SJSU SAN JOSÉ STATE UNIVERSITY

ACEJMC Self-Study Report for Accreditation in Journalism and Mass Communications

Original Site Visit: Undergraduate Journalism Program site visit February 6-9, 2022
Revisit: February 5-6, 2024 for Standard 9.

THE SPEAR

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Submitted to the
Accrediting Council on Education in Journalism and Mass Communications, 11/12/21

JMC TV STUDIO
SJSU

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Self-Study Report for Accreditation in Journalism and Mass Communications

For an undergraduate Journalism program site visit February 6-9, 2022; Revisit February 5-6, 2024

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

Revised, 11/12/23 (Original, 11/12/21)

Name of Institution: San Jose State University

Name of Unit: Journalism, School of Journalism and Mass Communication Address:

1 Washington Square, San Jose, CA 95192-0055

Date of Scheduled Accrediting Revisit: February 5-6, 2024

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: Phylis West, Ph.D.

Title: Director, School of Journalism and Mass Communication

Signature: *Phylis West Johnson*

Administrator to whom journalism/mass communications administrator reports:

Name: Shannon Miller, Ph.D.

Title: Dean of the College of Humanities and Arts

Signature:

DocuSigned by:

Shannon Miller

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Appendix III

Part V. Faculty CVs (see Google Drive Folder link)

https://drive.google.com/drive/folders/1z_3Q7lRj1VKq8eWnigSBqRMk2o8KQ-Y2?usp=sharing

Part I: General Information

Name of Institution: San Jose State University

Name of Unit: School of Journalism and Mass Communication

Year of Visit: 2022

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

    Higher Learning Commission
    Middle States Commission on Higher Education
    New England Commission on Higher Education
    Northwest Commission on Colleges and Universities
    Southern Association of Colleges and School Commission on Colleges
_√_ Western Association of Schools and Colleges

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

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

    Private
_√_ Public

    Other (specify)

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

San Jose State University is a public university founded in 1857. The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972, the system became the California State University and Colleges and in 1982 the system became the California State University. CSU is the largest comprehensive higher education system in the nation with 23 unique campuses serving more than 530,000 students with 44,000 employees statewide. The campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus. The system is governed by the Board of Trustees, most of whom are appointed by the governor, and serve with faculty and student representatives. The CSU chancellor is the chief executive officer, reporting to the trustees. The campus presidents serve as the campus-level chief executive

officers.

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

If yes, give the date of the last accrediting visit: February 6-9, 2021

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

The School received accreditation in 1956 for all three units, Advertising, Journalism & Public Relations. The Journalism unit is only seeking accreditation. In Spring 2019, the faculty voted to drop accreditation for Advertising and Public Relations. Marketing communications would unite those fields together in a way that would better serve Silicon Valley and address corporate needs in strategic communications. Public Relations would expand its offerings. In Fall 2019, our School sent its new Journalism curriculum to the university committee for approval. Curricular updates had been on-going since 2016 with the arrival of the new director, but Journalism launched a stronger multimedia curriculum in Fall 2019, now officially separated from Advertising and Public Relations. Given the concerns regarding fake news, the Journalism faculty wanted to clearly distinguish its Journalism curriculum during a time when fake news was increasingly prevalent. This also timed well with the School's move from the College of Health & Human Sciences to the College of Arts & Humanities in 2019.

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

The Journalism unit's mission remains the same as the School in which it is housed.
The School of Journalism and Mass Communications embraces the innovative spirit of Silicon Valley, emphasizing cultural and intellectual diversity, the First Amendment, and the free flow of ideas. The School's mission is to teach *"professional skills and advanced information technologies and inspire students to become more involved in human rights and social justice by developing the capacity for critical and original thinking and fostering creativity and a passion for communications. We further this mission with our commitment to diversity We respectfully identify and address, in a timely, fair and truthful way, issues of* race *and ethnicity, gender, sexual orientation, religious cultures and disability in our nation and global community."*
(updated May 1, 2020; edited from 2015)

The mission statement can also be found on the school's website at: https://sjsujmc.com/about-us/mission-statement/

7. What are the type and length of terms?

Semesters of 16 weeks

8. Check the programs offered in journalism:

_√___Bachelor's degree (only seeking accreditation)

_____Master's degree

____Ph.D. degree

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

Undergraduate degrees:
B.S. Journalism

All degree programs indicated are delivered on-ground. During COVID-19, our faculty made adjustments, and taught most of its courses online. Only a few courses will continue online in Spring 2022 faculty because of faculty availability. In-person sections will also remain available in those cases.

10. Credit hours required by the university for an undergraduate degree: 150 Units for B.S.

For all undergraduate degrees in the School of Journalism and Mass Communications, the degree requirement is 150 credit units by semester-hour. Minimum 150 working hours averages to the following weekly amount per semester. • Fall or Spring (16-week semester) = 10 working hours per week • Summer (12-week semester) = 12 working hours per week

11. Give the number of credit hours students may earn for internship experience.

The internship is required and is a 3-credit unit course, requiring 150 hours of work. We made exceptions to the internship requirement during COVID-19 as the result of university policy limiting student risk off-campus.

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

Journalism is a multimedia program in which areas of emphasis are fully integrated--online/print news, magazines, broadcast news and photojournalism. We also have minors in journalism and sports journalism (and a forthcoming Spanish Language Journalism minor, approved 10/23). School Director Phylis West administers the program, while seeking consultation from faculty.

Richard Craig is advisor to the *Spartan Daily*.
Rodney Knox is advisor to *Spear*.
Roz Platter is advisor to Update News while Diane Guerrazzi is on leave in Italy.
Michael Cheers is the photojournalism advisor.

Magazine advisors vary by semester.

13. Number of full-time students enrolled in the institution: 33,849 students

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

In Fall, 2021, there are 119 Journalism majors.

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study and update as needed when the site team arrives on site. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

FALL 2021 - Skills Classes (ALL online or hybrid, RE: COVID-19)			
JOUR 61-01	Writing for Print, Electronic and Online Media	20	
JOUR 61-02	Writing for Print, Electronic and Online Media	20	
JOUR 61-03	Writing for Print, Electronic and Online Media	19	
JOUR 61-04	Writing for Print, Electronic and Online Media	19	
JOUR 95-02	Beginning Digital News Photography	14	
JOUR 130-01	Media Apprentice	9	
JOUR 130-02	Media Apprentice	13	
JOUR 132-02	Feature Reporting	19	
JOUR 133-01	Editing/News Management	15	
JOUR 136-01	Newspaper and Magazine Design	19	
JOUR 138-01	Sports Journalism	16	
JOUR 140A-01	Student Media Production: Update News	10	
JOUR 140B-01	Student Media Production: Spartan Daily	8	
JOUR 140B-02	Student Media Production: Spartan Daily	8	
JOUR 140C-01	Student Media Production: Spear	19	
JOUR 140D-01	Student Media Production: Access	15	
MCOM 63-03	New Media	8	
MCOM 63-04	New Media	20	
MCOM 63-05	New Media	20	
MCOM 63-06	New Media	20	
MCOM 63-07	New Media	16	
MCOM 100W-01	Writing Workshop: Mass Communications	20	
MCOM 100W-02	Writing Workshop: Mass Communications	20	
MCOM 100W-03	Writing Workshop: Mass Communications	20	
MCOM 107-01	Audio Podcasting	17	
MCOM 108-01	Virtual Reality	14	

Spring 2022 - Skills Classes				
JOUR 61-01	Writing for Print, Electronic and Online Media			
JOUR 61-02	Writing for Print, Electronic and Online Media			
JOUR 61-03	Writing for Print, Electronic and Online Media			
JOUR 61-04	Writing for Print, Electronic and Online Media			
JOUR 95-02	Beginning Digital News Photography			
JOUR 130-01	Media Apprentice			
JOUR 130-02	Media Apprentice			
JOUR 132-02	Feature Reporting			
JOUR 133-01	Editing/News Management			
JOUR 136-01	Newspaper and Magazine Design			
JOUR 138-01	Sports Journalism			
JOUR 140A-01	Student Media Production: Update News			
JOUR 140B-01	Student Media Production: Spartan Daily			
JOUR 140B-02	Student Media Production: Spartan Daily			
JOUR 140C-01	Student Media Production: Spear			
JOUR 140D-01	Student Media Production: Access			
MCOM 63-03	New Media			
MCOM 63-04	New Media			
MCOM 63-05	New Media			
MCOM 63-06	New Media			
MCOM 63-07	New Media			
MCOM 100W-01	Writing Workshop: Mass Communications			
MCOM 100W-02	Writing Workshop: Mass Communications			
MCOM 100W-03	Writing Workshop: Mass Communications			
MCOM 108-01	Virtual Reality			

15. Total expenditures planned by the unit for the 2021–2022 academic year:

Total expenditures planned by the unit for the 2021–2022 academic year $1,225,083
Percentage increase or decrease in three years, approximately 16 percent decrease in overall
budget and 30% decrease in tenure-track faculty lines due to two retirements of senior faculty.
Amount expected to be spent this year on full-time faculty salaries $617,000.

During the past five years, overall faculty salaries have remained relatively flat, but adjustments
were made for rank promotions, new hires, and salary adjustments. We are currently in a search
for a Spanish Language media assistant professor. For additional hiring initiatives in the near
future, refer to Appendix II-D, p. 161. Also, see *Table 10. Total Faculty/Staff Expenditures for
Journalism Unit* on page 76.

**16. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time
faculty refers to those defined as such by the university.) Identify those not teaching
because of leaves, sabbaticals, etc.**

Phylis West Johnson, Ph.D., School Director
Michael Cheers, Ph.D., Associate Professor
Richard Craig, Ph.D., Professor
Nisha Garud-Patkar, Ph.D., Assistant Professor
Manuel Palos-Pons, Ph.D., Assistant Professor (Started Fall 2022)
Tina Korani, M.F.A., Assistant Professor*
Cathy Li, Ph.D., Associate Professor**
Dona Nichols, M.S., Lecturer/Advisor
Diana Stover, Ph.D., Professor
Diane Guerrazzi, M.A., Professor (On Leave 2021-22; CSU Resident Director, International
Programs, Florence, Italy) Now Emeritus Faculty.

