

# **SELF-STUDY REPORT FOR ACCREDITATION IN JOURNALISM AND MASS COMMUNICATIONS**

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

Name of Institution: California State University, Chico

Name of Journalism/Mass Communications Unit: Department of Journalism

Address: Department of Journalism, CSU-Chico, Chico, CA, 95929-0600

Date of Scheduled Accrediting Visit: Oct. 25-28, 2009

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: Glen L. Bleske

Title: Department Chair

Signature: \_\_\_\_\_

Administrator to whom journalism/mass communications administrator reports:

Name: Phyllis Fernlund

Title: Dean of the College of Communication and Education

Signature: \_\_\_\_\_

**PART I**

# GENERAL INFORMATION

**Attachments at end of section:**

California State University system directive  
Mission statement

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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 (especially 13 – 20) and update them as necessary. The unit then should print a copy of this section for each team member and present the new material to the team when members arrive on campus. The team will include the revised material in the site team report.

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: California State University, Chico

Name of Unit: Department of Journalism Year of Visit: 2009

**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

**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.**

*See attachment at end of section*

- 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: 2003

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

1997

- 6. Attach a copy of the unit's mission statement.**

*See attachment at end of section*

- 7. What are the type and length of terms?**

Semesters of 16 weeks

Summer session varies by class: three weeks to 12

Intersessions of 3weeks (Note: Journalism rarely offers intersession or summer classes)

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

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

- 9. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.**

Before fall 2009, 124; fall 2009 catalog, 120. See other sections on curriculum changes.

**10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.**

One credit hour per semester. Total number of units in degree cannot exceed two units. (Note: all students earn at least two semester units for required lab; cannot exceed four units.)

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

<i>Name of Sequence or Specialty</i>	<i>Person in Charge</i>
News-Editorial	Glen L. Bleske
Public Relations	Glen L. Bleske

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

16, 230 (Spring 2009)

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

(Spring 2009; we will update for fall 2009)

<i>Name of Sequence or Specialty</i>	<i>Undergraduate majors</i>
Undeclared journalism	51
News-Editorial	101
Public Relations	160
<b>Total</b>	<b>312</b>

**14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.**

<b>Class</b>	<b>Spring 2009</b>	<b>Fall 2009</b>
<b>J260 Writing for Mass Media</b>		
Section 1	18	16
Section 2	18	17
Section 3	18	16
Section 4	n/a	13
<b>J321 Public Affairs Reporting</b>		
Section 1	17	20
Section 2	12	n/a
<b>J325 Magazine Writing</b>	26	25
<b>J327 News Editing</b>		
Section 1	16	17
Section 2	16	20
<b>J341 Writing for PR</b>		
Section 1	19	14
Section 2	16	17
Section 3	13	n/a
<b>J351 PR Publications</b>	20	20
<b>J353 Photojournalism</b>		
Section 1	17	19
Section 2	n/a	17
<b>J355 Internet Newspapers</b>	20	20
<b>J453 Advanced photojournalism</b>	13	n/a

**15. Total expenditures planned by the unit for the 2009 – 2010 academic year:**

Best Guess at this point: \$528,000 (probably won't have budget until 2010)

Percentage increase or decrease in three years: Decrease of 20 percent

Amount spent this year on full-time faculty salaries: \$515,000

(Note: this item does not include administrative and clerical salaries, which are paid by the college office and not controlled by the unit.)

**16. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc.**

Glen L. Bleske, professor  
 Kurt Nordstom, professor  
 Matt Blake, assistant professor  
 Susan Brockus, assistant professor  
 Morris Brown Jr., assistant professor  
 Aaron Quinn, assistant professor  
 Debra Johnson, professional-in-residence, lecturer  
 David Waddell, professional-in-residence, lecturer

**17. List names of part-time faculty teaching at least one course in Fall 2009. Also list part-time faculty teaching in Spring 2009. (Those schools whose accreditation visits occur in Spring 2010 should provide an updated list of faculty names at time of visit.)**

Fall 2009: None  
 Spring 2009: Lewis Brockus, Leslie Layton

**18. Schools on the semester system:**

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

<i>Year</i>	<i>Total Graduates</i>	80 or more semester hours outside the major		65 or more semester hours in liberal arts/ sciences	
		<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
2008-2009 academic year	106	106	100	106	100
2007-2008 academic year	93	93	100	93	100

## PART II

# SUPPLEMENTARY INFORMATION: CIRCUMSTANCES AND SCOPE OF THE UNIT

### **Attachments at end of section:**

Table 1, "Students"  
Table 2, "Full-time Faculty"  
Table 3, "Part-time Faculty"

Pages of the University Catalog and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

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### **1. Complete and attach the following tables:**

Table 1, "Students"  
Table 2, "Full-time Faculty"  
Table 3, "Part-time Faculty"

*At end of section*

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

The CSU, Chico journalism department has eight full-time faculty members and 338 students as majors. It has developed into a small, focused undergraduate program, designed to offer a mix of practical and theoretical education in journalism for public relations and news-editorial majors. It is a program characterized by a hard-working faculty and successful graduates.

We have come a long way in 30 years. During the 1980s, journalism and public relations were taught as options of the department of information and communication studies. This broad degree required 40 units in the major with no liberal arts requirement. Students were even advised to take an additional 18 units of communication courses. There was no requirement for a minor.

Encouraged by a new dean, the faculty began a process of self-study in the late 1980s. The first goal was to look at how the Chico program measured up to national accreditation standards. The faculty thought a more traditional program of journalism, built around a basic news model, would better serve students, the university, the department and the industry. A decision was made to create a department of journalism that would meet national accrediting standards.

The process was fueled when faculty members attended a session of the ACEJMC at the Portland AEJMC meeting in 1988. Further, the California Legislature endorsed the need for university programs to seek accreditation if available to them in their disciplines. The tasks before the faculty included reducing the number of communication courses required for graduation, deciding curriculum requirements, adding new courses and deleting others, moving the options to a new bachelor of arts degree in journalism, and instituting a formal minor requirement.

Along with meeting the curriculum challenge, the department needed to upgrade record-keeping and was moved to a new building that would bring all of the communication programs under one roof. Meanwhile, the university established an outcomes assessment project.

After being accredited in 1997, the department began to address issues and problems pointed out by the visiting team and began to improve its curriculum through outcomes assessment. During the 2003 re-accreditation visit, the team described a basic weakness: Changing faculty and looming budget problems. While the journalism program had enjoyed steady growth and gained a solid reputation, faculty members retired, moved to other universities or accepted new challenges. The department's chair since 1994 became vice president of sponsored projects. So by 2006, the department had a new chair and had replaced five of its eight full-time faculty members.

Today, we are preparing for even greater changes caused by a double whammy of declining newspapers and a dysfunctional, impoverished state budget. Despite these challenges, we have a new curriculum that increases our new media offerings. We also are collaborating with other communication departments in the college to seek efficiencies and ways to save money, and we are considering a new emphasis on community journalism for the news option. But budget cuts have forced us to eliminate all our part-time faculty and limit curriculum choices for students.

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

As the journalism department evolved during the mid-1990s, the self-study was a major influence on its origination and development. By seeking accreditation, the department established a tone and character and a style of teaching, advising and recruiting. Accreditation standards provided guidelines for such things as the number of students in



writing labs, the content of courses and the establishment of mandatory advising and a professional advisory board.

At the core of the department is the basic nature of the university and its students. CSU, Chico is one of 24 campuses in the California State University system. The nearest neighboring university is in Sacramento, 90 miles away. In contrast to the University of California system that places a higher emphasis on research, the CSU system places an increased emphasis on teaching and learning. For faculty, this usually translates into a heavy teaching load each semester. In the journalism department, that usually means the equivalent of four courses each semester for full-time faculty. Each faculty member also has the responsibility of advising 20 to 50 students.

CSU, Chico also is one of the few schools in the system that is a residential campus. When compared with other CSU campuses that attract 80 percent commuters, CSU, Chico draws only about 20 percent of its 17,132 students from those who commute. The residential opportunities attract a student body that has often been characterized as one that studies hard and plays hard. Our students also tend to have on- and off-campus jobs to help pay their way through school, with a recent study indicating that 80 percent work at least part-time during each semester.

The student to faculty ratio is 22 to 1 and average class size is 28. Average high school GPA for first-year students is 3.12 and the composite mean SAT score is 1020. About 96 percent of the students are California citizens.

The next element in the mix is the nature of the department: With 338 majors and eight full-time faculty members, the opportunities for student contact, focused teaching, and in-depth advising are maximized. Faculty members have developed a sense of purpose and are oriented to completing tasks on deadline.

The journalism department is part of the School of Communication in the College of Communication and Education. The department is responsible for the bachelor of arts program in journalism and its administration handles tasks related to budget, facilities, program and staff. The department also is responsible for the student lab newspaper, The Orion, and the student-managed public relations agency, Tehama Group Communications.

Within the School of Communication, there are also the departments of communication design and speech communication. Since its inception, the journalism department has enjoyed strong support from the deans of the college. They consistently have encouraged the department to seek accreditation, while providing the finances that make a department work. They have appreciated the journalism department and its discipline. The department's mission to foster professional performance has led to a level of support many other campus departments do not enjoy.

But recent budget cuts have forced the university into a siege mentality, and the journalism department has suffered budget cuts for two years in a row (3 percent and 11 percent) and we are anticipating a 10 percent to 20 percent cut for academic year 2009-2010. The university

administration has warned that deeper budget cuts may extend into the near future. The unknown budget situation makes it difficult to plan or fund improvements in the department. Further, restrictions on travel may hinder junior faculty as they seek tenure.

One approach to the budget problem has been for the three communication programs – journalism, communication design and speech communication – to begin discussions about sharing management and office functions and co-listing various courses. These conversations are ongoing and may lead to substantial changes in the journalism department. We entered these talks with clear guidelines that would preserve our budget and control of curriculum. During the site team visit, we hope we have new information to share.

Before the economic crisis dominated our future and the newspaper industry fell off the cliff, the department had created its first strategic plan, which was adopted by faculty in 2008. Our vision was set high: Be recognized as the foremost instructional institution of print and multimedia journalism and public relations – and the democratic functions they provide – in Northern California. Our goals remain in place with a focus on education of our students.

The relationships with students often begin during the department’s active recruiting process. Faculty members have visited community colleges and high schools looking for qualified students of all races. Campus open houses in the fall also bring students to Tehama Hall, where they are given tours of the journalism department. Faculty members spend their Saturdays during the open houses talking to parents and potential students about media careers.

In short, the following are the key ideas that faculty members think are important to the goal of educating students:

1. A curriculum that focuses on the skills of written communication: thinking, research, synthesis, creating the message, and message preparation for a mass audience. The faculty embraces the words of James Carey who noted that the practice of journalism “does not depend on technology or bureaucracy. It depends on the practitioner mastering a body of skill and exercising it to some worthwhile purpose.”
2. A curriculum that challenges students while preparing them for communication careers.
3. An atmosphere that shows students that the faculty are interested and care for the students. Mandatory advising is but one facet of this complex process of student/faculty interaction that includes small classes, two professional clubs, extended office hours and telephone calls at home from students.
4. Excellence that is accomplished through the professional achievements of students and their internships, free-lance work, and hands-on experiences at the student newspaper and student-run public relations agency.

5. A faculty that grows in its knowledge of mass communication and journalism and contributes to the creation of knowledge and development of practices in those fields.

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

Major changes in the department have fallen into four key areas: the hiring of five new members, representing 60 percent of the faculty; a revision of the curriculum; increased outreach to alumni through the development of a hall of fame; and increased outreach to high school students from diverse parts of the state.

Two of the new hires focused on faculty who were familiar with the Internet and Web issues, which represent key changes in the curriculum. Faced with a double challenge of changing technology and the decline of newspapers, the revisions were intended to increase the tools available to our graduates. The challenge in hiring was to find faculty who shared the department's mission that focused on the fundamentals of journalism while having the ability to teach new courses that would expand our student's understanding of multimedia and the Internet. The new hires have helped meet those demands. Department funds and grants from the university have been used to buy video cameras for journalism student use, while the student newspaper has made similar purchases.

The influence of the new faculty, as one might expect, has been great. Students are blogging, shooting video and creating press releases on Twitter. The student newspaper won a American Collegiate Press "Best of Show" award for multimedia in 2009, edging out students from the University of California, Berkeley Graduate School of Journalism. And it wasn't The Orion's first win for its online product: The newspaper also garnered an Online Newspaper Pacemaker award from ACP in 2007 and placed in the "Best of Show" competition in 2008. We expect even more changes and success as the new curriculum is established.

The changes in the curriculum include three new courses that emphasize multimedia and the Internet. A fourth course has been remodeled to fit into an informal concentration focusing on Web skills. Faculty strongly believed that in making these additions we should not cut basic classes that provide journalistic fundamentals. To that end, we added two courses to our requirements, increasing the total units from 34 to 40. On the public relations side, a course in PR research was added so we can soon begin a Public Relations Student Society of America chapter. While the decision to add the courses was made in faculty meetings nearly three years ago, we were bound to the university catalog and implementation of the new plan did not formally begin until fall 2009. Because of rapid changes in technology and their affect on journalism, however, we began pilot offerings of our new courses to students in fall 2007.

While new faculty led the curriculum changes, many of the changes were grounded in assessment activities that led faculty to adopt the changes. A grammar assessment test

pushed faculty to embed new material in a beginning writing course. Diversity awareness was increased by adding embedded content into our beginning writing course. Faculty also committed to increasing new media content and diversity content into all core courses. Further changes in course content linked to assessment are detailed in Standard 9.

**5. If the unit was previously accredited, summarize the significant deficiencies noted in the previous accreditation report and indicate how they have been corrected.**

The 2003 team noted one significant deficiency: A need for us to increase efforts to diversify our student body. As mentioned above and outlined in detail in Standard 3, a faculty member worked to obtain a grant to fund scholarships and internships for diverse students. Part of the grant went toward funding travel for a faculty member, who spent one week per semester visiting high schools and community colleges with diverse student bodies and excellent journalism programs. Our recruitment program has been a success, and is detailed in Section 3, Diversity and Inclusiveness.

In 2003, the team also noted six weaknesses. The first weakness was our small faculty, strained by a heavy teaching load and declining budgets. The second was the precarious budget situation that existed in 2003. The third was the uncertain future of the College of Communication and Education.

The department and its faculty cannot do much to address these three weaknesses, and we think that they still exist and have worsened since the last visit. California's budget situation is especially troubling, and we are uncertain about how the campus will respond to cuts that threaten the structure of the university.

The next three weaknesses have been addressed:

- *A lack of opportunity for students to gain exposure to a variety of media platforms.* As explained above, we have greatly enhanced our curriculum to address Web and multimedia platforms by adding three courses and requiring more journalism classes for students.
- *A lack of focused recruiting to minority populations.* As explained above and detailed in Standard 3, we obtained a grant to help recruit students from underrepresented populations.
- *Failure to take advantage of academic assets offered by other departments.* In response, we have collaborated with the marketing and communication design departments to form a minor in advertising, and with communication design and art departments to create a minor in photography. Our minority recruitment efforts have also led us to collaboration with a retention program that was centered in the business college and has since been re-organized to include the whole university. Full details of this retention program are in Standard 3.

**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.**

Work on the current self-study began soon after we received the report from the site visit in 2003. The most recent steps involved collecting data and dividing the writing of sections among faculty and revising the drafts. Overall, the process is a team effort that has extended over dozens of faculty meetings and conversations. Our advisory board met with a group of seniors and discussed various accreditation issues and provided us with recommendations and insights.

**Our strengths**

As the report came together, we realized that certain strengths we had outlined in our previous accreditation report remained, and that we had built on the structure to fine tune some aspects of the program:

- *Strong student advising.*  
The department instituted the campus' first program of mandatory advising – blocking online registration for all journalism majors who had not submitted faculty adviser-signed forms. This program requires journalism majors to meet with a faculty member once each semester, which not only helps faculty keep students on track and tailor the program to meet their needs, but gives students valuable one-on-one “face time” with faculty. We find that students better understand their role in achieving success in the major and we are able to catch key issues early – before they become graduation-delaying problems.
- *A well-established internship program.*  
We place dozens of students each year in quality organizations where they perform actual media work. Our student-managed laboratory newspaper may be the most honored college newspaper in the nation, and our competitively selected public relations agency and supervised PR internship programs allow students to put their classroom-learned skills to work for real-world clients. This means all of our students engage in a high quality internship or professional activity before graduation.
- *A high-beam focus on core skills.*  
According to surveys and informal feedback from professionals, the department's reputation for producing skilled students has grown. Our program is particularly noted for building writing skills, with students well-versed in the need for professionalism, attention to diversity, legal issues, ethics, grammar, spelling and various writing styles.
- *National recognition for our “hands-on” courses.*  
The professional work of our students on The Orion, the department's student-run lab newspaper, and for Tehama Group Communications, the student-managed

public relations agency, are nationally recognized as models of excellence. Such hands-on work is critical to meeting the department's mission.

- *A tradition of ongoing assessment.*  
While many accredited programs are challenged by assessment, we have had an excellent assessment program in place since 1995 that has been used to modify and improve the curriculum.
- *Small but mighty.*  
Although we are small faculty, we have a good mix of professional and academic experience. We are focused on what we teach. We are successful.

### **Our weaknesses**

- *Reduced focus on the reading room.*  
For a number of reasons, our reading room isn't what it should be. To help address that, we have replaced print publications with URLs and Web sites. The university's main library subscribes to and allows home access to many digital data bases and recently has moved to begin dumping many of its print periodicals and journals. The days of print journals and library books seems truly numbered.
- *Limitations of funding, location and the nature of the CSU.*  
We are a small program with limited resources, far from an urban area, and with a heavy teaching load. In other words, time and money limit our accomplishments. If larger, we might offer additional public service opportunities for the professions. We also need to do a better job of attracting diverse guest speakers, something that might be a goal for fundraising that could establish a visiting professor position. We also need to find some way to formalize job placement for our students. The Web site approach has had limited success.
- *The 4-4+ teaching load.*  
The heavy teaching and advising load has limited faculty efforts to reach out with increased public service opportunities. We have had limited success partnering with the California Newspaper Publisher's Association in professional programs and conducting workshops for high school journalists, but we have found that the dire budget situation has limited the ability of high schools to respond positively to such programs. On the other hand, our students working through our service classes have provided countless hours of professional services to the nearby communities and agencies.
- *Faculty diversity.*  
Our ratio of male/female faculty has been skewed in favor of males. This was unintentional and a function of various factors: a small faculty that means one hire can alter the balance by 25 percent or more; retirement of female faculty; and layoffs of part-time faculty. For example, in 2004, we hired one woman and an African-American man. Our balance was fine. In 2005, when our female chair was promoted to vice president, we had hoped to hire one person, but we had an opportunity to hire two people with expertise in ethics, journalism history and multimedia communications. Given our over-dependence on part-time faculty

(nearly 50 percent), we hired them. While the search committee had one woman member and the decision to hire the two men was strongly supported by the dean, the gender issue seemed less important than hiring the most qualified candidates and getting them on campus. At the time, the dean reminded the department that we should seek to hire a woman in our next search. With budget constraints in place, it appears that there is nothing we can now do about this problem in the near future.

**7. Attach copies of pages of the undergraduate catalog and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.**

*At end of section.*

**PART II, SECTION 1**

# **MISSION, GOVERNANCE AND ADMINISTRATION**

**Attachments at end of section:**

Organizational chart of the unit  
Strategic plan  
Outline of grievance procedure

**In appendix binder:**

CSU, Chico Academic Department Manual  
CSU, Chico Faculty Personnel Policies and Procedures document  
Journalism Department Retention, Tenure and Promotion document

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**Executive summary**

The department of journalism controls its curriculum, manages its budget and selects its chair. The department's vision is clear – to be the top journalism program in Northern California.

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**1. Briefly describe the administrative responsibilities of each person shown within the unit and of the person to whom the unit administrator reports.**

The College of Communication and Education is led by Dean Phyllis Fernlund who came to Chico in 2004 after serving as a dean of education at Sonoma State University. She oversees one of the largest colleges on campus and as such serves as a chief executive providing advice on policy and personnel issues. Fernlund allocates budget to each department, approves new faculty and staff positions, and is responsible for college development activity. She has been supported by two associate deans, Terry Curtis and Maggie Payne, who oversee program assessment, curriculum development, committee assignments, personnel reviews and facility allocation.

The department of journalism is headed by a chair who is appointed by the president upon recommendation of the department faculty and the college dean. The chair reports directly to the dean. The term of appointment is three years and is renewable. Glen Bleske has served since summer 2005 and is in the second year of his second term. The



chair's duties include managing the operating budget, designing faculty teaching schedules, initiating development and alumni outreach activities, organizing faculty recruiting activities, advising incoming students and managing the day-to-day operations of the department. An organizational chart is at the end of this section.

**2. Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's strategic or long-range plan.**

This question was added to the accreditation process after our 2003 visit. Until recently, the department's long-range planning had a simple focus: Obtaining and maintaining accreditation while meeting college and university annual goals established by the provost. The self-report process along with identified weaknesses from two visiting teams provided us with plenty of things to do from 1990 to now.

Coinciding with the accreditation request for long-term planning, a new provost, Sandra Flake, was hired in 2006. She took part in a major revision of the strategic plan of the university and then required each college to develop a strategic plan that aligned with the university plan. The journalism department chair met with the dean and other chairs in the college for multiple all-day meetings. A college strategic plan was adopted in fall 2008.

Based on that plan, the journalism department formed a committee to develop a department plan that aligned with the college and university plan. The attached plan was discussed and adopted by the department faculty in January 2009.

Our goal will be to revisit the plan annually to determine how well we are doing. Each goal is assigned a measure and strategy for implementation. We already are discussing one possible revision to our vision statement, which would shift the focus of the news option more toward community journalism.

**3. Describe the unit's policies and procedures for faculty governance. Attach copies 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.**

Governance policies and procedures at Chico State fall into three general areas: educational/curriculum, tenure and promotion, and budget control. The department's budget is negotiated with the dean and based on the number of students who are enrolled in our classes. The department chair, in consultation with faculty, determines how to spend the budget (currently about 96 percent of the budget is spent on faculty salaries). Travel spending and purchases over \$500 need approval of the dean, which is a new policy since the recent budget crisis. Travel has been severely restricted by the university president.

Curriculum procedures are contained in the university's Academic Department Manual. Changes in curriculum begin at the department level and are controlled by faculty. They are reviewed at the college level by a committee of faculty and the dean. Major changes in courses or programs are also reviewed by the faculty senate. New programs need to be reviewed at the state level by the chancellor. Educational policies can be promoted at the department, college, university or state level, depending on the scope and the type of policy. The faculty senate is a key player in proposing, advocating and approving policy changes that affect the whole campus.

The Faculty Personnel Policies and Procedures (FPPP) document outlines the campus policies on tenure and promotion along with sections on ethics, leaves, and student evaluations of teaching. The journalism department Retention, Tenure and Promotion document works with the FPPP to determine the responsibilities of a candidate for RTP and those who review the candidates.

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

Typically we meet formally twice a year at the beginning of each semester and use e-mail to consider minor issues during the academic year. Because we are a small faculty, meeting informally in the chair's office in small groups can also work well.

But because of assessment activities and the need to plan and organize the accreditation report writing and research, the faculty met five times in the 2008-2009 academic year.

#### **5. List membership and responsibilities of the unit's standing and ad hoc committees.**

Faculty members, acting as a committee of the whole, initiate policy and curriculum changes. Any changes or additions to the curriculum of the department begin with discussions among faculty members and a written proposal prepared for consideration by the appropriate curriculum committees.

We have recently established an assessment committee (Matt Blake and Morris Brown) to help Glen Bleske, who had served as assessment coordinator since 1996. The committee will design assessment activities, collect and analyze data and report to the faculty as a whole to address improvements in the curriculum.

The department's Retention, Promotion and Tenure Committee changes each academic year through elections. In 2008-2009, Kurt Nordstrom was chair of the committee. Since no other faculty members are tenured, we recruited two full professors from the department of kinesiology, which also is part of the College of Communication and Education, to serve on the committee. Its responsibilities in conducting reviews of faculty are outlined in the Faculty Personnel Policies and Procedures document.

Journalism faculty regularly serve on the following university committees: curriculum, which initiates new courses and review existing curricula; scholarship, which identifies deserving students for monetary or honorary recognition; library, which assists the main library in buying relevant materials; and leaves, which approves sabbaticals and leaves without pay.

## **6. Describe the procedures for selecting and appointing unit administrators.**

The following procedure for the selection and appointment of department chairs is currently in effect:

- The university requires the department to meet and select a nominating committee of three or more department members. The incumbent chairperson is not eligible for service on this committee. However, since the department's inception, only one person has come forward to serve when nominations were sought, so no committee has ever been formed. If more than one candidate were to be considered, the committee would review the department chair position description and would consult with the department and the school dean to establish criteria for the selection of candidates.
- The committee then would submit to the department the names of all candidates found acceptable in terms of the established criteria, along with its recommendations. Candidates also may be nominated by a petition signed by at least one-third of the department faculty. The faculty members then elect the chair nominee by secret ballot; the nominee must receive a majority of the votes cast. Only full-time faculty may vote for the chair.
- The results of the balloting are forwarded to the school dean, who forwards the faculty selection together with a recommendation to the provost. Appointment of the department chairs is made by the provost. If the department is unable to select a chair acceptable to the provost by the date 60 days before the expiration of the current term, the incumbent department chair will notify the school dean. In this event, the appointment will be made by provost for a term not to exceed two years.
- Terms are no less than two years and no greater than three years. The department chair serves at the pleasure of the university president. The faculty may initiate an administrative recall action of the department chair by petition to the dean. The petition must be signed by 25 percent of the full-time faculty members serving at or above the rank of instructor or equivalent. Within three weeks of receipt of the petition, the school dean will preside at a duly scheduled meeting of the department faculty to conduct a secret ballot on the matter of administrative recall. The results of the balloting will then be transmitted to the provost for consideration and decision.

## **7. Describe the process for evaluating unit administrators.**

The dean of the college conducts continual evaluations of the chair focusing on:

1. Fiscal management,
2. Departmental leadership,
3. Departmental management (FTES, majors, significant initiatives such as student outcomes assessment, recruiting),
4. Departmental representation,
5. College and university representation, and
6. Handling “other duties as assigned.”

While not required by the university, the current dean has conducted a formal evaluation before a chair can be re-elected. She has requested that a department committee engage in fact gathering and report to her. She meets with the chair of the evaluation committee to review the report. She then meets with the chair to discuss the report.

