the department.

In addition to this major curriculum revision, we now offer optional supplemental instruction to students enrolled in **JOUR 300GW** Reporting to improve student success and performance. Overseen by faculty, this supplemental instruction is carried out by students working directly with their cohorts during dedicated scheduled sessions.

Addressing Academic/Professional Dishonesty

In the 2018-2019 academic year, faculty identified several instances of plagiarism and fabrication, most of them involving students enrolled in the Publication Lab class. As the newspaper adviser, a full-time faculty member, investigated the incidents and considered disciplinary action, he found there were inconsistencies in the policies on student conduct and academic integrity at the department, college and university levels. As a result, no students failed the course, and some editors on the student paper were disappointed with what they saw as a lack of disciplinary action. In the last issue of the Spring 2019 semester, *Golden Gate Xpress*, the student newspaper, published an editorial criticizing the department for inaction. A faculty adviser to the publication felt the editorial was inaccurate and sent a letter to the newspaper the following semester. As a result of these incidents, the department formed a Standards Committee to develop a new policy on academic and professional integrity and to adjudicate cases where students are accused of dishonesty. The committee is currently in the process of drafting this policy. With our new Journalism Ethics course we are planning to educate students more thoroughly about plagiarism and other forms of academic and professional dishonesty.

Link to student editorial in *Golden Gate Xpress*:

- "Ethics violations betray department's integrity"
<https://goldengatexpress.org/2019/05/21/issue-15-editorial-plagiarism-check-author/>

Link to Letter to the Editor by Associate Professor Jesse Garnier:

- "Letter to the Editor"
<https://goldengatexpress.org/2019/09/02/letter-to-the-editor-4/>

Please respond to each of the following instructions:

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 43

Core Courses for All Students in Program (22 credits earned)

JOUR 205 Social Impact of Journalism	3 units
JOUR 221 Newswriting	3
JOUR 222 Newswriting Lab	1
JOUR 226 Digital Newsgathering	3
JOUR 300GW Reporting GVAR (Graduation Writing Assessment Requirement)	3
JOUR 304 Cultural Diversity and News Media	3
JOUR 307 News Media Law	3
JOUR 310 Journalism Ethics	3

Additional courses in track/sequence that all students in track/sequence must take:

Degree/Emphasis: Print/Online Journalism (21)

Advanced writing course	3 units
Editing course	3
Multimedia course	3
Practicum	3
Capstone	3

Elective course or courses that must be taken within the track/sequence:

Elective	3 units
Elective	3

Elective courses that must be taken within the program:

N/A

Required outside of the accredited unit:

N/A

Additional courses in track/sequence that all students in track/sequence must take:

Degree/Emphasis: Photojournalism (21)

JOUR 235 Photo I	3 units
JOUR 335 Photo II	3
JOUR 435 Photo III	3
JOUR 395 or JOUR 400 — Multimedia Course	3

JOUR 607 Publication Laboratory — Practicum	3
JOUR 535 Photo IV — Capstone:	3

Elective course or courses that must be taken within the track/sequence:

Elective 3 units

Elective courses that must be taken within the program:

N/A

Required outside of the accredited unit:

N/A

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

The major requires 43 units and the university requires 120. Within those 120 units, the university requires a minimum of 12 units of complementary studies. Journalism majors must fulfill that requirement by completing a minor in the liberal arts; most minors are 15 to 21 units. All other non-journalism units are general education units or electives. Each student's Degree Progress Report (DPR) lists completed and needed non-journalism units. Excluded from this count are units taken in the following departments: Art, Broadcast and Electronic Communication Arts, Cinema, Design and Marketing. These courses are excluded even when they are GE courses. However, if a student has fewer than the 72 units required in the DPR non-Journalism unit count, we look for GE courses with these prefixes in the Courses Complete/In Progress area of the DPR. Courses that are not production courses can then be counted in the non-journalism unit area.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

The tenuous existence and crucial role of a free press is introduced to Journalism majors under our curriculum in **JOUR 205** Social Impact of Journalism. The course provides a framework for understanding the relationship between media and society, encouraging students to develop the skills needed to critically evaluate both conventional wisdom and their own assumptions about the social role of the media. This general education-qualified course is recommended for four-year majors during their second semester as freshmen to set the table for the skills and applied knowledge in subsequent courses. **JOUR 205** explores the interweaving of modern media into the fabric of today's society, introducing the balance of individual privacy, our need to be able to seek knowledge and facts, and the risks posed by deliberate efforts to undermine the credibility of media institutions.

Topics introduced in **JOUR 205** are then explored in depth in subsequent theory courses. As part of our revised curriculum launched in Fall 2019, we have expanded our offerings, splitting the ethics component of **JOUR 307** into its own course, **JOUR 310**, and requiring both the ethics and law courses of all journalism majors, along with **JOUR 304** Cultural Diversity. Transfer students can receive credit for taking an equivalent of the lower-division **JOUR 205** at their original institution, while we require all students to complete a trio of

upper-division theory courses that together lay the foundation for the legal and societal context of an active, free, inclusive, multicultural press.

JOUR 205 Social Impact of Journalism	Theoretical, Conceptual
JOUR 221 Newswriting	Skills
JOUR 300GW Reporting	Skills
JOUR 304 Cultural Diversity and News Media	Theoretical, Conceptual
JOUR 307 U.S. Media Law	Theoretical, Conceptual
JOUR 310 Journalism Ethics	Theoretical, Conceptual

Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

JOUR 205 is meant to be taken at or around the same time as general education courses fulfilling U.S. and state history and government requirements. While hardly a pure history course, the path explored within its syllabus contextualizes historical and current events through a journalistic lens, including the emergence of mass media, its digital revolution, and the sweeping omnipresence of social media in modern society. Similarly, **JOUR 304**, **JOUR 307** and **JOUR 310** also use key moments and periods in time to illustrate the importance of individuals and institutions that have shaped our craft. Many of our skills courses take steps to expose students to contemporary examples of important journalistic work, from which students can learn and extend into their own work.

JOUR 205 Social Impact of Journalism	Theoretical, Conceptual
JOUR 221 Newswriting	Skills
JOUR 226 Digital News Gathering	Theoretical, Skills
JOUR 300GW Reporting	Skills
JOUR 304 Cultural Diversity and News Media	Theoretical, Conceptual
JOUR 310 Journalism Ethics	Theoretical, Conceptual

Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

As a foundational element of our department and its mission, diversity in all of its forms persists as an essential component of our coursework and learning outcomes. This approach is holistic and all-encompassing. After exploring the role journalism and mass communication have played in the evolution of cultural awareness in our society, our skills courses focus on teaching students the importance of, and specifically, how to, cover communities of all kinds with the proper degree of sensitivity, thoroughness and compassion. From the importance of language skills within under-covered communities, to proper exposure in photographs and video of individuals with a wide range of skin tones, to a department-wide policy regarding the proper spelling of names — including accent marks and other individually identified forms — students are provided a set of expectations and also with a toolbox of approaches to consider in meeting them.

JOUR 205 Social Impact of Journalism	Theoretical, Conceptual
JOUR 300GW Reporting	Skills
JOUR 304 Cultural Diversity and News Media	Theoretical, Conceptual

JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

The importance of global diversity and cultures to fair, accurate, and thorough journalism is first presented to majors and general education students in **JOUR 205**, and examined in depth in **JOUR 304**, an upper-division course required of all four-year and transfer students. Exploring themes of cultural exclusion, structural racism, fault lines, and the diversity movement in journalism, **JOUR 304** draws connections between the failure of media in the past to adequately cover communities of color and social movements which have had to overcome inaccurate or inadequate coverage from a traditionally white, European-centered media. **JOUR 304** covers a series of techniques designed to counteract the pitfalls of stereotypes and implicit bias, while emphasizing the importance of newsroom diversity and illuminating the contributions of ethnic media. Students then have an opportunity apply these concepts in our practicum on our student publications, and with their capstone project in **JOUR 695**.

JOUR 205 Social Impact of Journalism	Theoretical, Conceptual
JOUR 300GW Reporting	Skills
JOUR 304 Cultural Diversity and News Media	Theoretical, Conceptual
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Understand concepts and apply theories in the use and presentation of images and information.

Visual journalism constitutes a central pillar of our department curriculum and legacy. For print-online majors, students are exposed to essential photojournalism principles in **JOUR 226**, including the composition and captioning of non-posed photographs. **JOUR 226** extends the concepts of authentic capture to video, alongside essential skills for conducting on-camera interviews including production-quality audio. Print-online majors are required to complete a visual elective, either **JOUR 235** Photo I, or **JOUR 450** Publication Design and Graphics. **JOUR 235** requires a DSLR or similar camera offering manual operation over shutter speed, aperture and light sensitivity, and introduces students to the important role of camera controls in capturing visually accurate and compelling images. **JOUR 450**, Publication Design, alternatively and complementarily, constitutes a broader approach to visual communication in journalism, including the role of design, color, photography, basic data visualization, and overall visual presentation in modern journalism.

For photojournalism majors, the capture, use and presentation of still images is explored throughout a dedicated four-course sequence. **JOUR 335** Photo II exposes students to the challenges of working photojournalists in a vibrant and diverse metropolitan area. Students are required to complete real-world assignments involving news, sports, entertainment and lifestyle, all on deadline. **JOUR 435** Photo III explores the changing marketplace for digital journalists, and includes the creation of a professional-grade portfolio and grant proposal, and **JOUR 535** Photo IV adds on advanced imaging techniques including studio and field lighting.

JOUR 226 Digital News Gathering	Theoretical, Skills
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JOUR 235 Photo I	Theoretical, Conceptual, Skills
JOUR 300GW Reporting	Skills
JOUR 335 Photo II	Theoretical, Conceptual, Skills
JOUR 435 Photo III	Theoretical, Conceptual, Skills
JOUR 450 Publication Design & Graphics	Theoretical, Conceptual, Skills
JOUR 535 Photo IV	Theoretical, Conceptual, Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

Understanding the principles and practices of ethical journalism is quite literally the starting point for all of our department coursework. Every student, in every class, at the start of each semester is required to sign and keep on file our Pledge of Journalism Ethics and Academic Integrity. In this pledge, students give their word to not plagiarize, fabricate, or cheat, while also promising to strive for accuracy, be aware of their own biases, and that they understand the consequences both to their academic careers and the craft of journalism that can be brought upon by breaches of journalism ethics. Errors of fact, including misspelled names, are grounds for assignment failure in our department. Journalism ethics is introduced in our curriculum at the earliest possible touch points for four-year and transfer students. In addition to the department pledge, students are provided with the broader SPJ Code of Ethics, the application of which is integrated into the curriculum of **JOUR 205** and **JOUR 221**. The ethical implications of failing to seek diverse and representative sources and viewpoints is reinforced in **JOUR 221** and **JOUR 300GW**, and forms the basis for a significant amount of instruction in **JOUR 304**. Historically, ethics had been taught alongside media law in **JOUR 307**. Under our revised curriculum, ethics was broken into its own class, **JOUR 310**, which is required of all majors.

JOUR 205 Social Impact of Journalism	Theoretical, Conceptual
JOUR 221 Newswriting	Skills
JOUR 300GW Reporting	Skills
JOUR 304 Cultural Diversity and News Media	Theoretical, Conceptual
JOUR 310 Journalism Ethics	Theoretical, Conceptual
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Think critically, creatively and independently;

Our curriculum is designed to place students in increasingly independent newsgathering situations over the course of obtaining their degree. Our approach is to first immerse students in the skill-building process that unlocks opportunities to demonstrate innovative analytical and storytelling skills. Our lower-division skills courses, **JOUR 221** and **JOUR 226**, are designed to make students aware of the questions they should be asking themselves, not just others, while building a foundation upon which these critical thinking and analytical skills can be applied. **JOUR 300GW** teaches the deadline-driven construct of daily news reporting, which requires real-time awareness, analysis and execution in the field and under time pressure. Our upper-

division digital-focused course, **JOUR 395**, applies critical thinking skills to video, data visualization, and web publishing in different settings. **JOUR 395** embeds students in three-person teams to tell character-driven stories through video, data and online presentation. And our newspaper and magazine production classes give students the opportunity to refine and sharpen those skills in both creator roles as student reporters, photographers, and multimedia producers, and in supervisory roles, as editors and senior editors.