 **Tenure-track/tenured at. 20 Journalism; *Tenure-track/tenured at. 50 Journalism

 Tina Korani teaches media design and technology courses for Advertising and Journalism,
 approximately 50 percent for each major. She directs our immersive storytelling center, which serves
Journalism undergraduate students. Cathy Li is our research expert and has been teaching the
 basic research course MCOM104 (.20). Dr. Li teaches the required MCOM 104 Research course to all
 journalism majors, effective Fall 2024.

**17. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list
names of part-time faculty teaching spring 2021. (If your school has its accreditation visit in**

spring 2022, also provide the spring 2022 adjunct list when the team arrives for the visit.)

SPRING 2021
- Anat Balint, Ph.D.
- Halima Kazem-Stojanovic, M.A. (ABD Ph.D.)
- Ralph Nichols, M.S.
- Cyrus Saatsaz, M.A.
- Joseph Stiglich, M.S.
- Vinita Nelson, M.S.
- Peter Young, M.A.

FALL 2021
- Anat Balint, Ph.D.
- Halima Kazem-Stojanovic, M.A. (ABD Ph.D.)
- Imelda Lepe, B.A. (ABD M.F.A.)
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Cyrus Saatsaz, M.A.
- Larry Sokoloff, J.D.
- Joseph Stiglich, M.S.
- Vinta Nelson, M.S.
- Peter Young, M.A.

SPRING 2022
- Anat Balint, Ph.D.
- Halima Kazem-Stojanovic, M.A. (ABD Ph.D.)
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Kristel Rodriguez, M.S.
- Cyrus Saatsaz, M.A.

FALL 2022
- Anat Balint, Ph.D.
- Farideh Dada, M.S.
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Cyrus Saatsaz, M.A.
- Larry Sokoloff, J.D.
- Joseph Stiglich, M.S.
- Kristel Rodriquez, M.S.

- Jennifer Aquino, M.S.

SPRING 2023
- Farideh Dada, M.S.
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Kristel Rodriguez, M.S.
- Cyrus Saatsaz, M.A.

Fall **2023**
- Farideh Dada, M.S.
- Ralph Nichols, M.S.
- Roslyn Plater, M.S.
- Jorge Prado, M.S.
- Rodney Knox, M.S.
- Cyrus Saatsaz, M.A.

See pages 47-48 for the racial and gender breakdown.

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

Two students were not in compliance. Here are the cases,

Student 1 graduated Spring 2021 = has a total of 69.91 semester units outside of JMC. Student is short 2.09 semester units of the 72 units. Although she did complete all GE requirements and meet the 65 liberal arts units requirement, she transferred in from a quarter system community college (De Anza Community College) which accounts for the unit shortage.

Student 2 graduated Fall 2020 = has a total of 69 semester units outside of JMC. Student is short 3 units of the 72 units because she used 1 class to double-dip for 2 GE requirements. The former advisor failed to adviser her correctly, not realizing that she could not double dip for a minor.

72 or more semester hours
outside of journalism and mass communications

Academic Year (Fall and Spring only)	Total Graduates	Number in Compliance	Percent
2020-2021	43	42	98%
2019-2020	24	23	96%

PART II: Supplementary Information

1. Complete and attach here in the main body of the self-study report the following tables: Table 1, "Students"
 Table 2, "Full-time Faculty"
 Table 3, "Part-time Faculty"

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Give the number of students by class (year in school) in each of these programs at the end of the 2019-2020 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes. Show the number of undergraduate degrees conferred during the academic year 2019-2020. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.
* Add or delete lines as needed.

Undergraduate Programs of Study	Number of Students				Total students	Degrees conferred 2020-2021 bachelor's
	fresh	soph	jr	sr		
Pre-majors, if any*						
1. Journalism	19	16	40	45	120	42
2. Journalism minor	0	0	4	5	9	
3. Sports journalism minor**	0	0	0	0	0	
Total Students						

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

**Sports Journalism is a new minor, created and effective Fall 2020.

Table 2A. Fall-Time Faculty

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

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

Semester or Quarter: Fall 2021	Years full-time professional experience	Years full-time college experience	Years on this faculty	Years at present rank	Highest earned degree	Tenured (y/n)	Credit hours taught per semester	% of time		
								tchq.	rsch.	svc.
Unit Administrator										
Phylis West (Johns.)	30	34	5	9	Ph.D.	y	N.A.	40	40	20
Professors										
Richard Craig	8	25	21	6	Ph.D.	y	12	40	40	20
Diane Guerrazzi*	28	17	13	3	M.A.	y	0	40	40	20
Diana Stover	6	47	39	33	Ph.D.	y	9	40	40	20
Associate Professors										
Michael Cheers*	13	20	15	6	Ph.D.	y	0	40	40	20
Zongchao Cathy Li	1	6	5	0.5	Ph.D.	y	9	40	40	20
Assistant Professors										
Nisha Garud Patkar	7	4	5	5	Ph.D.	n	9	40	40	20
Tina Korani	0	4	5	5	M.F.A.	n	9	40	40	20
Instructors/Lecturers										
Dona Nichols	15	22	22		M.S.	n	12	100		
*Two faculty are on leave (medical and										

professional leave, respectively).											

Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the two semesters or quarters before the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

Part-Time Faculty									
Semester or Quarter: Spring 2021									
Name	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	In charge of course	Lectures	Assist in lab
Anat Balint	33	10	Ph.D	n	n	3	X		
Halima Kazem	23	10	M.A./ABD	n	y	12	X		
Ralph Nichols	12	32	M.S.	n	n	9	X		
Vinta Nelson	32	5	M.S.	y	n	3	X		
Cyrus Saatsaz	15	7	M.S.	y	n	6	X		
Joe Stiglich	18	1	M.S.	n	n	6	X		
Peter Young	5	13	M.A.	y	n	6	X		

Part-Time Faculty
Semester or Quarter: Fall 2021

Name	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	In charge of course	Lectures	Assists in lab
Anat Balint	33	10	Ph.D.	n	n	3	X		
Halima Kazem	23	10	M.A./ABD	n	y	12	X		
Imelda Jose Lepe	22	0.5	BA	n	y	3	X		
Ralph Nichols	12	32	M.S.	n	y	12	X		
Vinita Nelson	32	5	M.S.	y	n	3	X		
Ros Plater	26	0.5	M.S.	y	n	3	X		
Jorge Prado	14	7	M.S.	y	n	3	X		
Cyrus Saatsaz	15	7	M.S.	y	n	12	X		
Larry Sokoloff	27	21	J.D.	y	n	3	X		
Joe Stiglich	18	1	M.S.	n	n	9	X		
Peter Young	5	13	M.A.	y	n	12	X		

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

San José State University is a major, comprehensive public university located in the center of San José and in the heart of Silicon Valley. SJSU is the oldest state university in California. In 1936, The School of Journalism and Mass Communications was founded by a dynamic visionary, Dr. Dwight Bentel who established at SJSU a comprehensive west coast journalism program where graduates could always successfully compete with any college or major university student in the nation. The JMC School has been nationally accredited since 1957 by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Its rigorous standards ensure the top academic programs prioritize and maintain the highest standards for ethical and responsible media instruction. For eight decades JMC School graduates have consistently become leaders and groundbreakers in traditional, online, new media and social media communications. Faculty and students work collaboratively with media industry partners Hewlett-Packard, Adobe, Apple, Google, and other emerging Silicon Valley and California businesses focused on top quality 21st century media products and services. JMC School graduates now dominate the local and regional

professional media workforce and provide new ideas, innovative approaches, and exciting new perspectives from a wide range of diverse cultural communities.

In late Fall 2018, The School of Journalism & Mass Communications was asked by the university administration to consider a new college in which to move our programs. Our faculty voted to move to the College of Humanities & Arts from the College of Health & Human Sciences (renamed from the College of Applied Sciences and Arts). President Mary Papazian wanted to strengthen the College of Health and Human Sciences. She asked a number of units to choose new homes. We originally requested to stay in our college. We had interest in building a health journalism program when the college had first changed its name. We were given two options: the College of Social Sciences or Humanities & Arts.   At the time, we had more in common with The College of Humanities & Arts.

Our School was already in the process of updating its curriculum. It was at this point that we began to consider opportunities to connect with our new college. All three units reevaluated their respective curriculum. As a result of this curricular re-examination, the faculty in Advertising and Public Relations voted unanimously in May 2019 to drop accreditation for the School, whereas the Journalism faculty wanted to strengthen its program and retain accreditation. In Fall 2019, the School officially joined the College of Humanities & Arts. At that time, the new journalism curriculum launched after two years of discussion, development, and approval by the University. Journalism had taken a hard look at what was needed to prepare our students for a news media environment now and in the future. The Journalism faculty wanted to clearly distinguish its curriculum from the surge of fake news that dominated the airwaves and social media. Other changes to our history are expounded in Appendix II, p. 191.

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

The Journalism major operates within the School of Journalism and Mass Communications at San Jose State University. It offers specialized courses in reporting/editing (newspaper), photo, magazine and electronic (broadcast) journalism, immersive technologies, and media design. Journalism also contributes to the School's graduate degree program - Master of Science (M.S.) in Mass Communications. Journalism is one of only eight Journalism/Mass Communications programs in the state of California currently accredited by ACEJMC. All accredited programs, except for one (University of Southern California) are in the California State University (CSU) system. Journalism is located in the historic Dwight Bentel Hall, one of the original campus buildings, in the center of the SJSU campus, near Tower Hall, Clark Hall and the new Student Union.

The Journalism program is housed within the College of Humanities & Arts, the fourth largest college (4,158 students), after the College of Business (5,671), College of Social Science (6,277), and College of Engineering (7,209). We are larger than our former college (Health & Human Sciences, 4,135). Comparatively, The College of Science has 3,277 students, Professional and Global Education (2,336), College of Education (1,648) and Graduate School (1,420). We are currently one of the smaller departments, but not the smallest. There are 11 departments and 2 Schools. The two Schools oversee various departments. The School of

Music and Dance is subdivided into several music departments as well. The School of Journalism is divided into Advertising, Journalism and Public Relations.