## **8. Report the findings of the most recent evaluation of unit administrators.**

In Spring 2008, department chair Glen Bleske was evaluated. Dean Phyllis Fernlund wrote:

“Congratulations on the work you have done in the Department of Journalism that resulted in an excellent chair review. Your faculty value the collegial environment and support provided by the department and your leadership.”

A survey of the faculty generated a 4.85 on a 5-point scale for overall effectiveness. One faculty comment submitted with the survey: “This past semester, thanks to Dr. Bleske, was one of immense professional growth.” Subsequently, Bleske was unanimously elected to another three-year term.

## **9. Describe the unit’s process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.**

Students with complaints about grades or class experiences are first asked to meet with the faculty member involved with the situation. If that interaction does not resolve the complaint, the student meets with the department chair who informs the student of his or her options. Students may choose to air their complaints to the chair who may, if all agree, moderate a meeting between the student and faculty.

If such a meeting does not take place or does not produce an outcome acceptable to all, the student may meet with a campus Student Judicial Affairs representative who will

document the complaint. The representative will work with the chair to attempt a solution acceptable to both student and faculty. If the problem is still not resolved, a hearing may be held, during which witnesses having involvement with the situation may be called to testify before a Judicial Affairs Committee. The finding of this committee is usually final and binding.

Student complaints rarely move past the department chair (last time was in 1999). When they have, the Student Judicial Affairs staff perform a thorough evaluation of the case, working with faculty and students to resolve the issue.

Faculty members and staff have the right to take their complaints to their unions, which have procedures for filing grievances that are part of a collective bargaining agreement. An outline of this procedure and the steps involved have been attached to the end of this section. In general the process begins with discussions and may end in a binding arbitration hearing.

Since the last accreditation visit, all complaints and concerns have been handled easily and successfully at the department level in journalism. Since summer 2005, students have brought three complaints to the chair and all were resolved; faculty members have brought none.

## CURRICULUM AND INSTRUCTION

### **1. Discuss any testing of language competence required of students entering or graduating from the program.**

Language competence is assessed at several increments both by the department and the university. A pre-requisite to our introductory mass media writing course (JOUR 260) is a basic English composition course (ENGL 131) in which students must achieve at least a C-. Passing this course requires competence in grammar and composition. The department's mass media writing course (JOUR 260) is a rigorous class in which grammar, punctuation, spelling and AP style are taught, practiced and assessed. Students may not proceed to upper-level writing courses without having earned a C in this course. Following this core class, student language competence again is assessed in option core courses that are designated as "writing proficiency" courses by the university: Public Affairs Reporting (JOUR 321) for news-editorial option majors and Writing for Public Relations (JOUR 341) for PR option majors. Students must earn a C- or better in one of these courses to graduate from Chico State with a major in journalism.

### **2. Describe the unit's curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.**

The department's mission is to strike a balance in curriculum that nicely integrates ageless values and professional protocol with emerging technological trends that allow our students to join a workforce that is demanding and difficult to predict.

Professional values and professional behavior are at the core of the department's approach to teaching. Professionalism is embedded in syllabi, taught both explicitly and implicitly in the classroom, and is exemplified by the actions and expectations of instructors. Ethical and professional values are central to the entire Ethical Problems in Mass Media course (JOUR 460); however, each of our courses, in varying degrees, have components that stress values such as fairness, balance, truth-telling and accuracy. Our courses also promote many other professional values and competencies including numeracy, style and grammar, critical thinking, technological competence, diversity, and understanding of freedom of the press and other imperative legal concepts.

The department is adamant in its effort to maintain its high-quality writing program; teaching solid reporting, editing and clear writing is the department's forte. However, while maintaining this focus, the department has made a deliberate effort to modernize in respect to new media. Tenure-track faculty have developed and implemented new

courses, as well as overhauling existing courses to reflect changes in industry demands. For example:

*Intro to Online Journalism* (JOUR 255), first taught as a pilot course in 2007 and now part of the degree core, sets out to examine the broad implications of online news and other forms of journalistic internet communication.

*Internet Newspapers and Magazines* (JOUR 355), a course that has been on the books for a decade, has been modified to include modern Web-design techniques and substantive multimedia, while maintaining the department's stress on good writing and reporting.

*Public Relations Publications* (JOUR 351), a course introduced in early 1980s, has been updated to include Web publishing and to teach students how offline publications work in conjunction with online organizational communication.

*Advanced Photojournalism* (JOUR 453), a course introduced in 2007, also includes substantial multimedia with an emphasis on advanced picture editing, video reporting and video production.

*Online Presentation of News and Public Relations* (JOUR 455), another course developed and implemented in the last two years, introduces students to sophisticated Web site production and multimedia post-production.

Apart from our efforts to modernize, the department members have developed new learning assessment procedures, including an exit assessment that aims to inform the department of its students' retention of core subject matter as they near graduation. The assessment is given in the department's Ethical Problems in Mass Media course – the department capstone – and examines student knowledge in various categories, including law, ethics, visual journalism, diversity, numeracy and theory.

### **3. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.**

Mandatory advising by faculty members with professional experience and academic expertise in their fields is designed to help students map out their course of study from the moment they declare journalism as a major. Students in the news editorial and public relations sequences are required to take core courses but there is a certain amount of flexibility built into the curriculum – particularly through elective courses – to allow students to pursue their particular interests in the field. Special permission may be granted for students to substitute a required class with a specific elective class. Furthermore, the requirement for a minor for all journalism majors provides the opportunity to construct an individualized program of study. Journalism students may combine their news editorial and public relations majors with a wide variety of other disciplines, including African studies, social sciences, languages, creative writing and marketing.

Practicum assignments and internships further assist students in developing their special interests and needs and, together with the balance of practical and theoretical courses, offer students a well-rounded professional education. Students also have the option of constructing a special major that may emphasize journalism, yet integrate aspects of programs that they would otherwise refrain from pursuing as a major. For example, students who wish to integrate aspects other areas of study into their journalism major have the option of working with faculty members from different departments to design and implement creative combinations of classes that aren't included in the major. Popular recent combinations with the journalism major have been multimedia, environmental studies and women's studies.

Faculty members also work with students on honors projects, helping focus ideas, plan the project steps and set deadlines. Honors projects generally are completed at the end of the student's undergraduate career and often are larger scale research papers. The department does not offer a graduate degree.

#### **4. Describe the unit's involvement in service courses to non-majors.**

The journalism department offers two general education courses that serve non-majors: Entertainment, Mass Media and American Cultures (JOUR 310) and Women, Men and the Media (JOUR 311). The enrollment in each course has grown to 50-60 students per section each semester. These courses are each part of a collection of theme courses from which students must complete three to meet the nine-unit university upper division theme requirement. The journalism courses are in the American Identities and Cultures theme and Gender Perspective theme, respectively. Women, Men and the Media also is cross listed with the women's studies department and is taken by many women's studies majors.

The department also provides other courses that attract many non-majors. Courses such as Intro to Online Journalism (JOUR 255), Writing for Mass Media (JOUR 260), International Communication (JOUR 313), Magazine Writing (JOUR 325), and Public Opinion and Propaganda (JOUR 424), routinely enroll students who major in agriculture, languages, political science, sociology, etc. We offer a minor in journalism that attracts around 35 students and recently helped develop a photo minor that brings students to our two photojournalism courses (JOUR 353 and 453).



**5. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors' qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.**

Ethics, law and history are all separate courses in the CSU, Chico journalism program. That said, we make a significant effort to ensure that elements of each, along with core skills and diversity, permeate the course content of virtually all of our journalism courses. It's something we regularly discuss at faculty meetings and share ideas about.

Over the past two years, the primary faculty member assigned to the Ethical Problems in Mass Media course (JOUR 460), a required journalism core class and the capstone for the program, is one whose research has focused specifically on journalism ethics. He produced several peer-reviewed articles, has a forthcoming book on media ethics, and has lectured nationally and internationally on media ethics. The course involves learning philosophical moral theory and applying it to modern cases that challenge journalists ethically. The course integrates substantial readings, lectures and features an emphasis on classroom discussion as a learning tool.

The primary faculty member assigned to the History of American Journalism course (JOUR 322) performed much of his graduate work, including his dissertation, on topics of journalism history and has published peer-reviewed research in the field. The course touches in some of the major time frames of journalism history as well as the journalistic techniques that define them. It also focuses on the major historical journalism figures. Course work includes research papers, exams, classroom presentations and substantial reading, both in texts and online.

For the past several years, Mass Communication Law (JOUR 320) has been taught by two faculty members. One is a part-time faculty member who is an attorney and has mass communication degrees. She no longer teaches the course because of budget considerations. The other is a full-time faculty member who has concentrated his efforts on building this as his academic specialty. The course curriculum was developed jointly, based on each faculty member's experience in an effort to create a course that provides a practical, solid grounding in media law. The course is focused on offering students the vital legal tools for journalists – copyright, defamation, privacy, etc. – but includes intensive discussion about historical legal cases and the arguments that brought their decisions.

The faculty members who teach the above-mentioned skills courses have been selected on the basis of their academic training and professional experience. All have doctoral degrees and significant professional experience. The effectiveness of teaching of these subjects is assessed through peer reviews, coupled with periodic curriculum reviews at faculty meetings and ongoing discussion of the importance of integrating core skills throughout the curriculum.

Assessment of ethics is indirectly measured by the annual alumni survey (nearly all students agreeing that their ethics knowledge was useful). Direct assessment of law, ethics, theory and history is also conducted through an exit exam. The exam was pre-tested in fall 2008. Results showed a strong knowledge of ethics. An analysis of question validity revealed several poor questions in the four other areas and the test is being rewritten for fall 2009.

**6. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.**

The department considers Writing for Mass Media, (JOUR 260), to be one of its most important courses. It introduces students to the department's high expectations and sets a tone of rigor for all students. The expectation is that students will be indoctrinated into the writing skills-intensive nature of the department and be prepared for the rigorous journalism coursework ahead.

To help ensure those objectives, a faculty member has been assigned to coordinate the instructors for the four or five sections of the course. This faculty member has nine years of professional newspaper experience along with research interests in the teaching of writing and coaching techniques. Besides adopting a common syllabus, text and lab manual, instructors meet informally to discuss class assignments, exams and standards. The coordinator has also prepared a manual for instructors that includes teaching philosophy, techniques, tips, and suggested assignments.

Writing for Public Relations (JOUR 341) is a mid-level course, which usually has two and sometimes three sections per semester. It is often taught by one instructor. However, when taught by more than one person, the senior professor is the designated course coordinator. Continual communication exists between the coordinator and the other course instructor. A meeting before the semester establishes a common syllabus. Informal weekly conferences are held to coordinate class materials and to answer questions or handle problems that might develop. Each section has a final project with the same basic content and grading.

Public Affairs Reporting (JOUR 321), News Editing and Copyreading (JOUR 327), Magazine Writing (JOUR 325) and Ethical Problems in Mass Media (JOUR 460) are courses that also often have more than one section per semester. The ethics course is generally taught by the same instructor, while the others are often taught by more than one instructor. When taught by more than one person, the classes are coordinated in much the same way as with Writing for Public Relations (see above) and are taught with similar syllabi and common texts.

**7. List 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.**

Our faculty members have numerous and diverse teaching achievements:

***Teaching-Related Research and Presentations***

- Great Ideas For Teachers presentations at annual meetings of the Association for Education in Journalism and Mass Communication:
  - “Don’t mind me: How to get students to capture conversation, evaluate stereotypes and come up with culturally relevant story ideas,” 2009, Boston (Susan Brockus).
  - “Headline hunter: How to get copy editing students to use social networking to critique headlines,” 2008, Chicago (Susan Brockus).
  - “Get out and glocalize: How to seek out – and connect with – diverse sources,” 2007, Washington, D.C. (Susan Brockus).
  - “Relevance and critical thinking in the journalism curriculum: Harnessing the power of pop culture to discuss media approaches to diversity,” paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Small Programs Interest Group, August 2007, Washington, D.C. (Susan Brockus)
  - “Relevance and critical thinking in the journalism curriculum: Harnessing the power of pop culture to discuss media approaches to diversity,” paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Small Programs Interest Group, August 2007, Washington, D.C. (Susan Brockus)
- “Relevance and critical thinking in the journalism curriculum: Harnessing the power of pop culture to discuss media approaches to diversity,” paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Small Programs Interest Group, August 2007, Washington, D.C. (Susan Brockus)
- “Why journalism students don’t know grammar,” paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Newspaper Division, August 2005, San Antonio. (Glen Bleske, with Gerald Grow).

***Awards and Honors***

- The Orion received a \$5,000 grant from CELT (the Center for Excellence in Learning and Teaching) in 2006 for providing a high-quality learning environment. The money was used to create a new journalism scholarship (Glen Bleske and Susan Brockus).
- First Place, 2005 AEJMC Best of the Web Instruction Category (Matt Blake)

### ***Mentoring***

- Minority Student Mentor, Black Faculty and Staff Association, CSU, Chico, 2005-2008 (Morris Brown).
- Educational Opportunity Program's Summer Bridge Program, 2008 and 2009 (Dave Waddell).

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

Chico State, as an institution, offers numerous workshops to encourage faculty members to improve teaching. CELT, the Center for Excellence in Learning and Teaching, offers several lunchtime seminars throughout the semester with topics such as effective uses of technology in teaching and methods for creating a stimulating classroom. Several of our faculty members have attended these seminars.

Additionally, senior members of our department (along with professors outside our department) take part in regular teaching evaluations of junior faculty for the purpose of improving instruction. Evaluators offer face-to-face feedback as well as written reports that address and rate key categories of pedagogical performance. Department meetings also provide a forum in which teaching strategies and performance are discussed among full-time faculty.

Individual workshop participation is as follows:

- Indiana University Teaching Fellow, 2008. Selection based on application to one-week workshop presented on the IU campus in Bloomington, Ind., June 8-13, 2008. The successful application meant that all expenses for the workshop were paid by IU, with the exception of a \$300 contribution by the Chico State Department of Journalism. (Susan Brockus)
- Council on Undergraduate Research. (Debra Johnson)
  - Participant in task force meeting held March 2008 at CSU, Chico.
  - Participant in regional conference, November 2008, Sacramento.
- Participant in Edelman PR's New Media Academic Summit, held in Washington, D.C., June 9-11, 2009. (Debra Johnson)
- Participant in the planning and execution of two faculty development workshops presented by the University Writing Committee and Center for Learning at Teaching at CSU, Chico. The workshops, "Designing writing assignments to enhance student learning" and "Handling the paper load: Strategies for responding to and evaluating writing," were presented in spring 2007. (Susan Brockus).

- Participants at National Press Photographers Association’s Photojournalism Summit and Multimedia Immersion Program, 2007, Portland, Ore. (Matt Blake and Aaron Quinn).
- “Latino Students: Promoting Access and Success,” national conference presented by Innovative Educators, March 2006, San Diego. (Susan Brockus)
- “Rethinking Journalism Education Summit,” Morro Bay, Calif., Spring 2006. (Glen Bleske and Susan Brockus)
- “Respect and Credibility: Strategies for Creating and Enforcing Classroom Policies,” November 2006, National Communication Association convention, San Antonio. (Susan Brockus)
- “Enhancing Critical Thinking & Information Literacy Instruction,” November 2006, National Communication Association convention, San Antonio. (Susan Brockus)
- “Teaching About Trauma” seminar Sept. 26-27, 2003, at the University of Southern California. The program for educators was sponsored by the University of Washington’s Dart Center for Journalism and Trauma. (Dave Waddell)

## **9. Describe the importance of teaching in promotion and tenure decisions.**

Teaching performance is a critical component of tenure and promotion at both the departmental level and institution wide. Department members are expected to be “superior” teachers in order to be tenured and later to advance at each level of promotion. A superior rating is determined by numerous standards of evaluation, highlighted by regular peer evaluations of teaching and annual student evaluations.

## **10. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 11, “Student Aid.”**

There are numerous ways in which outstanding students are recognized. Many of our students are encouraged to take part in Chico State’s honors program, which offers students a special course selection outside of the major and requires the challenge of writing an honors thesis. A recent journalism graduate, for example, graduated as an honors student and completed a thesis analyzing the ethical pros and cons of online newspaper archiving, focusing on tough decisions newspaper editors must make in whether to retract online content from a newspaper’s archive in cases in which the content may cause substantial harm to one’s reputation.

Other forms of recognition include leadership roles for which our students compete at The Orion, our departmentally-advised student newspaper, and Tehama Group Communications, our student public relations firm. Newspaper editors and Tehama Group team leaders are recognized as departmental and university-wide student leaders and only achieve their stature by performing at the very highest professional standards.

**11. Attach a copy of the unit's policy regarding internships.**

*Follows in question 12.*

**12. Describe the methods used to select internship sites; 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. Attach copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.**

For journalism majors at CSU, Chico, internships are a learning experience designed to further develop the many skills used in professional journalism and public relations work.

Students work an average of eight hours per week during the regular semester, and during summer sessions they may work up to full-time for as many as 12 weeks. Students may earn one graded unit for an internship. Internship units may count toward the major.

Employers are given the option of providing a stipend, scholarship or hourly pay. Some do support the student in this fashion, some do not.

The faculty member who is assigned to be internship coordinator maintains a comprehensive database listing of placements for students to review. Professional media organizations are placed on the list after providing a specific job description itemizing the responsibilities of the intern and method of supervision. Faculty members post internship fliers, announce them in classes and in e-mail, and include them in the PR Career Center Web site.

Before applying for an internship, students must meet the following requirements:

- All applicants must have a 3.0 GPA in their major (including the core courses). (On occasion, when a student has close to a 3.0 GPA and demonstrates exceptional professional promise, an internship interview may be arranged.)
- Applicants must receive two favorable recommendations from journalism faculty.
- News-editorial students must have completed Writing for Mass Media (JOUR 260) and present at least two published stories.

- Public relations students must have completed Writing for Mass Media (JOUR 260) and Writing for Public Relations (JOUR 341).

Once students are assigned to an internship, they must:

- Write a progress report, including work samples, that is sent to the intern coordinator at the end of each week. The report is reviewed by the coordinator who checks for progress and potential problems. Contact is made with the student and supervisor if necessary to troubleshoot a specific problem.
- Be enrolled in 1 unit of Journalism Internship (JOUR 489) during fall or spring semester, or during summer.

Intern supervisors and interns are either visited in person during the semester or, depending on the availability of travel funds, interviewed by telephone. Supervisors are asked about the intern's performance, reliability, professionalism and contributions. Upon completion of the internship, on-site supervisors participate in the evaluation of interns by completing a questionnaire and providing anecdotal information.

The final progress report written by students reveals their overall satisfaction with the placement and often serves as a guide for subsequent intern assignments. In evaluating intern performance, the faculty coordinator looks for evidence of good writing, initiative, professionalism, reliability and overall contributions to the organization. When all reports are filed and the term's progress reports are evaluated in total, a letter grade of A through F is assigned.

Internships that take place during fall or spring semesters usually involve placements with local media companies such as the Chico News & Review or in-house communications departments such as Chico Performances. The proximity of those placements allows for frequent informal contact with students and supervisors beyond the required reporting mentioned above. This communication enables closer supervision and adjustment to the internship experience if necessary. When an internship fails to meet minimum expectations it is removed from the program.

Internships are regarded by students as pivotal to future job opportunities and increasing numbers of them are seeking placements. The vast majority of journalism internships are taken during the summer, in part because students recognize the value of The Orion and Tehama Group Communications experiences during the fall and spring semesters. As would be expected, interns experience varying levels of responsibilities and success based on their own abilities and the challenges provided by the placement. Often students find continuing employment with their internship organization or are able to network for subsequent job interviews.

The visiting accreditation evaluation team concluded the following in its 1996-97 report:

“News-Editorial internships at present rely substantially on the students’ initiative to find since so many are non-residents of the Chico area and the opportunities for News-Editorial internships there are few.”

Since then, more faculty time has been dedicated to working with the newspaper industry and connecting students with internship opportunities. While growing numbers of news-editorial students are obtaining more and better paid internships, relatively few formally enroll in JOUR 489 during the summer due to the enrollment cost for the single unit of academic credit.

One example of the department’s tremendous progress in helping students obtain meaningful news-ed internships is that a CSU, Chico student has obtained a 12-week internship each summer since 2001 at The Sacramento Bee. The Bee is the region’s leading newspaper and each year receives several hundred applications from throughout the nation for a handful of internships. The department has also made creative use of its annual Scripps-Howard Foundation internship grant to work with newspapers and literally create internships that would otherwise not have existed.

Every journalism major with a public relations option participates in at least one internship before graduation. The PR intern supervisor works with alumni, the Chico State Career Center and friends of the department to place students in internships throughout the San Francisco Bay Area, Los Angeles and San Diego. Most students do not enroll in these summer internships for course credit due to cost. A sampling of 2009 summer internship placements include: Mozilla Corporation’s corporate communications department; Sutherland Gold PR, Breakaway Communications and Pier 39 in San Francisco, and Walt & Co. in Campbell.

Public Relations Laboratory (JOUR 445) students perform work for local and regional clients in fall and spring semesters. Internship placements range from national nonprofits like the American Cancer Society to local nonprofits like Computers for Classrooms, from small businesses like Lulu’s fashion boutique to our regional hospital, Enloe Medical Center. A range of off-campus and on-campus placements are used each semester. Students obtain firsthand experience in a variety of public relations disciplines that would normally not be available in a traditional classroom setting. Assignments generally include media relations and pitching, Web site or social media development, special event planning and implementation, primary research and strategic communications planning, and organizational media development.

Students who are accepted into Tehama Group Communications, the department’s student-managed public relations agency, have the opportunity to participate in diverse public relations activities, several of which are national in scope. Agency clients have included the Chicken Soup for the Soul book series authors and California Hospice Foundation. Local clients include the Chico Unified School District, Catalyst Domestic Violence Services, and small businesses like Par Out Golf and Spa Pierman.



Most news-editorial students consider The Orion, a nationally acclaimed student newspaper, a key component of their educational experience. A majority of news-ed majors choose to work on The Orion for more than one semester, and some stay for four or five semesters. The return rate is an indication of how much they value the experience since only minimal academic credit and compensation is provided.

Faculty members provide weekly teaching in conjunction with the work experience students gain through The Orion, Tehama Group and supervised PR internships. The journalism department faculty think that this combination of work, teaching and critiques provides students with useful skills, growth in critical thinking and leadership, and valuable professional experience.

**13. List and identify persons not connected with the institution who visited classes or met with students during the previous three academic years.**

*Speakers/Visitors for CONNECT*

This two-day alumni and professionals speaker event is hosted each spring by the College of Communication and Education.

**2009**

Patty Oien, Breakaway Communications  
Charles Scibetta, Nintendo America

**2007**

Chris Hammond, Wells Fargo Bank  
Jeff Burghardt, Anda-Burghardt Design

*Department of Journalism Hall of Fame Guest Speakers*

Amy Swanson, Outcast Communications, fall 2009  
Dave Fanucchi, U.S. Golf Association, fall 2009  
Chris Hammond, Wells Fargo Bank, fall 2009  
Vanessa Bortnick, Kimpton Hotels & Restaurants, fall 2008  
Jeff Burghardt, Anda-Burghardt Design, fall 2008  
Marideth Post, Republic of Tea, fall 2005 and spring 2007  
Cynthia Rude, PainePR, fall 2006  
Stacy MacLean, The Gap, fall 2006

*PR in the Spotlight*

This event is hosted each spring by the Tehama Group Communications and features alumni guest speakers

**2009**

Erica Jostedt, SutherlandGold PR  
Danielle Salvato and Scott Lechner, Kulesa PR

## **2008**

Courtney Cvetko, Pier 39  
Laura Cavaglieri, Schwartz PR

## **2007**

Kristin Tarr, Fehr & Peers  
Amanda McGoldrick, BJs Restaurants  
Chris Porter, Genentech  
Jennifer Nielsen, YouTube  
Jennifer Curtis, Schubert Flint Public Affairs  
Devan Gillick, Breakaway  
Matt Wolpin, Ampro Computers  
MK Juric, Schwartz Communications

### ***Other alumni guest speakers***

Lorraine Woodcheke, SF Arts Academy, spring 2008  
Korina Buhler, Atomic PR, fall 2008  
Patty Youngclaus and Kari Gleeson, Edelman PR, fall 2007  
Stephanie Luttringhaus, Mike Manual, Voce Communications, spring 2006  
Daran Goodsell, marketing director, Chico Performances, fall 2006  
Amy Swanson, senior VP, Outcast Communications fall 2005

### ***Non-alumni speakers***

Melissa Shapiro, PR director, Mozilla Corporation, spring 2009  
Maria Robinson, California PR director, American Cancer Society, spring 2009

### ***The Orion Speakers***

The student newspaper is critiqued each week in a required regular class session. A wide variety of guests – from industry professionals to alumni – participate in the week-to-week critique of the content and content of the newspaper every semester. These “guest critiquers” have included:

David Little, editor, Chico Enterprise-Record  
Evan Tuchinsky, editor, Chico News & Review  
Travis Souders, sports writer (alum), Chico E-R  
Janet Vitt, night city editor, The Sacramento Bee  
Melody Gutierrez, education reporter (alum and former Orion managing editor), The Sacramento Bee  
Virginia Ellis, Los Angeles Times state capital bureau chief  
Robin Miller, managing editor, Vacaville Reporter  
Jason Halley, photographer, Chico E-R  
Zuri Berry, online content editor (alum), Grass Valley Union  
Robert LaHue, online content editor (alum), Marysville Appeal-Democrat  
Meredith Cooper, associate editor, Chico News & Review  
Matt Brown, editor (alum), Nevada magazine  
Brian Kennedy, online content editor (alum), Napa Valley Register

Ryan Olson, online content editor, Chico E-R  
Scott Jason, reporter (alum and former Orion managing editor), Merced Sun-Star  
Ryan Sabalow, reporter (alum), Redding Record Searchlight  
Martin Reynolds, editor, Oakland Tribune  
Danny Bernardini, reporter (alum), Vacaville Reporter  
Greg Traverso, creative director, East Bay Express  
Len LaBarth, editor, Marysville Appeal-Democrat  
Dan Day, managing editor, The Modesto Bee  
Anthony Sorci, metro desk editor, The Sacramento Bee  
Kimberly Bolander Ross, reporter (alum and former Orion managing editor), Redding Record Searchlight  
Dave Peterson, assistant metro editor and internship coordinator, The Modesto Bee  
Joe Patronite, photojournalist and a Pulitzer Prize nominee  
Mitch Naylor, retired community journalist (alum)  
Kyle Buis, copy editor (alum), Marysville Appeal-Democrat  
Denice Rios, metro desk editor, The Sacramento Bee  
Steve Blust, chief of copy desks and internship coordinator, The Sacramento Bee  
Jack Sirard, retired personal finance columnist, The Sacramento Bee

***Speakers/visitors for the International Association of Business Communicators student chapter***

**2008**

Paige Gilbert, Boys & Girls Clubs of the North Valley  
Lorraine Woodcheke, The Arts Institute for California  
Laura Cavaglieri, Schwartz Communications, Inc.  
Lindsay Hall, California State Association of Counties  
Julia Spiess, Perry Communications Group, Inc.