JOUR 221 Newswriting	Skills
JOUR 226 Digital News Gathering	Theoretical, Skills
JOUR 300GW Reporting	Theoretical, Conceptual, Skills
JOUR 395 Online Journalism	Skills
JOUR 400 Multimedia Journalism	Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Conduct research and evaluate information by methods appropriate to the communications professions in which they work;

Methods of research within a reporting process are reinforced at multiple points in our curriculum. **JOUR 300GW** emphasizes digital and physical primary source research and its role in deadline-driven field reporting. Students learn how thoughtful, directed research deepens knowledge and leads to more direct and insightful interviews and reporting, and can build credibility with sources. Through basic and advanced search techniques of digital archives, the public web, and online research collections, students develop approaches to apply in their coursework and as professionals. **JOUR 395** requires exploration of published academic research within topic areas to build data visualizations based on primary sources of data and statistics, which students can then apply while creating infographics for publication in **JOUR 605** and **JOUR 609**. **JOUR 695** provides a research-focused alternative to students to complete their capstone, and is recommended for majors considering the pursuit of advanced degrees beyond our program.

JOUR 300GW Reporting	Theoretical, Conceptual, Skills
JOUR 395 Online Journalism	Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

Clarity, concision, accuracy, and speed are introduced as targets for journalistic writing in **JOUR 221**. These concepts are reinforced and augmented as students sharpen their newsgathering skills through our series of writing-focused classes starting in **JOUR 300GW**. In **JOUR 330**, students delve into the editing process, not only as it applies toward improving their own writing, but also to extend their skills into packaging and repurposing information into headlines, blurbs, and excerpts. **JOUR 395** includes instruction on writing for the web and screen, including titles and cards for video and data visualizations. Our long-form instruction in **JOUR 595** uses workshop and coaching methods to emphasize descriptive writing in a literary, non-fiction

framework while developing one's writing voice. Students demonstrate and further refine these skills in **JOUR 605** and **JOUR 609**.

JOUR 221 Newswriting	Skills
JOUR 300GW Reporting	Theoretical, Conceptual, Skills
JOUR 330 Editing	Theoretical, Conceptual, Skills
JOUR 395 Online Journalism	Skills
JOUR 595 Magazine Writing	Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

The concept of improving one's own work by evaluating and critiquing that of others – and subjecting one's own work to the same scrutiny – takes several distinct forms in our curriculum. **JOUR 300GW** introduces peer critiques to the editing and revision process, supplementing instructor feedback. **JOUR 330** examines the multiple, different roles of editing and editors throughout the journalistic process, from story conception through to presentation and design. The collaborative elements of journalism are also explored, including the roles of visuals and visual journalists. Students work in story teams in **JOUR 395**, and are active participants and collaborators in the work of their teammates, including multiple cycles of feedback, revision and refinement. Our publication laboratory classes, **JOUR 605** and **JOUR 609**, produce entirely student-generated content and include at their core publication processes that require students to critically evaluate and offer input on the work of others.

JOUR 300GW Reporting	Theoretical, Conceptual, Skills
JOUR 330 Editing	Theoretical, Conceptual, Skills
JOUR 395 Online Journalism	Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Apply basic numerical and statistical concepts;

Students apply basic math skills required under their general education requirements beginning in **JOUR 300GW**. In **JOUR 330** students learn to use math to verify and validate statistical elements within their own work and that of others. These skills are further built upon in **JOUR 395**, **JOUR 320** Investigative Reporting, and **JOUR 426** Data Journalism, where students are taught to seek out trends and patterns in data using spreadsheets, database queries, and other computational tools, and visualize them using charting and graphing tools including Infogram and Google Sheets.

JOUR 300GW Reporting	Theoretical, Conceptual, Skills
JOUR 320 Investigative Reporting	Theoretical, Conceptual, Skills
JOUR 330 Editing	Theoretical, Conceptual, Skills

JOUR 395 Online Journalism	Skills
JOUR 450 Publication Design and Graphics	Theoretical, Conceptual, Skills
JOUR 426 Data Journalism	Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 695 Senior Seminar	Skills

Apply tools and technologies appropriate for the communications professions in which they work.

Our program prepares students for their professional futures by exposing them to tools they will engage and master in pursuit of their careers. On the technology side, our university has licensed Adobe Creative Cloud, which we leverage for students across our curriculum. Photojournalism students learn basic Photoshop in **JOUR 235** and develop advanced techniques in **JOUR 335**, **JOUR 435** and **JOUR 535**. Adobe Premiere is the platform upon which our audio and video editing curriculum is executed. Students learn the basics of Premiere in **JOUR 226**, obtain more advanced skills in **JOUR 395** and **JOUR 400**, and produce video projects and packages in **JOUR 605** and **JOUR 609**. Another area that students are repetitively exposed to is the realm of digital publishing, including WordPress for publishing and editing, including on deadline in our capstone courses. Another emerging area we expose students to at multiple points in our curriculum are real-time communication platforms like Slack and Microsoft Teams. Professional workplaces are becoming increasingly virtual, and understanding best practices and expectations for instant communication and feedback is becoming essential for success under increasingly shorter news cycles.

JOUR 235 Photo I	Theoretical, Conceptual, Skills
JOUR 335 Photo II	Theoretical, Conceptual, Skills
JOUR 300GW Reporting	Theoretical, Conceptual, Skills
JOUR 395 Online Journalism	Skills
JOUR 400 Video Journalism	Skills
JOUR 435 Photo III	Theoretical, Conceptual, Skills
JOUR 535 Photo IV	Theoretical, Conceptual, Skills
JOUR 605 Magazine Publication Laboratory	Skills
JOUR 609 Publication Laboratory	Skills
JOUR 680 Advanced Multimedia Journalism	Skills
JOUR 695 Senior Seminar	Skills

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

Our department benefits from a number of faculty who continue to work as journalists within the realms of multimedia, web publishing, and other technologically demanding areas. In their roles, these faculty encounter modern equipment, tools, workflows and concepts to which they can adapt their instruction. Also, a steady stream of working journalists, including alumni, are regularly brought in as guest speakers or presenters, and these journalists are frequently queried by faculty regarding their evaluation of our students, our classes, and the skills offered. Our faculty benefits from specific, well-developed skills in web publishing, content management systems, social networks, and a variety of flavors of multimedia, including medium- to long-form visual projects and 360-degree immersive or augmented reality. Students in **JOUR 226** Digital News

Gathering and our publication lab courses (**JOUR 605/JOUR 609**) are required to use and become comfortable with modern content management systems, including WordPress. Writing code with the intent of presenting integrated multimedia packages on the web is covered in **JOUR 395** Online Journalism, while analyzing, processing and presenting data in various forms is covered in **JOUR 426** Data Journalism, where students are taught a suite of programming languages (PHP, JavaScript, and SQL) to extract, present and visualize primary source data in a valid and credible manner.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Ensuring academic consistency across sections is currently undertaken through two primary means. First, our curriculum committee reviews consistency among sections during reviews of syllabi. Each semester, the committee reviews the curriculum of a particular class, evaluating its currency, relevance and rigor. When multiple sections of a class are offered, the different syllabi are reviewed to ensure alignment. Second, the curriculum of key core classes (**JOUR 226** Digital Newsgathering and **JOUR 300GW** Reporting, specifically) is regularly coordinated among instructors who teach those courses. Lecturers and faculty who teach **JOUR 226**, for example, are provided with a base syllabus including learning outcomes and exercises to ensure consistent instruction in photo, audio, and video principles. For **JOUR 300GW**, the learning outcomes and teaching materials are kept in sync among multiple instructors.

Under our revised 2019-20 curriculum, majors are no longer required to take both **JOUR 395** Online Journalism and **JOUR 400** Multimedia Journalism as part of their core. Student input sought via the curriculum revision process in Fall 2017, and subsequent direct feedback from students indicated a high degree of perceived overlap in the execution of the curriculum of these two courses, particularly when sections of these courses were taught by lecturers or adjunct faculty. Since then, steps have been taken by the faculty teaching **JOUR 395** and **JOUR 400** to 1) introduce key distinguishing elements of each course's curriculum, and 2) ensure or encourage those elements be included in the syllabi and learning outcomes of lecturers or adjuncts teaching these courses. **JOUR 395** is taught as a group-based, depth reporting and team multimedia production course incorporating data visualization and basic web coding and publication; **JOUR 400** is taught as a video skills course using professional-grade equipment and production standards to expose students to top tier video storytelling techniques and examples.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

Students in bulletin years 2018 and prior must complete either **JOUR 300GW** Reporting or **JOUR 335** Photo II to take **JOUR 617** Internship to fulfill one of two capstone requirements. From 2019 on, these two classes are still required, but the class is now an elective and does not fulfill a capstone requirement. Students need to enroll in **JOUR 617** Internship the semester the internship occurs. Students must have an approved internship proposal prior to enrolling in **JOUR 617**.

The internship must provide significant professional experience. Students are required to produce work of the same or better quality and quantity as the staff of the *Xpress* publications.

The required internship proposal (see digital files in box under this standard) provides our faculty with an objective evaluation of whether or not an internship counts for the capstone requirement. If it does not, students will still have the opportunity to complete the internship for academic credit in **JOUR 699** Independent Study, but it will not count toward graduation.

Students or employers may initiate the proposal process. Once approved, an internship is considered a “certified internship” (unless the circumstances change) and is approved for other students. An internship must be completed at least once in order for it to be certified. If an internship ends up not fulfilling the requirements of the proposal, it is removed from certification. All certified internships are listed on the department website.

Students enrolled in **JOUR 617** Internship must complete the following assignments in addition to successfully completing the actual internship:

- three journal entries detailing the ups and downs of their internship as well as links to their published work;
- an interview with their supervisor;
- a reading assignment that shows how they are researching the work they wish to pursue;
- a résumé.

Supervisors must complete both a mid-term (fall only) and final evaluation (see attached) for the student to receive a grade. The final evaluation includes questions specifically relating to our program learning outcomes. Students work is evaluated for a grade (Credit/No Credit) based on an eportfolio. All applicable work completed for an internship must be visible on that eportfolio.

Internship sites 2017-2019

Cape Town TV
Chabot College
Confluence Media
East Bay Express
El Tecolote
Fitnfabs Magazine
Flaunt Magazine
Golden Gate National Recreation Area
Hoodline
KQED Radio
KTSF 26
Liquid Bread
Luminous US
NBC Bay Area
Nichi Bei Weekly
Omni Projects
Periwinkle
Riff Magazine
Ryan LLC

San Diego City Beat
San Francisco Examiner
San Francisco Magazine
Santa Cruz Waves
Santa Rosa Press Democrat
SF Bay View
SFBay.ca
SF Media Company (SF Examiner)
SF Public Press
SF State Journalism Department
Sonoma Magazine
Spaceship Media
Sportstar Magazine
95.7 FM KGMZ – The Game
Tip Africa Publishing
Variety of Freelance Week
Veterans Association
West Portal Monthly

Part II, Standard 3. Diversity and Inclusiveness

Executive summary

The Journalism Department at San Francisco State has one of the most diverse student bodies in the country. In Fall 2018, 6 percent of our students were African American, 13 percent Latinx, 10 percent Asian American, 38 percent white, 6 percent mixed-race, and 9 percent “other.”

The department has a long history of making diversity a cornerstone of the curriculum and the journalism program. In the 1980s, former chair Betty Medsger pushed the department toward greater inclusivity of women and minorities. She developed the Center for the Integration and Improvement of Journalism, which provided services and programs for journalism students and included a research component to educate the larger journalism community. Unfortunately, a lack of available funding and declining support from the university led to the closure in 2015 of CIJ. Despite the closure, the department has managed to keep diversity as a focal point.

Faculty agreed in 2015 to include a diversity statement on each syllabus. **JOUR 310** Cultural Diversity and News Media has continued to be a foundational course that’s required of print/online and photojournalism majors. The course surveys historical trends in diversity in newsrooms and in news coverage. The course uses a variety of assignments to enhance empathy, promote cultural proficiency, and develop critical thinking as it relates to choosing the appropriate news frames for stories. The department is rolling out a new curriculum in Fall 2019, which has changed the course number from 610 to 304, a change that is designed to encourage students to take the class earlier in the program and ideally before they are producing work for publication.

Students enrolled in the student publications are also tested weekly as they have to respond the demands and expectations of a diverse campus community in coverage.

Teaching surveys also include a question that inquires if instructors provide a diverse range of ideas, perspectives and opinions either through lectures, teaching materials or through guest speakers. This makes clear to faculty that diversity is valued element of teaching and cannot be an afterthought. It has to be embedded in the lessons and in the culture.

We have also developed a support program for students that has had in impact on underrepresented minorities in the program. More details are provided below.