As noted, we are a part of the California State University (CSU) system. Covid-19 impacted the overall system enrollment, with some of the universities facing bigger economic challenges than SJSU. Our current college has recently faced some enrollment declines. The overall H&A college enrollment has dropped since Fall 2016 from 3,921 students to 3,743 in Fall 2021. Journalism joined H&A in Fall 2019. The University has continued to increase its enrollment from 32,773 in 2015 to 33,849 in Fall 2021 (with slight fluctuations through the years). See http://www.iea.sjsu.edu/Students/Enrollment/enroll_year.php

Our former college was smaller but had a larger budget. There are less resources in our new college, but there are unique and different opportunities for partnerships between departments and colleges.   Our Dean has provided many grant initiatives for entrepreneurial faculty.   Since our last site visit, our Journalism enrollment has continued to decline from 178 (Fall 2016) to 119 (2021). Our enrollment was 156 in Fall 2018 and 2019. In Fall 2020, our enrollment dropped to 139. We have considered many reasons for the loss of students, from student complaints about too many requirements, an inadequate number of advisors and some students were confused about our new curriculum. We introduced our new multimedia curriculum in Fall 2019 when we joined H&A. Initially, many students resisted courses in multimedia journalism and preferred to specialize in print journalism. We held orientation sessions to guide students through the program. All tenure-track and tenured faculty were trained as advisors as of Fall 2019 with one lead advisor overseeing the process for our program. We have also made an effort to reach out to non-majors, by developing new minors (digital technology, sports journalism) to provide a larger footprint across campus. We also created JOUR50, Navigating the News, a GE course that introduces non-majors to our Journalism program. Non-majors can also take MCOM72 Mass Communication & Society.

The University centralized college budgets in 2018 and has increased its emphasis on graduate education since our last visit. SJSU has strengthened its research commitment and created a RSCA (Research and Creative Activity) internal grant program that reduces the teaching load for all tenure-track and tenured faculty, provided they have an active RSCA agenda. SJSU's emphasis on engineering and computer science, at the expense of the humanities and the arts, is not new at SJSU. State funding is tight across California. We have always felt that our operating budget has been too limited especially with regards to travel. In recent years, we have faced a tighter operating budget, especially due to declines in enrollment, particularly during Covid-19. Our program, however, is well respected across campus. We have held many events that have served as positive public relations for our college and university. The university has used our TV studios for taping special events and speeches. Our department continues to provide outreach across campus and via the San Jose community. Our 360 VR journalism lab has provided opportunities for engagement with other units on campus and across CSU and beyond.

The university and college are supportive of the Journalism major, helping to organize and provide resources to our major events like the annual Hearst Award celebrations, as well as special initiatives. It operates separately from the other majors, in terms of curriculum, media productions, and overall   operations. The School functions within the College of Humanities and Arts, and each of our programs has developed its own goals and plans, although similarities exist in our School mission for diversity in faculty representation and curriculum.

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

As noted above in Question 12, the primary change has been our move to the College of Humanities & Arts, and the Fall 2019 launch of our new journalism curriculum separate from Advertising and Public Relations. Its development had been in progress since 2016, but it officially decided to separate from Advertising and Public Relations, given the rise of fake news across the airwaves and social media outlets. The Journalism program has been strengthened, with majors advised to take minors or (unofficial) areas of emphasis in the social sciences and sciences as well as in human rights/social justice. We have provided data analytic workshops to our students and faculty. We have retained partnerships with the College of Health & Human Sciences, developing a minor in sports journalism and soon health journalism. We have also developed a partnership with Meteorology, providing a bridge for opportunities in Broadcast Meteorology. We have another partnership with the Human Rights Institute, for which the co-founder is working with us to develop a human rights news network. We have launched courses in podcasting, news documentary, and offer minors in journalism, digital media, and sports journalism across the university. We are developing a minor (and hopefully a major) in health journalism, in which ADOBE has established a scholarship fund of $50,000. We have expanded our offerings for multimedia storytelling. Not only do we teach courses in 360 virtual reality, but a course in artificial intelligence and robotics has been approved to begin Spring 2022. In 2017, JMC founded the Immersive Storytelling Laboratory, and since then our journalism students have incorporated augmented reality in magazines as well as aired 360 VR news stories.

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

There were two visits conducted since the last assessment cycle. During the November 2014 site visit, the team noted several strengths and weaknesses.

Strengths:

- An extraordinarily diverse student body, representative of the service area
- Location in a major media market and a mecca of high technology
- A hard-working, collegial, and self-described "scrappy" faculty with a heavy focus on student success
- New building renovations and technologies, including a state-of-the-art high-definition TV studio and control room to produce a weekly student newscast that airs on local cable TV,

a

converged student media newsroom with print, broadcast, multimedia.
- Development successes led by an $8.7 million gift, the third largest in the history of the University
- Two $1 million U.S. State Department grants to teach journalism students and professors in Afghanistan through 2015.

Since the last report, Journalism now has a dedicated student media website, and 360 VR laboratory. Moreover, we were awarded a $250,000 U.S. State Department grant to teach new media skills and concepts to journalism professors in Tbilisi, Georgia (2017-2018). We have had a record–number of student media awards in print/online and broadcast news, as well as more recently in immersive journalism.

- <u>Weaknesses</u>:

- Routine and systemic oversubscriptions of skills courses in violation of the ACEJMC-mandated 20-student cap, preventing the School from adequately delivering its curriculum

- Lack of an ACEJMC assessment plan

- Lack of ethnic and gender diversity on both the full-time and part-time faculty

- Lack of systematic data analysis to manage enrollment

Since the last report, we have maintained our 20-student cap on skills classes.

List the standards with which the unit is not in compliance.

- Standard 2 - Curriculum
- Standard 9 - Assessment

Summarize the problems or deficiencies that must be addressed before the next evaluation (i.e., related to non-compliance with standards).

- Standard 2. The School needs to adhere to the 20-student maximum on skills courses.

  We addressed this issue after our initial site visit, and it was fixed before the revisit to regain full status in 2017. The skills classes are capped at 20 so that anything over that number becomes evident immediately. The only way that we could go over that cap is if a faculty attempts to override the system by allowing a student into the class. If that were to happen, our reports would kick it back to the scheduler, and we would advise the professor that they had exceeded the cap. Those students are advised immediately to sign up for a new section, or they are forced to wait until next term. We have a senior preference policy that allows graduating students to enroll before other students. The university has not questioned our need to maintain this cap since my arrival to SJSU in 2016. They understand it is important to our accreditation. Former Director Bob Rucker worked with administration to ensure compliance. Moreover, we have since developed a new journalism GE course JOUR 50 that serves as a very large lecture course, ultimately helping to financially support our 20 cap.

Specifically, to control enrollment in our skills courses, we manually monitor the class size during the first two weeks of class. The administrative assistant reports to the program director daily about enrollment in these classes. Faculty are not permitted to add students beyond their class limit without permission. We have asked the university for an automated system that caps class size. None exists at this point. We have had some minor issues with adjuncts failing to adhere to our cap mandate that does not appear on our spreadsheets until post-census. Our goal is 100% compliance. Of the 364 skills courses offered from Spring 2015 to Fall 2021, 359 were in compliance. Five courses were not in compliance (four of them over by one student, and one course over by two students). Here are the exceptions - Spring 2015 (1 course-1 over; 21 of 22 courses in compliance that semester); Spring 2017 (1 course -1 over; 25 of 26 courses in compliance); Spring 2019 (1 course -1 over; 25 of 26 in compliance); Fall 2020 (1 course-1 over; 29 of 30 courses in compliance); Spring 2021 (1 course-2 over, 28 of 29 courses in compliance). Overall, nearly 98.6% of our courses were in compliance since Spring 2015.

● Standard 9. The School needs to design and implement an assessment plan that uses direct and indirect measures for the 12 ACEJMC values and competencies.

Since the 2017 revisit, we have revised and strengthened our direct measures of assessment. A series of surveys are administered annually - pre-tests to assess student knowledge upon entrance to our program and a subsequent post-test. Internship site supervisors are asked to evaluate all interns based on the 12 ACEJMC competencies and values. We also conduct external reviews on student work.

In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation. N/A

If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

Revisit report (Visit Date: February 19-21, 2017)

1. List each standard found in noncompliance and the reasons as cited in the original team report. (Add additional pages as necessary.)

The 2014 ACEJMC site team report found two standards in noncompliance – Standard 2: Curriculum and Instruction and Standard 9: Assessment of Learning Outcomes

2. For each standard that had been in noncompliance, provide a summary of the team's findings regarding corrections. Provide an evaluation of compliance or noncompliance. (Present a separate narrative response for each of the standards in noncompliance. Add additional pages as necessary.)

Summary of findings: There remained fundamental problems with the School's assessment. First, there was still no written plan, but instead an ad hoc collection of assessment measures implemented at different times with different frequencies. The lack of a clear plan seems to impede the effectiveness of comprehensive assessment of learning outcomes.

There seem to be two direct measures deployed by the School – an externally reviewed portfolio analysis conducted by professionals in the industry and a survey completed by internship employers. The portfolio reviews show great promise but are quite limited in both frequency and the number of ACEJMC values and competencies they measure. In journalism, a team of five editors from the San Jose Mercury News conducted a portfolio review of seven students last year in JOUR135: Reporting, Editing and Management. The reviewers were given a rubric to measure only ACEJMC Values/Competencies No. 7, 8 and 12, and the next portfolio review for that class is not scheduled for another three years – Fall 2019. For the public relations major, a portfolio evaluation was designed for PR199: Campaign Planning and Management, using a rubric designed to measure No. 8. That review was conducted for the first-time last semester – two years after the site team visited. It, however, is scheduled again for this semester. For advertising majors, a professional portfolio review was designed for ADV129: Campaigns Management, with a rubric to measure Values/Competencies No. 7 and 8. Four external assessors evaluated a single team project in Spring 2016. The next portfolio review is scheduled for Fall 2017.

The other direct measure with great promise tries to take advantage of the 240-hour internship requirement of all majors by implementing both employer and student feedback. The employer feedback, however, has been almost exclusively qualitative and measures only two of the ACEJMC values/competencies – Nos. 5 and 11. Traditionally, intern supervisors have written a letter about the student at the end of the semester, and the School then reads these letters looking for patterns or useful quotations. After the site visit in 2014, for the first time a tool was

created for the supervisors to rank their interns on the ACEJMC competencies. Unfortunately, it was deployed just once, and the data was never retrieved or analyzed. The qualitative letter-writing and reading continued. After the Fall 2016 semester, as the revisit team was preparing to come to campus for the site review, another tool for intern supervisors to evaluate their interns was created. It has only been used for the winter break internship class of four students. The plan is to send the new tool to supervisors for the Spring 2017 interns. Therefore, there is now a tool in place that could be used as a direct measure, but no such data or measurement currently exists.

The School also planned on a comprehensive pre-test / post-test. The pre-test, which was implemented last semester to new students, seems to measure a limited number of ACEJMC values and competencies. The School was planning on delivering a post-test this semester to another set of students who are finishing the program.