**2007**

Evan Tuchinsky, Chico News & Review  
Ann T. Prater, College of Humanities & Fine Arts, CSU, Chico

**2006**

Sean Conan, Aerotek Commercial Staffing

***Speakers/visitors for the Chico State student chapter of the Society for Professional Journalists***

**2008**

Lorraine Dechter, KCHO Chico (NPR affiliate)  
Evan Tuchinsky, Chico News & Review  
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## DIVERSITY AND INCLUSIVENESS

### Attachments at end of section:

- Table 4, “Area Population”
- Table 5, “High School Population”
- Table 6, “Geographic Sources of Enrolled Population”
- Table 7, “Student Populations”
- Table 8, “Faculty Populations”
- Table 9, “Full-time Faculty Recruitment”
- Table 10, “Part-time/Adjunct Faculty Recruitment”

### In appendix binder:

Sample exercises that emphasize integration of multiculturalism

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### Executive summary

In 1997, the department was found out of compliance with the diversity standard. We worked at doing better and we complied with the standard in 2003. But the team challenged us to do even better. Our diversity recruitment program grew out of that challenge and has been a great success.

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- Table 9, “Full-time Faculty Recruitment”
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2. **Attach 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.**

**California State University, Chico Department of Journalism:  
An Action Plan for Recruitment of Faculty and Recruitment, Retention  
and Teaching of Minority and Women Students.**

**I. Recruiting faculty**

Although the pool of minority faculty is small and the competition strong, the faculty believe that the campus and location should be attractive to many minority candidates who are seeking a high quality of life. Chico has clean air, excellent recreational opportunities and a diverse community with low crime. Housing costs are low when compared with other campuses in the CSU system, which has a systemwide salary structure. On the downside, unlike some journalism programs, the department cannot offer tenure track positions to candidates without a doctorate.

The department needs to sell its advantages when it recruits minority faculty. Although current law in California restricts the department's ability to give preferential treatment to minority candidates, the majority of faculty understand that they have a professional and educational responsibility to have a diverse faculty. To that end and within the limits of state law, the faculty will continue to view minority candidates as possessing positive attributes, including but not limited to: sex, race, class, age and ability that the department seeks in a faculty member.

The department will use strategies to expand the pool of applicants by actively seeking minorities. Providing that the department has no budgetary restrictions placed on recruitment efforts, it will seek minority candidates by:

- A. Sending announcements to all U.S. journalism and mass communication schools. Those announcements can be followed with phone calls to faculty at locations likely to produce minority candidates who meet the requirements.
- B. Advertising in minority publications and job hot lines including NABJ Journal, a monthly publication of the National Association of Black Journalists; Noticias newsletter and weekly job bank phone line of the National Association of Hispanic Journalists; a weekly job newsletter published by the Asian American Journalists Association that is sent to its membership; and Medium Rare, a quarterly newsletter of the Native American Journalists Association.

Public relations specific outlets include the National Black Public Relations Society, the Hispanic Public Relations Association and the diversity groups within the Public Relations Society of America and the International Association of Business Communicators.

- C. Targeting potential minority candidates and contacting them directly by phone and letter.

## **II. Student Recruitment**

CSU, Chico is one of the few universities in the system in which a majority of students come from places outside the geographical area that the university is primarily charged with serving. In general, the student body is composed of relatively affluent white students from Northern California. This has been true for historical reasons, resulting in a campus unlike others in the system, which overall has a strong minority base, especially in the metropolitan campuses such as CSU, Fullerton, CSU, Sacramento or San Francisco State.

The goal is to assure that the percentage of minority enrollment matches or exceeds that of the university overall. To increase our enrollment of minorities, the plan includes the following continuing efforts:

- A. Maintain a faculty liaison with the university's outreach programs, which have effectively increased minority recruitment for the institution. The department will:
  - 1. Provide recruitment materials to admission office recruiters to disperse to high schools that they visit throughout the year.
  - 2. Directly contact students who are identified as being interested in careers in journalism.
  - 3. Provide release time of at least one week a semester for a faculty member to recruit at high schools and community colleges in diverse areas of California, as long as grant funding for recruitment continues.
- B. Identify and/or help create funding sources for awarding financial aid to qualified students who have financial need or show professional promise. As an example, a diverse group of CSU, Chico journalism students in spring 2009 raised funds to create a scholarship to assist so-called "AB 540 students" majoring in journalism at the university. "AB 540" refers to students who are not U.S. citizens but who have attended a public high school in California for at least three years and are thus eligible to pay regular fees but are ineligible for most state and federal student aid programs.
- C. Target and invite women and minority alumni professionals to take part in an ongoing series of alumni professional forums on campus. These include class lectures, a drop-in session and a dinner involving professionals and faculty. The professionals will address current media issues and members of the local media will be invited to attend some of these functions.
- D. Ask targeted alumni to help recruit minority students for our program.

## **III. Student Retention and Teaching**

Mere recruitment of students from underrepresented groups is not adequate. In the past, when achieving greater diversity was perhaps less valued, most of the department's students enjoyed social and economic advantages, so it was not necessary to have a structured system for helping students stay in our programs. Because of limited funding and recent harsh budget cuts in the system, coupled with

a more than 30 percent tuition increase over the past year, the department will have to be imaginative in meeting the needs of minority students.

One step the department has taken to build both a peer-assisted support system for minority students and a greater sense of a multicultural community within the department has been the creation of a class that emphasizes leadership, diversity and community service. That class conducted a fundraising effort in its first semester that created a scholarship for so-called “AB 540 students,” those who are not U.S. citizens but who attended a California public high school for at least three years. The goal is to assure that our graduation rate for the percentage of students from underrepresented groups matches or, better yet, exceeds that of the university overall.

Further, the department is committed to preparing students for working in the multicultural society of California and the nation. The plan to achieve the above objectives includes the following:

- A. The department will use scholarship money to help those students who are in financial need. Faculty will encourage all students to apply for university, state, regional and national scholarships for which they may qualify.
- B. In making decisions about hiring new faculty, the department must give weight to the fact that all students, particularly students from underrepresented groups, would benefit from the presence of a minority who can serve as minority adviser, both on a formal and informal basis.
- C. The department has an active and successful internship program that has provided minorities with the training and professional experiences they need to succeed.
- D. Courses in our curriculum need to continue to address minority issues and points of view.
- E. In seeking guest speakers and visiting professionals, the faculty will aggressively seek women and minorities to fill those roles.

### **3. Describe how the unit assesses its progress toward achieving the plan’s objectives.**

The unit will continue to track the numbers of minority and female students enrolled in the program and to survey alumni of the department. Particular attention will be given to retention of students, graduation rates and success in internships and the job market.

**4. 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.**

Across the journalism curriculum, faculty members are committed to preparing students to communicate effectively in a diverse society. Department policy encourages faculty to embed diversity topics in all courses. This ranges from addressing the roots of bias in reporting to enhancing understanding of multiculturalism and the contributions of women and minorities.

Samples of various exercises described below are available for the visiting team to review as supplemental materials. The appendix binder features samples of exercises from two classes taught by a faculty member who presented a paper at the 2007 AEJMC convention on integrating multiculturalism across the curriculum.

**Diversity Course**

One course dedicated to study in this area was added to the curriculum in the fall 2003. This course, titled Race and Diversity in Media (JOUR 411), is an elective for both public relations and news-editorial students. The course introduces students to the social constructions of ethnicity and how they are involved in the production, distribution and consumption of the U.S. mass media. Critical analysis and discussion are used to probe media and race issues, as well as to analyze racial portrayals in the media historically and in contemporary practice. Students learn to identify problem areas as well as suggest strategies for change.

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**Core Courses**

*Introduction to Communication*

Introduction to Communication (JOUR 101) explores converging communication media and the potential for message homogenization. Students learn about radio industry movements toward reduced local programming and news coverage, as well as the downsizing of newspaper staffs, the resulting challenges of fewer reporters for coverage of diverse communities, and the potential for ignoring significant cultural issues. Students also explore the role of the Internet in reinforcing individual interests and beliefs, particularly in terms of screening one's self from alternative and diverse viewpoints. The course instructor, who is an African American man, provides personal examples to help illustrate media representation issues, such as repeated portrayals of stereotypes that get reinforced and cultivated in the minds of media users.

*Intro to Online Journalism*

Intro to Online Journalism (JOUR 255) poses a critical look at changes brought to journalism and society by the World Wide Web. An important part of that is



consideration of the digital divide, or the idea that there are people left behind by technology through factors that are largely out of their control, such as age, education, location and income. Students are introduced to the concept of the digital divide and then asked to consider its effects on those living in the United States in one of their weekly blog entries. They also are encouraged to think about the influence of factors such as race, ethnicity, gender and sexual orientation in terms of the adoption and use of technology. They also must address these issues in an assignment that relates to change and communities, and again in their midterm essay.

### *Writing for Mass Media*

In the Writing for Mass Media course (JOUR 260), a popular new textbook was adopted in 2007 and faculty discovered that minimal attention was given to diversity. An additional unit was added to the faculty-generated course packet to rectify this omission. It includes a 10-page section of readings from Keith Woods, who has been teaching diversity issues at the Poynter Institute since 1995, and examples of published stories that are used to generate class discussion on issues such as racial identification in crime stories and coverage of women and those who identify (or are identified) as GLBT and/or Q.

One faculty member asks students to confront their own biases by completing an exercise in bracketing. For this assignment students complete an inventory of their personal demographic traits and then must assess what stereotypes these things might summon for others. They also participate in an in-class demographic assessment of the teacher, which often proves to be a lively and illuminating experience for all.

Another faculty member has students do an exercise at the conclusion of their reading on recognizing bias and stereotypes in reaching audiences. The exercise asks students to examine a local newspaper for cultural, gender or age bias of any sort in headlines, stories, cutlines, ads or cartoons. They must report their findings in a short paper, identifying and commenting on the specific biased language or pictures and coming up with revisions that would avoid the bias.

In another writing exercise, students are asked to confront a series of events that occur in a minority community. The context of the story requires understanding of diversity issues. A lab exercise for the class used by various instructors involves a hypothetical situation that is designed to have students consider diversity in the media. The final exam for the lab portion of the course requires that students listen to a videotape of a speech and then write a story. Speakers have included the president of BET; Tavis Smiley, NPR radio host; and a black Republican woman speaking about welfare reform.

### *Ethical Problems in Mass Media*

The Ethical Problems in Mass Media (JOUR 460) class is natural place for examining the important issues raised by a diverse culture. It is difficult to imagine that an adequate course in media ethics would ignore lessons in multiculturalism. Simply to cover moral reasoning, an instructor must cover Rawls' Theory of Justice, a most compelling theory for the discussion of gender and diversity representation by and within the media. The course text provides a basis for both written work and oral discussion. Students must address, for example, specific social justice and social responsibility topics by writing one-page papers on hypothetical cases and each, in a team, research and present an actual ethical dilemma situation assigned by the instructor.

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## News-Editorial Courses

### *Public Affairs Reporting*

In Public Affairs Reporting, (JOUR 321) students are encouraged from the beginning of the course to seek diverse voices for all their stories. Their final grade is significantly affected by how well they reflect the diversity of the community in their weekly stories.

A lab research exercise requires students to use the Knight Foundation study on newsroom diversity to develop an understanding of the importance of newsroom diversity and the levels of implementation by media companies in various communities.

Another assignment requires students to conduct five short interviews about source connections around the world in an effort to highlight the importance of global events on local residents. The data is aggregated and discussed in class, with invariably dozens of countries represented by the sources that class members interviewed. This assignment also reinforces the importance of source diversity, particularly in terms of discovering a rich range of multiculturalism – age, socioeconomic status, sexual orientation, religion – in sources that is not apparent when sources are selected for diversity in skin color or gender alone.

Another lab Internet exercise requires students to visit a Web site that features coverage of diversity issues. The students are required to read and write about the issues found at the site. Often final reporting projects for the class focus on diversity issues. Recent topics investigated by students include what it is like to be an African-American student at Chico State.

### *News Editing and Copyreading*

In News Editing and Copyreading, (JOUR 327) lectures and text emphasize diversity and sensitivity. Editing exercises include various sections that need to be edited to remove words that may be offensive. A review of the assignments often leads to discussions about using race as an identifier in news stories.

For example, in some sections students view a headline from the Chico Enterprise-Record, “Police seek two black men seen running across The Esplanade.” Students are asked to assess the implications of the headline in terms of informing the public in a fair and sensitive manner. This is followed by a column written by the editor of a weekly newspaper who does an excellent job of explaining the unfairness of the headline in that it indicts an entire race of men. Most importantly, this exercise is a logical jumping off point for discussion of The Orion stylebook’s entry under “descriptions,” which says:

To avoid unfairly indicting an entire race of people, use descriptions of suspects only if they are fairly specific. “A black woman” is not fairly specific; “a 6-foot white man with purple hair and a tattoo of a rose on his hand” definitely meets the “fairly specific” test.

In the next editing assignment in lab, students are expected to edit out of a story several irrelevant references to race, religion and age.

### *Magazine Writing*

In Magazine Writing (JOUR 325) students deal extensively with analysis of target and specialty markets, including African American, Latino, and women's publications. Each semester presentations are done on magazine markets, including those that focus on different ethnicities. Final projects often deal with diversity issues, including interracial dating, religion and music, racism and stereotypes, diversity in sports, and profiles of people of different races and religions.

Extensive readings are assigned and discussed in Magazine Writing that deal with diversity issues and the contributions of minority and female journalists. Students typically write stories on minority subjects that are published in local publications such as the Chico News & Review and online publications devoted to minority and cultural issues, such as chicoSol.org.

For fall semester 2008, students were paired with senior citizens in their 80s and 90s and required to take a complete oral history of the person, as well as write a profile story for publication. While there was little race diversity in the senior population, the students did encounter issues relating to their own race, ethnicity, gender and/or sexual orientation while interviewing the seniors. This was an eye-opener for the students, some of whom had never encountered these types of biases before. The students also had to address their own perceptions of "old people" and learn how to relate to people with significant hearing and vision impairment, as well as other physical disabilities.

### *Advanced Feature Writing*

In Advanced Feature Writing (JOUR 429), extensive readings are assigned and discussed that deal with diversity issues and the contributions of minority and female journalists. Since the last accreditation visit, one of the class projects (in spring 2007) was entitled "Portraits of Diversity." The project was a series of profiles on diverse people that became a cover story in a Chico community weekly newspaper, with online links to longer versions of the profiles.

### *History of American Journalism*

In History of American Journalism (JOUR 322), the textbook contains numerous details about the contributions of women and minorities. The current instructor is mindful of the need to relate history to what is becoming history today through the efforts of outstanding women and minority journalists. He takes care to develop these themes throughout the course.

### *Laboratory Newspaper*

Student editors and writers for The Orion (JOUR 331, 329) are well aware of the need to cover diversity and to include diverse sources. Over the past several years, scores of stories have been published that dealt with diversity and race.

During interviews for managing editor, student candidates are asked about their diversity plans. Guest speakers in the weekly critique meeting are often female and/or minority journalists who discuss gender and diversity issues. The Orion critique, which is written by the newspaper's faculty adviser, often focuses on writing that may have inadvertently displayed cultural or gender bias.

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## **Public Relations Courses**

### *Intro to Public Relations*

In the Introduction to Public Relations class (JOUR 244), students learn about history, theory and practice. Emphasis is placed on the idea that public relations is a powerful persuasion process, one that must be used carefully and honestly and what role stereotypes play in creating images and changing behavior. Discussions focus on stereotypes and how those designing public relations messages need to recognize the difference between negative assumptions about, and accurate representation of, women and minorities.

Recognizing the need to establish and increase student awareness about all forms of diversity, faculty teaching the introductory public relations class include a diversity exercise that requires students to create an actual strategy to increase tolerance and understanding between the CSU, Chico community and minority students who come here for their education. This exercise helps students to expand their respective perspectives about diversity in society in general and in the workplace in particular. For example, all too often students only see diversity in terms of ethnicity. Class discussions also address gender issues, sexual orientation, age discrimination and physical disabilities.

### *Writing for Public Relations*

In Writing for Public Relations (JOUR 341), the semester final project focuses on such topics as developing a diversity training and awareness program for an actual Fortune 500 corporation, which requires the students to do significant research on diversity issues in general, including age, culture, race, religion, sexual preference and language.

Recognizing the need to maintain student interest in diversity, faculty teaching the public relations writing courses incorporate a comprehensive term project specifically dealing with diversity in the workplace. While many companies already may have diversity programs in place, students are required to modify any

existing diversity programs according to employee communication issues and concerns discussed in class.

At the conclusion of the semester, students are required to give an oral presentation summarizing their thoughts about the value of diversity in the workplace. Classroom discussions include diversity issues in terms of message development and audience analysis.

#### *Public Relations Publications*

In PR Publications students are required to produce one publication specifically targeting an ethnic audience, GLBTQ audience or another diverse audience of their choice. The publications may be an ad campaign, brochure, newsletter or Web site. In each assignment students are required to conduct research on how their audience is affected by a specific communication challenge (these challenges change every semester and usually cover political, social or medical topics).

Each publication requires the student to analyze how the use of color, imagery (photography, illustration, etc.) and language may impact the target audience. In addition, the assignments require a market and message statement outlining background research on the issue, demographics data on the target audience, message analysis, measurable objectives and creative rationale. Previous assignments have covered such topics as: California's Proposition 8, African-Americans and obesity, and breast cancer among Asian Americans.

#### *Public Relations Strategy*

Diversity is covered in this course through hands-on work with real clients. Each semester has at least one course segment dedicated to defining target audiences for a client. Exactly how diversity in audiences is covered depends on the exact client account for that semester. Some examples include:

- *Spring 2009 Restored Clothing Company client*  
Students working on behalf of this client were required to analyze the organization's current communication tools, styles, messages, etc. Diversity for this client focused on the company's lack of ethnic diversity in its public face (the only models used in ad campaigns were Caucasian and slim). Two of the three student teams developed communication strategies to bring more diversity to the company by bringing in a range of ethnicities to ad campaigns and also expanding the range of body shapes used in ads.
- *Fall 2008 Student Health Services client*  
One segment of the campaign for this client involved ensuring that all Chico State students had awareness, acceptance and action with the campus health center. Research showed the predominant users of the health center were white females. Student teams created action strategies to target a variety of ethnic groups on campus through campus organizations such as MEChA and the Cross-Cultural Leadership Center. Student teams also developed action

strategies to reach out to male students, an underserved segment of the campus population, through increased Web site explanations of services available to males and outreach to male dominated student groups.

### *Public Relations Laboratory*

In Tehama Group Communications, diversity is covered through hands-on work for client accounts. For example: TGC produces CSU, Chico's campus-wide diversity newsletter, titled Building Bridges. The agency account team works with the university diversity coordinator to produce the newsletter each semester. Story topics range from disabled student services to university efforts to recruit a more diverse student body, from African-American leaders on campus to experiences of Hmong students at Chico State.

In addition to campus clients, TGC also works with community organizations on diversity issues. TGC produced a special event campaign for Innovative Preschool, a Chico Unified School District program that brings students with disabilities together with children without disabilities.

In an effort to ensure all members of the agency are exposed to diversity issues each account team shares diversity issues during the agency meetings. This has generated discussions about a variety of issues including whether or not the fact that an interview subject is blind should be explained in a feature story to how to effectively construct interview questions to cover diversity topics.

In the on-site consultant section of Jour 445, the diversity focus takes place primarily in the job-hunting portion of the course. As with TGC, class discussion during the Monday meetings are essential to bringing the diversity discussion to all students in the course. Students provide presentations about diversity issues in their placements to help generate class discussion.

Depending on the topics and placements, some students seek help from their peers in addressing a diversity issue whereas others will share an experience they had and what it meant for them in broadening their perspectives. Discussions of diversity tend to focus on gender differences and gender bias in the workplace. For example, students are required to conduct research on salary relating to positions they seek in specific industries, geographic locations and types of organizations. This discussion also brings in the issue of women being paid less than men for comparable work.

Other discussion points in the gender area examines the ratio of men to women who hold top leadership positions in PR agencies, specific industries that tend to be dominated by one gender more than another, etc.

Diversity also is explored to a lesser extent through the internship placements. Some examples of diversity experiences in internship placements include:

- *Cross-Cultural Leadership Center internship, fall 2008*  
The center exists to create an environment in which all students, regardless of

their ethnicity, culture, or differences, feel safe and respected. The PR student was responsible for developing an organized PR process for the organization. Her work developed into a communications position dedicated to organizational communication.

- *The Women's Center internship, fall and spring*  
This internship covers a variety of women's and GLBTQ issues. PR activity tends to focus on promoting special events such as The Vagina Monologues, Take Back the Night and a wide range of sexual health awareness and education.

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## General Education Courses

### *Entertainment, Mass Media and American Cultures*

The Entertainment, Mass Media and American Cultures course (JOUR 310) revolves on the theme of forming an American identity from diverse cultural roots based on the "tossed salad" rather than the "melting pot" metaphor. A focus of this course is the process by which something popular with a sub-culture becomes mainstream and is then re-interpreted by a sub-culture before it is again adopted by the mainstream.

### *Women, Men and the Media*

In Women, Men and the Media (JOUR 311), the entire course deals with gender issues and the media. Additionally, one specific assignment has students view media about a minority group (e.g., Asians, Hispanic, African-Americans, gays and lesbians, and the disabled). Students then write about one of these minorities and how the media portrays them either stereotypically or in new ways. Some topics that are discussed at length include: gender/race and stereotypes, gender/race and media careers, the gender gap, sexual harassment, and the portrayal of gender/race in books, on television, in movies, and in music. Current news examples that highlight the topic under review are brought to class by the instructor to spark class discussion.

This course involves extensive – and often very enthusiastic – class discussion of issues relating to bias and discrimination, their cultural roots and media portrayals.



**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.**

The department takes seriously its responsibility to accommodate the needs of students with disabilities, and faculty work with the university's Disability Support Services program to ensure that disabled students' needs are legally accommodated. The mission of DSS at the university is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment in all aspects of campus life.

To increase appreciation for all forms of diversity, students in some journalism classes are made aware of the university's monthly "Conversations on Diversity" series and encouraged to attend and write news accounts for class assignments.

**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 last visiting accrediting committee's report in 2003-04, noting that California is the "most racially diverse state in the country," suggested "the Department may want to consider a more focused recruiting program to increase the diversity in its student body."

A department faculty member, inspired by that challenge and by the obvious need for greater student diversity, applied for and received a sabbatical leave in spring 2006 for the purpose of doing statewide recruitment with the objective of bringing greater student diversity to the department of journalism, most particularly in news-editorial. During the sabbatical semester, the faculty member traveled to schools from Redding in the north to the Bakersfield area in the south, as well as to Oakland and other Bay Area communities, visiting a total of 43 classes at 37 schools and meeting with more than a thousand students. The primary strategy was to try to develop relationships with teachers and students at diverse schools with strong journalism/newspaper programs.

Shortly after the sabbatical was completed, the department received word that media giant MediaNews Group had approved a four-year, \$59,000 grant aimed at increasing student diversity within the department of journalism. University development officers had assisted faculty in preparing the application, which was successfully carried by a local newspaper editor to the corporate decision-makers. The program is called the MediaNews Group Journalism and Diversity Partnership and it will enter its final year of the initial funding period with the advent of the 2009-10 academic year.

The diversity partnership has provided \$14,750 in funding annually for recruitment, scholarships, internship promotion and mentoring. The above-referenced faculty member has been able to continue recruitment for at least one week every semester since the fall

2007 through the present, with other faculty teaching the recruiter's classes while he is away. As a direct result of the partnership, the department experienced extraordinary success in helping students obtain newspaper internships in summer 2007, with stipends provided by partnership funds going to minority students who interned at six newspapers, including The Denver Post, The Salt Lake Tribune and the San Jose Mercury News – three metros that students from the department had not interned at previously. Subsequent and continuing economic woes of the newspaper industry have limited internship placements in summer 2008, although partnership funds were used creatively to create a reporting internship at The Oakland Tribune for a female African-American student.

With the advent of the 2008-09 academic year, the recruitment component of the partnership began to yield extremely positive results, as a total of seven incoming freshmen and transfer students (three African-Americans and five Latinos; five females and three males) enrolled at the university as news-editorial majors and received \$1,000 partnership diversity scholarships, in addition to other scholarships and award money that the department aided them in obtaining.

As things have evolved, especially positive relationships have been established with teachers at Media Academy (Fremont) High School in Oakland, as well as with instructors at Southwestern College in Chula Vista near the Mexican border, and at Bakersfield College and Modesto Junior College in the diverse San Joaquin Valley, among other schools.

Partnership-financed campus visits for students from targeted schools have proven to be especially effective, given in part to the relative attractiveness and friendliness of the Chico State campus. Partnership funds have been used twice to purchase train tickets for students from the Oakland high school to Sacramento, where the students were picked up and transported by the faculty recruiter for a day-long visit to Chico. All eight students who made the train trip in fall 2008 ended up applying to Chico State for fall 2009 admission, and a majority of them are expected to start their studies here in fall 2009.

In spring 2008, partnership funds were used to transport a half dozen students and their journalism adviser from the San Diego area to Chico, where the visitors were housed and spent two days visiting the campus and community. Four of the seven students who received 2008-2009 partnership scholarships participated in one or other of those campus visits. Moreover, about 10 students who participated in these two types of campus visits have applied as journalism majors for fall 2009 admission to Chico State, and all but one were accepted.

Within the university, journalism is seen as a leader among academic departments in diversity recruitment. In fact, the department was able to supplement its diversity partnership funds by obtaining \$1,000 from the university admissions office to help finance a spring 2009 visit of about 25 students who work on the award-winning student newspaper at Southwestern College. What is particularly striking about journalism's recruitment numbers is that even as applications for admission from minority journalism

students are way up and on the rise, the university is experiencing steep declines in the number of applications it is receiving from minority students for fall 2009 admission. This includes a drop from the previous year in applications of 25 percent among Asians, 31 percent among Latinos, and 44 percent among African Americans.

The faculty member who has conducted the diversity recruitment project recently completed a doctoral dissertation that studied a university program that reported exceptional success in the recruitment and retention of students from underrepresented groups. When the university subsequently decided to expand that program to make it more of a campus-wide initiative, journalism was the first academic department to partner with the program, including participation in a social and educational multicultural retreat that included six students and a faculty member from journalism.