In research and professional works, faculty are also pursuing topics related to diversity. One faculty member developed a free website called the Diversity Style Guide (<https://www.diversitystyleguide.com/>) that offers guidance to journalists about using more than 750 diversity-related terms. The guide brings together advice and terms from more than 20 media guides. In 2019 she wrote/edited a companion book, also called *The Diversity Style Guide*.

Another faculty member co-edited and co-authored a book entitled *Reporting Inequality: Tools and Methods for Covering Race and Ethnicity*. In addition, this faculty member is working on a second book – a family memoir – that explores structural disparities at play that lead to the wealth gap. Yet another faculty member is in final production of a film called “Crutch,” which explores the life of a disabled skate boarder and break dancer. We also have a professor who is working on a monograph about coverage of Native American tribes seeking federal recognition and the role of casino frames in their success. This faculty member also co-authored a paper about body image among ethnically diverse men who are straight and gay. Another faculty member led a local consortium of media outlets to examine and improve coverage of homelessness and the housing crisis. Two additional faculty members joined him. Another professor is researching the impact of the first LGBTQ+ ethnic studies curriculum in San Francisco’s K-12 system, which is being looked at as a model for other school systems around the country. One faculty member is also exploring educational opportunities of teen refugees who are traveling the Central American corridor and those traveling from the Middle East to

Germany. And finally, we have another faculty member who has traveled back and forth to the Philippines examining the political evolution of the country.

The variety and depth of these research and work projects inform faculty in the classroom and provide them with a range of perspectives, experiences, and topics to share with students.

The department is also embarking upon the development of a Spanish-language journalism program to serve the growing Latinx student population and the increasing Latinx community in the Bay Area.

In Spring 2018, a faculty member also launched a curricular support program focused on students enrolled in the gateway course, **JOUR 300GW**. We're finding modest success with the program and pushing more students to participate.

Please respond to each of the following instructions:

1. Complete and attach the following tables:

Table 4. Area Population

Service Area: Describe here the unit's geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

San Francisco State University serves the nine-county Bay Area, which comprises San Francisco, Alameda, Marin, Contra Costa, Solano, Sonoma, Napa, San Mateo, Santa Clara.

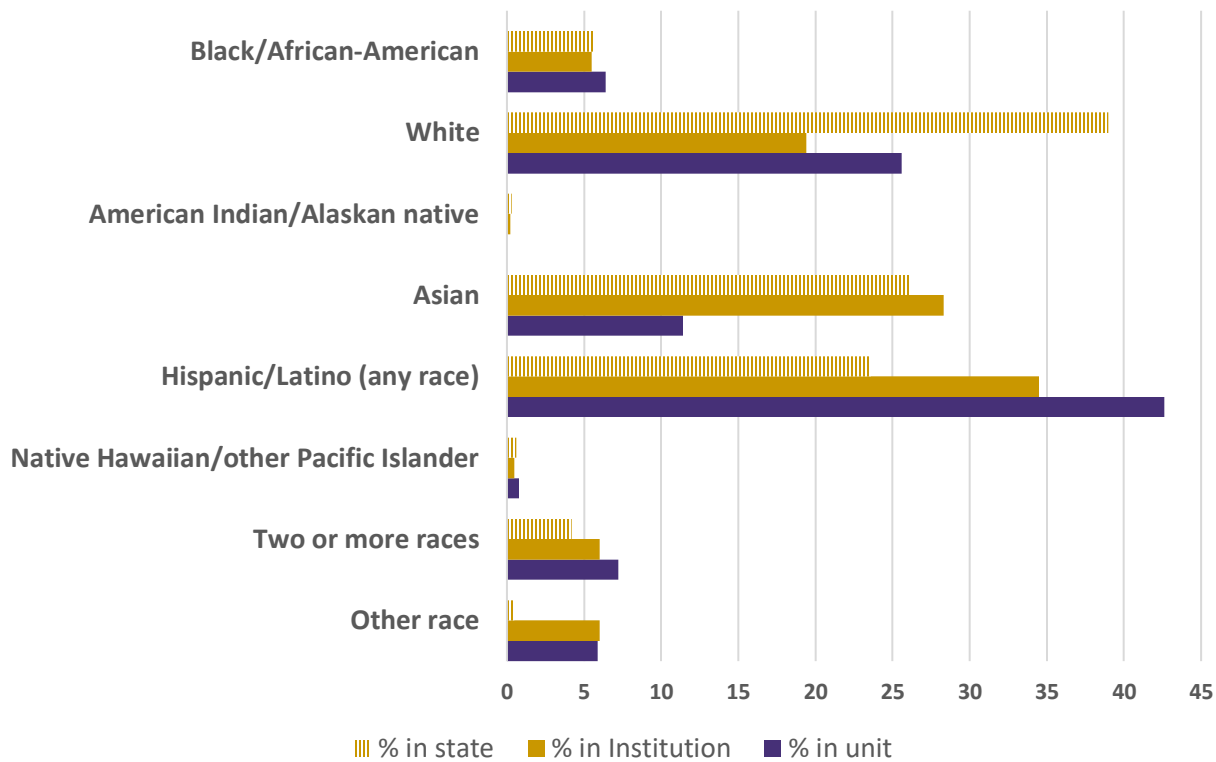
Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit's geographic service area as described above?

GROUP	% OF POPULATION
Black/African American	5.7
White	39.0
American Indian/Alaskan native	0.3
Hispanic/Latino (any race)	23.6
Native Hawaiian/other Pacific Islander	0.6
Two or more races	4.2
Other race	0.5
Female	50.3

Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the list below to best represent racial/ethnic/socio economic groups presented in Table 4.



Academic year: Fall 2018

GROUP	MALE	FEMALE	% IN UNIT	% IN INSTITUTION
Black/African-American	5	18	6.4%	5.5%
White	41	51	25.6%	19.4%
American Indian/Alaskan native	0	0	0	0.2%
Asian	24	17	11.4%	28.3%
Hispanic/Latino (any race)	55	98	42.6%	34.5%
Native Hawaiian/other Pacific Islander	1	2	0.8%	0.5%
Two or more races	12	14	7.2%	6%
Other race	10	11	7.2%	6%
International (any race)	unknown			

Table 6. Faculty Populations, Full-time and Part-time

Academic year: 2018 – 2019 Full-time faculty

GROUP	FEMALE	% OF FACULTY	MALE	% OF FACULTY
Black/African-American	1	10%	0	0%
White	2	20%	1	11%
American Indian/Alaskan native	1	10%	0	0%
Asian	0	0%	1	10%
Hispanic/Latino (any race)	1	10%	0	0%

Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	2	20%	1	10%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

Academic year: 2018 – 2019 Part-time/adjunct faculty

GROUP	FEMALE	% OF FACULTY	MALE	% OF FACULTY
Black/African-American	0	0%	0	0%
White	3	27.3%	4	36.4%
American Indian/Alaskan native	0	0%	0	0%
Asian	0	0%	3	27.3%
Hispanic/Latino (any race)	0	0%	1	9.0%
Native Hawaiian/other Pacific Islander	0	0%	0	0%
Two or more races	0	0%	0	0%
Other race	0	0%	0	0%
International (any race)	0	0%	0	0%

Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

ACADEMIC YEAR:	2016-17	2017-18	2018-19
Openings	0	1	1
Total applicants in hiring pool		21	38
Females in hiring pool		9	18
Female finalists considered		3	2
Offers made to females		1	0
Offers accepted by females		1	0
Minorities in hiring pool		17	24
Minority finalists considered		5	1
Offers made to minorities		1	0
Offers accepted by minorities		1	0
International faculty in hiring pool		2	0
International faculty in hiring pool		0	0
International faculty considered		0	0
Offers made to international faculty		0	0
Offers accepted by international faculty		0	0

Table 8. Part-time/Adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

ACADEMIC YEAR:	2016-17	2017-18	2018-19
Openings	5	17	7
Total applicants in hiring pool	50	53	50
Females in hiring pool	17	21	19
Female finalists considered	2	9	1
Offers made to females	2	7	1
Offers accepted by females	2	6	1
Minorities in hiring pool	12	14	12
Minority finalists considered	0	14	12
Offers made to minorities	0	14	5
Offers accepted by minorities	0	13	5
International faculty in hiring pool	0	0	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

- 2. Attach to this report a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.**

(see Diversity Plan in digital files under this standard)

- 3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

The department has a holistic approach to ensuring students graduate with more than a basic understanding of the importance of diversity in journalism. Diversity is at the core of our philosophy. From our courses to our research to our faculty, we strive to live our mission. For example, in Fall 2018 we hired Lourdes Cárdenas to start the process of creating a new program in Spanish-language journalism to create a path for the many Latino journalism students wishing to report on their communities. Diversity is also represented through our guest speakers, which we draw upon from the Bay Area's diverse journalism industry.

- 4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

We require a foundational diversity course of all our majors – print/online and photojournalism. The class is called **JOUR 304** (previously **JOUR 610**) Cultural Diversity and News. The course reviews historical coverage in mainstream media of various minority communities, including women and LGBTQ people. It also examines the ethical basis for diversity in coverage and it pushes students to examine structural obstacles that stand in the way of improved coverage. Finally, the course challenges students to explore their own personal blocks to covering issues and perspectives outside of their own experiences.

In addition to this class, faculty also apply diversity principles in various skills courses, including **JOUR 221** Newswriting; **JOUR 300GW** Reporting; advanced writing classes and the photo classes. Because our campus population is diverse, students are constantly provided with real-life lessons on the consequences of unrepresentative, biased, stereotyped, and narrow coverage. *Golden Gate Xpress* (news and magazine operations) have been challenged by the larger student body when portrayals were inaccurate or biased. The campus offers a great laboratory for our students.

All syllabi are required to include a Diversity Statement to ensure that 1) students understand diversity is not a separate issue for a singular class to tackle and 2) to ensure that faculty know they must include the instruction throughout the course. Commitment to inclusive journalism is also a part of the peer observation process, which is required for retention, tenure and promotion. The peer observer is required to assess both an individual class as well as the syllabus as part of the observation process.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Every syllabus is required to include language about discrimination and Title IX harassment. Faculty are encouraged to talk about this language with students so that they understand. We have also been instructed by the university per federal law to report any incident of sexual harassment or misconduct that we've become aware of, even if the incident happened off campus or before the student was enrolled in the university. All faculty, including lecturers are required to take an online sexual harassment course offered by the California State University system. Students have not been shy about reporting alleged incidents of harassment, particularly when it happens among their peers. On the few occasions incidents have arisen, we've found it was either a miscommunication or misunderstanding, or a case of social awkwardness. The university has a required protocol for handling such cases and all were resolved amicably.

Faculty members are also required to include information in their syllabi about the department's commitment to serving people with disabilities. At the start of the semester when faculty members review the syllabus with their students, they encourage people with disabilities to come talk to them about needed accommodations. Faculty members also coordinate with the Disability Programs and Resource Center, DPRC, to schedule exams outside of the classroom when needed. DPRC also provides other supports for students with disabilities.

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The department is generally known for the diversity of its student body, but the number of African-American males has been low and the Asian population is relatively low in comparison to the demographics of the region. During the 2015-16 academic year, we had no African-American men in the department (This was also true for some years in the previous review period. In AY 2018-19, the department had 5 male African-American students and 18 female African-American students; together they comprised 6.4 percent of the unit. In that same year 11.4 percent of Journalism students self-identified as Asian.)

The relatively small numbers of African-American and Asian students in the 2015-16 academic year concerned us greatly, even though our numbers mirrored the demographics in the university as a whole. In an attempt to boost numbers of African-American men, a faculty member reached out to San Francisco Unified School District and to Oakland Public Schools during the spring semester of 2016. Both districts had established an outreach program to bolster African-American success in the K-12 system. The faculty member met with the coordinator of each, but only managed to sit down with black students in the San Francisco Unified School

District. There the faculty member talked with students about journalism and about the impact of coverage on society's understanding of minority groups. Attempts to establish contact with Oakland students failed. The Oakland Public Schools coordinator often forgot agreed upon meetings, so meeting with students never happened and a program was not established.

However, we have gotten calls from a few middle schools in the Bay Area and we found a lot of excitement there. In March 2019, students from Gateway Middle School visited the campus and specifically came to our department wanting to learn more about what we do. We set up a small program that involved meeting with a faculty member, sitting in on classes, and meeting with students in the program. The department has assigned one faculty member to coordinate such events.

In addition to that, the university holds Sneak Preview, which is an open house for all those interested in learning more about the various programs on campus. The Journalism Department has a table on the green and does a presentation for all those interested. About 50-75 students attend that presentation each year.