In the written materials and during conversations with the ACEJMC team during the revisit, it appears the School still struggled with differentiating objective, direct assessment measures from class tests and grades. Much of the assessments still consist of instructors evaluating their own classes, and without the benefit of pre- and post-tests. Tests and class assignments designed and graded by the instructor for her/his own classes are not objective assessment measures. For the majority of the ACEJMC values and competencies (1, 2, 3, 4, 6, 9 and 10), there is only one measure for each, and that evaluation is a class assignment or test designed, administered, and evaluated by the class instructor. For example, ACEJMC Value/Competency No. 1 is measured by a libel exam and an analysis of Supreme Court opinions. The tests are designed, implemented, and graded by the course's instructor. The measures for No. 2 and 3 are questions in the course final exam, graded by the courses' instructors. The majority of the listings of assessment measures for the 12 ACEJMC values and competencies fall into this category. (It is worth noting that last semester several journalism professors teaching JOUR61: Writing for Print, Electronic and Online Media as a group assessed Values/Competencies 9 and 10 together across sections using a common rubric).

The School also listed a series of indirect assessment measures. Graduation rates, retention rates and alumni employment all were listed as current indirect measures, but data on the measures were not provided to the revisit team and the School could not easily provide the data during the revisit. The School also listed student awards as an indirect measure but had not been measuring that information until asked by the site team during the visit.

The School conducted two alumni surveys in recent years. In 2014, right before the November 2014 site team arrived on campus, a large-scale online survey was sent to all known former students; 188 responded. In Fall 2016, before the arrival of the revisit team, a follow-up survey was sent to recent graduates; 72 responded. The second survey was more comprehensive and included open-ended questions. While the two surveys had different audiences and took different forms, the findings were similar, with minor shifts in some categories. The categories mapped roughly to the 12 ACEJMC values and competencies. JMC alumni felt positive about their education in writing clearly and accurately, appreciating free speech and press, valuing truth, accuracy, and fairness, and applying ethical ways of thinking. Skills that need more

development include understanding and using technology, applying numbers and statistics, using imagery appropriately and conducting research. There is little evidence that there has been effort put into "closing the loop" on the alumni survey findings. The school reports that most requests/critiques surfaced in the open-ended survey answers are "already occurring" (perhaps since some of the respondents graduated). One action based on a 2016 survey recommendation is to implement career-fair opportunities; this is planned for Spring 2017. There is not yet a plan for further alumni surveys going forward.

Shortly before the revisit team arrived on campus, the School also conducted its first exit survey for graduating seniors in more than a decade. The survey, designed to measure student perception of the JMC education, included rankings for the 12 ACEJMC values and competencies. Only 11 students responded, limiting the data's usefulness. The School is considering again using this survey for Spring 2017 graduates.

3. Describe any other weaknesses cited by the site team in its report and any additional concerns cited by the Council in its letter to the unit regarding provisional status.

Declines in Journalism Enrollment. *The site team also noted a dramatic decrease in undergraduate enrollment, a 41 percent decline during the accreditation cycle (from 719 undergraduate majors to 425).*

Streamline Self-Study. *The self-study is the heart of the accreditation process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study, The self-study was problematic – long on words and short on data. It lacked synthesis and analysis of data throughout. The self-study would have been aided by short, fact-based executive summaries for each standard.*

Lack of Assessment Plan. *Standard 9 was out of compliance because there was not an assessment plan, strategy, or system. While there has been much effort around both direct and indirect measures, there is still no overarching plan and confusion remains about what qualifies as assessment versus regular educational activities, like instructor-implemented and evaluated exams. There is no shortage of activity, but the implementation has been fragmented and lacks strategy and close-the-loop follow-through. The School will need to be more intentional and consistent to build an effective assessment program.*

The revisit team recommended reaccreditation, noting this is a solid program. With a finding of compliance on Standard 2, the SJSU program is out of compliance only on Standard 9." There is time before the next site visit to remedy the issues and continue to evolve the program based on the findings from effective and strategic assessment activities."

4. For EACH of the other weaknesses cited by the site team or concerns cited by the Council, provide a summary of the team's findings regarding corrections.

To offset a decline in enrollment, the unit has increased its attendance at area journalism

community college conferences and has conducted visits to area high schools. The School has regularly conducted high school tours across the Bay Area, and its faculty and students have regularly participated in the Journalism Association of Community Colleges (JACC), and even held it on its campus in 2019, hosting junior college Bay Area students. During this conference, our Hearst winners Alex Shebanow (with Dan Rather) presented at the conference. When CNN Chief White House Correspondent Jim Acosta received the Hearst Award, he presented to students across the Bay Area, which also served as an excellent recruitment tool. At this point, we do not have any significant evidence that our efforts have increased enrollment. During orientation sessions, we had several students note that they had attended our JACC sessions and our departmental events. Our faculty at several recruiting events have talked directly to students who enrolled in our journalism program the following year. Many of our alumni work locally in San Francisco, and these events are covered in the evening news. There are many journalism programs in the Bay Area and we believe this coverage serves as positive publicity for potential recruitment. We have also gained a few students from Mosaic, the summer journalism program serving under-represented area high school students, held every summer in our newsroom.

Our Actions To Increase Diversity among Faculty

Journalism remains steadfast in its commitment to hiring fuller and more part-time faculty. Our current School director Phylis West Johnson, the first woman to hold this position, affirmed the commitment to diversity when she was hired in 2016. In the Journalism Program from 2011 to present, our part-time faculty hires included Kiet Do, a Vietnamese American man, and Brad Shirakawa, a Japanese American man, as well as Lisa Fernandez, a Jewish-American woman. More recently, with regards to adjuncts, our lecturer pool has become increasingly diverse. In 2020, we hired Jorge Prado, a Latino man, who now teaches bilingual journalism. Prior to that, Juan Serna had been advising our Spanish language newscasts for several years in addition to his role as studio manager for Update News, our regularly weekly news broadcast, and all our public affairs programming. Moreover, Cyrus Saatsaz is a Persian man who teaches technology and writing courses for Journalism, and Kris Rodriquez, Latina alum, has been hired to teach Journalism writing courses in Spring 2022. In Fall 2021, Jose Lepe, a Latino woman, is teaching photojournalism while Dr. Michael Cheers is on medical leave. Roz Platter, an African American woman, is a news professional currently working in Los Angeles. She is filling in for Professor Guerrazzi, who is on professional leave this year.

With regards to tenure-track lines in Journalism, we hired Dr. Cathy (Zongchao) Li, an Associate Professor from China to teach our research courses, Tina Korani (M.F.A), an Assistant Professor from Iran to teach new media to journalists, and Dr. Nisha Garud-Patkar an Assistant Professor from India to teach across many Journalism areas. In addition, we hired a new Assistant Professor in Public Relations, Dr. Shaun Fletcher, an African American, whose sports communications courses bring non-majors into our sports journalism program. A search is in progress for an assistant professor of Spanish Language Media.

In terms of gender diversity, since 2016, full-time female faculty members (Garud-Patkar, Guerrazzi, Korani, Nichols, Li, Stover, West) are now adequately represented in our Journalism program. In addition, there are three female full professors, and one male

professor. Diane   Guerrazzi was promoted to full professor in 2019, and Dr. Li was promoted to Associate Professor in 2021.

Comparatively, we have increased our faculty diversity,

In 2015, we had 7 full-time Journalism faculty, 5 males and 2 females.
Michael Cheers and Bob Rucker (African American males/assoc. profs.); Richard Craig, Scott Fosdick, William Tillinghaus (3 white males/full profs.); and Diana Stover and Diane Guerrazzi (2 white females/1 prof. and 1 assoc. prof.)

For further breakdown with regards to diversity in 2015, please note:
African-American 22 percent of the journalism faculty
White, 55 percent of the journalism faculty
Males, 55 percent of the journalism faculty.
Females 22 percent of the journalism faculty

In Fall 2021, Journalism has 7 full-time faculty and two additional faculty who contribute to the program. Among the 7, there are 5 females, 2 males and the additional faculty are female.

The 7 full-time Journalism faculty are Michael Cheers, Richard Craig, Nisha Garud-Patkar, Diane Guerrazzi, Dona Nichols, Diana Stover, Phylis West and the additional faculty are Tina Korani (.5), Cathy (Zongchao) Li (.2).

We had 9 full-time faculty in Fall 2020. Please note that Journalism has had three retirements since our last visit, two white males (both at Professor rank, Bill Tillinghaus and Scott Fosdick) and the former director Bob Rucker, an African-American male at the associate professor rank. Associate Professor Rucker retired in Dec. 2020, as did Prof. Fossick. Tillinghaus retired in 2017.

Here is the breakdown with regards to the diversity of the 7 full-time faculty in Fall 2021,

Asian-American 30 percent of the journalism faculty [Nisha Garud, Cathy Zongchao Li]
White, 60 percent of the journalism faculty (R.Craig, Dona Nichols, Diana Stover, Phylis West)
Other, 14 percent of the journalism faculty (Tina Korani)
Males, 14 percent of the journalism faculty. (R. Craig)
Females, more than 70 percent of the journalism faculty (N. Garud, T.Korani, D. Nichols, D. Stover, P. West)

1 white male (1 prof.): 2 white females (2 prof.); 2 Asian women (1 asst. prof.; 1 assoc. prof.), Middle Eastern woman (assist. prof)., 1 white female lecturer.

In 2015, among part-time faculty, 84% were white; 50% were male.

Also, the 2015 report noted that there is no hiring plan for diversity. Do you have such a plan now? Yes, our hiring plans are noted in our report. First and foremost, we have made it a priority to seek out diverse applicants in the hiring of full-time and part-time faculty. Our first goal is increase our Hispanic/ Latino full-time faculty immediately, and we are doing so in our current search. Our goal is to better reflect our student body through our faculty and curriculum, as well as faculty research and creative activities. By increasing the diversity of our full and part-time teaching staff, we will accomplish the aforementioned goals. This Fall 2021, we hired two Hispanic Latino adjunct faculty in journalism, a third in the spring. We hired an African-American female adjunct this fall as well.

For the recent breakdown of adjunct faculty by race and gender, see pages 48-49.

In Fall 2021 among the 9 part-time faculty, 11 percent were African-American, 11 percent were Asian-American 21 percent Latino-Hispanic, 11 percent were Middle Eastern, and 38 percent were white.