Research has long associated student persistence in higher education with the successful academic and social integration of students into a campus community. A special topics course was offered in spring 2009 that was intended, in part, to create more of a community of support for journalism students from underrepresented groups. Students in that course have served as ambassadors for campus visits by visiting minority students.

The faculty recruiter has also developed a strong relationship with the university's Educational Opportunity Program, a support program for low-income, first-generation college students. In a few instances, EOP admits students to the university who do not fully meet the standard admission requirements. Three journalism recruits from Oakland are or were EOP students at Chico State, and about seven recruits have been accepted into the EOP program for fall 2009. The faculty recruiter participated for the first time during summer 2008 as a mentor in EOP's week-long Summer Bridge program, allowing him to be present for the recruited students' first introduction to academic life, as well as to establish more contacts in the campus community with students, staff, faculty and administrators who value diversity. That faculty member again participated in the Summer Bridge program in summer 2009.

**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.**

There are no selection criteria to become a journalism major. Students, however, must earn at least a C in Writing for Mass Media (JOUR 260) as a prerequisite to other journalism courses. They also must earn at least a C- in an option-specific writing proficiency course, which is Public Affairs Reporting (JOUR 321) for news-editorial students and Writing for Public Relations (JOUR 341) for public relations students, to graduate. The department does not think that either of those requirements should affect minority enrollment (the writing proficiency course is a universitywide requirement).

**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.**

Although the department is pleased with its increased enrollment of minorities, mere recruitment of minority students is not adequate.

The university does not have data by majors for retention. Universitywide data, however, suggest that nearly 50 percent of enrolled freshmen never graduate. We have no reason to think that the journalism department would be different from the university.

Although the department of journalism has no formal retention program, the faculty member responsible for diversity recruitment taught a special topics class in spring 2009 for the first time. The primary purpose of the course was to engage students of various ethnicities and races in community service on the theory that student involvement and commitment has a positive impact on student persistence. The course proved to be successful and resulted in the creation of a campus club that students in the class named Journalists United for a Stronger Tomorrow.

JUST conducted a fund-raising effort that resulted in the creation of two new scholarships in the department, including one for journalism majors who are not citizens of the United States but who have attended public schools in California. A proposal has been submitted to make the special topics course a permanent one-unit course entitled Journalism and Community Service (JOUR 314). The permanent course, making its debut in fall 2009, is expected to attract a mix of both majority and minority students, including numerous diversity recruits.

The journalism department's mandatory advising program requires students to meet with their advisers when they declare journalism as a major, and they must meet with their advisers each semester until they graduate. Such attention often can allow students to develop close relationships with faculty members as they assure students are making adequate academic progress. In that informal but highly effective retention effort, faculty members have helped and guided numerous minority students toward internships, scholarships, graduation and employment.

Among the efforts of the department to retain minority students:

- The department uses scholarship money to help those students who are in financial need. We also have funded, through The Orion, student travel to minority job fairs. We also encourage minority students to apply for national and regional scholarships. During the past six years, numerous minority and female students have won competitive scholarships/internships from the Chips Quinn

Scholars program, the Sports Journalism Institute, the Association for Women in Sports Media, and the National Lesbian and Gay Journalists Association.

- The department has an active and successful internship program that has provided minorities with the training and professional experiences they need to succeed.
- Courses in the curriculum have expanded since 1996 to address minority issues and points of view. The department has instituted a policy that asks all instructors of all courses to document those efforts.
- In seeking guest speakers and visiting professionals, the faculty has sought women and minorities to fill those roles.

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

In 2005, the department successfully recruited and hired an African-American man who has a number of years of professional work experience and teaching expertise both in public relations and news-editorial. While primarily assigned to the PR concentration, this individual also teaches such classes as Writing for Mass Media (JOUR 260) and Mass Communication Law (JOUR 320). The same year the department also hired a woman faculty member who is a former newspaper editor and is primarily assigned to the news-editorial concentration.

The department needs to sell its advantages when it recruits minority faculty. Although current law in California restricts the department's ability to give preferential treatment to minority candidates, the majority of faculty understand that they have a professional and educational responsibility to have a diverse faculty. To that end and within the limits of state law, the faculty will continue to view minority candidates as possessing positive attributes, including but not limited to: sex, race, class, age and ability that the department seeks in a faculty member.

The department will use strategies to expand the pool of applicants by actively seeking minorities. Providing that the department has no budgetary restrictions placed on recruitment efforts, it will seek minority candidates by:

- A. Sending announcements to all U.S. journalism and mass communication schools. Those announcements can be followed with phone calls to faculty at locations likely to produce minority candidates who meet the requirements.
- B. Advertising in minority publications and job hot lines including NABJ Journal, a monthly publication of the National Association of Black Journalists; Noticias newsletter and weekly job bank phone line of the National Association of Hispanic Journalists; a weekly job newsletter published by the Asian American Journalists Association that is sent to its membership; and Medium Rare, a quarterly newsletter of the Native American Journalists Association.

Public relations specific outlets include the National Black Public Relations Society, the Hispanic Public Relations Association and the diversity groups within the Public Relations Society of America and the International Association of Business Communicators.

- C. Targeting potential minority candidates and contacting them directly by phone and letter.

**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.**

To help full-time tenure-track faculty earn tenure, these individuals received assigned time, a one-class reduction in teaching load for six of the last nine semesters, so they can work on class development and research.

However, department budget cuts prompted by the state of California budget crisis forced the department to eliminate that teaching load reduction during academic year 2008-2009. Because of the department's small size, minority faculty generally find fellowship with other minority teachers as part of a Black Faculty and Staff group that meets regularly on campus.

**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 10, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.**

The department was forced to lay off a longtime adjunct instructor, who was both female and fluent in Spanish, after the 2008-09 academic year because of California government's severe budget crisis.

In fall 2009, the department will have no part-time faculty. Historically, the department has been sensitive to an overall lack of diversity on the faculty and has attempted to supplement the faculty mix by seeking diversity in guest speakers. Most years, a majority of the guest speakers in the department are minority or women.

**12. List visiting 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.**

Martin Reynolds, then managing editor (and now editor) of The Oakland Tribune, was sponsored for a campus visit with funding from the MediaNews Group Journalism and Diversity Partnership for several days during the spring 2007 semester. Reynolds, who is African-American, critiqued The Orion, spoke to several journalism classes, gave a well-attended evening lecture to the campus and greater community, and was the keynote speaker at Chico State's Journalism Day for high school students.

Due in part to Reynolds' visit, Chico State has had summer reporting interns at The Oakland Tribune for four consecutive summers, including two African-American students and another student who has received scholarship and internship support from the Northern California Chapter of the National Lesbian and Gay Journalists Association.

Zuri Berry, a Chico State journalism alumnus who is African-American and working in sports writing and online content for The Union in Grass Valley, critiqued The Orion, as did Chico State journalism alumna Melody Gutierrez, a sports writer for The Sacramento Bee. Also critiquing The Orion during the past three years were Anthony Sorci, a deputy city editor at The Sacramento Bee, and Maria Rocha, news editor of The Modesto Bee. Student scholarship winners also had opportunities to meet with Orion Hall of Fame alumni Randy Sumimoto and Art Thompson III.

Bringing minority journalists to Chico has always been a problem for the department: Our local newspapers have no minority reporters or editors. The county is 80 percent white. The nearest source of minority journalists is in the Bay Area, a three-hour drive. It can be hard to find someone to come to Chico when they do not even know Chico exists. As explained earlier in this section, we have focused resources and efforts to bring minority students to Chico and faculty have traveled to minority areas to find them.

When the diversity partnership was proposed, we addressed the problem by including a funding request for a visiting minority professor. That part of the request was cut. The partnership ends in 2010, and we will be seeking new funding and we will be pushing to add funding to bring minority guest speakers to campus. The department also plans to begin a fundraising campaign for a visiting professor.

**PART II, SECTION 4**

# **FULL-TIME AND PART-TIME FACULTY**

**At end of section:**

Published advertisements for faculty openings

**In appendix binder:**

Department of journalism RTP Evaluation Criteria  
CSU, Chico Faculty Personnel Policies and Procedures

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**1. Curriculum vitae of each full-time faculty member, in appendix binder:**

Matthew Blake, assistant professor  
Glen Bleske, department chair, professor  
Susan Brockus, assistant professor  
Morris Brown, assistant professor  
Debra Johnson, professional-in-residence  
Kurt Nordstrom, professor  
Aaron Quinn, assistant professor  
Dave Waddell, professional-in-residence

**2. Attach résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the Fall 2009 semester.**

Because of budget cuts, we have no part-time faculty.

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

The department of journalism faculty represents a rich mixture of education and experience. All tenured or tenure-track faculty hold doctoral degrees. All tenured or tenure-track faculty have worked full time in professional settings (daily newspapers, corporations, public relations agencies) for a number of years. Many continue to consult and work in their chosen professions. Among the tenured/tenure track faculty, there are two full professors and four assistant professors. Five are white and one is African-American; five are male and one is female.



The news-editorial professional-in-residence has a doctoral degree, and the public relations professional-in-residence has a master's degree. Before joining the faculty, the professionals-in-residence had long careers in newspaper and public relations settings. Of the two professionals-in-residence, one is male and the other female.

#### **4. Describe how the unit selects full-time and part-time faculty and instructional staff.**

Selection of all full-time faculty follows university procedures, which have the following minimum requirements that are outlined in the FFFP and the department manual:

A department hiring committee is formed to evaluate the professional competence of candidates for full-time openings. The department hiring committee is composed of a minimum of three department faculty members elected by and from the probationary and tenured members of the department plus the department chair. The department augments its hiring committee with one faculty member from another department as required by the current dean.

The hiring committee solicits applications from the widest range of eligible people from a variety of institutional sources. Advertising of a position is required. Advertising for probationary positions and full-time temporary positions is on a national level with at least one print publication, reaching a wide circulation that includes organizations that are representative of diverse groups. A minimum of 30 calendar days are required from the time of posting the vacancy and review of applications.

The committee screens available applicants. While it is the responsibility committee to recommend new faculty appointees, it must adhere to the following general procedures and minimal criteria for appointments:

- Evidence of teaching ability – either potential or as based on previous experience
- Scholarly activity and productivity
- Educational or experiential preparation for university teaching, including the terminal degree or its equivalent from an accredited institution
- Potential for, and commitment to, professional activities and growth
- Evidence of the human relations skills necessary to work with students and colleagues
- Disciplinary specialties, skills, and flexibility that coincide with current and future needs of the department.
- Evidence of an ability to communicate effectively orally and in writing
- Compliance with University policies of Affirmative Action/Equal Opportunity Employment

The criteria as determined by the vacancy announcement is the basis of screening. The hiring committee's documentation must reflect the use of the criteria for all candidates.

The criteria are then used to develop a short-list of candidates who are interviewed by telephone. Typically, the top three candidates are then invited to campus for on-site interviews. No candidate may be hired unless there have been at least three reference checks.

The department then makes a recommendation to the college dean, who then makes a decision. Should the dean disagree with the recommendation, the dean must meet with the department to explain the basis for disagreement. If these differences cannot be resolved at this level, the matter is forwarded to the provost to work with the parties to attempt to achieve mutual agreement. In instances where this is not possible, the appointment decision will normally be sent back to the department and new candidates are sought.

Part-time faculty are chosen from a self-identified pool of applicants. Union rules dictate the following:

- Each applicant is ranked by a committee according to qualifications for each course that the applicant is qualified to teach;
- Once all full-time instructors are assigned to classes, the remaining classes are offered to part-time faculty;
- First choice goes to those who have taught at least six years for the department;
- Second choice goes to those who have taught at least one semester; and
- If any courses remain to be assigned, they are offered to those new instructors according to their rankings.

**5. Attach copies of published advertisements for faculty openings in the past six years that show required and preferred qualifications of candidates.**

We advertised for three positions: 2004-2005, openings in PR and news-editorial; 2005-2006, opening in visual communication or new media or PR. Advertisements are attached.

**6. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.**

The department of journalism's retention, tenure and promotion document puts substantial emphasis on the importance of teaching: "Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion for teaching faculty."

Research on our campus and department is divided into two areas: professional development and professional achievement. Both are required but there is no exact formula to measure development and achievement.

Service is expected at the department and university level, but there is no formal expectation. Instead, probationary faculty meet formally with a department committee and the chair to discuss their teaching, scholarship and service. The committee and chair then write formal reports and recommendations that become part of the faculty member's file.

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

The normal workload of a full-time faculty member is four classes a semester and advising/committee/service assignments. Workload guidelines are established by the Collective Bargaining Agreement and campus Faculty Personnel, Policies and Procedure document. When the teaching schedule is prepared, the chair solicits preferences from faculty. Student demand, resources and faculty preparation influence the assignment of teaching responsibilities.

Some faculty have assigned time away from the traditional classroom setting to fulfill the obligations of their employment (e.g., working on the accreditation report, advising the department-sponsored campus newspaper or the student-managed public relations agency). New faculty members are often provided one class of assigned time for one to two years to develop curriculum and conduct research. Occasionally, depending on availability of funds, faculty are given assigned time to re-work a class curriculum or pursue a research project. The department chair makes these decisions in consultation with the faculty and the dean. Workload is monitored and the results of assigned time are assessed by the university.

**8. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Attach course evaluation forms, peer review forms or other documents used in evaluations.**

Probationary faculty are visited at least once each academic year by two members of the RTP committee, who evaluate their teaching. Once a faculty member is tenured, they no longer receive peer reviews of their teaching until the year they seek promotion to full professor. Full-time non-tenure track faculty are reviewed every year until they have taught for six years, when they switch to biannual reviews. Part-time faculty must be reviewed at least once each academic year, unless the faculty member has been employed for more than six years; they then switch to being reviewed at least once every three years.

All peer reviews become part of the faculty members permanent employment file. As such, the reviews are a key part of the retention, tenure and promotion process as indicators of teaching excellence.

Student evaluations are conducted for all faculty in each class every spring. The chair also will request evaluations in the fall for special cases as evidence for promotion, for tenure, or for part-time instructors who teach in the fall only. As with peer reviews, the student evaluations become a part of a faculty members employment file and are used as evidence for decisions regarding retention, promotion and tenure.

**9. Describe the process for decisions regarding promotion, tenure and salary. Attach relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.**

Salary is set by negotiations between the California Faculty Association and the CSU administration in Long Beach. There are two types of raises: general increases that go to all faculty and step increases that are based solely on service. Once a faculty member reaches the top of a salary range, no step increases are received. Recent efforts have been made by the CFA and the CSU to remedy instances of salary compression.

Promotion, tenure and salary administration are governed by:

- a) The Collective Bargaining Agreement between the Board of Trustees and the California Faculty Association articles 13 to 15 and 19;
- b) Section 8 of the FPPP; and
- c) The Department of Journalism Retention Tenure and Promotion (RTP) Evaluation Criteria which reflects, in great measure, the procedures prescribed in the CSU, Chico FPPP document.

For all levels of promotion and tenure, four areas of evaluation are considered:

1. Teaching effectiveness,
2. Professional growth and achievement,
3. Other contributions to the university and to organizations external to the university, and
4. Competence required for, and willingness to adjust to, university-approved department/unit master plan.

Department RTP Committee members are chosen through a vote by members of the faculty each year. As mandated in the FPPP, they are charged with conducting the periodic evaluations and making personnel recommendations concerning appointment, retention, tenure and promotion.

The committee of three must be constituted by full professors in the case a candidate for promotion to full professor is being considered. Associate professors may serve on the committee in instances in which there are candidates for promotion from assistant to associate professor levels and/or tenure.

If there are not enough full professors and/or associate professors from among whom the three-member committee is to be chosen, committee members are proposed and voted on from (a) the ranks of the College's faculty and/or (b) from other faculty units within the university. The same procedure is carried out at the college level for the College RTP committee. The department chair may serve as a member of the committee and is then precluded from writing a separate report of the candidate(s).

1. In accordance with the criteria outlined in the department RTP document and the CSU, Chico FPPP, the department RTP committee
  - a) studies the candidate's Personal Data Sheet and dossiers,
  - b) observes the candidate in his/her classroom work,
  - c) writes a report of the observation,
  - d) conducts an interview with the candidate reviewing the report, asking questions and allowing the candidate to ask questions and contribute to the factual description of the observation, and
  - e) completes the report and recommendation and forwards it to the department chair;
2. The department chair writes a report augmenting the department report and supports or rejects the department committee's recommendation;
3. The final department committee and chair reports are forwarded to the candidate;
4. The chair and department reports and recommendations are forwarded to the college RTP committee which writes its own report and recommendation;
5. The college RTP committee report and recommendation, together with the chair and departments report and recommendation, are forwarded to the dean of the college;
6. The dean of the college writes a report and recommendation;
7. The college RTP report and recommendation and the dean's report and recommendation are forwarded to the candidate;
8. The dean's report and recommendation along with reports and recommendations from all other levels are presented to the provost of the university;
9. And the candidate is notified of the final decision regarding promotion and/or tenure made by the provost and president of the university.

Attached are the department of journalism RTP Evaluation Criteria and the CSU, Chico Faculty Personnel Policies and Procedures document for the academic year. Under these policies, students play no direct role. However, student evaluations of faculty each spring are considered in assessing a faculty member's teaching effectiveness.

**10. Describe faculty members' activities outside the unit in service to the campus or university.**

**Matt Blake**, assistant professor, tenure track

- University General Education Assessment Committee, 2008 to present
  - University Outstanding Thesis/Project Committee, 2007 to present
  - New Faculty Orientation presenter, 2007
  - Panelist, Center for Applied & Professional Ethics, CSU, Chico, 2007
  - Department representative, New Student Orientation, 2006 to 2008
- 

**Glen Bleske**, department chair, professor, tenured

- Member, Dean Review Committee, College of Communication and Education, 2008 to 2009
  - Member, University Budget Committee, 2007 to present
  - Member, College of Communication Leaves Committee, 2006 to present
  - Department representative to the CSU Lower Division Transfer Program since 2005
  - Member, College of Communication and Education Scholarship Committee, since Fall 1996
  - Adviser, The Orion Online, 2001 to 2005
  - Member, CSU, Chico Instructionally Related Activities Advisory Board, until 2004
  - Member, Curriculum Committee, College of Communication and Education, 1997 to 2005
- 

**Susan Brockus**, assistant professor, tenure track

- Commencement marshal, 2008 & 2009
  - University Writing Committee, Fall 2006 to present
  - Council for Promoting Academic Integrity, Fall 2006 to present
  - Faculty Hearing Panel, 2008 to present
  - Hiring committee, Department of Communication Sciences & Disorders, spring 2008
  - New Faculty Orientation presenter, August 2007
-

**Morris Brown**, assistant professor, tenure track

- Department of Journalism Faculty Representative, President's Scholars Weekend, 2006
  - Minority Student Mentor, Black Faculty and Staff Association, 2005 to 2008
  - Panel Member, "The Positive and Negative Aspects of My First Year at CSU, Chico," New Faculty Orientation, August 2006
  - Member, Academic Senate Library Advisory Committee for academic years 2006 to 2008
  - Respondent, Chancellor's Office for California State University for three-year evaluation of CSU, Chico President Paul J. Zingg, January 2007
  - Panelist, Center for Applied & Professional Ethics, "That's Infotainment! Is Soft Journalism Undermining Journalistic Integrity?" March 2007
  - Department of Journalism Faculty Representative, Western Association of Schools and Colleges Reception and Poster Session, March 2007
- 

**Debra Johnson**, professional-in-residence, adviser to Tehama Group Communications

- Member, committee for the support of undergraduate research, a new committee formed by the vice provost of research in spring 2009
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**Kurt Nordstrom**, professor, tenured

- University Executive Management Review and Search Committee, 2008 to 2010.
  - University Enrollment Management Committee, 2008 to present
  - University coordinator of the Upper Division Gender Theme, since 2005
  - University Instructional Related Activity Fee Committee, since 2005
  - Student Judiciary Hearing Panel member, since 2007
  - College Curriculum Committee since 2004, chair, 2007 to 2009
  - College Leaves Committee, 2003 to 2007
  - Faculty Hearing Panel, since 2008
- 

**Aaron Quinn**, assistant professor, tenure track

- Financial Aid Advisory Committee, 2008-09 academic year
- Co-developed a new minor in photographic studies with colleagues in communication design and art
- Guiding North State Public Radio's effort to improve its code of ethics and to develop a conflict of interest policy
- Serve as co-adviser to communication studies student William Kelvin's master's thesis

- Center for Applied and Professional Ethics (CAPE) forum panelist with local newspaper editors regarding the topic of confidential sources in the news, 2008
  - New Faculty Orientation mentor, 2007
- 

**Dave Waddell**, professional-in-residence, adviser to The Orion

- Served as a mentor in 2008 and 2009 for students involved in the Educational Opportunity Program's Summer Bridge Program.
  - Regularly attend Enrollment Management meetings and activities related to the recruitment and retention of students from underrepresented groups. Obtained a \$1,000 grant in spring 2009 from the Enrollment Management unit to host a visiting group of two dozen students from a California community college near the Mexican border.
  - Faculty participant in "The Upward Journey and Beyond," a student multicultural leadership retreat, Sept. 5-7, 2008, Squaw Valley, Calif.
  - Chair, University Speech and Advocacy Advisory Board, 2003-2005.
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#### **Details on Documentation of the Standard**

**4(b): Full-time faculty have primary responsibility for teaching, research/scholarly activity and service.**

1) Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the **majority of courses** for the three years before the site visit.

2) In cases where full-time tenured, tenure-track and fixed-term professional faculty are **not** teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

#### **Percentage of courses taught by full-time faculty:**

Fall semester 2009: 100%  
2008-09 school year, 88%  
2007-08 school year, 76%  
2006-07 school year, 78%



# SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

## In appendix binder:

Sections from CSU, Chico Faculty Personnel Policies and Procedures  
Bargaining Contract  
Department of journalism RTP Evaluation Criteria

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### 1. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years.

**Matthew Blake**, assistant professor, tenure track

#### Refereed Academic Publications

- “Woody Guthrie: A Dust Bowl Representative in the Communist Party Press.” *Journalism History*, Vol. 35, No. 4, Winter 2010.
- “Political and promotional conceptions in Woody Guthrie’s *People’s World* cartoons.” *International Journal of Comic Art*, Vol. 10, No. 1, Spring 2008.

#### Refereed Conference Presentations

- “The folk language of Woody Guthrie’s *People’s World* writings.” NCA Annual Convention, Chicago, November 2007.
- “The folk language of Woody Guthrie’s newspaper writings.” AJHA-AEJMC History Division Joint Journalism Historians Meeting, New York City, March 2007.
- “Promotional and political conceptions in Woody Guthrie’s *People’s Daily World* cartoons.” History Division, Association for Education in Journalism and Mass Communication southeast colloquium, Tuscaloosa, Alabama, March 2006.
- “The Dust Bowl Representative in the Communist Party Press: Woody Guthrie’s *People’s Daily World* Column.” History Division, Association for Education in Journalism and Mass Communication national conference, San Antonio, August 2005.
- “Photoshop for the Web.” Communication, Technology and Policy Division, Association for Education in Journalism and Mass Communication national conference, San Antonio, August 2005.

- “Orange and Blue Magazine Online Edition.” Communication, Technology and Policy Division, Association for Education in Journalism and Mass Communication national conference, San Antonio, August 2005.
- “Woody Sez: Woody Guthrie as Columnist (1939-1940).” History Division, Association for Education in Journalism and Mass Communication southeast colloquium, Athens, Ga., March 2005.
- “The Transparent Gate: Online and Print Editions at Three Central Florida Newspapers.” Communication, Technology and Policy Division, Association for Education in Journalism and Mass Communication national conference, Toronto, Canada, August 2004.

#### Panels, Presentations, Invited Papers

- Quinn, A. & Blake, M. “Global Citizen Journalism.” Presentation at the East-West Center Bangkok Media Conference 2008. Bangkok, January 2008.
- “New media, new approaches in curriculum at Chico State.” Presentation at Rethinking Journalism Education 2.0. San Francisco State University, November 2007.
- Panelist at CAPE Forum, “Media Monopolies: Are You Getting All the News That’s Fit to Print?” Chico State, May 2007.

#### Creative Activities

- “Squaw Peak,” published photograph in Schmap Phoenix Fifth Edition. August 2008.
- Urban Initiatives, Web site, 2007

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### **Glen Bleske**, professor, department chair, tenured

#### Academic Publications

- “America’s Best Newspaper Writing” book review for *Newspaper Research Journal*, Winter, 2006, Vol. 27, No. 2, pp. 94-95.
- “Little Common Ground for Magazine Editors and Professors Surveyed on Journalism Curriculum,” *Journalism and Mass Communication Educator*, Summer, 2005, Vol. 60, pp. 190-200. (with Carolyn Lepre). Refereed.

#### Refereed Conference Presentations

- “Why journalism students don’t know grammar,” paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, Newspaper Division, August 2005, San Antonio. (with Gerald Grow).
- “Magazine professors vs. editors: Are we teaching students what they need to get jobs in the magazine industry?” paper presented to the annual meeting of the Association for Education in Journalism and Mass Communication, August 2003, Kansas City. (with Carolyn Lepre).

#### Professional Publications

- “Why I love newspapers,” in Chico Beat, Vol 1, No. 1, August 2006.

#### Panels, Presentations, Invited Papers

- “Ethics and the Media,” participant in a CAPE Forum, CSU, Chico, October 2003.

#### Book Reviews

- Textbook review for McGraw-Hill. Inside Reporting, recommendations for second edition, 2008.
- Textbook review for Allyn & Bacon. Public Affairs Reporting. December 2004.

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### **Susan Brockus**, assistant professor, tenure track

#### Refereed Academic Publications

- “Coming to you ‘live’: Exclusive news reports and the battlefield reporter.” *Journal of Communication Inquiry*, 33, 27-42, 2009.
- “Where magic lives™: Disney’s creation, cultivation, and control of America’s cultural objects.” *Popular Communication*, 2, 191-211, 2004.

#### Non-Refereed Publications

- “Don’t Mind Me...: How to get students to capture conversation, evaluate stereotypes and come up with culturally relevant story ideas,” *Great Ideas For Teachers 2009*, Association for Education in Journalism and Mass Communication.
- “Headline hunter: How to get copy editing students to use social networking to critique headlines,” *Great Ideas For Teachers 2008*, Association for Education in Journalism and Mass Communication.
- “Get out and glocalize: How to seek out – and connect with – diverse sources,” *Great Ideas For Teachers 2007*, Association for Education in Journalism and Mass Communication.
- “Hope for the Little Guy,” an analysis of the present state of the newspaper industry. *Chico News & Review*, *Sacramento News & Review*, *Reno News & Review*, Dec. 14, 2006.
- Book review: *The Press*, edited by Geneva Overholser and Kathleen Hall Jamieson. *Newspaper Research Journal*, 27(1), pp. 91-93, 2006.
- Book review: *Politics and the American Press: The Rise of Objectivity, 1865-1920*, by Richard L. Kaplan. *Contemporary Sociology*, 32(3), pp. 332-333, 2003.