In Spring 2018, a faculty member received an internal grant of \$12,309 to develop a curricular support program targeting students in **JOUR 300GW** Reporting. This course is a gateway course for all other journalism skills courses. In the class, students are assigned a neighborhood beat, and they are to generate, report and write stories about that assigned neighborhood. Students often have difficulty identifying a story, fully reporting the story, and organizing the story in their writing. Supplemental Instruction or SI, was designed to assist students with these challenges.

The core of the program is peer-based learning. Students who successfully completed the course are teaching incoming students. **JOUR 300GW** students voluntarily opt in at the start of the semester. The only downside to the program is that 32 percent of students enrolled in **JOUR 300GW**, opted into the SI. We would like to see far more students participate. Students who opted into SI did better than those who did not opt in. The assessment of SI will be discussed more in number 8 below.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

N/A

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The department remains vigilant to its commitment to promote the retention of minority students and also boost graduation rates. As the number of students of color has increased and as the department has reflected the university's development as a Hispanic-serving institution, we have been responsive to those changes. With funding from an internal grant from Academic Affairs, one of our faculty members started a supplemental instruction program, (mentioned above in more detail) designed to support all students who take the gateway course, **JOUR 300GW** Reporting.

After analyzing one year of data, we find that students who opted in and completed SI performed better in **JOUR 300GW** than those students who did not opt in. These findings are based on entrance and exit exams for **JOUR 300GW**, final GPA, and self-reporting surveys. Students decided how many SI sessions they attend, but we found that the more sessions they attend the better they do.

How much SI is helping minority students is hard to tell because the number of students in SI is small, but the trends we have seen are encouraging. In the Spring 2018 and Fall 2018 semesters 38 percent of SI students

were Latino, 12 percent were Asian, 4 percent were African American, and 8 percent were of two or more races. White students made up 27 percent of those in SI. Sixty-three percent were female and 37 percent were male. Of underrepresented minorities (UREM) who were in SI, 51 percent earned a B or better, whereas 58 percent of non-UREMs in SI earned a B or better.

Our method of advising has also helped many of our students successfully complete the program. Juniors and seniors in the program have mandatory advising. If students don't get the mandatory advising they are locked out of the system and can't register for the next semester's courses. We also encourage our lower-division students to get advising every semester.

According to our graduation and retention rates, students of color do as well as if not better than white students in the cohort. This is particularly true of our transfer students. Only in a few cases was there a major gap between students of color and white students. For example, minority students in the Fall 2013 cohort of First-time freshmen had graduation rates between 44 percent (Hispanic) and 100 percent. For white students in the same cohort the graduation rate was 62 percent. For transfer students in the 2014 cohort, the graduation rates of students of color ranged between 57 percent and 100 percent, while the graduation rate for white students in that cohort was 54 percent.

Retention rates are very similar. Students of color in the 2016 First-time freshmen cohort ranged between 57 percent and 75 percent. White students in that cohort had a 69 percent retention rate. Students of color in the 2016 cohort of transfers had retention rates between 80 percent and 100 percent, while white students in that cohort had a retention rate of 79 percent. (See attached files: Journalism Graduation Rates and Journalism Retention Rates.)

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, "Full-time Faculty Recruitment").

Between 2005 and 2019 the department head was a woman of color. We believe that this has been critical to ensuring that a faculty interested in SF State know their curriculum, research and service interests will be valued. Our current chair embraces the values of diversity and recently published The Diversity Style Guide.

Additionally, we have advertised openings in listservs and other advertising venues through the various journalism minority organizations. Faculty have also used their personal networks to spread the word so that we have a diverse pool of candidates.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

While we do not have any concerted efforts, the culture of inclusiveness that former department chair Betty Medsger put in place when she became the first female faculty member of the department in 1985 remains. No one has been denied tenure or promotion in the department since that time.

We from time to time used our time together in faculty meetings to talk about our research and projects. These moments of sharing engender a feeling of support and also inspire others.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

Because of entitlement requirements, we rarely have openings for adjuncts except on an emergency basis. However, when those situations arise, we tap into our local colleagues affiliated with NAHJ and NABJ. We have also maintained a spreadsheet with potential adjunct hires and their specialties.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

The department attempts to bring in a diverse range of guest speakers from local media, including ethnic media outlets like the bilingual newspaper *El Tecolote*; Spanish-language television; The Filipino Channel; *Shades Magazine* and *La Raza Chronicles*. We also sponsor talks by journalists who have reported internationally.

See attached file: Journalism Guest Speakers.

Part II, Standard 4. Full-Time and Part-Time Faculty

Make the following documents available in a digital file:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the Fall 2019 semester
- Print copy in the workroom only:
- records on faculty promotion and tenure

Executive summary

The Journalism Department currently has 10 full-time faculty. Since our last accreditation visit, we have lost two faculty members to retirement, one moved to another department, and one has opted to participate in the Faculty Early Retirement Program (FERP), teaching half time for up to five years. We hired two faculty members for Fall of 2015. Pulitzer Prize-winning photojournalist Kim Komenich replaced our retired photojournalism director. Laura Moorhead became the second faculty member to hold a Ph.D. Lourdes Cárdenas started in Fall 2018 and will direct our bilingual Spanish-language program. Josh Davis is new in Fall 2019 and brings a new realm of digital skills to round out our multimedia program.

Although we have new hires, we have the same number of faculty as our last visit because of our inability to replace all retired or half-time FERP faculty. Full-time tenured, tenure-track have taught the majority of courses in four of the six semesters of the last three years. In Fall 2017 one faculty member was on leave for medical reasons. Fifty percent of the courses would have been taught by full-time tenured, tenure-track had she been able to teach. In Spring 2018, the chair was on sabbatical, Yumi Wilson negotiated to teach her courses in BECA and Jon Funabiki was on FERP. Our location in San Francisco affords us the opportunity to appoint professionals of distinction who teach courses in their area of specialization.

Please respond to each of the following instructions:

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

Among our full-time tenured, tenure-track have a variety of academic backgrounds. Two hold doctoral degrees, seven hold Masters (M.J., MFA,) and two have bachelor's degrees but extensive and impressive professional experience. Most of our faculty have worked as professional journalists. Our faculty have worked at the *Los Angeles Times*, *The New York Times*, the *San Francisco Chronicle*, the *Associated Press*, *Frontline*, *Vice News*, *NPR*, *Wired*, *The Oakland Tribune*, etc. One was a program officer at the Ford Foundation and one ran a non-profit dedicated to diversity in journalism. The majority are women (60%), and the majority of women are women of color (67%). Among the four male faculty members, one is Asian American, two are white, and one is mixed race. Three faculty members are full professors, four are associate professors, and three are assistant professors.

FACULTY NAME	RANK	PROFESSIONAL EXPERIENCE	GENDER	RACE
Cristina Azocar	Associate	Diversity, non-profit, academic	F	Native American
Lourdes Cárdenas	Assistant	Spanish language, print	F	Latina
Sachi Cunningham	Associate	Video	F	Mixed race
Josh Davis	Assistant	Video and multimedia	M	White

Jon Funabiki	Full	Diversity, community media, print, foundation	M	Asian American
Jesse Garnier	Associate	Newspaper, wire service, multimedia, data	M	Mixed race
Rachele Kanigel	Full	Newspaper and magazine (print)	F	White
Kim Komenich	Associate	Photojournalism	M	White
Laura Moorhead	Assistant	Magazine (print and online), academic	F	White
Venise Wagner	Full	Diversity, newspaper (print)	F	Black

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

Each spring, the dean requests department priorities for tenure-track faculty lines from the chair. The chair meets with faculty either at the semester retreat or during a regular faculty meeting to finalize our requests. The chair then writes a memo to the dean to justify the hire. If the department receives a line, a hiring committee is formed. Semi-finalists are interviewed by video conference and finalists are brought for campus visits. The committee puts forward its choice to the chair. If the chair and the committee disagree and can't come to a resolution they meet with the dean. The dean will then make the decision and proceed with negotiations.

There are rarely openings for lecturers because after teaching for two semesters they receive an entitlement to teach the following semester per the collective bargaining agreement. Most lecturers have taught with us for at least ten years. When a person expresses interest in teaching in the Journalism Department, we log their information in an online form available to all faculty. When openings do occur, we pull from this list.

One semester (Fall 2014), we bolstered that pool of possible adjuncts with journalists who had applied for a full-time lecturer position that was pulled at the last minute. The upside of that one semester was we hired three Latino lecturers. Two ultimately left for personal reasons, and a third was replaced when we hired a tenure-track professor to teach these specific classes.

In Fall 214 we received approval for two tenure-track positions, one for a journalism scholar with a Ph.D. and a second to replace our retiring photojournalism director. Those successful hires both began in Fall 2015.

Our Spanish Language Journalism program tenure-track hire was approved in 2017 and started Fall 2018. A multimedia tenure-track hire was approved in 2018 and started Fall 2019.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

Teaching

Probationary faculty are evaluated by both their peers and by students every semester. The department's peer observation forms were updated in Fall 2017 to address some difficulties faculty had in assessing the question on inclusive teaching. Observers now must also look at the course syllabus to gauge how inclusive a

course is aside from the single observance during the semester (see peer observation digital files in box under this standard).

Online student evaluations are also used as a measure of teaching effectiveness. There are six standard questions required by the university and three qualitative questions specific to journalism (see student evaluations digital files in box under this standard.)

Faculty are also required to present their syllabi and other course materials as other indicators of teaching for long reviews in a faculty member's second and fourth years.

Professional Achievement and Growth

The department expects faculty members to develop a program of research and/or creative/professional journalistic activity. For the purposes of Professional Achievement and Growth, a record of curricular innovation may be considered in combination with a program of research and/or creative/professional journalistic activity. Otherwise, curricular innovation is assessed under Teaching Effectiveness. The department sees Professional Achievement and Growth as an indispensable component of teaching excellence and expects candidates to demonstrate accomplishments in this area as a condition of retention, tenure and promotion. The candidate should demonstrate a coherent and consistent pattern of productive activity.

Because the field of journalism is in a consistent period of change and adaption to new technologies, the department values exploration of new forms of dissemination, reporting and storytelling. The candidate should provide evidence of evaluation and assessment from communication scholars or professional journalists about the impact and influence of these works in the field.

Service to Campus and Community

Contributions to campus and community, or service, will be evaluated on the basis of its scope and effectiveness in advancing the mission of the university or the journalistic profession. Contributions to university include service to the department, the College of Liberal and Creative Arts and the University. Contributions to community include providing service and/or leadership to the profession through professional and civic organizations. Consideration will be given to the nature of the organization and the scope of responsibility. The Department does not make a distinction between local, regional and national service to the profession.

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The university's Center for Equity and Excellence in Teaching and Learning (CEETL) is the hub connecting all SF State faculty with support and professional development opportunities that promote equity-minded, innovative and reflective learning and teaching.

CEETL helps fulfill the university's commitment to a culture that values and rewards teaching, supports diversity among learners and promotes learning environments that foster social justice and the respectful and vigorous exchange of ideas in which students and faculty thrive and succeed. It recognizes that meaningfully integrating teaching with scholarship and community engagement leads to more fulfilled and successful faculty who feel supported in all aspects of their professional identities and growth and students who are engaged and motivated to learn.

In support of the University's mission and strategic plan, CEETL:

- Provides institutional support for all faculty across all levels of teaching, throughout their careers;
- Develops programming and facilitates incentives in support of teaching excellence;
- Offers opportunities for continuing development in pedagogical theory, practice and innovation;
- Communicates about and connects faculty with all teaching-related professional development opportunities at SF State;
- Creates and advocates for a faculty community that is a source of connection, inspiration and reflection.

The College of Liberal & Creative Arts Excellence Awards

All faculty (T/TT faculty and lecturers) who have maintained an average teaching load of at least .40 time over at least five years are eligible for nomination for the Excellence in Teaching Award. The award categories are in the areas of:

- Teaching (T/TT faculty)
- Teaching (Lecturers)
- Professional achievement: Scholarship and Research (T/TT faculty)
- Professional achievement: Creative Activities (T/TT faculty)
- Service (T/TT faculty)

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Tenured and tenure track faculty teach 9 units each semester, which generally translates to three courses. The exception is that the faculty member who teaches the one-unit newswriting lab (**JOUR 222**) teaches three sections of it. The department chair receives a two-course reduction each semester. New faculty receive one course release per semester, generally for one year, however in 2015 new faculty received it for two years. The workload is determined by the collective bargaining agreement.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

SEMESTER/ACADEMIC YEAR	% OF CORE AND REQUIRED CLASSES TAUGHT BY FULL-TIME FACULTY
Fall 2019	69%
2018-19 school year	54%
2017-18 school year	38%
2016-17 school year	54%

As noted above, the 2017-18 school year was an anomaly because we had multiple full-time faculty on leave (medical leave, sabbatical, teaching in other departments) at the same time. Because two additional faculty members joined us in 2018 and 2019, we are confident that in the future the majority of courses will be taught by full-time faculty. In Fall 2019, 69 percent of our courses were taught by full-time faculty.