With respect to gender, 56% were males (22% white, 12% Latino/Hispanic, and 12% Middle Eastern), and 44% were female (11% African-American, 11 % Asian, 11% Latino-Hispanic, 11% International).

Fall 2021: 9 Part-time Faculty
African-American 11percent of the journalism faculty Ros Platter
Asian-American 11 percent of the journalism faculty   Vinita Nelson
Latino-Hispanic 22 percent of the journalism faculty Jorge Prada, Jose Imelda Lepe
White, 38 percent of the journalism faculty   Ralph Nichols, Joe Stiglich, Peter Young
International, 11 percent of the journalism faculty Anat Balint
Other, 11 percent of the journalism faculty   Cyrus Saatsaz (Middle Eastern)

Female 44 percent (Platter, Nelson, Lepe, Balint)
Males 56 percent (Prada, Nichols, Stiglich, Young, Saataz)

Spring 2022, 6 Part-time Faculty
African-American 14 percent of the journalism faculty Ros Platter
Latino-Hispanic 29 percent of the journalism faculty Jorge Prada, Kris Rodriguez
White, 14 percent of the journalism faculty   Ralph Nichols
International, 14 percent of the journalism faculty Anat Balint
Other, 14 percent of the journalism faculty   Cyrus Saatsaz
Males, 43 percent of the journalism faculty (Nichols, Prada, Saatsaz)
Females, 43 percent of the journalism faculty (Balint, Platter, Rodriguez)

(Note: Nelson is on hiatus for Spring 2022; Young & Stiglich resigned)

In Spring 2022, among the 6 part-time faculty, 43 % are males (14% white, 14% Latino-Hispanic, 14% Middle-Eastern) and 43% are females (14% African-American, 14% Latino-Hispanic, 14% International).

Assessment Plan Developed and Implemented

Standard 9: Assessment of Learning Outcomes: We have several strategies for assessing our student's achievement. Among the direct measures, we employ the following: (1) pre/posttest to measure knowledge acquisition of journalism theories and concepts, (2) internship site supervisor surveys and (3) external reviews of student work, with the latter two tools measuring all 12 ACEJMC competencies and values. In regard to indirect measures, we also (4) track our

regional and national student awards annually, as well as employ (5) annual senior exit surveys to measure student satisfaction, and (6) alumni surveys, in which graduates are asked to evaluate the value of their education while in the field. (See Appendix I-A, p. 93)

4. **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 self-study process, and describe any changes undertaken or planned as a result.**

Full professor Diana Stover led the effort to pull together all the pieces of this report. Cathy Li prepared the tables and graphs. Richard Craig and his assistant Michael Corpos, the graphics manager of the Daily Spartan, prepared the narrative and tables for the newspaper and magazine awards. All full-time journalism faculty contributed helping to organize this report by providing information. Journalism lecturers helped provide requested information. All journalism faculty contributed to the pre/posttest. Dona Nichols helped with sections regarding student advising.

Tina Korani and her student assistants helped with preparing the web site. The School Director helped with the overall narrative and organization. Nisha Garud-Patkar, Ralph Nichols and Dona Nichols agreed to serve as course mentors for new instructors, ensuring that syllabi were consistent in journalism instruction. The biggest lessons learned were how to create effective survey instruments that measure student achievement, and how to work together as a team to strengthen the journalism program as a separate unit within the School. We discovered that most students were not interested in filling out our senior surveys, while our alumni surveys, internship supervisor surveys, and portfolio reviews were excellent tools.

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

Undergraduate Journalism Program/Catalog:
https://sjsujmc.com/programs/undergraduate/journalism/

Mission: https://sjsujmc.com/draft-of-new-journalism-page/
San Jose State University (sjsujmc.com)

Journalism Publications
https://sjsunews.com/

Part II, Standard 1. Mission, Governance and Administration

BEFORE THE VISIT: As part of the self-study process, the unit should self-report data directly into ACEJMC's searchable database, https://lookup.acejmc.org, by the time of the site visit. Instructions are at http://www.acejmc.org/resources/ acejmc-database-instructions-2.

During the visit, the unit should provide the following in the workroom or access to:
- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff, or students

Executive summary:

Since the last accreditation review, Journalism faculty have attempted to create a curriculum and learning environment that meets the needs of our students now and in the near to distant future. Our students must report in an increasingly diverse world, and write about issues that have become increasingly complex, such as social justice, human rights, and climate change. Part of our mission is to inspire our students to be leaders in their field. We want them to understand the new and emerging technologies, and how these tools will impact their storytelling. We not only want them to learn these new technologies, but to critically analyze their strengths and weaknesses. Most importantly, we want them to be ethical journalists, who craft their stories to engage their readers and audiences. Our faculty need to teach them by modelling these values in their curriculum as well. It is our goal to ensure that our faculty and staff are representative of our student body, to build our alumni and industry connections to help our students succeed in their goals, and to provide the financial infrastructure to provide them unique experiences to better prepare them for their careers upon graduation. We believe that our revised strategic plan will accomplish our mission.

Respond to each of the following instructions. (Boldface type on questions/directives. Use regular type on responses.)

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

The School Director, Dr. Phylis West Johnson, oversees all three undergraduate majors and the graduate program. She reports to Dr. Shannon Miller, Dean of the College of Humanities & Arts, who reports to the Provost and Senior Vice President of Academic Affairs, Dr. Vincent J. Del Casino, Jr., who reports to SJSU President Mary Papazian (now President Cynthia Teniente-Matson, as of Fall 2023).

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

unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan

provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.

The following plan was discussed and approved unanimously by faculty vote during Spring 2020. It updates the previous plan, prioritizing diversity in future hiring, curricular revisions, research and creative activities, and measurement of student success, as well as ensuring external funding and partnerships to keep our program viable in years to come. Our dean and provost have supported us in our request to hire a Spanish Language media assistant professor. We have also requested hires in human rights and data analytics, as well as health communication. Our annual student showcase and portfolio reviews appear to be successful ways in which to engage with industry and alumni. We look toward the future, introducing our students to new technologies while keeping them grounded in ethics and the values of award-winning community centric journalism.

Strategic Plan: The JMC School must, between 2021 and 2026:

-Increase the diversity of our tenured and tenure-track faculty and part-time faculty, while maintaining our current diversity.

- Increase BIPOC permanent and part-time faculty in all major areas, particularly recruiting faculty with research and creative activities that focus on the importance of diversity, equity, and social justice.
- Consider interdisciplinary teaching partnerships that would increase the diversity of faculty (for example, building a Spanish language Journalism initiative).
- Re-evaluate the weight of service initiatives as critical to the promotion and tenure of BIPOC faculty and other faculty, who have an unfair service commitment due to the nature of their responsibilities and duties.
- Prepare students for the future of journalism and mass communications, from now through Year 2030 and beyond.

-Enhance faculty research, grants/contracts, and dissemination.

- Redefine standards and definitions for research and scholarly/creative activity to better reflect and represent the needs and interests of our faculty and society
- Articulate school expectations for retention, tenure, and promotion to better reflect our students, faculty, and society, now and over 5-10 years.
- Support grant development, proposals, dissemination, and travel that underscore the importance of diversity, equity, and social justice for all.
- Seek grant opportunities to help to promote STEM, positing students to understand the changing world in which they will live and work.
- Profile creative activity and research that accentuates our social justice mission

-Review curriculum alignment with vision, mission, and directions.

- Consider and implement ways to decolonize JMC curriculum to address the critical needs and issues of BIPOC students more effectively, and to present opportunities for all students to engage in political discussions that impact their future.
- Identify new opportunities for online education, especially at the graduate level.
- Continually develop professional partnerships and collaboration with media companies and Silicon Valley businesses.
- Identify and plan for the extended integration of new technologies in pedagogy.
- Develop interdisciplinary curricular opportunities in STEM, health journalism, social justice, and environmental sustainability "Green curriculum"
- Enhance faculty orientation, industry training and structured mentoring programs.

-Define support for student success.

- Establish new assessment surveys and data analysis approaches to drive curriculum changes and future hires.
- Strengthen the web presence to showcase School programming and to enhance recruitment
- Maintain commitment to curriculum enrollment planning to keep national Journalism accreditation.
- Establish new alumni and professional mentoring and portfolio review systems.
- Maintain an alumnus contact database and a congruent plan for tracking graduates.

-Enhance revenue streams.

- Target specific needs and interests for major fundraising initiatives.
- Identify potential revenue streams through innovative programming and services.
- Invite media industry and corporate consultation for funding initiatives, student internships, and opportunities.
- Include global media professionals in multi-platform program promotional efforts.
- Provide significant RTP credit for such initiatives as Professional and Creative activities.

-Focus operations on strategic planning, effective communication, sense of cohesion and accountability.

- Publish an annual online newsletter of the School's annual achievement for alumni and industry leaders.
- Create and maintain comprehensive electronic filing and equipment tracking systems.
- Revise quantitative and qualitative assessment tools for more timely and insightful annual reports.
- Create a Silicon Valley Center for Social Media Analytics that would serve both

academia and business.

-Improve governance and operational models.

- Streamline committee service, reducing committee size and increasing committee effectiveness.
- Develop ongoing professional development educational and research practices.
- Leverage the school's public reputation for excellence through industry partnerships and technological innovation.

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

Each unit nominates its faculty to serve on department, college and university committee per committee guidelines. In early May annually, faculty are nominated for several committees, among the most important being the Retention, Tenure and Promotion (RTP) committee, of which its members must be selected by secret vote, and the other being Faculty Recruitment regarding upcoming unit searches. These two committees are described in the section on academic governance, https://www.sjsu.edu/up/uptoolkit/operations/academic-department-governance.php

Other committees for the College include Curriculum, Research and Sabbatical. Unit faculty are asked to nominate faculty for these college committees. Unit faculty are selected to serve on the unit's curriculum committee and various subcommittees including technology, student recruitment, student feedback, and the annual showcase.

Faculty Governance, https://www.sjsu.edu/up/uptoolkit/operations/academic-department-governance.php

Departmental Voting Rights,
https://www.sjsu.edu/senate/docs/S17-6.pdf

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

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

Accreditation (Diana Stover) Curriculum Committee (Dona Nichols; Manel Palos-Pons, Fall 2023)
Retention, Tenure, Promotion (Phylis West Johnson with three tenure-track faculty)

Recruitment (John Delacruz)
Scholarship (Richard Craig)
Technology (Tina Korani)

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

They lead in curriculum decisions and serve on hiring (faculty recruitment) as well as retention, tenure and promotion committees at the unit, college, and university level. Many of our faculty have served on faculty senate subcommittees, upper administrative search committees, and college and university committees regarding research and diversity.