#### Refereed Conference Presentations

- “Rethinking the reader’s role in community journalism.” *Newspapers and Community-Building* symposium, co-sponsored by the Huck Boyd National

Center for Community Media and the National Newspaper Association, Mobile, Alabama, September 2009.

- “From newspaper to ‘usepaper’: USA Today and Gannett’s challenge to conventional form.” Mass Communication Division, National Communication Association annual convention, San Diego, November 2008.
- “Relevance and critical thinking in the journalism curriculum: Harnessing the power of pop culture to discuss media approaches to diversity,” Small Programs Interest Group, Association for Education in Journalism and Mass Communication annual convention, Washington, D.C. August, 2007.
- “The partial press: Agency, Purpose, and the roots of newspaper consolidation.” Mass Communication Division, National Communication Association annual convention, San Antonio, Texas., November 2006.
- “Satisfying the ‘needy mistress’: Commitment to people, place, and mission as a function of family newspaper ownership.” Community Journalism Interest Group, Association for Education
- Dutta-Bergman, M., & Brockus, S. (2005). “Television coverage of Operation Iraqi Freedom: The frames that made news.” Mass Communication Division, International Communication Association annual convention, New York, 2005.
- Roberson, K. M., & Brockus, S. (2005). “Frame Progression and Five Dogs: At the Heart of Constructing Justification for War.” Kenneth Burke Division, Central States Communication Association annual convention, Kansas City, Mo., 2005.
- “Exclusive coverage: Problematic integration and the battlefield reporter.” Mass Communication Division, National Communication Association annual convention, Chicago, 2004.
- “Preserving and cultivating the ties that divide: Strategic distancing and identification manipulation.” Organizational Communication Division, National Communication Association Annual Convention, Chicago, 2004.
- “Where magic lives™: Disney’s creation, cultivation, and control of America’s cultural objects.” American Studies Division, National Communication Association Annual Convention, Chicago, 2004.
- “Coming to you ‘Live’: Exclusive news reports and the battlefield reporter.” Critical and Cultural Studies Division, Association for Education in Journalism and Mass Communication Annual Convention, Toronto, Canada, 2004.
- Brockus, S., & Vercler, L. (2004). “‘Can’t we just use a pen and paper?’: The introduction of tablet PCs into a traditional journalism course.” Teaching and Learning with Technology 2004, Purdue University, 2004.

#### Professional Activities

- Research chair trainer, Association for Education in Journalism and Mass Communication annual convention, Boston, 2009.

- Research co-chair, Cultural and Critical Studies Division, Association for Education in Journalism and Mass Communication, 2006-2009
- Manuscript reviewer, Journal of Applied Communication Research, a peer-reviewed journal of the National Communication Association, 2007-2009
- Textbook review for McGraw-Hill. Inside Reporting, recommendations for second edition, 2008.
- Textbook review for Pearson Prentice Hall. Newswriting and Reporting for the 21<sup>st</sup> Century, 2005.

#### Awards and Grants

- Teaching Fellows Workshop, Indiana University School of Journalism, 2008. All expenses for week-long workshop on the Bloomington, Ind., campus paid by IU School of Journalism, with a \$300 contribution from the CSU, Chico Department of Journalism.
- Co-applicant (with Glen Bleske) for successful CELT Award in Recognition of Outstanding Commitment to the Development of High Quality Learning Environments In and Outside the Classroom, CSU, Chico, 2006-07. Achieving the HQLE designation for The Orion resulted in a \$5,000 award to the student-run newspaper.
- “Rethinking Journalism Education Summit,” \$200 scholarship for lodging and tuition, Spring 2006.
- Purdue Research Foundation summer research grant, Summer 2005.

#### Creative Activities

- Re-design of journalism department Web site, 2007.

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### **Morris Brown**, assistant professor, tenure track

#### Non-Refereed Publications

- “The Art Of War Translated to the Art of Business,” Inside Chico State, Volume 36/Number 4, December 2005.
- Book Review, “Women Making News: Gender and Journalism in Modern Britain” by Michelle Elizabeth Tusan, University of Illinois Press (2005) for Newspaper Research Journal, Volume 27, Number 2, Spring 2006.

#### Conference Presentations

- “Adapting Ancient Chinese Wisdom to Teach Modern Public Relations Concepts to Business Students,” Hawaii International Conference on Education, January 2006, Honolulu.
- “Strategies for Identifying and Reducing Self-Reported Writing Apprehension in Adult English Language Learners Preparing for U.S. University Course,” Hawaii International Conference on Education, January 2006, Honolulu (with Maria Rankin-Brown).

- “Using Ten Sun Tzu Principles to Teach Public Relations Concepts in the Communication Classroom,” Hawaii International Conference on Arts and Humanities, January 2006, Honolulu.
- “Exploring and Identifying Causes of Self-Reported Writing Apprehension in Adult English Language Learners,” Hawaii International Conference on Arts and Humanities, January 2006, Honolulu (with Maria Rankin-Brown).
- “Applying Sun Tzu’s Strategies to Enhance Business Student Comprehension of Public Relations Concepts,” International Business & Economic Research Conference and College Teaching & Learning Conference, October 2005, Las Vegas. Peer Reviewed.

#### Grants

- CSU, Chico School of Graduate, International and Interdisciplinary Studies, Spring Semester 2008. A \$900 grant to assist with travel to Japan for proposed research on comparative content of selected Media Studies courses taught in Japanese and American undergraduate programs.

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**Debra Johnson**, professional-in-residence, adviser to Tehama Group Communications  
Professional Activities

- Project manager, CalWORKs Family Planning Information Project. A statewide public education program operated on behalf of the California Department of Social Services, CalWORKs Eligibility Bureau. Spring 1996 - present.
- Marketing and events committee member, Gateway Science Museum, CSU, Chico, summer 2007-present.
- Board member, Discovery Canyon, nonprofit outdoor science education organization, summer 2009 - present.

#### Professional Development

- Public Relations Society of America national conference, Detroit, November 2008.
- Attend monthly PRSA meetings in Sacramento to learn from media specialists and PR practitioners about what is happening in the profession today.
- Council on Undergraduate Research
- Participated in Center for Undergraduate Research task force meeting held March 13, 2008 at CSU, Chico
- Participated in CUR regional conference in Sacramento, Calif., Nov. 7-9, 2008.

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**Kurt Nordstrom**, professor, tenured  
Panels, Presentations, Invited Papers

- Competitive Panel Discussion at Western States Annual 2007 meeting Seattle, Washington “Betty Freidan’s Life So Far; A Memoir”

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**Aaron Quinn**, assistant professor, tenure track

Books

- Spence, E., Quinn, A., et al. (forthcoming – under contract) *Media, Markets and Morals*. Blackwell Publishers.

Refereed Academic Publications

- Quinn, A., Spence, E. “Information Ethics as a Guide for New Media.” *Journal of Mass Media Ethics* (forthcoming).
- “Autonomy and Responsibility in the Practice of Journalism.” *International Journal of Applied Philosophy*, Vol. 22, No. 1, pp.117-132, 2008.
- “Moral Virtues for Journalists. *Journal of Mass Media Ethics*.” Volume 22, Issue 2 & 3 June 2007, pages 168-186, 2007.
- Quinn, A.; Spence, E. “Two Dimensions of Photo Manipulation: Correction and Corruption.” *Australian Journal for Applied and Professional Ethics*, Volume 9, Number 1, June 2007, pp. 44-60, 2007.
- “Watching the Watchdogs: Investigating Journalism,” *Australian Journalism Review*, Vol. 26, Iss. 2, pp. 161-172, 2005.

Book Chapters

- “Respectig Sources’ Confidentiality: Critical but not Absolute,” in Christopher Meyers (ed.), *A Philosophical Approach to Journalism Ethics*, Oxford University Press (forthcoming).
- “Technology and Journalism in the Market: Exposing Press Corruption by Comparison.” in: Soraj Hangladoram (ed.) *Computing and Philosophy*. Cambridge Scholars Press, 2007.
- “Accepting Manipulation or Manipulating What’s Acceptable?” Vol. 37. *Proceedings of 2003 Australian Computing and Philosophy conference*, in: Fritz Allhoff and Anand Vaidya (eds.), *Business and Professional Ethics*, Broadview Press, 2003.

Conference Presentations

- Quinn, A., Spence, E. “Global Citizen Journalism: Establishing Ethics Across Cultures,” competitive ethics colloquium sponsored by the *Journal of Mass Media Ethics*, Oct. 15-18, 2007.
- “Moral Psychology for Professional Journalists,” Western States Communication Association’s annual convention, Seattle, Wash., Feb. 20, 2007.
- “Professionalism as an Ethical Component of Journalism,” Charles Sturt University’s Department of Philosophy April 19, 2005.

- “A Taxonomy of Journalism as a Profession,” CAPPE Canberra, April 11, 2005.
- “War, Technology, and Press Freedom,” Computing and Philosophy Conference at Chulalongkorn University, Bangkok, Thailand, Jan. 12, 2005.
- “Web as a Journalism Marketplace” presented at ‘identity online’ workshop at Erasmus University, Rotterdam, Netherlands, Nov. 22, 2004.
- Quinn, A., Spence E. “Photojournalistic Manipulation: Is it Ethical, Is it Corrupt?” 2004 ANZCA conference proceedings.

#### Awards and Grants

- Accepted to the 2007 Journal of Mass Media Ethics colloquium, a highly competitive 10-year colloquium series wherein eight top media ethics scholars are accepted each year to be paired and present a co-authored article that will be subsequently published in the journal. All travel, accommodation and some meal expenses are included in the award.
- Recipient of competitive internal research grant (Fall 2007), CSU, Chico, for a writing project titled: Rehabilitating Professional Journalism. Value: \$5000.
- Recipient of competitive internal seed grant (Summer 2008) for project titled: Evaluating Ethics in Online Newspapers. Value: \$5000 Seeking funding in excess of \$200,000 in April 2009 grant submission.
- Recipient of grant (Spring 2008) from CSU’s Center for Excellence in Teaching and Learning for classroom technology. Value: \$10,000.
- Nominated for Carnegie Foundation Fellowship for Civic Engagement, CSU Chico, Spring 2007.
- Charles Sturt University International Postgraduate Research Student Scholarship 2003-2006.

#### Editing and Peer Reviews

- Assisted in editing special 2004 special edition of the Journal of Mass Media Ethics, Provo, Utah. Peer-reviewed article for the Australian Journal of Professional and Applied Ethics, December 2004, Ed. Stephen Coleman.

#### Manuscript/Book Proposal Reviews

- Reviewed manuscript of “Living Ethics: Across Media Platforms,” by Michael Bugeja, for Oxford University Press (Fall 2006).
- Reviewed a proposal for “Ethics and Evil in the Public Sphere,” by Fortner, R.S. & Fackler, P.M., for Oxford University Press (Fall 2006).
- Reviewed a proposal for “Ethics and the Media: An Introduction” by Stephen J. A. Ward for Cambridge University Press (Spring 2007).
- Reviewed Christians/Ferré/Fackler: “Ethics for Public Communication” proposal to Oxford University Press (Summer 2007)
- Reviewed Foreman: “The Ethical Journalist” proposal for Oxford University Press (Summer 2007).



**Dave Waddell**, professional-in-residence, adviser to The Orion  
Academic and Professional Journal Publications

- “America’s collegiate press responds to Black Day in the Blue Ridge,” College Media Review, journal of College Media Advisers, Inc., Summer/Fall 2007, Pages 13-15.
- “Students cross nation to cover Virginia Tech, Publishers Auxiliary, publication of the National Newspaper Association, August 2007, Page 1.
- “CSU Chico staffers discover more than a crime scene while covering Virginia Tech,” College Media, newsletter of College Media Advisers Inc., May/June 2007, Pages 3, 10.
- “Newsroom diversity must be a commitment,” Publishers Auxiliary, October 2006, Page 9.
- “College professor uses sabbatical for journalism recruitment,” California Publisher, publication of the California Newspaper Publishers Association, Fall 2006, Pages 2, 5.
- “The adviser journals: What do advisers do? Three share their experiences,” College Media Review, Winter/Spring 2005, Pages 17-18.
- “Student daily locked in FOI battle,” Publishers Auxiliary, May 2004, Page 19.
- “10 steps to credibility: What does it take to build a respected and credible college newspaper?” College Media Review, Summer 2003, Pages 14-16.
- “To name, or not to name? (Letters),” Editor & Publisher, Aug. 25, 2003, Page 2.

**2. Attach relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.**

The department’s RTP Evaluation Criteria document is attached and is the most relevant document regarding the unit’s evaluation of faculty. The Chico State department of journalism requires its faculty to teach four courses each semester and therefore puts great emphasis on quality of instruction. Nevertheless, faculty are expected to excel in areas of professional growth and achievement, areas that include, but are not limited to, scholarship, research and professional activity.

Professional growth requires that faculty maintain an active presence in their areas of expertise or designated discipline. Most often, this is accomplished through conference participation at organizations within the member’s discipline. This may take the form of several roles at a conference: as a presenter of research, as a referee or judge of research,

or as a panel member or critic of submitted research papers. Workshops to help hone faculty members' skills also are considered professional growth.

Professional achievement is the demonstration of "tangible" examples of expertise. Most frequently this category is measured through publication, whether in peer-reviewed academic journals or journalism publications in local, state, national or international general circulation newspapers or trade publications. In addition, academic publications include refereed conference presentations, books and book chapters, and reviews of publications, including textbooks. Consultation for government and non-governmental organizations is considered professional achievement, as are awarded grants and contracts. Lastly, recognized creative works may be considered professional achievement.

**3. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.**

Full-time faculty are eligible for sabbatical leave following each six-year period without sabbatical leave. Sabbatical leave is granted by the leaves committee within the College of Communication and Education, which is granted a number of leaves by the university and approved by the provost. With careful planning and budgeting, sabbaticals have been able to be taken by journalism faculty members whenever they have been approved by the leaves committee.

Sabbatical leaves are may be awarded at full and half salary, however budgetary constraints are considered when decisions about sabbatical leaves are made. Full-time faculty may apply for a leave of absence without pay for up to two years.

Faculty must provide a written report of sabbatical activities within one semester of completing the leave. Leaves without pay may be for personal or professional reasons. Professional leaves allow faculty to continue to accrue service credit.

**4. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.**

In part because there are only three eligible faculty members in the journalism department, there has been just one sabbatical leave taken by current faculty during the past six years.

**Dave Waddell, spring 2006**

During Waddell's sabbatical semester, he traveled to schools from Redding in Northern California to Arvin in Southern California, as well as to Oakland and other Bay-Area schools. Waddell visited a total of 43 classes at 37 schools, meeting with more than a thousands students. His primary strategy was to try to develop

relationships with teachers and students at diverse schools with strong journalism/newspaper programs.

Shortly after completing his sabbatical, the department received word that media giant MediaNews Group had approved a four-year, \$59,000 grant aimed at increasing diversity. Called the MediaNews Group Journalism and Diversity Partnership, the four-year program provides \$14,750 in funding annually for recruitment, scholarships, internship promotion, and mentoring.

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

The department has traditionally provided full-time faculty \$1,500 annually in travel funding to be used for conference attendance or other scholarly activity. This allocation is awarded by the College of Communication and Education. Due to state budget shortcomings and reallocation of funds at the college level, the department of journalism will distribute limited travel funding during the 2009-2010 academic year.

New faculty are granted additional support, including expanded travel funding, a new computer and other equipment for creative and teaching purposes; the latter have included video cameras, audio recorders, microphones. For all faculty, Web hosting and support is offered at the university level.

At the university level, the Office of Research and Sponsored Programs provides financial and resource support for faculty. Among the services offered include searching for funding sources, proposal writing and budget preparation. This institution provides a database to external funding sources and guidance about how to receive this funding. The Office of Research and Sponsored Programs holds an internal research grants competition in the fall and spring of each academic year. Grants are available for assigned time, operating expenses, travel funds, student assistance and summer stipends.

Internal grant support at CSU, Chico is largely managed by the Office of Research and Sponsored Programs. These grants are provided for both professional development and research.

**6. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.**

**Matthew Blake**, assistant professor, tenure track

- \$980 for grant writing competition, The Netherlands (2008)
- \$520 for AEJMC national convention, Chicago (2008)
- \$1,600 for East-West Center Bangkok Media Conference (2008)

- \$1,100 for AEJMC-AJHA convention, New York City (2007)
- \$1,450 for National Press Photographers Association conference, Portland, Ore. (2007)
- \$1,400 for National Communication Association convention, Chicago (2007)

**Glen Bleske**, department chair, professor, tenured

- \$900 for AEJMC national convention, San Francisco (2006)
- \$1,050 for AEJMC, San Antonio (2005)
- \$1,325 for AEJMC national convention, Kansas City (2003)

**Susan Brockus**, assistant professor, tenure track

- \$620 for NCA national convention, San Diego (2008)
- \$1,745 for AEJMC national convention, Chicago (2008)
- \$300 for Indiana University Teach Fellows Workshop (2008)
- \$1,600 for AEJMC national convention, Washington, D.C. (2007)
- \$900 for “Rethinking Journalism” conference in Morro Bay, Calif. (2006)
- \$750 for AEJMC national convention (2006)
- \$300 for AEJMC national convention, San Francisco (2006)
- \$1,300 for NCA national convention, San Antonio (2006)

**Morris Brown**, assistant professor, tenure track

- \$120 for AEJMC national convention (2007)
- \$800 for AEJMC national convention, San Francisco (2006)
- \$700 for International Business & Economic Research Conference (2005)
- \$1,400 for Hawaii International Conference on Education (2005)

**Debra Johnson**, professional-in-residence, adviser to Tehama Group Communications

- \$1,220 for PRSA conference (2008)
- \$710 for PRSA conference (2007)
- \$150 for AEJMC national conference, San Francisco (2006)
- \$650 for IABC conference (2006)
- \$750 for AEJMC national conference, San Antonio (2005)

**Kurt Nordstrom**, professor, tenured

- \$3,200 to Athens

**Aaron Quinn**, assistant professor, tenure track

- Grant: \$3,000 for grant writing competition, The Netherlands (2008)
- \$1,250 for East-West Center Bangkok Media Conference (2008)
- \$1,400 for presentation at the WSCA conference (2007)
- \$600 for National Press Photographers Association conference, Portland, Ore. (May 2007)

**Dave Waddell**, professional-in-residence, adviser to The Orion

- \$1,500 for JCAA conventions (2007)
- \$800 for CMA/NY (2007)
- \$130 for JACC convention (2007)
- \$1,000 for high school recruitment (2006)
- \$425 for JEA/NSPA attendance (2006)
- \$160 for CMA conference (2005)
- \$1,100 for HS journalism conference (2004)
- \$315 for ACP/DC (2003)
- \$300 for CIPA/LA (2003)
- \$150 to travel and attendance at Dart/USC (2003)

**7. Describe actions by the unit administration to alert faculty members to opportunities to engage in scholarship, research, and creative and professional activity and to encourage faculty to engage in these activities.**

The encouragement of scholarly, research and professional activities is central to the atmosphere within the department of journalism, most often through communication via email and other faculty and administrative communication. Regular e-mail announcements are sent from both the department and college administration about available opportunities to receive grants, attend conferences or participate in more creative activities.

At the university level, the Office of Research and Sponsored Programs provides training for creating grant proposals and information concerning grant support and availability. Workshops and other opportunities are usually communicated to the faculty via e-mail. New faculty are introduced to the office during an orientation program.

**8. Describe the unit's efforts to foster a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.**

As noted in the previous response, communication of opportunities regarding scholarship and professional activities support intellectual curiosity, critical analysis and expression of differing points of view. As discussed in Standard 3, the department regularly hosts guest speakers to expose faculty and students to a variety of viewpoints.

Central to these efforts is the department's advisory board, which consists of professionals in the geographic vicinity and alumni that are active in the journalism and public relations field. The department hosts the advisory board annually, during which the board provides feedback regarding curriculum and meets with students for their input, which is then communicated to faculty. Departments outside of journalism, specifically within the College of Business, regularly host speakers from a journalism background that bring additional perspectives to students and faculty.

The department of journalism, due to its size, focuses on its major strategic task: Serving students. The unit expects the individual faculty member to seek his or her own path toward intellectual fulfillment that can enrich instruction. This question has not been asked on previous accreditation reports, and we are not sure what the expectation of the accrediting council is on this issue. Perhaps we can discover more about this issue during the team visit.

**PART II, SECTION 6**

# STUDENT SERVICES

**Attachments at end of section:**

Advising guides, manuals, newsletters and other internal communications with students

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**1. Table 11, "Student Aid."**

Provide information for each of the two years preceding the accreditation visit.

**SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT**

	<b>2007-2008</b>	<b>2008-2009</b>
Total number of scholarships from funds controlled by institution	7	7
Number of students receiving scholarships from funds controlled by institution	7	7
Median individual scholarship from funds controlled by institution	\$ 1,750	\$ 1,750
Total of scholarship dollars from funds controlled by unit	\$23,150	\$29,965
Number of students receiving scholarships from funds controlled by unit	22	28
Median individual scholarship from funds controlled by unit	\$ 1,000	\$ 988
<b>UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS</b>		
	<b>2007-2008</b>	<b>2008-2009</b>
Number of students holding appointments	58	57
Range of stipends (monthly)	\$50-\$800	\$50-\$800

**2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students.**

Upon initial acceptance to CSU, Chico students are sent general education requirements and other materials necessary to begin their program.

New-student orientation sessions are held each summer through the campus advising program. Journalism faculty members attend parts of those sessions to provide new majors program materials such as the option-based advising guide and list of approved minors. Individual advising occurs and students are helped with building their fall schedules. If students are to matriculate midyear, they often visit campus for a tour and meeting with the department chair. A few days before classes begin each semester, the department holds a mandatory orientation for new majors during which students are introduced to faculty, the program and graduation requirements.

The academic catalog, journalism degree requirements and four-year course plans are available online at the campus Web site and through the department home page. Students are encouraged to use this information – it is complete, easy to understand and easily accessible.

The department recognizes the benefits of a mandatory advising program to journalism students, which include better understanding of degree requirements, timely movement through the program and closer relationships between students and faculty. Because a large number of journalism students enter Chico as transfer students, effective advising is necessary at both entry and throughout their program. The faculty has made a commitment to invest the hours necessary to make advising a strong component of the program. This is a particularly noteworthy because advising involves 40-60 advisees per faculty member. While full-time faculty members are required to have five office hours per week for student meetings, most often are available outside their posted hours and respond to e-mail inquiries throughout the week, into the weekend, over semester breaks and during summer.

Each spring the academic advising cycle begins anew. Students are notified by e-mail, in class and through fliers of the dates for the department mandatory advising week. This week is set in advance of the opening of the campuswide registration. The student Web portal provides easy and complete access to course schedules.

Students sign up for appointments with their advisers. Most arrive at their appointment with their program for the next year already prepared for approval. Some students choose to ask questions about their plans and then return a second time for their adviser's signature. Students turn their approved schedules into the department office and register by computer. A "hold" or block is placed by the department on the computer registration file of those students who do not see their advisers during the designated week. In order to remove the hold, students must see their advisers and submit an approved program form to the office. Within 24 hours the hold is removed and the student may request



courses. The chair is available over the summer to assist students who do not register by the close of the academic year.

The journalism mandatory advising system has yielded excellent pre-registration among majors as compared with the campus at large. For two years, journalism pre-registration has involved 60-85 percent of the majors while campuswide, 40-50 percent of students have pre-registered. Students are required to meet with their faculty advisers each semester to discuss their academic plans and receive approval of the next semester's coursework. While a few students may complain that the visits are not necessary, this mandatory process has produced uniform compliance with accreditation requirements. In informal meetings with the chair and faculty, the vast majority of students indicate they appreciate the time given to them by their advisers and that they feel more confident they are meeting the various requirements of the major.

To support efforts to meet accreditation requirements, the department established an accreditation assistant position in 1995. A student who has excellent organizational and interpersonal skills and experience working with college students is usually assigned this responsibility. The assistant, typically a graduate student, undergoes intensive training with the chair and works under the chair's supervision. The assistant meets individually with new students to review previous coursework. The purpose of these meetings is to give students an accurate road map to follow while they pursue their bachelor's degrees in journalism. The assistant also works with students to finalize their applications for graduation, which must be approved by individual advisers and the chair.

The department administrative coordinator does a great deal of informal advising as students drop into the office with questions. Her thorough knowledge of the program solves many problems for students needing immediate attention.

New and undeclared students work with the campuswide advising office that provides counseling on general education requirements and reciprocity with other institutions and states. During the academic year, new journalism students meet first with the department chair and the accreditation assistant to evaluate previous coursework. They then are assigned an individual faculty adviser in their selected option. Students work with their adviser throughout their time at Chico, but may request assignment to a different adviser if they so choose. Over the past several years the department has worked closely with the campus advising office to support students who are having academic or personal problems.

Faculty advisers have access from their office computers to the academic records of students. Each journalism major has a file in the department office that supplements the computer record system and the master file retained in the central records office. The department file includes department and university paperwork and holds graduation clearance forms. Through the new web-based campus portal students have access to a degree audit listing all previous coursework.

The journalism department has been chosen as a pilot program for a new electronic graduation clearance process, with a target date of May 2010 for implementation. This

new system will allow students and advisers to complete graduation checks in real time, instead of waiting four to five months for evaluators to complete the process. Further, we have recently expanded our online advising forms to include the following: Degree plans, planning guides, self-advising tips and graduation forms.

### **3. Describe availability and accessibility of faculty to students.**

The department may have the most accessible faculty on campus in part due to our mandatory advising program, which requires every student to see an adviser every semester. Campus rules require that faculty keep five office hours per week, and most of the faculty exceed that number. The professionals-in-residence who advise the student newspaper and the in-house PR agency are required to be accessible beyond the minimum. The Orion adviser meets at least twice each semester with each staff member. The TGC adviser has weekend training session and spends extensive time meeting with her management team.

The department chair often worries that junior faculty members might be “too” accessible, and he constantly reminds them that they need to save time for research and class preparation. Heavy teaching loads, mandatory advising, committee work and research pressure requires a delicate balance. Faculty also face the challenge of mandated pay cuts, furloughs and the talk of even deeper budget cuts next year.