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

Tenure-track/tenured faculty are evaluated in teaching in accordance with the Academic Senate policy. Tenure-track faculty are required to be evaluated via in-class visits by a faculty member of a higher rank than them each semester and to have students evaluate them each semester. Student Evaluation of Teaching Effectiveness (SETEs) means are noted in a table in the faculty member's vitae. Tenured faculty are not required to have peer evaluations, but they can opt to do so for their files for promotion to full professor. They are required to have students evaluate them each semester. The department makes every attempt to rotate the evaluations so that by the time they reach their tenure and promotion years all faculty have different voices in their files. After receiving tenure, faculty are required to do a post-tenure review every five years (see post-tenure review policy in the digital files).

Lecturers are only required to have a peer evaluation if they will be appointed for a second semester. Lecturers with three-year contracts receive a peer evaluation each semester, although the university does not require it. All faculty are required to have students evaluate them each semester.

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

Selected Achievements in Teaching

- Laura Moorhead, Center for Equity and Excellence in Teaching and Learning (CEETL), High Impact Teaching Award. San Francisco State University, May 2018
- Jesse Garnier, Center for Equity and Excellence in Teaching and Learning (CEETL) High Impact Teaching Award. San Francisco State University, May 2018.
- Laura Moorhead, Academic Technology Recognition of Faculty Excellence Award, San Francisco State University, May 2018

Grants for development of curriculum or courses

- Laura Moorhead Course Redesign with Technology, 2017. San Francisco State University, \$12,309. <https://portfolio.com/LauraMoorhead1/portfolio> Laura Moorhead – Supplemental instruction – two years, \$12,309 initial grant, followed by \$4,000 for two semesters
- Laura Moorhead Institute for Civic & Community Engagement (ICCE), community-based journalism course, \$4,100 (spring 2018), \$4,000 (pending).
- Laura Moorhead LCA CURE \$3,000 Undergraduate Research Mentorship Grant, Spring 2019
- Laura Moorhead Graduation Writing Assessment Requirement (GWAR) Mentoring Program, 2017, 2018
- Laura Moorhead Supplemental Instruction Certification, International Center for Supplemental Instruction, University of Missouri-Kansas City, August 2018
- Jesse Garnier, 2014, April. \$35,000. Innovation in Journalism Education grant, Online News Association, the Democracy Fund, Ethics & Excellence in Journalism Foundation, John S. and James L. Knight Foundation, Robert R. McCormick Foundation, "Newspoints."
- Sachi Cunningham, Office of Research and Sponsored Programs Grant from Academic Affairs, \$20,409 awarded for Americans with Disabilities A.C.T.: Activism, Culture, and Technology, with Catherine J. Kudlick and the Longmore Institute on Disability, SFSU, SF, CA, June 25, 2013. Grant for development

of an oral history course collaboration with the History Department, Journalism Department and Longmore Institute.

Publications and papers on teaching

- Kanigel, R. "Developing a Diversity and Inclusion Action Plan," College Media Review, Dec. 18, 2018
Kanigel, R.
- Kanigel, R. "Covering Bigotry on Campus," College Media Review, Dec. 11, 2018
- Kanigel, R. "Explore Campus Diversity with Effective Coverage," College Media Review, Aug. 30, 2016
- Kanigel, R. "Course Remix: Meshing Reporting Skills and Multimedia Storytelling," MediaShift, March 24, 2014
- Kanigel, R. "Journalism Schools Become Incubators for Media Startups, Entrepreneurs," MediaShift, May 7, 2013
- Moorhead, L. (2018). Approaching LGBTQ content in K-12 curriculum. Kappan.

(Complete list in digital files)

Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Executive summary

The faculty in the Journalism Department at SFSU are actively engaged in a host of research, creative and professional activities. Most the faculty were working journalists before joining the department. Our professors have worked for some of the top news media organizations, including *The New York Times*, *The Los Angeles Times*, *Wired Magazine*, the *San Francisco Chronicle*, *The Oakland Tribune*, Vice News Tonight on HBO, *The Dallas Morning News*, the *Raleigh News & Observer*, *PBS Frontline*, and the Mexican magazine *Proceso*. We continue to produce work in a variety of media, including books, documentaries, photo exhibits, multimedia projects, and scholarly articles.

Our full-time faculty are passionate and committed teachers with years of professional experience. We continue to publish regularly, to engage in creative and/or professional development activities, and to provide service to journalism and journalism education.

Here are some of the highlights of our work over the past 6 years:

Associate Professor Cristina L. Azocar, Ph.D. received a sabbatical in 2018 to work on a monograph entitled “Framing Federal Recognition: The News Media and Tribal Self-Determination.” It has been provisionally accepted to *Journalism and Mass Communication Monographs* and it was awarded the inaugural Association for Education in Journalism and Mass Communication Paula Poindexter Minorities and Communication Research Grant in 2018. In 2017 the chapter “Native People,” was published in *The Diversity Style Guide*. A series of co-authored studies examining the intersection of social media, body image, race and culture has resulted in three peer-reviewed conference papers including “Changing Body Ideals of Marginalized Identities and the Proliferation of Social and Entertainment Media,” which won the Top Faculty Paper Award at AEJMC in 2019. She also presented “Who is Indian? The Role of the Media in the Self-Determination of the Indigenous People of the United States” at the Western Social Science Association in 2017.

Assistant Professor Lourdes Cárdenas is the author of the book *Marihuana. El Viaje a la Legalización*, which explores the process, challenges and implications of cannabis legalization in the U.S. She has been reporting and writing journalistic articles on the immigration crisis at the U.S.-Mexico border and her work has been published by the Mexican magazine *Proceso*. She is currently developing curriculum for the upcoming Bilingual Journalism program at San Francisco State University. She volunteers at San Quentin State Prison where she teaches journalism skills to incarcerated people.

Associate Professor Sachi Cunningham recently submitted her feature-length documentary about an artist finding his voice, *CRUTCH*, to the Sundance Film Festival. She is the director/producer/ cinematographer for the film. She is in the final stages of production and is starting post production on her feature-length documentary, *SheChange* about the best female big wave surfers in the world and their quest for pay equity in one of the most dangerous sports on earth. In 2014 Associate Professor Cunningham served as second camera/soundwoman on location in Baghdad and Erbil, Iraq, on the PBS FRONTLINE documentary “The Rise of Isis.” Cunningham has established herself worldwide as a leading voice and eye in the world of water surf photography. Her images appear regularly in *Surfer Magazine*, *Outside* and *Surfline*. At SFSU, Cunningham collaborated with the Paul K. Longmore Institute on Disability for the project “Patient No More!” a transmedia exhibit about the Section 504 Sit-In, the protest that paved the way for the Americans with Disabilities Act (ADA) in 1990.

Professor Jon Funabiki is the executive director of Renaissance Journalism, an independent organization that creates strategic initiatives that support journalists and their news organizations to produce ambitious, in-depth and compelling stories that reveal and illuminate social justice and

inequity. Recent projects have focused on bringing community leaders and journalists together to discuss the media's role in the 2020 U.S. Census and the homeless crisis in the Bay Area. He wrote "After the Disaster: Rebuilding Lives and Communities in Fukushima," a chapter of the book *Say It Forward: A Guide to Social Justice Storytelling* (2018), edited by Cliff Mayote and Claire Kiefer. He is co-author of the report "Media Deserts: Local Ethnic Communities Face a Crossroads" issued by The Lab for Media & Community.

Associate Professor Jesse Garnier is editor and co-founder, along with Scot Tucker and three other department alumni, of SFBay (<https://sfbay.ca/>), a locally owned and operated, award-winning digital media startup that covers news and professional sports in the Bay Area. SFBay was judged best online news site in the Bay Area in 2018 and 2013, among dozens of awards it has received since its founding in 2011 from the San Francisco Press Club including best news story, best breaking news coverage, best continuing coverage, best multimedia, and photojournalism including best sports action and sports feature photography.

Chair and Professor Rachele Kanigel served as a Fulbright Specialist in Spring 2019, teaching, training faculty and developing curriculum for the first mass communication B.A. program in Bhutan. She created and edited the online Diversity Style Guide (<http://diversitystyleguide.com>), which is used by journalists around the country, and wrote and edited a book, also called *The Diversity Style Guide* (<https://www.wiley.com/en-us/The+Diversity+Style+Guide-p-9781119055150>) (Wiley, 2019) with chapters on covering different racial/ethnic/religious communities and sensitive issues like immigration, mental health, suicide and drug use. During the period under review she wrote 14 articles about journalism and journalism education for *College Media Review* and *MediaShift* and published an article about non-binary identities in *San Francisco Magazine*.

Associate Professor Kim Komenich has produced *Revolution Revisited*, a book and major multimedia project on the 30th anniversary of the People's Revolution in the Philippines. In 1987 Komenich won the Pulitzer Prize for Spot News Photography for photos he took in the Philippines documenting the fall of the Ferdinand Marcos regime and the rise of "People Power." From 2010 to 2015 he traveled to the Philippines eight times in an effort to locate, interview, film and rephotograph some of the people he had photographed in the 1980s — rich and poor — to show how the revolution had affected their lives. In addition to the book and multimedia project he produced several videos and a photo exhibition that was displayed at consulates and photo galleries.

Assistant Professor Laura Moorhead works with the National Cancer Institute to use eye-tracking technology to assess how the public understands news. Through this and other health-related work, she explores how people access, read and understand scientific research. As a former journalist (most recently at *Wired* and PBS FRONTLINE/World), she considers what narratives are elevated in the news media and how journalists frame homelessness. She studies LGBTQ+ visibility in curriculum; *Kappan* recently published her work on the topic. The International Communication Association LGBTQ+ interest group awarded her "top faculty paper" (2017). Laura involves students in her research and received both a Center for Equity and Excellence in Teaching and Learning High Impact Teaching Award and an Academic Technology Recognition of Faculty Excellence Award (2018).

Professor Venise Wagner is the co-author and co-editor of *Reporting Inequality: Tools and Methods for Covering Race and Ethnicity*, (Routledge 2019). She is currently working on a family memoir, *When Steel Made Dreams: The story of durable inequality in Chicago's steel industry*, which examines interplay of workplace and residential segregation and their impact on working-class African Americans' ability to build wealth. In 2018 she won best journal article from the United Association for Labor Education for "Living in the Red: Black Steelworkers and the Wealth Gap," which was published in *Labor Studies Journal* (2017). She was also a contributing writer to *The Diversity Style Guide*, and has presented trainings on how to better cover structural

inequity and address implicit bias in reporting. She was also a Laventhol Visiting Professor at Columbia University's Graduate School of Journalism in 2013.

Please respond to each of the following instructions:

1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

According to the Journalism Department's criteria for retention tenure and promotion, "As members of a professional program, Journalism Department faculty members are expected to engage in teaching, research and/or creative activities and service that:

- Prepare students to excel as journalists in a complex, multicultural world;
- Improve both the practice of journalism and journalism research;
- Contribute to students' and the public's understanding of freedom of expression and the ethical responsibilities of mass media; and
- Strengthen the department's curriculum and help to shape its continually evolving mission."