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

The selection of the chair/director is decided by unit voting faculty. The College Election Committee administer the process, consisting of the Dean or its designee, a university representative and a unit representative. The nominee should be tenured with a rank of at least associate professor. The Dean calls for nominees for the department committee, and then charges the committee to organize the chair nominations and/or review process. Faculty may choose at this point to seek an external candidate.

The faculty review the chair/director every four years. A committee is selected among the faculty with the Dean assisting in the process (as noted earlier). At that point, the university protocol is followed, and the director is evaluated by the unit faculty committee, who seeks comments from full and part-time faculty, unit staff, fellow Dean's council members, and university administrators, as well as unit students to assess whether the director has been successful and should be renewed or removed. In the case of removal, nominations are invited among the faculty-of-the whole. See Section 3.8 on voting rights of tenure-track, lecturer and adjunct faculty, https://www.sjsu.edu/senate/docs/S17-6.pdf. The complete university guidelines are at this link, https://www.sjsu.edu/senate/docs/F17-3.pdf

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

Faculty, staff, and students have access to the School Director, who attempts to settle the grievance initially in a private meeting, unless representation is requested. After meeting with the party, the Director follows university protocol depending on the issue at hand. If it is a sexual harassment issue, for example, the Director would follow appropriate university protocol, following federally mandate guidelines. If it is a grade dispute, the Director will encourage the student to first meet with the instructor. If that doesn't work, then arrangements will be made to mediate the situation. Likewise, if the dispute is between either faculty or staff, or both depending on the problem, the Director would serve as a mediator, trying to bring all parties together to resolve the issue in a respectful manner.

Part II, Standard 2. Curriculum and Instruction

Make the following documents available in a digital format and in the workroom during the visit:
• a complete set of syllabi for all courses offered by the unit at the time of the site visit, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

The syllabi are available at this link,
https://drive.google.com/drive/folders/1xbXJaeqhrvS8miiaaL3Qd6WlZQNd_47n?usp=sharing

Executive summary:

In Fall 2019, Journalism as a unit launched its new curriculum. We revised many of our courses based on assessment feedback since our last accreditation and the changing political landscape across the nation. MCOM 72 Mass Communication and Society is required for all journalism majors, some of whom often take a similar course at their junior college. However, we have now added a news media literacy course, *JOUR 50 Navigating the News*, providing students with fundamental understanding of journalism. This course is also offered within the university's general electives. It was launched in response to the backlash against journalists and need for students to detect fake news. We strengthened our journalist core and provided our students with more options to develop their interest in our JOUR 140 series of media production courses (broadcast, newspaper, sports. and/or magazine). During this process, we flipped a few courses around, so some of the course numbers no longer apply.

Please respond to each of the following instructions:

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed.

Number of hours/units required for graduation: 120 Number of hours/units required for major degree: 40

All Journalism majors begin by building a conceptual understanding of American Journalism through the completion of *JOUR 50 Navigating The News*. Likewise, they develop foundational skills in writing, editing, and producing multimedia journalism through a series of introductory skills courses, namely JOUR 61 (and its prerequisite MCOM 101) MCOM 63 and MCOM 95, as noted below. From there, students advance their skills and conceptual understanding of

journalism. Each course is described in detail in the subsequent sections.

Core Courses for All Students in Program (30 units)

- JOUR 61 - Writing for Print, Electronic and Online Media *3 units*
- JOUR 95 - Beginning Digital News Photography *3 units*
- JOUR 130 - Student Media Apprentice *3 units*
- JOUR 132 - Magazine Reporting, Print and Online *3 units*
- JOUR 133 - Editing and News Management *3 units*
- MCOM 101 - Media Law and Ethics *3 units*
- MCOM 111 - Internship *3 units*

Complete One Course From:

- MCOM 104 - Introduction to Mass Communications Research *3 units (Req. Fall 2024).*
- MCOM 105 - Lifestyles, Diversity, and the Media *3 units*
- MCOM 106 - Global Mass Communication *3 units*

Complete Two Courses From:

One course must be JOUR 140A, JOUR 140B, JOUR 140C, or JOUR 140D. All courses are repeatable for credit.

- JOUR 140A - Student Media Production: Update News *1-3 units (3 units required)*
- JOUR 140B - Student Media Production: Spartan Daily *1-3 units (3 units required)*
- JOUR 140C - Student Media Production: The Spear *3 units*
- JOUR 140D - Student Media Production: Magazine *3 units*
- JOUR 150 - News Media Management *3 units*

Upper Division Journalism Electives (4-6 units)

Complete 4 units from:

- JOUR 136 - Newspaper and Magazine Design
- JOUR 140A - Student Media Production: Update News *1-3 units (3 units required)*
- JOUR 140B - Student Media Production: Spartan Daily *1-3 units (3 units required)*
- JOUR 140C - Student Media Production: The Spear *3 units*
- JOUR 140D - Student Media Production: Magazine *3 units*
- JOUR 142 - Beginning Visual Journalism for Print/Electronic Media *3 units*

- JOUR 150 - News Media Management *3 units*
- JOUR 167 - Television News Magazine *3 units*

- [JOUR 176A - Documentary Unit I - Short Form Feature Production](#) *3 units*
- [JOUR 176B - Documentary Unit II - Long Form/Series Production](#) *3 units*
- [MCOM 70 - Visual Communication for Modern Media](#) *3 units*
- [MCOM 105 - Lifestyles, Diversity, and the Media](#) *3 units*
- [MCOM 106 - Global Mass Communication](#) *3 units*
- [MCOM 107 - Audio Podcasting, Aesthetics, and Invention](#) *3 units*
- [MCOM 108 - Virtual Worlds, Virtual Reality and Mass Media](#) *3 units*
- [MCOM 139 - Specialized Writing](#) *3 units*
- [MCOM 180 - Independent Study](#) *1-6 units (1-3 units required)*
- [MCOM 180ITL - JMC International Experience](#) *1-6 units (1-3 units required)*

Recommended: Minor or Academic Focus (18 units) Optional

Complete an advisor-approved academic focus or 18 units consisting of a minor with approved courses.

Academic foci include Liberal Arts and Sciences emphases and minors, especially those in Justice Studies, Human Rights, environmental studies/climate change, STEM programs such as meteorology, biosciences, and artificial intelligence /robotics. Must include at least 6 units of upper division courses.

University Electives (1 unit)

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

A minor is not required, but rather it is encouraged. Students are advised to choose courses that will develop and inform their journalism beats and interest areas. They work with an advisor to keep track of these courses that fulfill their 72-hour requirement. This is fully explained in Standard 6, Q2, p. 69.

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

The SJSU JMC is dedicated to the proposition that the free flow of ideas, as well as accurate and timely information is vital to the development and improvement of democratic societies. Therefore, the JMC is committed to providing an educational center of excellence focused on

teaching, competency and critical thinking development, and service in the study and professional practice of journalism and mass communications. The Journalism program does far

more than just train students to write and prepare stories for print and broadcast. Our graduates thrive in fields from the Internet to social media, television news, podcasting, to sports, politics, and entertainment. Our alumni have won every major award offered in their fields, including Edward R. Murrow, Emmy, PRSA, and six Pulitzer Prizes.

The B.S. Program requires students to complete 120 credit units to earn the undergraduate degree. In addition, undergraduate majors are required to successfully complete a professional media internship, in which they highlight their critical thinking ideas, creative writing, and unique production skills as 21st Century media innovators.

B.S. Journalism Degree – Program and Course Learning Outcomes

The courses assessed for this program and their respective CLOs are presented below, followed by Table 2 showing the mapping of the program learning outcomes (PLOs) to the courses, which are aligned to ACEJMC professional competencies (listed below for reference).

- JOUR 61 - Writing for Print, Electronic and Online Media *3 units*

Introduction to writing for media–newspapers, magazines, electronic and the Internet–as well as producing content for multi-media distribution in a converged media environment. Emphasis on how different media require different writing styles and content.

- JOUR 95 - Beginning Digital News Photography *3 units*

Basic introduction to news photography and photojournalism. Includes camera use – composition, aperture, shutter speed and lens selection – and processing for print or electronic media using PhotoShop. Emphasis on technical aspects of digital news photography and storytelling with photographs.

- JOUR 130 - Student Media Apprentice *3 units*

A deep dive into a pool of multimedia concepts, techniques, and skills, while working as a student media apprentice reporter. Includes fundamentals of reporting, writing, shooting, and editing, as well as storytelling in video, audio, and text with photo.

- JOUR 132 - Magazine Reporting, Print and Online *3 units*

    Reporting and writing of feature stories for magazines, print and online. Develops expertise in reaching a targeted audience with words and images. While the prerequisite, JOUR 61, teaches breaking news writing, this course explores longer, deeper forms.

- JOUR 133 - Editing and News Management *3 units*

    Media Lab. for the editor serving as wordsmith and coach, a hands-on approach to copy editing and headline writing for online and print media. Students work as editors for media lab publications.

- MCOM 101 - Media Law and Ethics *3 units*

  Principles and case studies of mass communications law and ethics. Constitutional guarantees, libel, privacy, contempt, privilege, copyright, Internet law, FCC, and FTC regulatory law.

- MCOM 111 - Internship *3 units*

  Field work for journalism near the end of junior or beginning of senior year, including the summer term.

  Complete One Course From:

- MCOM 104 - Introduction to Mass Communications Research *3 units*

  Introduction to social science research in mass communications; emphasis on public opinion research, including sampling, survey research design, measurement; also, precision journalism, content analysis and external databases; may include class projects.

- MCOM 105 - Lifestyles, Diversity, and the Media *3 units*

  Identifies and evaluates the impact of ethnicity/culture, alternative lifestyles and gender issues on advertising, television, radio, newspapers, magazines, and public relations. Examines attitudes, trends and perceptions that help shape mass communication messages.

- MCOM 106 - Global Mass Communication *3 units*

  Societal factors behind gathering and disseminating information and entertainment content among mass communication systems of the world. Basic theoretical concepts about international communication and international relations. Impact on economy, politics, culture, and governmental communication policies.

Each of the 12 ACEJMC values and competencies are aligned with our program learning outcomes, and as such incorporated into following Journalism courses, as specified in the matrix below.