### **4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.**

Files on majors are kept in the department office, and the files include documentation of coursework completed at other institutions, grade reports, correspondence, declaration of major and graduation clearance forms. These files are kept in a locking cabinet and may be viewed only by faculty and authorized staff. Application materials and entry examination data are kept in the campus records office.

Faculty members are able to view student records via their office computers. To access computerized academic records at least two passwords are needed. Faculty members receive regular reminders from the university to review policies regarding confidentiality of student records. Reminders of necessary restrictions on this information also are included along with student records in the faculty portal.

### **5. Describe resources for academic and career counseling that the unit or institution offers to students.**

The department maintains a mandatory advising program that overlaps with academic and career counseling. To answer common questions and provide important tips (and as

part of our assessment process), the department has expended its Job Cafe for career advice on job hunting skills. The department also has expended its online advising pages. Samples of these pages are included in the appendix binder. Career counseling occurs throughout the journalism department. Many courses within the curriculum devote time to career opportunities and paths. From introductory courses such as Writing for Mass Media (JOUR 260) and Introduction to Public Relations (JOUR 244) to advanced courses such as Ethical Problems in Mass Media (JOUR 460), professional responsibilities and settings are discussed. A great deal of career counseling takes place during individual meetings with students. The high visibility of and access to faculty each allow for frequent contact between students and their instructors.

The university has recently opened a modern student services center that houses academic counselors and a career center. The office provides advising, career assessment tools, internet job searches and placement, and tips on job hunting and networking skills. About 96 percent of students visit the Career Center to take advantage of services related to career planning and internship/career searches. Employer survey data reveals that 83 percent of all employers participating in the on-campus interviewing program rated the Career Center as “outstanding” or “above average” during the 2007/2008 school year. Chico State was one of the highest ranked universities in a CSU-wide assessment, the CSU Quality Improvement Program 2007 survey, which measured student satisfaction. Chico State ranked extremely well in 13 of the significant criteria, including

- Overall quality of service from staff
- Assistance in finding potential employment after graduation
- Career counseling and advisement
- Career days and job fairs

## **6. Describe the unit’s methods and procedures to keep students informed about its activities, requirements and policies.**

Successful communication with the department’s students can be traced to a number of sources:

- We are a small department that generally uses the same classrooms for a number of classes. Therefore fliers can be posted and easily noticed by the vast majority of majors.
- Mandatory advising assures that all students receive up-to-date information about policies and requirements twice a year.
- The two student clubs have bulletin boards that are used for postings. They are across the hall from the department bulletin board, which is in a high traffic area.
- Faculty post notices on the outside of their offices and make announcements in their classes.

- Weekly meetings of The Orion staff provide a captive audience for department news, which is often included in the written weekly critiques provided by the adviser. For example, deadlines for Hearst contest entries is publicized through the weekly critique. In a similar way, the adviser for Tehama Group Communications and for PR offsite internships is in constant contact with her students. These two department “labs” typically have an enrollment that represents nearly a third of our majors.
- Offices for both The Orion and Tehama Group Communications provide a social setting that encourages students and the advisers to share and news about activities and to discuss requirements and policies.
- Graduation planning requires that students fill out a major plan and review it with their advisers about one year before graduation. This process forces students to confront and master graduation requirements.
- The university requires all students to use Wildcat e-mail (powered by Google’s Gmail), a system that the department often uses to send notices and reminders to students. For example, notices of mandatory advising are sent twice a year.

**7. 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 Orion and Tehama Group Communications are an integral part of the department and its curriculum. First, the faculty members are committed to providing students with opportunities to build a professional portfolio. This means all of our students experience at least one “real world” job. Whether on the student newspaper, at TGC or at an internship, students are challenged to put their classroom experiences into practice. On The Orion, this is supplemented by the weekly critique and a steady flow of guest speakers who engage the rookie journalists in discussions about ethics, practice, theory and improvement.

Students in the public relations option are given the opportunity to visit a PR agency each semester. The professional-in-residence works with alumni of the program to set up agency visits in the San Francisco Bay Area and Sacramento. While the number of students allowed to participate in each trip is limited to approximately 15 due to agency space constraints, the students have found the visits to be an enormous benefit to career planning.

During the agency site visits the students are exposed to professional agency environments and have the opportunity to meet PR professionals at all levels of the agency. Past agency visits have included: Porter Novelli and Schwartz Communications in San Francisco, Edelman PR in Sacramento, and Voce Communications in Palo Alto. In

spring 2009 students were also allowed to visit the statewide communications offices of the American Cancer Society.

Both options also have student clubs, SPJ and IABC, which sponsor guest speakers, programs and events. For example, SPJ has a monthly movie night that features films highlighting journalism and journalists.

**8. Discuss retention and graduation statistics. Describe the unit's (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.**

Students at California State University, Chico must maintain an overall grade point average of 2.0 to remain in good standing at the university. Journalism majors must also maintain a 2.0 to remain in good standing in the program, and they must have a 2.0 in the major to graduate.

Students below 2.0 are placed on academic probation. A sliding scale – based on the GPA deficiency, the number of units taken, and the number of units remaining to graduation – determines when a student is disqualified and dismissed. Some disqualified students choose to enroll in the Open University, which allows them to take courses and rebuild their averages. Some eventually apply for reinstatement, which must be approved by a college committee that includes the department chairs.

Retention and graduation rates for the university show that freshman retention is 80 percent. The four-year graduation rate is 18 percent; five-year, 44 percent; six-year, 54 percent (note: this is higher than the 23-campus rate of 49 percent and is the highest rate among all the campuses). Graduation and retention rates are not compiled by major.

**9. Describe the unit's placement operation for assistance in students' searches for employment. List placement statistics for the three most recent years for which accurate information is available.**

The department has no formal placement operation. Typically, employers contact faculty with job application information, which is then circulated to graduating students in an informal process. The department professionals in residence provide a constant stream of job information to students, particularly when students are enrolled in the Laboratory Newspaper or PR Laboratory practicum courses (JOUR 329 and JOUR 445, respectively). Students are encouraged to use traditional sources (trade publications) and online sources to research job openings.

Continuing relationships with media organizations and alumni prompt professionals to come to campus to recruit students or regularly forward job announcements. Job and internship announcements are cataloged in a binder available at the department front

counter and circulated by e-mail or hard copy among faculty for posting and class announcement. Frequent contact between faculty and students during informal meetings or office visits allows students to learn about opportunities. PR in the Spotlight, an annual event, is a career-fair type activity event that gives students an opportunity to meet with PR professionals.

For example, in the public relations option, the professional-in-residence provides entry-level employment services for graduating students. As part of the PR Laboratory course (JOUR 445) students develop resumes and/or portfolios (both online and offline), and prepare for job interviews and writing tests. The PR professional-in-residence works with alumni and hiring managers from the Bay Area, San Diego and Sacramento to make connections between students seeking employment and employers seeking talent. In summer 2008, a PR Career Center Web site was linked to the journalism department site, with a related site, the Job Cafe, already existing for news-editorial majors. The new PR Career Center site is available to all students in the program and provides the following resources:

- Information to produce common job hunting tools (cover letters, resumes, portfolios, etc.)
- Tips for interviewing
- Advice from alumni
- Specific tips in searching for internship and entry-level jobs
- Access to recent articles relating to this topic
- Links to job-hunting sites specializing in public relations, marketing and communications positions.

For graduates from 1995 to 1997, placement information from alumni surveys one year after graduation reveals that about 98 percent of our graduates are employed or in graduate programs, with about 60 percent of them in communication-related fields. This number has held steady for almost 18 years, but we expect data for 2008 and 2009 graduates to show a decline.

#### **10. Describe the unit's operation, if any, for assistance to alumni in later employment searches.**

We have no way to provide such services, although faculty members occasionally pass on job tips to alumni by e-mail. But usually things go the other way, with alumni contacting us with job and internship opportunities for students and new graduates.

**11. 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.**

The department uses indicators and indirect assessment to evaluate its advising and counseling services. For example, one main indicator is the graduation clearance form, which is completed when students are two semesters from graduation. It assesses progress toward the degree. This process serves as an evaluation of the student's and adviser's adherence to academic rules and requirements. In most cases students are well aware of what they must do to complete their degrees. Rarely are there any surprises. This process, coupled with mandatory advising, works well to provide checkpoints throughout the student's years in the journalism program. This leads to 100 percent compliance with accreditation's 80/65 rule. In the last three years, only two students have contacted the department to inquire about why they had failed to graduate as expected. In both cases, the students followed advice from the university counselors and ignored the departmental forms they had completed.

The department's faculty members have often discussed the wisdom and cost of mandatory advising. The discussions all go in the same direction: the process is highly valued and extremely effective in accomplishing its goals. The word of our success has spread on campus and led to two other colleges, Agriculture and Engineering, adopting our method. An interesting aside: many faculty on campus oppose our program, viewing it a threat, with two faculty members complaining to the union that mandatory advising needed to be opposed. Our students, however, indicate in discussions with faculty that they appreciate the time devoted to them. Most students have little trouble following their academic program as explained by their adviser and through department advising materials.

In evaluating counseling, the annual journalism alumni survey has traditionally indicated that about 67 percent of the respondents agree or strongly agree that they received good career counseling during their years in the program. We thought this was too low and worked on improving the department's Web site. This percentage has increased during the last survey to 84 percent, indirect evidence that we have improved since the last accreditation visit.

PART II, SECTION 7

## RESOURCES, FACILITIES AND EQUIPMENT

1. Table 12, "Budget and Expenditures."

Budget Item	2006-2007	2007-2008	2008-2009
Administrative salaries	50,580	53,844	55,098
Teaching salaries (full time)	413,776	446,910	510,078
Teaching salaries (part time)	91,329	85,734	55,917
Teaching assistants	0	0	0
Special lectures	0	0	0
Clerical salaries	44,792	47,993	49,740
Equipment	261	7,254	5,237
Maintenance of equipment	0	0	0
Supplies	18,584	22,118	7,201
Library books, newspapers, magazines, periodicals	0	0	0
Databases, online information services	0	0	0
Administrative travel and entertainment	1,800	2,008	1,952
Faculty travel	14,943	17,623	7,939
Research	0	0	0
<b>Total</b>	<b>636,065</b>	<b>683,484</b>	<b>693,162</b>
The Orion (ad sales)	277,000	307,000	364,000
Tehama Group Communications (client fees)	3,700	6,500	7,250

Orion and TGC funds support costs, equipment, supplies, travel for students and advisers; Orion revenue also provides stipends to ad sales people and section editors and managers.

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.

Department funding is determined by the dean of the College of Communication and Education based on student enrollment and the budget allocated to the campus by the CSU Board of Trustees.



During the past five years, the dean has been a strong and consistent supporter of the journalism department and its many projects and programs. Unfortunately, because of the current state budget crisis, she passed along a 11 percent budget baseline reduction in fall 2008 (note, however, that a faculty salary increase was automatically added to the budget, resulting in a small increase in total dollars). This cut, coupled with an expected 15 percent cut for academic year 2009-10, has led to a loss of elective classes for majors, elimination of all part-time faculty, a cut in release time for faculty research, elimination of equipment purchases, and severe restrictions on faculty travel. Further, faculty and staff will be furloughed for two days a month for the next year, including six scheduled mid-week campus closures, resulting in a 10 percent pay cut.

Each year, a baseline budget is established. The department chair then evaluates enrollment targets, student demand for classes, strategic planning goals, faculty development, equipment and laboratory needs, and incidentals to determine how the budget will be spent. The budget is discussed at faculty meetings in order to allow faculty members to have input on those priorities needing funding. Individual requests are solicited whenever a surplus might be available to purchase equipment or other materials. However, with the lean budget years of late, the dual priority of meeting campus-mandated enrollment goals and department strategic planning goals has made the budgeting process a real challenge given that nearly 96 percent of the budget goes to faculty and clerical salaries.

**3. Describe how the allocation of resources is related to the unit's long-range, strategic plan.**

At the moment, the department uses nearly all of its resources to get through each academic year. We are hopeful that we can continue to provide travel money to help our four assistant professors. Some carryover funds were used to pay for the accreditation visit, supplemented by the provost. In 2005, we used carryover funds to remodel our writing lab, but it is highly unlikely that such major equipment purchases will occur in the near future.

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

With the campus engaged in painful cuts, all units on campus are suffering. In many ways, journalism is doing better than others due to its successful and visible high quality learning environment and administrative support. But difficult choices remain at the administrative level, and it is impossible to predict what will happen to the department.

Some programs at Chico State have been suspended. Many part-time lecturers have been fired.

**5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include tuition for both in-state and out-of-state students.**

Tuition and fees for Academic Year 2008/09 were:

	for 0.1 to 6.0 units	for 6.1+ units
Undergraduate	\$1,365.00	\$2,004.00
Credential	1,506.00	2,250.00
Graduate	1,569.00	2,358.00

Non-resident (national as well as international) students pay the registration fee plus an additional \$339 per unit tuition.

Journalism department students pay laboratory-use fees ranging from \$5 to \$20 depending upon the course for use of the department's Mac Lab. Journalism department students also purchase a lab manual for all laboratory classes, a portion of the cost of which is used to maintain the laboratory and pay laboratory assistants.

But there is bad news for students. On July 21, 2009, CSU trustees voted to increase student fees by 30 percent. This means fees will increase about \$1,000 in 2009-2010.

**6. Describe fund-raising goals and efforts undertaken by the unit.**

The philanthropic goal of the College of Communication and Education, in which the journalism department is housed, is to maintain state support and strengthen and expand external support and constituent relations. The department participates in yearly telemarketing campaigns to benefit the department annual fund. The calls are made by the campus calling center. The chair prepares a script and, along with the college development officer, meets with the student callers to prepare them for the conversations they may have with alumni.

The telemarketing campaign is usually preceded by the distribution of the department newsletter Journalism Times. This publication provides alumni with links and contacts to update their personal and professional data. Items in the newsletter provide direction for those wishing to contribute to the program.

Individual faculty also assist fundraising efforts by cultivating the establishment of scholarships. An example is the Tom Hennion scholarship developed by Dave Waddell,

professional-in-residence and adviser to The Orion, who researched and persistently pursued this donor for a number of months.

The journalism department will benefit from the college's ongoing fundraising strategies, which include:

- Creating a proposal to seek funding for faculty scholarships and professional development
- Submitting at least six new funding proposals to donors
- Creating new endowed scholarships
- Increasing the number of applicants for scholarships
- Providing electronic access to department newsletters and monitoring the numbers of page visits
- Creating a visiting lectureship (future)
- Developing ways to honor emeritus faculty (future)

In addition, the journalism department raised money for the public relations travel fund to offset student expenses for travel to national public relations conferences and competitions. Funds also will support travel for public relations professionals from the San Francisco Bay Area to visit campus classrooms and speak to students. News-ed alumni are donating funds to support guest speakers who travel to campus, including writers from the The Sacramento Bee, San Francisco Chronicle and The Oakland Tribune. Funds are also used to support the journalism department's Hall of Fame and Celebration of Excellence, which honor outstanding alumni and current student scholarship winners.

The department has received the third of four \$14,750 annual pledge payments from MediaNews Group to fund the 2008-09 Journalism and Diversity Partnership, which provides funds for internships at MNG newspapers, scholarships, guest speakers and funds travel for faculty to recruit students in underrepresented areas. Endowed scholarships increase annually through major gift solicitation, telemarketing campaigns and testamentary and planned gifts.

Our efforts have grown over the years. In 1996, the department awarded less than \$3,000 in scholarships. In 2003, we funded \$9,000. In 2009, we will award nearly \$30,000 in scholarships.

**7. Describe the unit's classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.**

The department of journalism is housed in Tehama Hall, a \$9.5-million, four-story building that opened in April 1992.

The department, which is part of the College of Communication and Education, shares the building with the College of Business. Tehama Hall is 82,000 square feet, which includes college, department and faculty offices, classrooms and laboratories. The Orion, a laboratory newspaper of the department, is housed in the basement of Plumas Hall, adjacent to Tehama Hall.

Tehama Hall classrooms range in size from 20 to 70 seats and are equipped with a variety of communication technologies. At the very minimum they contain an overhead projector, television monitor, videocassette recorder and slide projector. Several of the larger rooms are "smart" classrooms with computer-assisted equipment to project presentations, Internet information and other teaching resources on large screens.

All faculty members in the journalism department have an assortment of newer Apple computers and printers in their offices. All computers have Internet connections and databases, e-mail, presentation, spreadsheet and word-processing software. Several faculty members have additional software (e.g., desktop and web publishing relevant to their particular teaching areas).

Because it is a relatively new building, Tehama Hall generally meets the facility needs of students, faculty and staff. Equipment is functional and helps the department to accomplish its educational goals and objectives.

The journalism department sponsors and coordinates a computer writing lab (Tehama 312), used for both classroom teaching and open hours during which students may work on assignments. A course fee (explained under item 5) helps to pay for lab materials such as paper and printer cartridges. Purchase of a course-specific instruction manual, required for all courses that meet in the lab, helps pay for student lab assistants and to fund open hours for the labs.

The laboratory houses 23 Macintosh computers (20 of which are G4 Macs purchased in 2007), including lab server, instructor station, laptop on a portable cart, two laser printers, one color 11x17 laser printer, two ink jet printers, two scanners, two Epson computer projectors (one with the laptop on the cart), and one Wacom graphics tablet. Software includes Microsoft Office and Adobe Creative Suite (CS3) in addition to a variety of utility programs. There are more than 100,000 clip art images and photos available for student use. The computers are linked to the CSU network, which allows access to the Internet, the World Wide Web, all CSU libraries and student e-mail.

Advanced public relations students manage and operate Tehama Group Communications, housed in a laboratory-sized office on the third floor of Tehama Hall, next to the department computer laboratory. The facility has been divided into a work area and a boardroom meeting area. The student agency has four iMacs, three G3 Macs, two G4 Macs, one HP 5550 full-color printer, one HP 5100 black-only printer, one HP 1200c DeskJet, one HP Officejet fax/copier, Microsoft Office 2004 on all computers, and two licenses for Adobe Creative Suite 3. An outside service is used for photographic scanning to obtain professional quality. The agency also has an archiving drive for data storage.

The Orion, a nationally acclaimed student weekly newspaper, is housed in the basement of Plumas Hall, adjacent to the main journalism department building. Orion reporters have eight 20-inch Intel iMac computers in the main Orion office. In an adjacent separate room are 10 more computers, comprising four G4 PPCs and six Mac Mini PPCs all having 19-inch monitors. The editorial staff and advertising designers share 10 Mac Pro Intel-based computers all with 23-inch Mac monitors. There also is an Epson flatbed scanner. The Orion's main office has a networked HP laser printer that can accommodate paper up to 11 x 17 inches as well as a biz hub copier fax machine. The adjacent writers' room has its own-networked HP laser printer to accommodate paper 8.5 x 11 inches.

The Orion photo staff has two Intel Mac Pros one with a 23-inch monitor. The main color-correcting computer has dual 22-inch calibrated monitors. The photographers also have available to them one Nikon and three Canon DSLR cameras with a full compliment of lens for each. The video staff has two Intel Mac Pros both with dual 20-inch monitors in addition to three high-end Sony HD camcorders and two smaller HD camcorders.

The business staff uses eight Intel Mac minis all connected to 19-inch monitors. Their office also has its own-networked 8.5 x 11 laser printer. Additionally the advertising staff has its own server to run its ad entry program and AR software. Tying this all together is one Mac G5 Xsev server and a 2-terabyte Nas device. The Orion also has its own web server to hold additional data not keep by its third party web host.

The Plumas instructional photo lab is a state-of-the-art digital imaging classroom with separate areas dedicated to a computer lab, critique area, studio space, a scanning room, and a high-end production area. It is currently equipped with 20 workstations, two photo scanners, one flatbed scanner, 10 photo quality inkjet printers and one large format inkjet printer and a portable studio lighting kit. It can accommodate 20 students.

**8. Evaluate how well equipment and facilities enable and promote effective scholarship, teaching and learning. Describe the unit's most urgent needs for space or equipment and the plan to address these needs.**

Faculty in the journalism department are encouraged to utilize the equipment in the "smart" classrooms for instruction and are committed to new-technology use in their individual research efforts. The department also recently has added new courses – Intro to Online Journalism (JOUR 255), Internet Newspapers and Magazines (JOUR 355), and

Online Presentation of News and Public Relations (JOUR 455) – to strengthen student Internet competency and meet industry employment requirements.

The department makes an effort to upgrade all computer equipment on a rotating basis. However, as technology improves, so do department needs. For example, Tehama Group Communications should at some point replace two of the older Macs with new ones, obtain a site license to cover all computers for the Creative Suite, obtain a high-end camera with video capability, and obtain video conferencing equipment. TGC personnel think the student-managed agency could offer greater training opportunities to students and provide even greater creative services to clients if TGC had more state-of-the-art equipment.

A second computer lab for teaching online-related classes is on the faculty wish list, but the realities of rapidly changing technology and budget constraints make a new facility unlikely. It is more likely that we will begin to work within the constraints and challenges of student-owned laptops.

**9. Give the locations of the journalism/mass communications books, periodicals, databases, etc., on campus. Describe the unit reading room, if any. Estimate the distance between the unit's location and the university's central library.**

The main collection is in the Meriam Library, the only university library, about a three-minute walk from the department. In the journalism reading room, located in a corner of the journalism computer lab, there are more than 300 books and various journals, pamphlets and magazines forming a small reference collection, but most of these are dated. These are kept in the writing lab to provide easy access to students, and the lab is open at least 20 hours a week. As described below, the library subscribes to a number of major databases that easily can be accessed from home by faculty and students.

**10. Describe allocations and expenditures by the central library for purchase of books, periodicals, databases, etc., at the request of or on behalf of the unit in each of the three years preceding the accreditation visit.**

The Meriam Library has two sources of funds for books and related materials such as DVDs: Approval funds wherein the books are selected by librarians and firm orders which are submitted by the faculty library representatives in the departments.

Approval specifically for the journalism department was \$1,072 for academic year 2006-07; \$992 for 2007-08; and \$957 for 2008-09.

Firm orders were \$681 for 2006-07; \$689 for 2007-08; and \$693 for 2008-09. A faculty member in the journalism department serves as department librarian and has direct

control over these funds. That individual works in conjunction with a designated reference librarian on the Meriam Library staff to expedite faculty requests.

The library's largest expenditures are for online databases. These are separate funds, however, and are not charged to specific departments.

**11. List the basic journalism and mass communications reference works and other sources of information, including databases, computer networks and online services, in the main library and/or unit reading room. Describe student and faculty access to these sources of information.**

Book resources online, periodical and journal listings and reference resources are managed or maintained by the Meriam Library. Students and faculty have 24-hour access to those electronic resources. The library building is open and staffed about 90 hours per week during the semester with additional hours during final exams week.

Book resources online:

Library Catalog online

California Digital Library featuring the Melvyl Catalog

Periodicals/Journals, Indexes and Articles (Total article views for 2007 included when available)

ABI/INFORM Global 28,004

Academic Search 216,616

America: History and Life

CommSearch 12,762

Communication Abstracts

Educational Resources Information Center (ERIC) 37,323

Ethnic News Watch 17,858

Film Literature Index

Gender Watch 17,743

Index to Journals in Communication Studies through 1995

ingenta

LexiNexis Academic 55,547

PsycINFO 73,216

Reference Resources

AccuNet/AP Multimedia Archive

The Communication Handbook: A Dictionary

Communication Yearbook

International Encyclopedia of Communications

Key Concepts in Communication and Cultural Studies

Contemporary Authors

Contemporary Theater, Film and Television

Editor and Publisher International Yearbook

Editorials on File  
Facts on File  
From Talking Drums to the Internet: An Encyclopedia of Communications  
Technology  
Gale Directory of Publications and Broadcast Media  
The Leo Burnett Worldwide Advertising and Media Fact Book  
Print Media Production Source  
Variety International Film Guide  
Video Source Book  
Webster's New World Dictionary of Media and Communication  
Working Press of the Nation

Databases available online:

A to Z Maps Online  
ABI/INFORM - Global and Trade & Industry  
Abstracts in Anthropology  
Academic Search  
AGRICOLA  
Alternative Press Index (print only)  
America: History and Life  
American Chemical Society  
Anthropology Plus  
Anthrosource  
Art Index  
ArtSTOR  
ATLA Religion Database  
AtoZ Maps Online  
Biography Index (print only)  
Biological Abstracts | BIOSIS  
Books | Library Catalog  
Books, Electronic  
Books in Print  
Britannica Online  
Business News, Regional  
Business Source Premier  
CAB Abstracts  
CQ Researcher  
CQ Weekly Report  
CSU Libraries Catalog  
Choice Reviews Online  
CINAHL  
Classical Music Library  
CollegeSource Online  
Communication & Mass Media Complete  
Compendex



Contemporary Authors  
Country Watch  
Digital Resources Management  
Dissertations & Theses: Humanities & Social Sciences  
Drama - 20th Century North American  
E-books  
EBSCOhost  
EHRAF  
Emerald Library  
Encyclopedia Britannica  
Engineering Village 2  
Environment Abstracts (print only)  
ERIC  
Ethnic NewsWatch  
Factiva  
GPO Access  
Gale Virtual Reference Library  
GenderWatch  
GEOBASE  
GeoRef  
Google Scholar  
GreenFILE  
GROVEArt  
GROVEmusic  
HRAF  
HAPI, Hispanic American Periodicals Index (print only)  
Historic Photograph Collection | N.E. California  
Historical Abstracts  
Historical New York Times  
History Cooperative  
History E-Book Project  
Human Relations Area Files  
IEEE Computer Society Digital Library  
ingenta  
International Political Science Abstracts  
JSTOR  
Kraus Curriculum Development Library  
Leisure Recreation and Tourism Abstracts (print only)  
LexisNexis Academic  
LexisNexis Congressional  
Library Catalog  
Library, Information Science and Technology Abstracts  
Library of Congress  
Linguistics and Language Behavior Abstracts LLBA  
Literature Online (LiOn)

Local Newspaper Index  
MLA International Bibliography  
Maps Online (AtoZMapsOnline)  
MathSciNet  
MEDLINE / PubMed  
Melvyl  
Mergent Online  
Mintel Reports (CSU, Chico user profile required)  
Music Index  
NetAdvantage (Standard & Poor's)  
netLibrary  
New York Times Historical Coverage (1851-2005)  
Newspaper Index for Local Newspapers  
Newsstand  
Northeastern Calif. Historic Photograph Collection  
OregonPDF in Health & Performance  
Oxford Art Online  
Oxford Dictionary of National Biography  
Oxford English Dictionary  
Oxford Journals  
Oxford Music Online  
Oxford Reference Online  
Periodicals List  
Philosopher's Index  
Political Reference Suite  
Project Muse  
ProQuest Direct  
Proquest Historical Newspapers: New York Times  
ProQuest Newsstand  
PsycArticles  
PsycINFO  
PubMed  
RAND California  
Readers' Guide Retrospective  
Readers' Guide To Periodical Literature (print only)  
Regional Business News  
Religion Database (ATLA)  
RIA Checkpoint  
Safari Books  
Sage Journals Online  
San Francisco Chronicle Index (print only)  
Science Direct  
Snapshots of North America  
Social Services Abstracts  
Social Work Abstracts

SocINDEX  
Sociological Abstracts  
SPIN | Searchable Physics Information Notices  
SPORT Discus  
SpringerLink  
Standards & Poor's NetAdvantage  
Stat-USA  
TableBase  
Westlaw (Campus Research)  
Wiley InterScience  
WorldCat

**12. List newspapers, magazines and other periodicals received regularly by the unit.**

Because of budget cuts, the department does not subscribe to any newspapers or magazines. Students do, however, have access to Meriam Library resources and online publications both in the department's computer lab and from their home computers. Meriam Library currently subscribes to 83 printed periodicals. The library continues to subscribe to 18 newspapers in print and/or microfiche. It also has databases such as LexisNexis available for student and faculty use.