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

Professor and Chair Rachele Kanigel	2013- present
Professor Yvonne Daley, retired	2013-2015
Professor Jon Funabiki, in Faculty Early Retirement Program since Fall 2017	2013- present
Professor Ken Kobre, retired	2013-2016
Professor Venise Wagner	2013- present
Professor Yumi Wilson, transferred to BECA Department in Fall 2019	2013-2018
Associate Professor Cristina Azocar	2013- present
Associate Professor Sachi Cunningham	Fall 2014- present
Associate Professor Jesse Garnier	Fall 2014- present
Associate Professor Kim Komenich	Fall 2015- present
Assistant Professor Laura Moorhead	Fall 2015- present
Assistant Professor Lourdes Cárdenas	Fall 2018- present
Assistant Professor Josh Davis	Fall 2019-present

3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

SCHOLARSHIP, RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITIES	INDIVIDUALS					TOTALS (10)
	TOTAL FROM UNIT*	FULL PROFESSORS (3)	ASSOCIATE PROFESSORS (4)	ASSISTANT PROFESSORS (3)	OTHER FACULTY ** (0)	
Awards and Honors	12	1	9	2		
Grants Received Internal	2	1		1		
Grants Received External	6	3	3	1		
Scholarly Books, Sole- or Co-authored	2		1	1		
Textbooks, Sole- or Co-authored	3	3				
Books Edited	0					
Book Chapters	3	2	1			
Monographs	0					
Articles in Refereed Journals	3	3				
Refereed Conference Papers	15	2	4	9		
Invited Academic Papers	0					
Encyclopedia Entries	0					
Book Reviews	1		1			
Articles in Non-refereed Publications	59	16	37	6		
Juried Creative Works	0		40			
Non-juried Creative Works	0					
Other (please specify)	11	2 (IP)	8 (IP)	1 (IP)		
Invited Presentations (IP)						

* Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

4. List in a digital file list the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.

The list is provided in the digital file for Standard 5.

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

Sabbatical

To be eligible for a sabbatical leave, faculty must have served full-time for six years at SF State in the preceding seven-year period prior to the leave and at least six years after any previous sabbatical leave or difference in pay leave. Credit granted towards the completion of the probationary period for service elsewhere also applies towards fulfilling the eligibility requirements for a sabbatical.

- **Cristina Azocar, Spring 2018** – completed the majority of a monograph about the role of the news media in the tribal federal recognition process
- **Rachele Kanigel, Spring 2019** – served as a Fulbright Specialist in Bhutan, teaching and training faculty and helping to develop curriculum in the new mass communication B.A. program at Royal Thimphu College; presented a peer-reviewed paper on her work in Bhutan at the World Journalism Education Congress in Paris in 2019

To be eligible for a difference in pay leave, faculty must have served full-time for six years at SF State in the preceding seven-year period prior to the leave. Credit granted towards the completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for a difference in pay leave. The applicant will be eligible for a subsequent difference in pay leave after he/she has served full-time for three years after the last sabbatical or difference in pay leave.

Leave of Absence Without Pay

LOA/WOP is designed to grant a full or partial leave of absence without pay for up to one year. Leaves of absence without pay may be granted for the following reasons:

1. Loan of an employee to another governmental agency;
2. Family leaves include childbirth, adoption or serious health condition of spouse, parent or child;
3. Outside employment that would lessen the impact of a potential layoff, or a layoffs,
4. Temporary incapacity due to personal illness or injury, including pregnancy;
5. Other satisfactory reasons.

Leaves without pay granted for periods of disability related to pregnancy are subject to leaves of absence with pay provision. In addition, medical verification may be required.

A LOA/WOP assures to the employee a right to return to his/her former position or a position (or comparable position and benefits) within his/her classification upon expiration of the leave. An employee may submit a request to the Dean/Director for return to active pay status prior to the expiration of such a leave.

- Sachi Cunningham Spring 2017 – LOA/WOP
- Sachi Cunningham Fall 2017 – LOA/WOP

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

The Journalism Department does not have its own sources of income to fund faculty research opportunities. However, there are a number of resources in the College of Liberal and Creative Arts and the university that our faculty have taken advantage of.

The Office of Faculty Affairs and Professional Development supports faculty travel by reimbursing up to \$1,000 for airfare and lodging (\$1,500 for international travel). Awards are given to faculty for oral or poster presentations at conferences. Additional reasons for travel awards include:

- Reading a paper or present creative work at a meeting of a professional organization for which one has been competitively selected

The College of Liberal and Creative Arts may supplement awards, covering expenses in excess of \$1,000.00 or reimbursing faculty for per diem expenses, conference registration costs, etc.

College travel funds in the amount of \$1,000 per academic year are allocated to faculty for purposes such as the following:

- Reading a paper or presenting creative work at a meeting of a professional organization
- Delivering an invited lecture at another university/college
- Organizing a session or panel at a professional venue
- Serving on a pre-arranged panel or as a pre-assigned discussant
- Moderating a panel or session
- Participating in a workshop or institute for which one has been competitively selected

Research/Creative/Professional Funding

Newly hired faculty are generally given start-up funds as part of their offer letter when they join the faculty. The funds vary and are allocated by the dean and help ensure the faculty member can achieve tenure.

The Office of Research and Sponsored Programs is a resource for faculty to identify sponsorship for their research and creative works.

Non-tenured faculty in years two, three and four are eligible to apply for a Presidential Award for Professional Development of Probationary Faculty. The purpose of this award is to support the retention, tenure and promotion of probationary faculty who demonstrate an active engagement with their individual field of study. Awards are competitive and are granted on the basis of proposals, which demonstrate the ability of the faculty member to accomplish the project within the timeframe of the award, the significance of the activity, the clarity of the proposal, and the need for the award.

The Paul Sherwin Endowed Fund for Faculty Development enables T/TT faculty to apply for funds to complete research projects.

The College of Liberal & Creative Arts Excellence Awards

All faculty (T/TT faculty and lecturers) who have maintained an average teaching load of at least .40 time over at least five years are eligible for nomination for the Excellence in Teaching Award. The award categories are in the areas of:

- Teaching (T/TT faculty)
- Teaching (Lecturers)
- Professional achievement: Scholarship and Research (T/TT faculty)
- Professional achievement: Creative Activities (T/TT faculty)
- Service (T/TT faculty)

7. List faculty who have taken advantage of those programs during the past six years.

- Associate Professor Sachi Cunningham received a Presidential Award
- Assistant Professor Laura Moorhead received four faculty travel grants
- Associate Professor Cristina Azocar received two faculty travel grants
- Professor Rachele Kanigel received two faculty travel grants
- Professor Venise Wagner received a \$10,000 mini-grant which included a course release and one faculty travel grant

Part II, Standard 6. Student Services

During the visit, the unit should make the following accessible to the team:

- advising records
- other files related to student services (need advising folders, advising forms, roadmaps)

Executive summary

The Journalism Department has improved its student services since the last accreditation report but a lack of resources and staff have prevented us from doing all that we'd like to do.

In order to ensure that students utilize the resources of the department, we have developed a number of methods for their success. Upper-level students have mandatory advising which has become more targeted than in the past, and the majority of students rate advising as excellent or good on senior exit surveys. The quality of academic advising is also evaluated on our senior exit surveys. Our lack of career counseling and job placement services, however, is an area of weakness. We have a number of significant scholarships, and have three funding opportunities for specific groups of students. We also received funding for a pilot program to restart our mentorship program. Recognizing that our students need extra help in **JOUR 300GW** Reporting, in Fall 2017 we received a grant to include supplemental instruction in that class. That has received additional funding each semester since then.

The university has dedicated resources to ensure Student Success – a graduation initiative for 2025. In our college, students also now have access to the Advising Resource Center (ARC). The ARC provides multiple support services to students, including information about general education requirements, learning resources and applying for scholarships. The ARC facilitates exploratory major and career conversations, and helps students engage with campus resources at all levels of study and for the purpose of employment. The ARC opened about four years ago and has six dedicated staff members.

In 2018 the college instituted an advising week – a week in which each department allocates specific activities or events dedicated to advising. Because the department has mandatory advising, Journalism holds an advising hour during which all faculty are required to be in their offices.

In 2019 the university launched Transfer Student Week and the Journalism Department is planning a special advising/welcome event for transfer students on Oct. 23.

In the last few years we have added a number of new funding opportunities for students:

- **The Raul Ramirez Fund** allows two students to participate in paid internships at KQED, an NPR-member radio station. Raul was a long-time lecturer and news director at KQED. Diagnosed with terminal cancer, he left the department a \$25,000 endowment to which others contributed. It has grown to more than \$80,000.
- **Hollis Editor Awards** – Former student publication editor Robert Hollis annually gives the department \$1,500 to pay editors a small stipend.
- **Fran Ortiz Fund** – Photojournalism alumnus Gary Cameron started the Fran Ortiz Fund to support student reporting projects. Fran was the first photo instructor the department hired and was committed to ensuring diversity among photojournalists. We honored Gary as our Distinguished Alumnus in Spring 2019.

Please respond to each of the following instructions:

Complete and attach Table 9, "Student Aid."

Table 9, Student Aid

FULL-TIME FACULTY		
SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT		
Total amount of scholarship dollars from funds controlled by institution	0	0
Number of students receiving scholarships from funds controlled by institution	0	0
Median individual scholarship from funds controlled by institution	N/A	N/Q
Total amount of scholarship dollars from funds controlled by unit	\$15,508	\$28,887
Number of students receiving scholarships from funds controlled by unit	4	6
Median individual scholarship from funds controlled by institution	\$1,950	\$1,800
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	8	8
Range of stipends	\$14-\$18.63 per hour	\$15-\$15.25 per hour

8. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

The 72-hour rule is noted on the bulletin page for the department. It is also in the student handbook on the website. The rule is at the top of the advising folder that students complete with their advisers, and advisers keep track of it at advising meetings. It is also on the advising tips sheet which includes registration information for the upcoming semester. The student's Degree Progress Report (DPR), the official university record of a student's fulfillment of requirements, has a separate area for the requirement. It keeps track of the courses that the student has taken to meet the requirement. In Spring 2018, the department chair created a video for students to show them how to read their DPR so they wouldn't have any surprises. The feedback was very positive. A graduating senior said, "I wouldn't have known I was missing that if I hadn't watched your video."

Faculty are required to have one office hour for each class they teach. All faculty offices are in the Humanities building with the exception of Professor Jon Funabiki's office, which is located in the Creative Arts Building. Most faculty meet with students more often than the one hour of office hours required per class per week. Senior exit surveys note that advising was good or excellent, evidence that faculty were available.

9. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

Advising is evaluated by inspection of advising folders and through the senior exit survey. The chair provides instruction on advising and does advising workshops during faculty retreats and at other times during the semester. Faculty are also invited to sit with the chair while she advises students to ensure that they understand each part of a student's progress report. The previous chair made a video for graduating students to help ensure they knew how to read their Degree Progress Reports and has also recommended that faculty use this if they are confused. It is available on the department iLearn site. (The hyperlink to it is available in the digital files of this report in this section). In senior exit surveys students are asked to "Rate the quality of academic advising that you received in the department." In Spring 2019 31 percent chose excellent and 43 percent chose good. We also asked if students have been prevented from registering for classes because of an advising hold. Only 11 percent indicated that they had been. The Fall 2018 and Spring 2019 exit surveys are included in the digital files for this standard.

10. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

The department maintains two laboratory publications that students are required to contribute to for at least one semester toward graduation. The publications are *Golden Gate Xpress* newspaper, which publishes weekly in print and daily online and *Xpress* magazine, which publishes three times per semester, usually twice in print and once in a digital edition.

Journalism Department lab publications offer critical learning experiences for students. As a required course in the curriculum, they provide the time and space in which students can gain real and practical experience in covering news and managing the complex demands of a newsroom. A signature element of the experience is that the student editors and other staff are entrusted with the operations while faculty and staff serve as advisers and teachers. The students enjoy both the benefits of independence and the burden of responsibility, paralleling the demands they will face in a professional newsroom. In addition, the publications play an important public service function as they are the primary source of news and commentary for the almost 30,000 students and more than 3,700 faculty and staff who comprise one of the most diverse campus populations in the United States. The publications regularly win National Pacemaker Awards, the highest honor in collegiate journalism, as well as awards from College Media Association, the California College Media Association, and the California Newspaper Publishers Association.

As we remind each new student staff at the beginning of the semester, *Golden Gate Xpress* is the only publication that regularly covers the SF State community.

In Fall 2016 the department organized its first Day Of event as part of its strategic planning goal to create more community in the department. Since then, we have held three of these events. Regular classes are cancelled for the day and students who normally have classes that day are required to attend the panels and speakers schedule during that time slot. The fliers for these events are in the digital files for this section.

- Fall 2016: Day of Storytelling of Visual Conflict
- Fall 2017: Day of Ethics
- Fall 2018: Day of The Anniversary of the Student Strike

With a \$15,000 grant from Steven Hearst, we were able to restart our mentorship program. Pulitzer Prize-winning journalist Joanne Derbort spearheaded the ask and is now running the program. She has organized group mentoring events for students, collaborated with the local NAHJ chapter for a resume writing and cover letter workshop, and is reaching out to local chapters of NAHJ, NABJ, AAJA, ONA, JAWS and SPJ for help finding potential mentors.