Table 2: PLO MATRIX: BS Journalism

COURSES		PROGRAM LEARNING OUTCOMES (PLOs)											
Course Code	Course Name	1	2	3	4	5	6	7	8	9	10	11	12
MCOM61	Writing for Print, Electronic and Online Media (B)	X	X	X	X	X	X	X	X	X	X	X	X
JOUR95	Beginning Digital News Photography	X	X	X	X	X	X	X	X	X	X	X	X
JOUR130	Student Media Apprentice	X	X	X	X	X	X	X	X	X	X	X	X
JOUR132	Magazine Reporting, Print and Online	X	X	X	X	X	X	X	X	X	X	X	X
JOUR133	Editing and News Management	X	X	X	X	X	X	X	X	X	X	X	X
MCOM101	Media Law and Ethics	X	X	X	X	X	X	X	X	X	X	X	X
MCOM104	Introduction to Mass Communications Research	X	X	X	X	X	X	X	X	X	X	X	X
MCOM105	Lifestyles, Diversity, and the Media	X	X	X	X		X	X	X	X	X	X	X
MCOM106	Global Mass Communication	X	X	X	X	X	X	X	X	X	X	X	X
MCOM111	Internship (A)	X	X	X	X	X	X	X	X	X	X	X	X

Program Learning Outcomes (Professional Values and Competencies)

All our Journalism courses reinforce the following 12 ACEJMC values and competencies. Each course should help students to be able to:

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

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

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

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

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

6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.

7. think critically, creatively, and independently.

8. conduct research and evaluate information by methods appropriate to the communications professions in which they work.

9. write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.

10. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

11. apply basic numerical and statistical concepts.

12. apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Our courses reinforce these values and competencies by developing a conceptual understanding within our students, as well as providing opportunities for them to demonstrate their implementation of these concepts in real-world settings. Whereas some courses emphasize certain competencies more than others, we believe that these competencies should be taught across our Journalism curriculum as often as possible in multiple ways.

Part II, Standard 3. Diversity and Inclusiveness

Executive summary: Our journalism students represent the diversity of the Bay Area, with its student population composed of primarily first-generation Latinos, Asians, Black African Americans and/or two or more races and ethnicities. Our student body is also gender inclusive, appreciating diversity in all its expressions. Our Journalism faculty, students, and staff pride themselves on their appreciation and support for diversity initiatives that help our students and the surrounding community thrive now, as well as positioning the growing population for the future. We have continually worked toward creating a more inclusive learning environment for our Journalism students, providing field trip opportunities that serve as cultural experiences (e.g., Harlem Reimagined, civil rights tours, and FLPs reporting on the refugee crisis). Our course MCOM 105 Diversity has served as a steppingstone for student discussion on important issues, from immigration, Black Lives Matter, and how COVID-19 and climate change dramatically impact people of color.

Please respond to each of the following instructions:

1. Complete and attach the following tables:

       Table 4, "Area Population"
       Table 5, "Student
       Populations" Table 6, "Faculty
       Populations"
       Table 7, "Full-time Faculty Recruitment"
       Table 8, "Part-time/Adjunct Faculty Recruitment"

Table 4, "Area Population"

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

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

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

Group	% of Population
Black/African American	6.7%
White	52.5%
American Indian/Alaskan native	0.7%
Asian	23.3%
Hispanic/Latino (any race)	23.5%
Native Hawaiian/other Pacific Islander	0.6%
Two or more races	5.4%
Other race	10.8%
Female	50.4%

Table 5. Undergraduate Student Populations

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

Fall 2020

Group	Male	Female	% in Unit	% in Institution
Black/African American	3	8	7.9%	3.4%
White	10	14	18.0%	15.2%
American Indian/Alaskan native	0	1	0.0%	0.0%
Asian	11	11	15.8%	34.4%
Hispanic/Latino (any race)	19	46	46.8%	28.0%
Native Hawaiian/other Pacific Islander	0	1	0.0%	0.5%
Two or more races	3	5	5.8%	4.7%
Other race	2	1	2.2%	3.7%
International (any race)	0	4	2.9%	10.1%

Spring 2021

Group	Male	Female	% in Unit	% in Institution
Black/African American	4	6	8.1%	3.5%
White	12	16	22.6%	15.2%
American Indian/Alaskan native	0	0	0.0%	0.0%
Asian	8	11	15.3%	34.9%
Hispanic/Latino (any race)	25	29	43.5%	28.3%
Native Hawaiian/other Pacific Islander	0	1	0.8%	0.1%
Two or more races	1	4	4.0%	4.8%
Other race	3	2	4.0%	3.8%
International (any race)	0	2	1.6%	9.0%

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

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2020 - 2021 full-time faculty (Fall 2020/Spring 2021)*

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	2	20%		20%
White	2	20%	4	40%
American Indian/Alaskan native				
Asian			1	10%
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				
Total (9)	4	40%	5	60%

Two faculty members (one African-American male and one White male retired at the end of fall 2020.

Part-time Faculty (Fall 2020/ Spring 2021)

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	0		0	0
White	4	50%	0	
American Indian/Alaskan native	0		0	
Asian	0		1	12.5%
Hispanic/Latino (any race)	0		0	
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	1	12.5%	1	12.5%
International (any race)	0		1	12.5%
Total (8)	5	62.5%	3	37.5%

Part-time Faculty (Fall 2021)

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	0		1	0.10
White	3	0.30	0	
American Indian/Alaskan native	0		0	
Asian	0		1	0.10
Hispanic/Latino (any race)	1	0.10	1	0.20
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	1	0.10	1	0.10
International (any race)	0		1	0.10
Total (10)	5	0.50	5	0.50

Part-time Faculty (Spring 2022)

Group	Male	% of total faculty	Female	% of total faculty
Black/African-American	0		1	0.10
White	1	0.10	0	
American Indian/Alaskan native	0		0	
Asian	0		0	
Hispanic/Latino (any race)	1	0.10	1	0.10
Native Hawaiian/other Pacific Islander	0		0	
Two or more races	0		0	
Other race	1	0.10	0	
International (any race)	0		1	0.10
Total 6)	3	0.30	3	030

**Two male adjuncts resigned Fall 2020 (retirement; other moved).
Two female adjuncts on hiatus for Spring 2022 (finish degree; job promotion).**

Table 7. Full-time Faculty Recruitment

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

Academic years:	2018 – 19	2019 – 20	2020 – 21
Openings	0	0	0
Total applicants in hiring pool			
Females in hiring pool			
Female finalists considered			
Offers made to females			
Offers accepted by females			
Minorities in hiring pool			
Minority finalists considered			
Offers made to minorities			
Offers accepted by minorities			
International faculty in hiring pool			
International faculty considered			
Offers made to international faculty			
Offers accepted by international faculty			

Table 8. Part-time/Adjunct Faculty Recruitment

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

Academic years:	2018 – 19	2019 – 20	2020 – 21
Openings*	2	1	3
Total applicants in hiring pool	2	1	3
Females in hiring pool	0	0	3
Female finalists considered	0	0	3
Offers made to females	0	0	3
Offers accepted by females	0	0	3
Minorities in hiring pool	1	1	3
Minority finalists considered	1	1	3
Offers made to minorities	1	1	3
Offers accepted by minorities	0	1	3
International faculty in hiring pool	-	-	-
International faculty considered	-	-	-
Offers made to international faculty	-	-	-
Offers accepted by international faculty	-	-	-

* The school had an open pool for adjunct faculty that was established in 2017. The open pool produced hundreds of non-qualified candidates in retail and other academic fields not closely aligned to communications. Since then, we have reached out to qualified professionals with commensurable experiences and background for adjunct hire. Our adjunct pool has been stable for the past few years. Cyrus Saatsaz was hired from the 2017 pool. In 2018, we attempted to hire ESPN African American senior writer /SJSU alum Marc J. Spears for our sports program, but he turned us down due to his busy schedule. In Fall 2019-2020, we recruited Latino media professionals to teach Spanish language journalism. We reached out to faculty and area media for possible suggestions, and we asked them to apply into the open pool. This was an intentional move by the unit to increase its Latino representation among our Journalism faculty. In Spring 2019, we hired Jorge Prado, a Latino man, to teach a bilingual writing course, but the course did not meet enrollment. We tried again the next semester to no avail. We revised the course, after discussing the low enrollment with the department chair of World Language at SJSU. He offered us some suggestions, and the course has been successful in its revised form, making its debut in Fall 2021. In 2019, we also hired Ros Plater, an African American woman, but her section did not make the necessary enrollment, so we cancelled her contract. She moved to Los Angeles in late 2020. However, she reapplied in 2021 and was hired to fill in for Professor Guerrazzi who is on leave this year. We hired Jose Imelda Lepe, a Latina professional

photographer, who had been a guest speaker in Dr. Cheers' class previously, to fill in for him while he was on medical leave. In late Fall 2021, we hired Kris Rodriquez, a Latina alum to teach one of our basic writing courses that is a journalism prerequisite.

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

Our Strategic Plan (2021-2026) clearly defines our goals for Journalism with regards to diversity, as well as for our entire School. Our Diversity Plan, which is an off-shoot of our strategic plan, can be located in Appendix II-B, p. 156. This plan was initially written in 2014 under the leadership of the former director, and revised and approved in Fall 2020, with minor friendly revisions and additions in Spring 2021. With the launch of our new Journalism curriculum, we began discussions in 2020 of how we needed to immediately increase our Hispanic-Latino representation. Our students had already reported an interest in further developing Spanish-language journalism and we began to seek adjunct faculty who might be able to teach a course in this area. We held discussions during our regular curriculum meetings and opened them for all faculty. The Provost and Dean approved our search for this new hire in Summer 2021. This position is a priority, as we have demonstrated noting the gap in faculty representation to our student population, particularly Hispanic-Latino. For that reason, our timeline is immediate. We hope for a successful search.

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

The unit faculty spent 2020 discussing how to address decolonization in our curriculum. We have worked with the Dean on generating a working document to foster an inclusive learning environment. The following discussion points regarding decolonizing the curriculum were developed under the leadership of Curriculum committee chair Diane Guerrazzi and committee members Diana Stover, Nisha Patkar-Garud, Scott Fosdick and Halima Kazem. Committee ideas were presented to the faculty-of-the-whole for discussion, and nearly all faculty continued to refine and add to the list. Main points from the *working document* are summarized below:

- Ensure that MCOM 72 (Media and Society) focuses on media ownership.