**13. List newspapers, magazines and periodicals related to journalism and mass communications received by the main library.**

Periodicals and journals related to journalism can be found in the databases listed in item 11. These include general databases such as Academic Search, databases with substantial coverage of newspapers such as LexisNexis, and specialized journalism databases such as Ethnic News Watch and Gender Watch.

The Meriam Library subscribes to the following newspapers: Marysville Appeal Democrat\*, Chico Enterprise-Record\*, Christian Science Monitor, France-Amerique, Los Angeles Times, The New York Times\*, Oroville Mercury Register, Redding Record-Searchlight, Red Bluff Daily News, Sabias que, The Sacramento Bee\*, Sacramento Valley Mirror, San Francisco Chronicle\*, San Francisco Daily Journal, San Jose Mercury-News, The Times of London, The Wall Street Journal\*, and The Washington Post\*.

\*indicates print and microform subscriptions

**14. Provide statistics of students' use of current periodicals, reference works, databases and other sources of information in the main library and/or unit reading room. If library and reserve checkout records for these statistics are not available to the unit, list representative assignments from syllabi requiring students to use these resources.**

The accessibility and pervasiveness of the Internet make documenting students' use of information difficult, however item 11 addresses Meriam Library's available relevant usage statistics. The book collection continues to be heavily used, with 78,250 books circulated in academic 2007-08 and 70,894 books used in-house, including reference works.

Given that the relevant Library of Congress call number ranges may include works about journalism, communications in general, rhetoric, theater, and literature, it is difficult to provide an exact count of journalism books circulated. The large numbers of research projects evident in journalism department classes suggests that students are utilizing library resources. However, given the state of technology, library usage is declining and being replaced by online sources, which are readily accessible, timely, and accurate.

Here is a sample of assignments from department syllabi that require library or online access:

*Intro to Public Relations / Writing for Public Relations (JOUR 244 / 341)*

Students do extensive research on PR clients and the client's problems to prepare an effective strategy. Library references are required.

*Intro to Online Journalism (JOUR 255)*

Students must read more than two dozen online articles that take them to various sites.

*Mass Communication Law (JOUR 320)*

The Mass Comm Law class must use library resources to research and prepare respective cases for the Moot Court exercise and reaction report.

*History of American Journalism (JOUR 322)*

For a major assignment, history students are required to view microfilm of newspaper coverage of California disasters. In another assignment, they review "Frontier Newspapers" in California.

*Magazine Writing (JOUR 325)*

Students are required to use library resources to do historical research for several stories, from gravestones to city streets to oral histories.

*News Editing and Copy Reading (JOUR 327)*

Copy editing exercises in the computer lab require students to use online reference material to verify facts such as geographic locations, company names, and events.

*Photojournalism (JOUR 353)*

Students are expected to use online/photo magazine resources such as Photo District News on a regular basis to familiarize themselves with each photo form (portraits, sports, spot news, etc.) each week a new assignment is given.

*Public Opinion and Propaganda (JOUR 424)*

Students are expected to post commentary on the course blog that follows from class discussions and includes a current events reference from a traditional or online news source.

*Ethical Problems in Mass Media (JOUR 460)*

Students are expected to post commentary on the course blog that follows from class discussions and includes a current events reference from a traditional or online news source. For each reaction paper (three per semester) and the Capstone Project (one final project) students are required to have several references to peer-reviewed research papers, which requires them to use the library in person or through a library database search.

## PROFESSIONAL AND PUBLIC SERVICE

**At end of section:**

Journalism Times, the department's student-produced newsletter

**In appendix binder:**

Brochures, media kits and other publications that describe the unit's professional and public service activities

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- 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.**

The department demonstrates its commitment to public service through the faculty's diverse local, regional and national activities. Since the last accreditation visit, the department has continued its expansion in public service activities. Specifically, we focused on high school and community college journalism students with an eye to recruiting students who represent the state's diverse society. We have also placed a greater emphasis on service to the north state community.

Public service programs in the department of journalism include:

***Operation of campus media***

The award-winning The Orion, the campus newspaper, produced by the laboratory classes JOUR 239 and JOUR 330, publishes weekly every Wednesday. The newspaper continues its tradition of national excellence and is perhaps the most honored college newspaper in the country. So honored, in fact, that it was named to the Associated Collegiate Press Hall of Fame in 2005 for being a winner of or finalist for the coveted Pacemaker Award some 22 times since 1988. Since the last accreditation visit, The Orion has received numerous state and national awards including the Society of Professional Journalists Mark of Excellence Award and the National Newspaper Association General Excellence Award. In 2007, The Orion won its first National Online Pacemaker award.

### ***Operation of an in-house PR agency***

The department also operates one of the longest-running, student-managed public relations agencies in the nation, Tehama Group Communications. TGC serves a variety of on-campus, local and national clients. TGC provides pro bono services to local nonprofit entities that normally would not have access to public relations expertise in such a small market as Chico. The agency also provides services for low cost to locally owned small businesses. A sampling of TGC's pro bono work includes:

- A media guide distributed statewide to the American Cancer Society's Discover Shop managers
- Planning and implementing groundbreaking ceremonies for Catalyst Domestic Violence Services family shelter and the Gateway Science Museum
- Planning and implementing the centennial celebration for Big Brothers Big Sisters of Butte County

Public relations students enrolled in the PR Laboratory course (JOUR 445) serve as on-site consultants providing public relations services to a wide range of nonprofit organizations and small businesses throughout the north state. Some of these activities have included:

- Media relations for Computers for Classrooms, the American Cancer Society and the Paradise Center for Tolerance and Non-Violence
- Special event support for Big Brothers Big Sisters of Butte County, the American Cancer Society Think Pink Team and the American Lung Association
- PR support for public schools including organizational media for Hooker Oak Elementary and Notre Dame Catholic School

### ***Publication of course projects***

Students in Magazine Writing, Advanced Feature Writing and Writing for Mass Media have developed and published cross-cultural reporting segments highlighting minority communities in the north state. These projects involve using video, audio and other visual media for work published in print and online. Examples of work include:

- An in-depth article on the excavation of Native American remains and ruins (published on chicoSol.org and reprinted in Chico News & Review)
- A series of profile articles on local immigrants published by the daily Chico Enterprise-Record

- A series of oral histories, profile articles and audio clips documenting the lives of elderly citizens, published online and excerpted in Chico News & Review

### ***Chico State High School Journalism Day***

This event brings high school journalism students from Northern California communities to campus for workshops, contests and critiques with both journalism faculty and professionals. This two-day special event is held every other spring semester in association with the Journalism Education Association of Northern California and the California Newspaper Publishers Association.

### ***MediaNews Group Journalism and Diversity Partnership***

Chico State is the first school in the nation to join forces with newspaper giant MediaNews Group to start a partnership to enroll and train minority journalism students. The MediaNews Group Journalism and Diversity Partnership supports visits to high schools and community colleges, and funds scholarships for prospective Chico State students. Current journalism program students have the opportunity to apply for internships at MediaNews Group newspapers and receive mentoring by professional journalists.

### ***State Consultancy***

A faculty member is the project manager for a statewide public outreach program for the California Department of Social Services. The CalWORKs Family Planning Information Project designs and disseminates messages targeting high school students who are pregnant or parenting and adult CalWORKs populations. The focus of the project is on pregnancy prevention and self-sufficiency upon high school graduation. Project staff conduct research and prepare materials for the multicultural California population. The products are often produced in seven languages. Distribution is made through culturally sensitive strategic plans in order to reach the various audiences in a manner appropriate to the group.

### ***Judging, Critiques, Presentations***

Faculty members frequently serve as judges for such professional organizations as the Society of Professional Journalists, International Association of Business Communicators and the Western States Communication Association. Faculty members also helped judge journalism writing contests for the Journalism Association of Community Colleges and for the California Newspaper Publishers Association's annual Better Newspaper Contest, and the Association of Alternative Newsweeklies. Additionally, faculty have organized and participated in student newspaper critiques for the National College Newspaper conventions, and offered presentations on headline writing.

### ***Local Media Consultancy***



A faculty member is working with North State Public Radio (a subsidiary of National Public Radio) to modify the organization's code of ethics and establish a detailed policy on conflicts of interest.

**2. Attach brochures and other publications that describe the unit's professional and public service activities.**

In addition to the attached print publications, the department's service to the north state is highlighted on the department's Web site. Chico State public relations students have been helping campus and community organizations since the program's start in the 1980s and serve more than 2,600 combined hours per semester to meet their clients' needs.

On average, between 25 and 35 students have supervised public relations internships each semester through the PR Laboratory course (JOUR 445). These internships are done either at an on-site location in the Chico community or through TGC, the university's student-run public relations agency, which is the only public relations agency north of Sacramento. Public relations interns work to increase their clients' presence in the community through tactics such as media pitching and the creation of media materials, and make sure to respond to the specific needs of each client using the skills learned through their education at Chico State.

The clients and the interns have a reciprocally beneficial relationship, as the clients give the interns hands-on experience they will need after graduation, and the interns provide the clients with a dedication to the communication challenges presented to them. These interns also give the client professional results at a very low cost. On-site interns work for course credit, while TGC charges \$500 to \$1,000 for the entire semester, or waives the fee in special circumstances. Any fees the clients are charged go straight into the running of the internship program and into scholarships for PR students.

Before the students are ready for these internships they must complete Public Relations Strategy (JOUR 344), a course that teaches students to conduct primary research and develop strategic communications plans for a client. Students in this course have worked with clients such as the Chico Air Museum and Chico Green Campus, educating the clients about the importance of media pitching and public awareness throughout the community.

**3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas.**

Faculty participate in several professional associations including Association for Education in Journalism and Mass Communication, Society of Professional Journalists, International Association of Business Communicators, Public Relations Society of America, Western States Communication Association, National Communication

Association, International Communication Association, and the National Press Photographers Association.

Faculty keep current on instruction and curriculum by attending professional workshops and by maintaining membership in these organizations. For example, two faculty members attended a National Press Photographers Association convention and workshop in 2007 that detailed emerging visual journalism technology and methods for using it. Faculty also learn about current practices from other faculty, such as those who have attended the California State University system's Journalism 2.0 meetings in which current pedagogical practices and methods are shared among journalism educators.

One year after graduation, all alumni are asked to participate in a survey that the department uses for indirect assessment of the curriculum. From 1998 to 2006, 238 alumni have returned surveys, which have become a valuable assessment tool that has helped the department to improve teaching. Details of the survey are outlined under Standard 9, Assessment.

In addition to the survey, alumni return to campus every semester to interact with faculty and students. A complete list of alumni activity is included in question 8 below. Some activity highlights relevant to curriculum and current instruction include:

- The department's advisory board, which meets each spring to review the department's curriculum, take part in assessment activities, and review our professional practices.
- Survey of PR alumni regarding current writing formats undertaken by PR agencies. During summer 2008, more than 30 PR alumni participated in this survey, with results used to modernize Writing for PR (JOUR 341).

**4. List professional and public service activities undertaken by each member of the faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information.**

**Matthew Blake**, assistant professor, tenure track

Memberships in Associations

- Association for Education in Journalism and Mass Communication

Service

- Research co-chair, AEJMC Cultural and Critical Studies Division, 2009
- Reviewer, Cultural and Critical Studies Division, AEJMC National Convention, August 2008, Chicago
- Discussant, AEJMC Cultural and Critical Studies Division, national conference, 2008
- Moderator, AEJMC History Division, Southeast colloquium, 2006

### Creative Experience

- Web producer, Urban Initiatives, January 2007
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### **Glen Bleske**, professor, department chair, tenured

#### Memberships in Associations

- Association for Education in Journalism and Mass Communication
- Society of Professional Journalists

#### Service

- Rethinking Journalism Education Summit, conference in conjunction with CSU journalism departments and JACC, Morro Bay, February 2006
- Reviewer, Newspaper Division, AEJMC, Spring 2006, 2007, 2008
- Respondent for research presentations AEJMC annual meeting 2008
- Textbook review for McGraw-Hill. Inside Reporting, recommendations for second edition, 2008
- Textbook review for Allyn & Bacon. Public Affairs Reporting, December 2004
- Manuscript referee/Editorial Board Member for Newspaper Research Journal since Winter 2000. Annually consider about five manuscripts for possible publication

#### Professional Publications

- “Why I love newspapers,” in Chico Beat, Vol 1, No. 1, August 2006
  - Rethinking Journalism Education Summit, February 2006, Morro Bay, Calif
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### **Susan Brockus**, assistant professor, tenure track

#### Memberships in Associations

- Association for Education in Journalism and Mass Communication
- National Communication Association

#### Teaching & Curriculum Development Workshops

- Teaching Fellows Workshop, Indiana University School of Journalism, 2008.
- Respect and Credibility: Strategies for Creating and Enforcing Classroom Policies, November 2006, National Communication Association convention in San Antonio.
- Enhancing Critical Thinking & Information Literacy Instruction, November 2006, National Communication Association convention in San Antonio.
- Latino Students: Promoting Access and Success, national conference presented by Innovative Educators, March 2006, San Diego.
- Rethinking Journalism Education Summit, February 2006, Morro Bay, Calif.

#### Service

- Research co-chair, Cultural and Critical Studies Division, Association for Education in Journalism and Mass Communication, 2007-2009
- Textbook review for McGraw-Hill. Inside Reporting, recommendations for second edition, 2008
- Paper reviewer, Newspaper Division, 2006, 2008 and 2009
- Paper reviewer, Community Journalism Interest Group, 2008
- Paper reviewer, Cultural and Critical Studies Division, midwinter conference, 2006-2008
- Journal of Applied Communication Research, manuscript reviewer, summer 2007 and 2008
- Textbook review for Pearson Prentice Hall. Newswriting and Reporting for the 21<sup>st</sup> Century, 2005.
- International Communication Association, conference paper reviewer, 2004 & 2005
- Western States Communication Association, conference paper reviewer, 2005

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**Morris Brown**, assistant professor, tenure track

Membership in Associations

- International Association of Business Communicators
- Association for Education in Journalism and Mass Communication
- National Black Public Relations Society

Professional Activities

- Paper Reviewer, Public Relations Division of AEJMC, 2005
- Business Education Session Chair, Hawaii International Conference on Education, January 2006, Honolulu
- Presenter, “Using Ten Sun Tzu Principles to Teach Foundation Concepts to Public Relations Students,” Central States Communication Association (CSCA), April 2006, Indianapolis
- Invited Guest Speaker, “Public Relations Perspectives in America and Japan.” Presentation to account executives at Total Communications Systems, Inc., June 2006, Chiyoda-Ku, Tokyo, Japan.

Service

- Presenter, CSU, Chico High School Journalism Day, March 2007

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**Debra Johnson**, professional-in-residence, adviser to Tehama Group Communications

Membership in Associations

- Public Relations Society of America
- Public Relations Society of America Educators Academy
- Public Relations Society of America Capital Chapter

#### Research Foundation Grant Project

- Project Manager, CalWORKs Family Planning Information Project, February 1996 to present
- Oversee day-to-day operations of a \$500,000 yearly state grant through Chico State's Research Foundation. Manage communication strategy and product development for statewide social marketing program targeting 800,000 California CalWORKs and Cal-Learn recipients. Devise communication strategies, create collateral materials, determine distribution methodologies, conduct message analysis and product evaluation, and promote program expansion. Integrate cultural considerations into product development to accommodate the eight languages utilized in this public information campaign. Work with more than 600 organizations statewide.

#### Public Service

- Gateway Science Museum, marketing and events committee member, summer 2008 to present. Grand opening committee member responsible for media and organizational media development, spring 2009 to winter 2009. Currently helping to plan and implement a series of special events to celebrate the opening of the museum in October 2009. Helped plan and implement the museum's groundbreaking event in spring.
- Discovery Canyon, board member, summer 2009. Discovery Canyon is a nonprofit organization specializing in outdoor science education.
- Soroptimists International, member, community volunteer, February 2009 - present. Projects have included the Home, Garden & Antique Show attended by more than 30,000 visitors, volunteer work at the Jesus Center and the Chico Science Fair.

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#### **Kurt Nordstrom**, professor, tenured

##### Membership in Associations

- Western Speech Communication Association

##### Professional Consulting

- Merrill Lynch, Princeton, New Jersey 1993 to present

##### Community Service

- Active in local community theater fund raising and publicity 1993 to present, including The Blue Room, Butte College, Theater on the Ridge, Shakespeare in the Park
- Assisted with publicity for Computers For Classrooms fall 2007 and Special Olympics, fall 2008

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#### **Aaron Quinn**, assistant professor, tenure track

##### Memberships in Associations

- National Press Photographers Association
- Association of Practical and Professional Ethics
- American Philosophical Association
- Asia Media Forum

### Manuscript/Book Proposal Reviews

- Reviewed manuscript of “Living Ethics: Across Media Platforms,” by Michael Bugeja, for Oxford University Press, fall 2006.
- Reviewed a proposal for “Ethics and Evil in the Public Sphere,” by Fortner, R.S. & Fackler, P.M., for Oxford University Press, fall 2006.
- Reviewed a proposal for “Ethics and the Media: An Introduction” by Stephen J. A. Ward for Cambridge University Press, spring 2007.
- Reviewed Christians/Ferris/Fackler: “Ethics for Public Communication” proposal to Oxford University Press, summer, 2007.
- Reviewed Foreman: “The Ethical Journalist” proposal for Oxford University Press, summer 2007.

### Awards and Grants

- Accepted to the 2007 Journal of Mass Media Ethics colloquium, a highly competitive 10-year colloquium series wherein eight top media ethics scholars are accepted each year to be paired and present a co-authored article that will be subsequently published in the journal. All travel, accommodation and some meal expenses are included in the award.
- Recipient of competitive internal research grant, fall 2007, CSU, Chico, for a writing project titled: Rehabilitating Professional Journalism. Value: \$5,000.
- Recipient of competitive internal seed grant, summer 2008, for project titled: Evaluating Ethics in Online Newspapers. Value: \$5,000 Seeking funding in excess of \$200,000 in April 2009 grant submission.
- Recipient of grant, spring 2008, from CSU’s Center for Excellence in Teaching and Learning for classroom technology. Value: \$10,000.
- Nominated for Carnegie Foundation Fellowship for Civic Engagement, CSU Chico, Spring 2007.
- Charles Sturt University International Postgraduate Research Student Scholarship, 2003-2006. Scholarship covers tuition, fees, annual stipend of \$19,000 and travel and research money of \$2,000 per annum is offered to two international applicants per year among hundreds of applicants.

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**Dave Waddell**, professional-in-residence, adviser to The Orion

#### Memberships in Associations

- Association for Education in Journalism and Mass Communication
- Society of Professional Journalists
- College Media Advisers Inc.
- Journalism Education Association of Northern California
- California Chicano News Media Association

## Service

- Founding board member and 2009-2011 president of the California College Media Association, a statewide organization of public and private four-year schools.
- Key player in the creation of CSU, Chico's MediaNews Group Journalism and Diversity Partnership, which is providing \$59,000 over four years for recruitment, scholarships, internships, and professional mentoring to enhance diversity and improve journalism. Have traveled the state since 2006 recruiting students from underrepresented groups to attend Chico State and major in journalism. Also obtained \$1,000 grant from the university's enrollment management unit to host visiting students targeted for recruitment.
- Member of the College Media Advisers' Awards and Adviser Advocacy committees.
- Member of the Program Council of the Associated Collegiate Press.
- Participant in the Freedom Forum's First Amendment Institute for college media advisers, June 2005, at Vanderbilt University in Nashville.
- Participant in "Teaching About Trauma" seminar Sept. 26-27, 2003, at the University of Southern California. The program for educators was sponsored by the University of Washington's Dart Center for Journalism and Trauma.
- Reviewed for the Iowa State University Press a prospectus for the textbook "The Student Newspaper Handbook," September 2003.

## Selected Stories, Commentaries in Newspapers, Magazines

- "The power of student engagement: Student political involvement is stronger than it has been in decades," Chico Statements, CSU, Chico magazine, Fall 2008.
- "You call this reporting?" The Sacramento Bee, Letters, May 20, 2007, Page E-3.
- "Beliefs (and disbelief) on 9/11 story," Chico (CA) News & Review, Letters, May 10, 2007, Page 7.
- "Three-ring council," Chico (CA) News & Review, Guest Comment, Oct. 19, 2006, Page 6.
- "Getting Chico State story right," The Sacramento Bee, Letters, Jan. 8, 2006, Page E-3.
- "High school district arbitrarily bans a great work of literature," Redding (CA) Record Searchlight, Speak Your Piece, August 22, 2004.
- "Sloan vs. Board of Education: What was behind the fight between the Chico Unified School District and the Marsh Junior High administration?" Chico (CA) News & Review, cover story with two sidebars, June 3, 2004, Pages 14-20.
- "Popularity isn't point of keeping photos from police, Redding (CA) Record Searchlight, Speak Your Piece, April 8, 2004.



- “Esteban understood free speech,” Chico (CA) News & Review, Guest Comment, May 22, 2003, Page 4.

#### Academic and Professional Service Presentations

- Gave presentation on journalistic interviewing at the state convention of the Journalism Association of Community Colleges, March 27-29, 2009, Sacramento.
- Organized student newspaper critiques and assisted with adviser training at the National College Journalism Convention, Feb. 26-March 1, 2009, San Diego.
- Gave presentations on journalistic interviewing and on the coverage of student suicides at the annual Southern California convention of the Journalism Association of Community Colleges, Nov. 14-15, 2008 in Fullerton, Calif.
- Gave a presentation on journalistic interviewing at the state convention of the Journalism Association of Community Colleges, April 3-5, 2008, Los Angeles.
- Organized student newspaper critiques and gave a presentation on managing a college newspaper at the National College Newspaper Convention, Feb. 28-March 2, 2008, San Francisco.
- Conducted presentations on interviewing and the use of quotes as well as headline and cutline writing at the Journalism Association of Community College’s 2007 Southern California Convention, Nov. 2-3, Fullerton.
- Conducted presentations on interviewing and the use of quotes as well as headline and cutline writing, in addition to judging the “Best of the West” general excellence newspaper contest, at the Journalism Education Association’s 2007 state convention, Oct. 26-28, Sacramento.
- Critiqued student newspapers and gave a presentation on headline writing at the state convention of the Journalism Association of Community Colleges, March 22-24, 2007, Sacramento.
- Critiqued student newspapers and gave a presentation on headline writing at the Spring National College Media Convention, March 16-18, 2007, New York.
- Conducted a workshop on Newsroom Management for Newspaper Editors, a session on diversity and organized a full day of newspaper critiques at the National College Newspaper Convention, March 8-11, 2007, Portland, Ore.
- Served as exhibitor and presenter (headline writing) at the 2006 Southern California Conference of the Journalism Association of Community Colleges, Nov. 3-4, 2006, at California State University, Fullerton.
- Served as exhibitor, contest moderator (review writing), presenter (opinion writing), and general excellence newspaper judge at JEA/NSPA 2006 Spring National High School Journalism Convention, April 20-23, San Francisco.
- Critiqued student newspapers at the Spring National College Media Convention, March 16-18, 2006, New York City.
- Speaker at the State High School Journalism Convention, Oct. 22-24, 2004, in Sacramento. Sessions included headline writing, feature design and feature writing. Also judged newspaper competitions.

#### Community Award

- Honored by the Chico Rotary Club as its outstanding educator of the month, November 2004.

**5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.**

As part of the retention, tenure and promotion process, faculty members are evaluated on their professional and public service activities. This information becomes part of the permanent personnel file. Public service is highly valued but most often viewed as the third component of faculty performance, following teaching and research/professional achievement.

From 2004-2009 the department provided travel funding totaling approximately \$47,690. This funding provided faculty with resources to participate in a wide range of professional association activities. Beginning in spring 2009 funding for travel was tightly restricted in most cases as part of statewide budget cuts in higher education affecting all CSU campuses. Faculty may receive limited travel funding for presenting papers at professional association events by applying through the college dean and the university vice provost.

**6. Describe the unit's support of scholastic journalism, including workshops, visiting lectures, critiques of student work, etc.**

The news-editorial faculty members have been active in supporting high school and community college journalism teachers. The MediaNews Group Diversity Partnership and Chico State Journalism Days are both components of the department's commitment in this area. Other activities include:

- Participation in The Orion critique each semester by about a dozen students from Pleasant Valley High School's Saga newspaper
- Critique of the Saga newspaper in spring 2008 by several members of The Orion
- Faculty critique of student newspapers through the Journalism Association of Community Colleges
- Exhibitor, contest moderator, presenter and general excellence judge at the JEA/ASPA Spring 2006 National High School Journalism Convention
- Speaker at the State High School Journalism Convention, Oct. 22-24, 2004, in Sacramento.
- Presentation on newsroom management at the California College Media Association's fall workshops at San Francisco State University, Sept. 10-11, 2004.

**7. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications issued during the previous academic year.**

Within the college, three departments join to produce a biannual newsletter, COMM, which is produced by public relations students in Tehama Group Communications. The group also produces a newsletter, Journalism Times (*at end of section*), for the department each fall. The college's development director mails copies to all alumni in her database. Both publications invite alumni to mail back forms that update their accomplishments and job histories.

In fall 2010 TGC will celebrate its 20th anniversary. In preparation for this event, fall 2008 TGC staff created a 20th anniversary Web site to highlight success stories and biographies of approximately 400 alumni who worked in the agency. Current students are making contact with alumni using LinkedIn, Facebook and MySpace, and making personal appeals via e-mail and telephone to reconnect and interview TGC alumni to craft the success stories and bios.