In 2015, Associate Professor Kim Komenich started a National Press Photographers Association student chapter. All photojournalism students participate in at least one event each semester, including a photo showcase held off campus in the spring.

11. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

Our faculty work hard to get students thinking about internships and jobs, and most of us talk about career development in our classes. We have a Media Internships page on our website (<https://mediainternships.wordpress.com/>) with links to internship listings, job websites, professional organizations, and tips for applying for jobs. And the many guest speakers who come to our classes typically offer some career advice. Having a dedicated internship class has made it possible to offer students more possibilities. With a new one-year grant, we've been able to hire a lecturer to develop a mentoring program, which will be launched this academic year.

However, these steps do not take the place of a dedicated career center devoted specifically to journalism and related fields. We do not have capacity to offer such services in the department. This is a recognized problem university-wide. As such, SF State has stepped up career services as part of the university's Student Success strategy. The college holds a career day in the spring.

In the summer of 2019, we conducted our triennial alumni survey. The survey was distributed to 3,000 contacts in MailChimp as well as posted to the department Twitter account and the department's alumni Facebook account. There were 78 respondents. By far the most comments appeared in the open question "What services, activities or courses would you like to have had access to?" Alumni noted that students would benefit from more emphasis on career development and internships. This aligns with recent senior exit survey comments. Students also wanted more access to digital training, broadcast training and management training. The full report is attached as a PowerPoint presentation in the digital files under Standard 9: Assessment.

The Journalism Department is planning a series of career development workshops this fall aimed at helping students find, apply for, and land internships and jobs.

12. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university' rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

Data collection and analysis by the university has improved immensely since our previous visit. The Office of Institutional Research provides timely data on students and faculty (<http://ir.sfsu.edu/>). Data can be accessed by the public at the university, college and department level.

Our most recent retention and graduation data is here: <http://journalism.sfsu.edu/accreditation>

Part II, Standard 7. Resources, Facilities and Equipment

Executive summary

The Journalism Department is a lean unit with limited resources. However, we have been able to provide students with access to state-of-the-art photo and video equipment. We refresh computers and photo equipment on a regular basis. We have been able to get equipment from Canon USA's "seed" program, which provides loaner equipment. Through a pilot project announced in Fall 2019, Academic Technology will distribute free Adobe Creative Cloud licenses to all currently enrolled and declared Journalism majors and minors. All licenses will be good through June 30, 2019. If the program continues, licensing will be extended for any continuing enrolled major and minor students. (All faculty computers and computer labs currently have access to the software.)

All of our facilities are all located in half a wing of the third floor of the Humanities Building.

Please respond to each of the following instructions:

1. Complete and attach Table 10, "Budget." If necessary, provide a supplementary explanation.

Note: Budget figures for 2017-18 and 2018-19 are actual; figures for 2019-20 are projected.

Table 10, Budget

CATEGORY	2017-18	2018-19	2019-20
Administrative salaries (department chair x 0.4)	\$46,692	\$46,453	\$41,591
Teaching salaries (full time)	672,336	813,308	823,228
Teaching salaries (part time/adjunct)	228,118	176,333	172,713
Teaching assistants	5,160	4,848	4,472
Clerical salaries	83,793	85,296	87,852
Equipment	50,000	48,944	50,000
Equipment maintenance	N/A	N/A	N/A
Supplies	5,566	3,221	3,071
Library resources	N/A	N/A	N/A
Databases, online information services	N/A	N/A	N/A
Travel	2,000	6,362	5,000
Research	N/A	N/A	N/A
Operating funds			6,000
TOTAL	\$1,093,665	\$1,184,765	\$1,193,527

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The dean of the College of Liberal & Creative Arts develops the operating budget for the unit. Neither the department nor faculty have a role in determining salaries for faculty or staff.

The department's Technology Committee assesses needs, researches options, and oversees all equipment requests. The committee's members are tasked with representing the needs of the still photography, video, reporting, design and multimedia classes, as well as overall department needs for industry standard workstations throughout three classrooms and two labs. Each December the committee is told the amount

being allocated for the next fiscal year and it prepares the equipment request accordingly. Due to the 3- to 5-year “working life” of most of our technology, the committee “rotates” its requests, dedicating the bulk of a given year’s funding to a certain technology. We might buy 20 Mac Pro computers one year, or, as we did in 2019, 13 Canon 4K video cameras another, leaving the rest of the funding for replacement and supplementary equipment.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The department has a strong tradition of providing state of the art “pool” equipment on a level that rivals many regional publications. We have the high-end ultrafast sports lenses, gyro stabilizers, sliders, jibs, and drones that will allow our students to create cutting-edge stories. We do not, however, provide students with entry-level camera kits or recorders. Our policy is to guide print/online students to buy a 4:3 DSLR camera/lens kit and audio recorder. We suggest (but don’t require) that our photojournalism students buy a full frame DSLR or mirrorless camera with a fast midrange zoom and external flash. In cases of financial hardship, students can check out any of the above equipment on an overnight basis.

We have 25 2018 Mac Pro computers with Adobe Creative Suite and 16 2016 Mac Pros with Adobe Creative Suite in our labs and classrooms in addition to 24 older Macs, all with Adobe Creative Suite, in various labs. We have 13 2019 Canon 4K XF400 video cameras and 9 2015 HD video cameras by JVC and Sony. We have lavalier and shotgun microphones and fluid head tripods for 20 cameras. We have one 2018 Canon C200 video camera body and one 2019 Canon “R” series mirrorless camera, in addition to a 400mm f/2.8 and 300 f/2.8 “sports” lens. We have a selection of professional-quality DSLRs and lenses for overnight checkout.

The department relies primarily on the dean’s budget. We participate in Canon USA’s “seed” program, which provides loaner equipment on a semester-by-semester basis. During the period under review the department chair campaigned to develop contacts with a circle of alumni who have indicated their willingness to donate specifically for equipment. We remain hopeful, especially in the case of one alumna who has suggested that a \$20,000 equipment donation is coming.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The university is moving towards a Marginal Cost of Instruction model for allocating funds – full-time-equivalent faculty instructional cost per full-time-equivalent student (FTES). In 2017-18, the Marginal Cost of Instruction for Journalism was \$4,113/FTES; for the College of Liberal and Creative Arts as a whole it was \$3,166/FTES. This means that the average expenditure per unit is 30% higher for Journalism than for the college as a whole. As a medium-sized department in terms of enrollment, faculty and majors, its annual non-equipment operating budget is in the median of the college, and its instructional equipment funds, which are allocated separately, are regularly at the high end of college funding, in line with the creative arts due to its reliance on multiple computer labs as well as technical equipment.

5. Describe the unit’s classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The Journalism Department has four classrooms, three of which are computer labs, as well as an additional computer lab, a department office, a conference/reading room and a conference room/gallery. Since our last accreditation, the department lost one classroom when it was reallocated to another department.

HUM 305 is the Journalism Department office suite. It has a desk for the Administrative Office Manager, a mailroom with the multi-function copier, and the chair's office.

HUM 303 is the Leo Young Reading Room and conference room, named for the department's founding chair. The room has books and magazines; a desktop computer and a conference table. The room is used for faculty and committee meetings, student newspaper and magazine editor meetings, and other small group meetings. The room has a small refrigerator and microwave and students and faculty sometimes eat their lunch here. We recently started a Lunch with the Faculty where students can come for a brown-bag lunch with one or several faculty members. The faculty members provide dessert.

HUM 307 was recently reconfigured into a conference room/gallery where we display framed photos taken by photojournalism students. Our new mentoring coordinator is based in this room and this semester our visiting scholar from Japan works out of this room. The room has a 15-seat conference table and a 60" monitor. We use this room for small receptions and meetings.

The classrooms are:

HUM 312 (Writing Lab) has a teaching station and 20 Mac Pro computers. Many of our writing classes take place here.

HUM 309/310 (Multimedia Lab) is a double classroom with a teaching station, large flat screen TV monitor, and 20 Mac Pro workstations on one end of the room (HUM 310) and a large flat screen TV monitor and moveable tables and chairs on the other end (HUM 309). The tables can be set up as desks facing the screen or in table groups in different configurations (a large table everyone sits around, four or five tables students can use to work in small groups, etc.) This flexible arrangement allows for students to follow along with an instructor teaching a computer skill, such as data analysis or video editing; to listen to a lecture with a slide show; or to work in small groups around tables. The classroom also has fixed whiteboards on each end and several whiteboards on wheels that students can use while working in small groups. Most of our multimedia and publication design courses are taught in this room. Some writing, editing and entrepreneurship classes are also taught here.

HUM 311 (Photo Studio/Classroom) has a large flat screen TV monitor and a teaching station. All of our photojournalism classes are taught here. Students can reserve the Photo Studio on afternoons and evenings when no classes are being held.

HUM 308 (News Lab) is the student newsroom where *Golden Gate Xpress*, the student newspaper and *Xpress Magazine*, the student magazine are produced. The room has 24 computers and three printers. The staff of *Golden Gate Xpress* meets here for class on Monday and Wednesday mornings (the magazine staff meets at the same time in HUM 312 and occasionally the two staffs meet together in HUM 308 for a guest speaker, editor candidates' forum or joint meeting).

HUM 306 is a computer lab with 20 computers and one printer.

All SFSU students have a "Box" cloud storage account. Journalism students have additional access to the department server, which can be accessed remotely using VPN. Students can upload assignments for classes as well as file deadline stories, photos, video and multimedia on the department server. The servers, all Mac Pros and other department technology is administered by the SFSU Information Technology Services department.

The *Golden Gate Xpress* newspaper is produced by the **JOUR 609** Publication Lab Newspaper/Online class in Humanities 308, and the *Xpress* magazine is produced by **JOUR 605** Pub Lab Magazine. Both publications are printed by off-campus commercial printers. Press runs are typically 3,500 once a week for 15-16 weeks for the newspaper, and 1,000 copies once per month for three weeks for the magazine.

In Fall 2019 the department began to reconsider whether it wanted to turn the online administration and backend responsibilities for the WordPress-based online editions of both publications over to the university's Academic Technology department. We are currently looking at options for a new content management system.

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

Because broadcast journalism is housed in the Broadcast and Communication Arts Department, we have few resources for radio or television broadcasting. As media have changed and converged, we feel more of a need for audio and video production facilities and equipment. At the beginning of the Fall 2019 semester we had the opportunity to claim an office adjacent to the News Lab (Humanities 308) and begin converting it into a podcasting studio. The remodeling is ongoing and we hope to find funding for acoustical baffling appropriate for the room and its location.

Part II, Standard 8. Professional and Public Service

Executive summary

Throughout its almost 60-year history, the Journalism Department and its faculty have actively engaged in professional and public service at the local, national and international levels. Our faculty have been leaders of national journalism organizations and we maintain strong relationships with regional and national media organizations.

Our faculty serve as judges for regional, statewide and national journalism competitions. They review tenure and promotion dossiers of colleagues from other universities. They lend their years of professional experience to the media profession as guest speakers and consultants. Two faculty members volunteer at a nearby state prison working with incarcerated journalists. They speak at journalism education and college media conferences.

Our relationships have enabled us to create a long-term collaboration with El Tecolote, a bilingual Spanish newspaper based in the Mission District of San Francisco. The Community Media class works directly with El Tecolote and we generally have at least one intern there each semester and over the summer. Faculty also build relationships in the field through conferences, training workshops, special reporting projects, public programs and alumni events.

Though we don't have an alumni office that is dedicated to the Journalism Department, we maintain relationships with hundreds of alumni. Graduates of our department who have gone on to media careers often come back as guest speakers. The department sponsors an annual alumni reception and honors outstanding and distinguished alumni during the end-of-year graduation ceremonies and at an annual alumni gathering.

Please respond to each of the following instructions:

- 1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.**

Our department's laboratory publications are the *Golden Gate Xpress* newspaper (<http://goldengatexpress.org/>), and *Xpress* magazine (<http://xpressmagazine.org/>). Students manage all aspects of the operations, and faculty members provide advice and teaching. Working on the publications provides students with an intensive journalism experience. All students are required to work at least one semester on one of the publications and some work on them for two or even three semesters.

The Journalism Department hosts events throughout the year that help connect our students and faculty to professional journalists and that contribute to the discussion of issues related to journalism in the community. We host at least one or two major educational events per year, sometimes in conjunction with graduation or an alumni gathering.

In 2014 professor emeritus Betty Medsger published *The Burglary: The Discovery of J. Edgar Hoover's Secret FBI*. We hosted a public event and alumni gathering featuring her and the book.

In 2015 we celebrated retiring professor [Yvonne Daley](#) with a public event in which she interviewed author [David Talbot](#) for "The Past Frames the Future: San Francisco History & Politics and the Future of Journalism."

In 2016 we celebrated retiring professor [Ken Kobre](#) by highlighting two of our most accomplished photojournalism alumni – [Doug Menez](#) and [Astrid Riecken](#).

In 2017 we hosted “The State of the First Amendment: Business as Usual or Panic in the Streets? The speakers were Aimee Allison, President, [Democracy in Color](#) Luis Alvarado, Public Affairs, Political and Media Strategist, [Luis Alvarado Public Affairs Consulting](#) Harmeet K. Dhillon, Attorney, [Dhillon Law Group Inc.](#), Robert Capps, Head of Editorial at [Wired](#), Jim Wagstaffe, Attorney, [Kerr & Wagstaffe](#) and Aaron Williams, Graphics & Data Visualization Reporter, [The Washington Post](#).

In 2017 a number of alumni at the *East Bay Times* won a [Pulitzer Prize for their coverage of the Ghost Ship fire](#). Professor Rachele Kanigel organized a panel on campus where they spoke about their experiences reporting on the fire, which killed 36 people, and investigating the causes.

In 2019 the department hosted an event called “Covering Immigration from a Bicultural and Bilingual Perspective.” The panelists included Gabriella Martinez, Tijuana correspondent, *El Universal*; Franc Contreras, a Mexican reporter based in Tijuana; [Alfredo Corchado](#) of the *Dallas Morning News*; AP reporter Anita Snow; Samuel Orozco, of Radio Bilingüe; Angela Korchergera of the *Albuquerque Journal*; and Alexis Terrazas, alumnus and editor of *El Tecolote*. Community panelists were Maxi Bee, a trans activist and SF State alumna with the [National Center for Lesbian Rights](#), and Diana Otero of CISPES Caridades Catolicas.

When Kim Komenich became the new photojournalism director, he initiated a number of activities to ensure our photojournalism program was accessible to the public. He holds a photo showcase every year called “First Exposure,” in which students display their work at Samy’s Camera, a local photo store/gallery. In addition, he organizes a welcome-back event for photojournalists where students share work from internships, freelance assignments and projects they worked on during the summer. He also took the photo program on the road to De Anza College in 2017.

As director of the Renaissance Journalism Center, Jon Funabiki engages with communities around the country. Here are three recent projects; others are reported in the digital files under the examples of professional and public service activities.

- **Media & Housing Roundtables the Ford Foundation** commissioned RJ to do a study about how to improve coverage about housing issues. As part of its research, they are bringing together journalists, nonprofit housing groups, policy people and philanthropy leaders in Pittsburgh, Fresno and San Antonio. The cities were selected because they have different housing and media contexts. RJ partnered with a number of organizations to make it happen.
- **The Imperial Valley Youth Voices Project** was a three-year initiative (2015-2017) to empower young people by giving them the journalism skills needed to tell the often overlooked and untold stories of their lives and community. The project was designed to help the students – many of whom were immigrants or children of immigrants – to engage in community affairs, to sharpen their powers of critical analysis, and to craft new narratives about their lives.
- **U.S. Census** Renaissance Journalism is looking at the problem of immigrants and people of color who are fearful of the U.S. Census due to anti-immigrant rhetoric coming out of Washington and elsewhere and the possibility that respondents will be asked about their citizenship status. The RJ Center is launching an initiative that would help journalists in the Bay Area cover the Census more thoroughly and responsibly. The first event in this project was a meeting of journalists and community leaders on August 2, 2019 to

consider innovative ways to cover the 2020 U.S. Census. The Journalism Department is in discussion with Renaissance Journalism to follow up by organizing and hosting a workshop for journalists and community leaders on covering the 2020 Census in early 2020.

Department Chair Rachele Kanigel was president of College Media Association (2011-2013) and served on the organization's board of directors for a total of eight years. She is the co-director of the Fall 2019 National College Media Convention, scheduled to take place in Washington, D.C. Oct. 31-Nov. 3. She is a frequent speaker at journalism conventions sponsored by CMA, Associated Collegiate Press and Journalism Association of Community Colleges.

Professor Yumi Wilson was president of Journalism & Women Symposium (JAWS) (2018-2019) while she was a member of the Journalism Department faculty. JAWS supports the professional empowerment and personal growth of women in journalism and works toward a more accurate portrayal of the whole society. Several other faculty members are active in the organization. For example, two faculty members presented their books at the Bay Area chapter's Books and Browse event on Sept. 29, 2019.

Faculty also regularly serve as judges for the Society of Professional Journalists' Northern California Chapter competition.

- 2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1.**

The list is in the digital files for this section.

- 3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.**

The department does not currently have an advisory board, although we are in the process of forming one. We utilize the resources we have in order to make sure that we are up-to-date on industry changes. For our 2019 Fall Faculty Retreat we invited five alumni to share their experiences as students and as professionals and we brainstormed ideas for strengthening the SFSU Journalism network. The alumni offered numerous ideas, including an Alumni Day, which we are now considering and may implement in the coming year.

Faculty bring in numerous guest speakers and we hold a "Day of" event each fall (in the 2019-20 academic year this event will occur in the spring because of the transition of the new chair and prep work required for accreditation). The Spring 2018 faculty retreat was held at the Center for Investigative Reporting to ready us for our strategic planning. As mentioned above, we also hold an annual alumni gathering. We connect with alumni through our Facebook page, which currently has just over 1,000 members. Our Twitter account is active with alumni also, although it's more difficult to keep track of since it's open to more than alumni. We also launched an Instagram account in Spring 2019 that is still being developed. Faculty are also very involved in professional organizations as evidenced by the list noted in question 2 in this section.

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The department publishes an alumni newsletter at the end of each semester. The newsletter is written by one or more department communication interns. We also post jobs, announcements, and other items of interest on our Alumni Facebook group, which has more than 1,000 members. Both current students and alumni can sign up. We also reach out to alumni as part of our assessment process every three years.

- Alumni Newsletter for Spring 2019
<https://mailchi.mp/7420f704c25a/sf-state-journalism-department-alumni-newsletter>

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

We would like to revitalize our support of high school journalism, but we haven't had the resources since the Center for Integration and Improvement of Journalism shuttered. Associate Professor Kim Komenich conducted a photojournalism workshop for 17 high school students from the Community Environmental Education Program (Wilderness School) in Daly City in January 2019. In Fall 2018 Associate Professor Cristina Azocar hosted a group of middle school students from San Mateo and in Spring 2017 and Spring 2019 Venise Wagner hosted a group of 7th graders from Gateway Middle/High School in San Francisco.

Part II, Standard 9. Assessment of Learning Outcomes

Executive summary

In 2019, the department revised its assessment plan (adopted in 2014). The new plan includes a major curriculum change from 2018, with implementation in Fall 2019. The plan focuses on the department's mission "to educate students and to provide leadership in an evolving media landscape by promoting integrity, creativity, innovation and social responsibility through the accurate reporting and telling of stories in a multicultural world." Fourteen specific learning outcomes mirror this goal and integrate the Accrediting Council on Education in Journalism and Mass Communications Council's Values and Competencies (see the Journalism Assessment Plan Fall 2019 document). Notably, we added two new learning outcomes to address student and curricular concerns. The first is *Ethics*, in which student work should demonstrate an understanding of professional ethical principles and that students should adopt ethical work principles in the pursuit of truth, accuracy, fairness and diversity. The second is *History*, in which student work demonstrates an understanding of the history of journalism and the role of journalists and journalism institutions in shaping the dissemination of information.

Our plan includes both measures of direct (e.g., course entrance and exit exams, portfolio reviews) and indirect (e.g., senior exit surveys, alumni surveys, internship reports) criteria. A three-member faculty committee works to ensure that the plan is used to guide curriculum and it involves external reviewers (most recently, seven professional journalists, four of whom are alumni). The reviewers critique randomly selected student work and offer the department overall all feedback. Our overall score —3.58, a C+ — shows slight improvement and consistency from annual reports dating back to 2009 (3.45, a C+). The committee chair prepares a report that is discussed at the following fall faculty retreat and the curriculum committee and faculty use it to refine curricula and other applicable program areas. For instance, the implementation of the Supplemental Instruction (SI) and peer-based tutoring programs in 2018 were in response to the report (notably, a desire to improve students' overall writing and reporting skills).

A consideration of both the direct and indirect measures led to a major revision of the curriculum (implemented in Fall 2019). In the new curriculum, students will have to develop final reporting projects — similar to a senior thesis — for their capstone and those projects will be showcased at the end of the spring semester every year. Faculty wanted to raise the bar of expectations and to push students to be enterprising in their search for stories to cover. Additionally, we wanted to address students' desire for greater flexibility in their course selection. **JOUR 609** Publication Lab will be a practicum experience, but no longer a capstone course.

The most recent results from our plan (highlighted below) show that the department is providing students with strong foundational training. (For detailed and historical results, see Assessment Report 2017-2018 in digital files.)

Moving forward, the plan will be updated annually to ensure the collection of the best possible information for serving our students. (For the detailed plan, see Journalism Assessment Plan Fall 2019 in digital files.) We also expect to further work to address one of our biggest challenges, the ePortfolio system, which allows external reviewers to assess program learning outcomes. The system launched in 2017; unfortunately, the launch effort took four years and has yet to achieve the desired outcome (i.e., a system that is streamlined, easy to use and inclusive of all student work).

The university also now requires that departments with external accreditation send reports to Academic Planning. This is the first year that the associate dean provided feedback on our report. We incorporated this feedback into the 2018-2019 report (see the digital files in this section for additional information).

The previous accreditation report (2013-2014) identified the need for an assessment plan and the use of data from assessment to implement changes to the program. Since then, we have established an ePortfolio review process, as well as standardized tests across sections of the core course, **JOUR 300GW** Reporting, and the introductory writing course, **JOUR 221** Newswriting. Additionally, the department's annual internal assessment report is shared with faculty and discussed at the faculty retreat. Through the school year, the curriculum committee leads the faculty in reviewing and implementing changes in pedagogy, approach, and course material and instruction.

Please respond to each of the following instructions:

- 1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.**

The assessment plan is in the digital files in this section.

- 2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

The Program Learning Outcomes are listed on the first page of the assessment plan.

- 3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a separate digital file.**

Each annual assessment report keeps track of progress by including data from previous reports. A summary addressing previous deficiencies is included at the start of each report. Scores from direct and indirect measures are compared with previous years so we can gauge where we need to be. The annual assessment reports are available in the digital files for Standard 9. Here are some highlights:

- In Spring 2017 the new eportfolio system was finally ready to use and students in key beginning and capstone courses posted work for an external assessment team of professionals to review.
- We introduced a student forum as an assessment tool.
- In eight years of tracking our entrance and exit exam scores from **JOUR 221** Newswriting and **JOUR 300GW** Reporting results have not significantly fluctuated. Students are continuing to perform much better by the exit exam and those numbers haven't changed significantly.
- The faculty undertook a major curriculum change to heighten the experience and skill development of our students. We find that students struggle with story development and sometimes have a difficult time recognizing what makes a story. By now requiring a thesis project at the end of the curriculum for the capstone, faculty believe the curriculum will emphasize this skill. Along with that comes the development of other skills such as source development, delving more deeply into a subject, and story organization.
- We completed an assessment revision that was to begin in Fall 2019. That revision was complete prior to the feedback from academic planning. Therefore, the assessment committee will meet again in early fall so that the feedback can be incorporated into future reports. As much as possible, that feedback was incorporated into the 2018-2019 report.

- 4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

Every three years an Assessment Committee consisting of three faculty members and three external reviewers compare coursework of a cohort of students using the university's eportfolio site. The external reviewers are professional journalists from around the Bay Area. Every three years (2019 included) alumni are also surveyed.

- 5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.**

The list of major awards is in the digital files in this section.

- 6. In a digital file, list by specialty members of the graduating class of 2015 and those graduates' current occupations and job titles. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.**

The list of graduates is in the digital file for Standard 9. Of 67 graduates in 2015, we were unable to locate eight. Because of our limited resources, we do not have a systematic plan to track graduates. However, we do send out an alumni survey every three years to assess their experience and to improve curriculum and instruction. Additionally, all seniors now complete a survey prior to graduation and they are asked to provide their non-SFSU email address. Moving forward, this should help us better track and remain in contact with our alumni.