**8. Describe the involvement of alumni in the unit's educational and public-service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors boards.**

Since Chico is in a rural area, alumni involvement varies. It is a long drive and long day for those who visit, and they usually get nothing but satisfaction and a dinner with a few students. But we find that alumni are eager to return.

At the college level, alumni are invited each spring to participate in CONNECT. This event, hosted by the School of Communication, brings alumni with 10 or more year's professional experience back to campus for two days to visit with faculty and students. Critique of student work, interviews for internships and entry-level jobs, and class presentations are common parts of this event.

At the department level, a steady stream of alumni come back to campus as guest speakers of the student professional organizations, IABC and SPJ. Alumni are also members of the department's advisory board, which meets each spring to critique student portfolios and review curriculum. News-editorial alumni speak at the weekly critique of The Orion. Alumni are also nominated for The Orion and PR Halls of Fame with an induction celebration held each fall.

Alumni are also involved in fundraising efforts. Donations from alumni are solicited each fall during a fundraising telephone campaign, through stories in Journalism Times, and by direct request from faculty. Between January 2003 and January 2009 a total of \$40,740 was received by alumni for student scholarships and awards.

Internship and entry-level job placements in the news-editorial field have come about due to alumni involvement with the department. As one example, the news-ed internship coordinator solicited a \$1,000 donation from alumnus Jack Sirard that was used to help fund a graduating student's summer reporting internship at the Portland Oregonian.

Since fall 2005, faculty in the PR option have made a concerted effort to increase alumni involvement in career planning and placement, and to provide advanced training in areas of PR that are not covered at length in course curriculum. Alumni activity in the PR option includes:

- ***PR in the Spotlight***  
This special event is hosted each spring by Tehama Group Communications. It is designed to bring recent graduates, those with less than two years professional experience, back to campus. These alumni do class and panel presentations, conduct internship and job interviews with prospective students, give career advice and review resumes, portfolios, etc. This event was launched in spring 2006 and has brought approximately 15 alumni back to campus thus far.
- ***Media pitching workshops***  
Each semester alumni host media pitching workshops for junior and senior level students. This one-day Saturday workshop covers the basics of media research, writing pitches, implementing pitches, follow up and general media relations. The alumni hosting the workshop are media relations specialists working in PR agencies in the San Francisco Bay Area or Sacramento.
- ***Site visits to PR agencies***  
Every semester faculty work with alumni to host site visits to PR agencies in the San Francisco Bay Area or Sacramento. The site visits take seven to 15 students to visit the office of a PR agency, meet employees from all levels of the agency, and learn about the clients and industries those agencies serve. Past agency visits have included Porter Novelli (fall 2007), Voce Communications (spring 2008), Schwartz Communications (fall 2008) and Edelman Worldwide (spring 2009). An in-house communications site visit was added in spring 2009 with a visit to the corporate headquarters of the American Cancer Society in Sacramento.
- ***PR Career Center***  
One section of the PR Career Center Web site focuses on advice from alumni about the job hunting process. These alumni have also provided guidance to job-seeking PR students via telephone and e-mail correspondence.
- ***Internships***  
Due to alumni contacts The Gap corporate communications office offers a separate application process for Chico State PR students. Two of the last three PR interns were selected from our program (summer 2006 and 2008). Kimpton Hotels & Restaurants San Francisco launched a Chico State-only PR internship during winter 2008 due to an alumni contact. Mozilla Corporation selected its first corporate communications PR intern from our program through an alumni contact

and site visit to Chico. On a regular basis, PR alumni send entry-level job and internship announcements to the PR job and internship coordinator.

- ***Customized internship and job opening services***

The PR job and intern coordinator offers customized services for alumni from a wide range of organizations seeking to hire PR talent. Faculty work with the organizations on job and internship descriptions, understanding the department's academic requirements for internship credit, placing job and internship announcements, screening applicants, arranging interview space, and coordinating faculty feedback on applicants. This type of service is often given to alumni at Voce Communications, Breakaway Communications, Edelman Sacramento, Ketchum PR, and Walt & Co, to name a few.

- ***Electronic mentoring***

Through Tehama Group Communications alumni are becoming more involved with short-term education and mentoring of students via e-mail, instant messaging and teleconferencing. For example, two alumni at Edelman Sacramento provided media pitching critique and education to a TGC team needing to do media pitching for the first time for a national client.

# ASSESSMENT OF LEARNING OUTCOMES

## Executive summary

As part of an ongoing assessment of the journalism program, the department collects multiple measures that attempt to assess student learning of our majors. Our data collection began in 1997, and the analysis of the data has become an important part of the department's continual efforts to improve student learning. Assessment is considered a vital part of the department's teaching mission.

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### 1. Provide the unit's definition of goals for learning that students must achieve.

The journalism department's Assessment Plan *follows at end of the section*. It has two major goals:

1. learning and understanding of the principles of journalism; and
2. the application of those principles.

Based on those goals and accreditation guidelines, we have identified the following Student Learning Objectives. Students who complete the major in journalism should demonstrate:

- Knowledge of interpersonal and mass communication theories and the process and effects of communication.
- Knowledge of the heritage and practice of freedom of expression as guaranteed by the First Amendment.
- An appreciation of the influential role news and public relations plays in a diverse and multicultural society.
- An appreciation of the development and history of news and public relations in a democratic society.
- Knowledge of professional standards and ethical practice of journalism and public relations.
- An ability to communicate with people in an effective manner to accomplish journalistic tasks
- An ability to perform tasks that require information delivery, e.g., packaging and publishing news and public relations information and being able to work as part of team producing such work.

- An ability to perform tasks that require visual skills
- An ability to perform tasks that require information gathering, e.g., interviewing, researching
- Knowledge of transmission of information via current and emerging technologies,
- An ability to perform tasks that require computer literacy.
- An ability to perform tasks that require information processing, e.g., writing, editing their work, and the work of others in an accurate and concise style associated with journalistic and public relations writing.
- Competency in grammar, spelling and Associated Press style.
- An understanding of the use of numbers in applications common to the practice of journalism or public relations.

**2. Describe the involvement of members of journalism and mass communication professions in the assessment process.**

The department's professional advisory board members have served assessment in the following ways: Scoring writing portfolios, reviewing syllabi and curriculum, and interviewing students about their learning. They have also engaged in discussions with faculty about curriculum changes designed to improve student learning based on assessment outcomes.

**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.**

As part of an ongoing assessment of the journalism program, the department collects multiple measures that attempt to assess student learning of our majors. Our data collection began in 1997, and the analysis of the data has become an important part of the department's continual efforts to improve student learning.

The multiple measures include:

- Annual surveys of alumni one year after graduation
- Supervisor evaluations of interns
- Reviews of student writing or portfolios by professionals
- Grammar exams of beginning and graduating students
- Qualitative feedback from visiting professionals including guest speakers and journalism advisory board professionals

- An exit exam pre-tested during the 2008-2009 academic year
- Student performance in regional and national contests
- Job placement and movement

In 2001, the faculty determined to improve the program based on alumni surveys. After accreditation renewal in 2003, the action plans became part of a six-year plan for improvement. As our assessment program expanded, new problems were identified and curriculum improvements planned. Here is a summary of how assessment has worked to improve instruction in the department since 2003:

<b>Problem / Actions</b>	<b>Results (Improvements)</b>
Low grammar scores on program entry / Embedded new units in media writing course	Grammar scores increased 10 percentage points for students after first course
Low awareness of multicultural issues / Embed diversity units in all core courses	Multicultural awareness increased by 24 percentage points
Low scores on career advice / Create Web career center	Still a problem
Low scores on visual skills / Add photography sections, advanced photo course	Visual skills increased 8 percentage points
Mix of PR skills ranked low / Refocused content of PR writing course	Info delivery increased 8 percentage points
Media pitches weak / Added media pitch workshops	Still a problem
Budget awareness weak / Embedded budget work in PR	Still a problem
Weak technology scores / Added technology courses	Three new courses added; too early to measure effect



Our action plan for 2009/2010 includes the following:

- Continue media pitch workshops; expand to more students.
- Explore ways to add business perspectives to PR option.
- Make even stronger effort to teach students about diversity.
- Greatly expand the technological content of the department's course offerings; consider embedding material in all courses.
- Consider revising Orion commitment to include multimedia work.
- Find better ways to provide career counseling.
- Improve exit exam to correct weak questions and increase reliability of some ambiguous questions.
- Add unit on multimedia production to writing courses, spring 2010.

### ***Grammar exams***

Based on independent group tests of graduating seniors versus students who are in our beginning writing course, we discovered that students came to us with weak grammar skills, averaging a grade of 40 percent on a grammar test. We found that our seniors had improved almost 50 percent to an average score of 60 percent.

The improvement pleased the faculty, but the low average score was not acceptable. We decided that we need to increase grammar skills in the first course. Materials were embedded in the Writing for Mass Media courses (JOUR 260) in fall 2008. We retested grammar skills at the end of the course: the average score for beginning students increased from 40 percent to 50 percent. Our goal, however, is 70 percent. We will revisit the issue in fall 2009.

### ***Portfolio reviews of student writing***

During the advisory board meetings of 2006 and 2007, members read student writing and scored the writing for various qualities. The results were overwhelmingly positive: On seven variables using a three-point scale, student portfolios scored above 2.0, with the highest 2.34 for use of AP style and the lowest score for creativity, 2.09. Between options we found the news-editorial students scoring significantly higher than PR students in use of sources and direct quotes.

### ***Other measures of writing***

We would note that these portfolio scores gain validity when compared with rankings from internships in which employers agree or strongly agree that 94 percent our student have strong writing skills. And 99 percent of our alumni self-report that they have strong writing skills. When we consider the alumni surveys and this portfolio review, it appears as if there is no call for program changes in the teaching of writing skills.

**4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.**

***Major Awards Won by The Orion – NATIONAL***

**ACP National Newspaper Pacemaker**

Category: General excellence (university, non-dailies)

Presented by: Associated Collegiate Press

Pacemaker Finalist: 2003-04, 2004-05, 2005-06, 2007-08

National Pacemaker Winner: 2003-04, 2004-05\*\*, 2005-06

\*\*The Orion was inducted into the Associated Collegiate Press Hall of Fame in 2005 for its record of Pacemaker achievements.

**SPJ Mark of Excellence**

Category: Best all-around university weekly

Presented by: Society of Professional Journalists

First place: 2004

**NNA Better Newspapers Contest**

Category: General Excellence (university)

Presented by: National Newspaper Association

First Place, 2004, 2006

Second Place: 2005, 2007

**ACP National Newspaper of the Year (Best of Show)**

Category: General Excellence (university non-dailies)

Presented by: Associated Collegiate Press

Where: National College Newspaper Convention

First Place: 2003, 2007, 2008, 2009

Third Place: 2005

**ACP National Best of Show Competition**

Category: General excellence (four-year university weekly broadsheets)

Where: National College Media Convention

Presented by: Associated Collegiate Press

First place: 2005 (Kansas City), 2004 (Nashville)

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***Major Awards Won by The Orion – REGIONAL***

**SPJ Mark of Excellence**

Category: Best all-around university non-daily in Region 11 (California, Hawaii, Nevada and Arizona)

Presented by: Society of Professional Journalists

First place: 2004, 2008

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***Major Awards Won by The Orion – STATEWIDE***

**CNPA Better Newspapers Contest**

Category: General excellence (four-year college or university)  
Presented by: California Newspaper Publishers Association  
First place: 2004, 2006, 2008

**CCMA Mail-in Competition**

Category: General excellence (university non-dailies)  
Presented by: California College Media Association  
Judged by: Los Angeles Times, Sacramento Bee, Orange County Register and  
San Jose Mercury News  
First place: 2004, 2005

**CCMA Convention**

Category: General excellence (university non-dailies)  
Presented by: California College Media Association  
First place: 2004, 2005, 2007, 2009  
Second place: 2006

**CIPA Convention**

Category: General excellence (college or university)  
Presented by: California Intercollegiate Press Association  
First place: 2003

**2003 James Madison Freedom of Information Awards**

Category: Student Journalist (College)  
Presented by: Society of Professional Journalists, Northern California Chapter

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***Major Awards Won by The Orion Online Edition – NATIONAL***

**ACP Best of Show Competition**

Category: Interactive element  
Presented by: Associated Collegiate Press  
Where: National College Journalism Convention (San Diego)  
First place: 2009

**ACP Best of Show Competition**

Category: Best Newspaper Web site  
Presented by: Associated Collegiate Press  
Where: National College Newspaper Convention (San Francisco)  
Fifth place: 2008

## **ACP National Online Newspaper Pacemaker**

Presented by: Associated Collegiate Press

Finalist and Winner: 2007

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### ***Major Awards Won by Tehama Group Communications – REGIONAL***

#### **2006**

Merit Award, International Association of Business Communicators, One- or Two-Color Newsletter: External Publications, Journalism Times.

#### **2004**

Merit Award, International Association of Business Communicators, Student Work, College of Education and Communication Newsletter.

Merit Award, International Association of Business Communicators, Student Work, Link Magazine.

#### **2003**

Merit Award, International Association of Business Communicators, One- or Two-Color Newsletter: External Publications, College of Education and Communication Newsletter.

Merit Award, International Association of Business Communicators, News Releases, American Lung Association News Release.

CAPPIE Silver Award, Sacramento Public Relations Association, Individual Public Relations Tools, Writing: Editorial / Opinion Writing Category, Op-Ed for American Lung Association by Laura Langerwerf.

- 5. Discuss awards won by the unit's students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit's majors.**

#### ***Hearst competition***

Amanda Feder, ninth place in-depth writing

Robert LaHue, 17th place opinion writing, and 16th place sports writing

Emanuella Orr, 14th place feature writing

Megan Wilson, 11th place in-depth reporting

Brea Jones second place, spot news

#### ***Dow Jones Editing Test winners***

Travis Miller

Greg Finley

***2008 California College Media Association contest***

- Best editorial, third place.
- Best personal opinion column, Julian Williamson, third place.
- Best arts and entertainment column, Leslie Williams, third place.
- Best arts and entertainment review, Jesse Seilhan, third place.

***2007 California College Media Association contest***

- Best series of news stories, Ryan Klocke and Vince Abate, second place.
- Best personal opinion column, Mando Navarro, first place.
- Best sports story, Ryan Klocke, second place.

***2006 California College Media Association contest***

- Best headline portfolio, Sharon Yep, first place.
- Best sports photo, Kyle Buis, first place.
- Best sports story, James Damschroder, third place.
- Best arts and entertainment story, Landon Moblad, first place.

- 6. Give the total number of graduates from the unit since the institution first offered a professional program. List by specialty each member of the graduating class of three years ago and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.**

Before the fall of 1990, students at CSU, Chico could earn a degree in communication studies with an emphasis in news-editorial or public relations. There are no records to indicate how many graduates had an emphasis in news-editorial or public relations. From 1991, when the department first awarded degrees, to 2009, some 1,320 students received bachelor degrees in journalism.

**Journalism Graduates 2006-2007 (34 unknown; current 1/1/2009)**

***Public Relations Option***

Angela Antonia, Gallo Sales Company, sales representative  
Jessica Belongie, job hunting in Redding  
Sarah Brown, University of Phoenix, Chico, marketing assistant  
Mark Cardella, Wells Fargo, San Francisco, branch manager  
Stephanie Carmichael, A.G. Edwards & Sons, Inc., financial associate  
Vanessa Carnes, Cal State LA, seeking teaching credential  
Ashley Carter, Opal Financial Group, PR coordinator  
Laura Cavaglieri, Schwartz Communications, assistant account executive  
Lesley Cumpton, Indian Casino in Redding, HR  
Kirsten Dobbie, ABC TV Production, photography/film department

Stephania Edwards, hospitality in Sacramento  
Emory Fuqua, Fairmont San Jose, sales coordinator  
Jenna Galloway, Access Communications, account coordinator  
Lindsay Gardiner, Ask.com, sales associate  
Kristina Gingras, Maxim Healthcare Services, healthcare recruiter  
Tara Hodges, A & R Edelman NYC, assistant account executive  
AnneMarie Irwin, Cuzco, Peru, teaching English  
Chelsea Irwin, Engage PR , assistant account executive  
Briana Kenney, job hunting SF-Bay Area  
Kayla Kooyman, Shift Communications, account coordinator  
Rachael Kotar, JD Power & Associates, corporate communications specialist  
Lucas Lathrop, Home Depot, Sacramento, sales  
Grace (Kelly) Lowe, A & R Edelman NYC, account executive  
Jessica Marion, Icarus Kids Design Studio, account manager and co-founder  
Candace McCarty, Edelman, Sacramento, assistant account executive  
Christina McMahan, DJO Incorporated, patient advocate  
Landon Moblad, Caveat (band), musician  
Grace Moncrief, W. Hotel, HR department in New York  
Aimee Murray, agency in Sacramento  
Teya Newlin, Philosophia, designer & assistant manager  
Jamie Ohannesian, Marysville Appeal-Democrat, ad sales  
Meredith Payette, A & R Edelman, assistant account executive  
Ashley Peterson, KRON 4, account executive  
Christopher Porter, Genentech Corporation, CIT service desk analyst  
Gina Pucci, A & R Edelman, assistant account executive  
Lindsey Qualman, UC Berkeley, design and page layout  
Amanda Ree, Columbia University, graduate student  
Esther Richardson, Luxe Communications, assistant account executive  
Amber Strandberg, Porter Novelli, assistant account executive  
Danielle Stutz-Cenedella, S.D. Deacon Corporation, marketing assistant  
Justin Tatlow, Carl Terzian Associates PR, director of special events  
Ashley Wallace, Independent Electric Supply, operations manager  
Meredith Weil, Rubin Postaer & Associates, media planner  
Jessica (Licari) Williams, Burson Marsteller, client staff assistant  
media/technology  
Kristina Wing, Butte County Public Health, community relations coordinator  
Matthew Wolpin, AirFoil, account coordinator  
Lorraine Woodcheke, The Art Institute of California, SF, PR coordinator  
Bethany Woy, Portland Impact, fiscal specialist  
Patricia Youngclaus, Edelman, Sacramento, account executive  
Allison, Zigulis, Walt & Company, account coordinator

***News-Editorial Option***

Vincent Abbate, Chico Enterprise-Record, copy editor  
Ban Barkawi, Bahrain, magazine editor

Jorge Barrientos, Bakersfield Californian, reporter  
 Kirk Barron, Stockton Herald, online content producer  
 Zuri Berry, The Union (Grass Valley), online community manager  
 Josh Brodleit, seeking teaching credential  
 Lauren Brooks, Chico Enterprise-Record, features editor  
 James Damschroder, Sonora Union-Democrat, sports reporter  
 Amanda Feder, Lake County Record-Bee, managing editor  
 Gregory Finley, McClatchy News Service, assistant news editor  
 Laura, Fitzpatrick, seeking teaching credential  
 Timothy Gilmour, Gridley Herald, sports editor  
 Leland Gordon, Redding Record-Searchlight, sports writer  
 Tracy Ikert, seeking graduate degree  
 Scott Jason, Modesto Bee, reporter  
 Brian Kennedy, Napa Valley Register, online content coordinator  
 Matthew Kiser, Spin Magazine, associate Web producer  
 Jeffrey Larson, Paradise Post, sports editor  
 Matthew McFarland, Granicus, account manager  
 Karen McIntyre, Red Bluff Dailey News, reporter  
 Travis Miller, Bakersfield Californian, copy editor  
 Nicole Pothier, Saber Times Herald (Germany), manager/editor  
 Becky Regan, MLB.com, reporter  
 Tanya Roscorla, , freelance reporter  
 Elaina Rusk, KSWO-TV, news reporter  
 Jenna Severi, March of Dimes, campaign manager  
 Chelsey Shoop, Direct EDI , marketing director  
 Kevin Snyder, Globan Fluency, junior associate  
 Stephanie Teague, Cityfile.com, content producer  
 Christopher Vongsarath, Saratoga News, reporter  
 Paul Wellersdick, Paradise Post, reporter

## **7. List graduates who have established distinguished records over the years.**

Sue Adolphson, editor of the Sunday Datebook, San Francisco Chronicle  
 Ty Barbour, photographer, Chico Enterprise-Record  
 Todd Bishop, Web site owner, former business reporter, Seattle Post-Intelligencer  
 Kimberly Bolander, courts reporter, Redding Record Searchlight  
 Vannessa Bortnick, senior director of public relations, Kimpton Hotel Group  
 Becky (Anderson) Bowers, deputy business editor, St. Petersburg Times  
 Michelle Bowman, owner, Bowman Communication  
 Cherie Britt-Wengle, global public relations, Hewlett-Packard  
 Matt Brown, editor, Nevada Magazine  
 Jeff Burghardt, owner, Burghardt-Dore Advertising  
 Lori Campbell, human resources coordinator, Sutter Medical Center  
 Theresa Campbell, international public relations director, Silicon Graphics

Bill Cox, senior director of corporate communications, Microsoft  
Lisa DeLaby, public relations and marketing manager, Butte Community College  
Rebecca de la Torre, public affairs specialist, U.S. Department of Agriculture  
Kristin Dove, vice president of marketing, Pacific Service Federal Credit Union  
Paul Eagle, vice president, Imre Communications  
David Fanucchi, director of communications, public relations, U.S. Golf Association  
Jeff Friedman, deputy editor, Congressional Quarterly  
Sarah Fry, development director, Chico State, College of Communication and Education  
Carrie Geer Thevenot, court reporter, Las Vegas Review-Journal  
Joanna Goldenstein, assistant general counsel, KPMG LLP  
Kristi Gordon, producer, KKFX-TV, KCOY-TV  
Jade Greene, project manager, financial systems, Visa International  
Rebecca Hanks-Fisher, former press secretary, U.S. Sen. John McCain  
Holly Henderson, communications director, Orange County treasurer  
Niesha (Gates) Lofing, reporter, The Sacramento Bee  
Stacy MacLean Rollo, president, Q Communications  
Kelly Moser, vice president, Porter Novelli San Francisco  
Jean Nelson, development director, Chico State College of Agriculture  
Patty Olen, vice president, Breakaway Communications  
Matt Olmstead, executive producer, TV writer  
Valerie O'Neil, vice president of global communications, Starbucks Coffee Co.  
Cynthia Oxley Rude, managing partner and chief operating officer, PainePR  
Phil Pattee, public information officer, State Bar of Nevada  
Marideth Post, minister of enlightenment, Republic of Tea  
Sheila Rooney, vice president, Fleishmann Hillard Public Relations  
Natalie Sequeira, senior manager of public relations, Apple Computers  
Rick Silva, managing editor, the Paradise Post  
Jack Sirard, retired business columnist, The Sacramento Bee  
Stephanie Smith, partner, The Brite Agency, Asheville, N.C.  
Mark Soltau, contributing editor, Golf Digest  
Mark Stein, managing editor, portfolio.com / Conde Nast  
Denise (Apra) Styerwait, public relations manager, Cross Media, Worldwide  
Randy Sumimoto, sports copy editor, San Jose Mercury News  
Art Thompson III, sports reporter, Orange County Register  
Danelle White, account director, Weber Shandwick Worldwide, London  
Frank Whitlatch, senior writer, communications and public affairs, CSU, Sacramento  
Stephanie Yoder, owner, SY Communications

- 8. Describe the program used to track graduates to assess their experiences in the professions and to gain feedback for improving curriculum and instruction. Discuss surveys or other measures of graduates' satisfaction with the educational experiences provided by the unit. Describe**



## **maintenance of records of alumni employment histories and other alumni records.**

As part of an ongoing assessment of the journalism program, the department collects data from alumni who graduated the previous year. The purpose of the survey is to assess student learning and its relevance to students once they begin their jobs. The survey also provides a snapshot of the alumni: where they work, what they earn, what they did while students. The goal is to help the faculty with data that can be used to assess their teaching and the curriculum.

The post-graduation survey had been mailed in May to each student who graduated the previous spring. Beginning in 2008, students were contacted by e-mail and postcard and directed to a Web survey. Chico State has only one graduation, so the contact list includes students who also graduated in the winter and summer terms previous to the May graduation. The survey was designed to reflect three documents: the department's mission statement, its assessment document, and the ACEJMC accreditation handbook.

The first survey was conducted in May 1998. It has been repeated every May. The survey offers three areas of interest to faculty:

1. Alumni ratings of how well they were prepared for their jobs;
2. A list of alumni employers and jobs; and
3. A set of qualitative data from an open-ended question that invited students to make general comments.

About 41 percent of our graduates responded from 1998 to 2001, a total response of 149 alumni. About 3 percent of the surveys were returned as undeliverable.

Before 1996, keeping track of graduates was an informal process. The department was five years old, and graduates were few. Faculty relied on anecdotal information about the success of graduates and their assessments of the journalism department's role in preparing them for their careers.

Considering the size of the department, it seemed to be enough to rely on students' volunteering information about their careers and opinions about the department. At graduation, faculty encouraged students to keep in touch. One retired faculty member even had a collection of business cards students sent him. After contact, faculty usually entered the graduate's name in a database used by the college as a mailing list for the communication school COMM newsletter. Within each issue of the newsletter is a mail-back feature so students can keep in touch and also tell the school about other graduates they might know.

As part of the self-study process in 1996, the faculty came to realize that the department needed to do a better job of keeping track of its graduates. In part, it was understood that the department had lost track of too many graduates and the number was going to increase. Faculty members view all the graduates not only as a scale for measuring success in reaching educational objectives but also as a resource for future students.

Beginning in 1998, an annual survey was mailed to all graduates of the previous year. Besides filling out an anonymous survey designed as an exit evaluation of the department, alumni are asked to provide personal information about their employment and their current addresses. This information is then given to the college's development director who maintains the alumni list. This list is updated both by the fund-raising process and by paying to have the U.S. postal service provide address corrections after the Comm newsletter is mailed.

In fall 1999, a department newsletter, Journalism Times, written and produced by Tehama Group Communications staff, was established to further solidify links with alumni. The newsletter focuses on alumni, current student and faculty activities. The newsletter has yielded an increase in alumni updates and visibility for the journalism program. Plans call for an electronic version of the newsletter to debut in late 2009.

The college's and department's Web pages have become a good source for job histories. Alumni are invited to provide information through a simple form. We have found that many graduates are eager to use this method.

The department also continues to encourage students to keep in touch with faculty. Faculty members value the informal e-mail contact, the telephone conversation, the weekday lunch with a graduate who is passing through town. Clearly, many of the department's graduates have a tie to the Chico community and loyalty to the department and faculty.

In 2005, the department began a Hall of Fame for The Orion, our laboratory newspaper. The following year, we also began a hall for the public relations option. In the fall, we have an induction luncheon and include our student scholarship and award winners along with their families. The event has been a great success as students and successful alumni mix.