- MCOM 106 (Global Mass Comm) should continue to include a focus on ownership and structural inequalities in entertainment and news as the result of the dominance of American multinationals.

- Require or recommend that journalism students take sociology classes. Point out on the roadmap with Area S, noting "these courses work well with your major."

- JS-25 Introduction to Human Rights should be encouraged for Journalism students.

- A social justice and human rights minor should be encouraged.

- Create a reading list for students and faculty.

- Recognize our students' needs, especially when it comes to their lack of education about students' own diverse history.

- We should continue to work with colleagues in Communication Studies to help faculty facilitate open dialogues on racism.

- There are many robust conversations that can come out of discussions about the "N" word and the "B" word for the Me-Too movement.

- Are we leaving out underserved white kids in our program? Class makes a difference.

- We have a "cancel culture," where we're not free to speak about certain things, such as being a Trump supporter. We need to have a culture of free expression.

- Encourage students throughout the curriculum to engage in local politics. Letters to the editor and council meetings are examples of how our students should become involved.

Journalism faculty and staff will use these points to guide dialogue between students and faculty and pursue subsequent changes in curriculum and the learning environment within Journalism, and the larger School of Journalism & Mass Communications.

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

Journalism majors can choose as an elective MCOM105 on Diversity and/or MCOM106 on Global Mass Communications. Both courses are highly popular among our Journalism majors. In these courses, students explore race, gender, ethnicity, and class both nationally and internationally. Students are asked to respond to relevant issues of our times, from climate change to immigration and nationalist politics, etc. In MCOM 105, students produce discussion shows on these issues that have been featured on our JMC web site. National and regional media personalities have been invited to lead these discussions on campus or via Zoom during COVID-19. Likewise, in MCOM106, guest speakers are invited to share their perspectives on critical international issues. On the day that the last flight left Afghanistan with fleeing Afghans aboard, an Afghan professor now living in Germany was a guest speaker in MCOM 106. The professor was in the School's TV studio, which live streamed his talk, and the students were on Zoom. When classes have speakers, our Journalism majors as well as all faculty and other majors are invited to attend these lectures, most of which are recorded and made available for later viewing.

As the result of COVID-19, JMC was advised to put our international programs and internships on hiatus, and we complied for the safety of our students. We tried to place students in online opportunities, but they were limited. Our internship program has been slowly returning in Fall 2021. Many students have immersed themselves in the classes that are producing content for our student media. Our students are learning how to be multimedia storytellers. They learn to prepare their stories across all formats, working as teams. A story might originate as a broadcast story, and then be expanded upon in our newspaper or in a magazine. Students learn to become proficient with writing and creating content for our publications and broadcast outlets. During the pandemic, our instructors and students adapted to the University-wide lockdown in innovative ways. Our student media have won a record number of awards. Our Faculty-Led Study Abroad Programs should return soon.

In the past 6 years, we have had several successful studies abroad trips to Greece and Italy, with Journalism students reporting on the refugee crisis first-hand with Professor Diane Guerrazzi and adjunct lecturer Halima Kazem. The students' work was lauded regionally on local networks and on national television during the evening news. Newspaper clips are available. We held equally successful events surrounding immigration and climate change issues since our last accreditation visit. For our Earth Day discussion in 2020, climate scientists came to the JMC TV studio to discuss how climate change would severely impact minority communities in the future. This actually led to our current meteorology minor and partnership. Additionally, Dr. Michael Cheers worked with photojournalism students to feature community and cultural events in his portrait gallery. His student trip to Harlem is also featured in our Woke TV series. Here are some sample links:

Families Across Borders,
https://sjsujmc.com/families-across-borders/

Refugee Crisis, San Jose State students journey to European refugee camps (mercurynews.com)

Community Portrait Gallery,
https://sjsunews.com/publication/blm-summer-2020

Woke (JMC TV), Discussion shows on various issues,
https://sjsunews.com/publication/jmc-tv-studio

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.

Our School's mission embraces diversity in all its forms. It is expressed in our course assignments and activities. Our School regularly discusses ways to make our students and faculty

feel engaged through curriculum, events or RSCA. We met last year on the decolonization of our curriculum. Since 2016, JMC created a student leadership group (composed of student leaders from all our JMC majors) to meet with one of our professors (rotating basis) to bring forth grievances about anything, from lack of representation to technology needs. These issues are brought to the Director. Indeed, from this initiative, the Director sought a partnership with Telemundo that grew into the recruitment of Jorge Prado, to teach a Spanish-language Journalism course in reporting. More recently, these efforts have led to a tenure-track search for an assistant professor in Spanish-language media. We have created an environment in which students have immediate access to talk to the School's Director. Typically, in non-pandemic times, the Journalism building in which courses and activities are held is accessible as well as all buildings on campus.

Beyond that, all CSU faculty and supervisors are required to complete training annually for certification on understanding sexual harassment and discrimination. For definitions and training on issues related to Title IX/Gender Equity, please see, https://www.sjsu.edu/titleix/training.php.

Additionally, faculty are required to take diversity training as a member of a faculty recruitment committee. That training is administered by SJSU's Office of Faculty Affairs and Office of Diversity, Equity and Inclusion, https://www.sjsu.edu/diversity/resources/faculty/faculty-recruiting.php. Faculty also are required to take RTP training to ensure they understand the concept of diversity and fairness when reviewing dossiers. This is one among many relatively new initiatives implemented at SJSU, SJSU's Initiatives, Activities and Programs | Diversity since the last site visit.

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.

Before COVID-19, we sent senior undergraduate students to speak with area high school students. These students were typically representative of the high school student population on the east side of San Jose. In fact, SJSU has a long-standing partnership with East Side Union High School District, Spartan East Side Promise Program | Student Outreach and Recruitment (sjsu.edu)

Mosaic (p. 79) has served as a good recruitment tool for our Journalism program. Our unit is highly motivated in terms of recruitment efforts directed at diverse communities. Prior to COVID- 19, we had numerous tours from under-served high schools all year. We have invited community colleges to bring their students to our large speaking engagements, like the Hearst Awards.

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

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

Our faculty encourages diversity in all our courses. It is discussed during advising appointments in which professors encourage students to diversify their course selections so that they might be better prepared for the workplace and today's critical issues. The graduate student whose assignment is working with our faculty advisor, Dona Nichols, is African American.

Dr. Michael Cheers, associate professor of photojournalism, has coordinated several journalism initiatives that have provided students, especially those of color, with the opportunities to study important issues. He took students to Harlem, and high school students from New York presented their photo work in our campus library. In early 2020 prior to the University lockdown, Dr. Cheers chartered a bus and took our students, primarily our African American and students of color, along with civil rights leaders who were active in the 1960s, on a trip to Memphis and Atlanta. The group visited the motel where Dr. Martin Luther King, Jr. was shot and killed in 1968 and had the opportunity to meet with civil rights leaders in Memphis and Atlanta from that time period. In both cities, they visited civil rights museums to learn about the African American struggle for equal rights. This trip was a shortened version of a 2012 bus trip that Dr. Cheers led in which the students travelled throughout the South from Mississippi to Washington, D.C. where they were able to secure some tickets to attend President Obama's inauguration.

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

We conduct national searches, posting in Higher Education.com, Chronicle of Higher Education, as well as Women in Higher Education, and we specifically target the national journalism associations (Women in Communication, The National Association of Hispanic Journalists, National Association of Black Journalists) and send the announcements to other Hispanic Serving Universities, as well as Historically Black Colleges and Universities.

As for the staff serving our students and faculty in Journalism, we are fortunate that Silvia LaRosa (originally from Peru) is serving as the School's administrative analyst/specialist. Juan Serna, a Latino man, is our long-standing broadcast studio manager. He has produced numerous public affairs shows for our School and SJSU more generally. He also helped set up our immersive virtual reality lab. He is the advisor to El Spartano Noticias, our Spanish-language media newscast. Mr. Serna also is a lecturer for the Department of Film & Theatre where he teaches a course in television production. Cindy Luu, of Vietnamese descent, is our newest hire. She was hired in 2019. She had worked for SJSU previously. She rose to the top of our regional search when the search committee noted that not only did, she have prior SJSU experience in this position, but she had also recently received her Journalism degree from Emerson College on the East Coast. In addition, she had been publishing a culture magazine at the time. She was returning home to be near her family. Mike Corpos, Production Chief for the Spartan Daily, who oversees the production operation of the newspaper was hired in 2018. He brought to his position more than a decade of experience as a reporter at newspapers in Salt Lake City, Aberdeen, SD and Fairfield, CA. He was a 2003 graduate of our program, as well as a former executive editor for the Spartan Daily.

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.

The unit promotes a positive atmosphere for all faculty and staff. The Director has specifically sent conference and professional development announcements to women and minority faculty and professional staff, when relevant to their interests. The staff are encouraged to attend all Faculty & Staff Meetings. In fact, even the name of the meeting reflects the importance of their inclusion. The School has been supportive of a University Program that allows staff to take 6 units or 2 courses a semester free of charge. Silvia LaRosa, the School's indispensable administrative analyst/specialist completed her master's degree in Spanish in 2019. Her assistant, Cindy Luu, has a degree in Journalism from Emerson College and is now pursuing an M.F.A. The School's director encouraged Juan Serna, Television Studio Manager, to enroll in the M.F.A. Program. The Production Chief of the Spartan Daily, Mike Corpus, is in his second year in our School's M.S. Program in Mass Communications, with an emphasis on Emerging Media.

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

Minority and female professionals teaching in our Journalism program:

Jorge Prado, a Hispanic Latino man, who teaches bilingual journalism, Jose Imelda Lepe, a Latina, who teaches photojournalism.
Kris Rodriquez, a Latina, who will teach one of our writing courses.
Halima Kazem-Stojanovic, an Afghan woman who has more than 20 years of professional journalism experience.
Dona Nichols, a white woman, with nearly 20 years professional media experience (mainly journalism).
Vinita Nelson, an Asian professional woman, who teaches our beginning and advanced courses (she will be on hiatus in Spring 2022).

The faculty maintains an open pool for the recruitment for minority and female professionals in the field. Faculty and staff regularly identify potential applicants and encourage them to apply for the position and to let them know of their interest to the director. The director also actively recruits minorities and women who have media experience and encourages them to apply. As Table 8 clearly shows, our efforts to recruit women of color have been successful to date. We have also invited female and minority guest speakers to apply.

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

Floyd Norman was a guest speaker last semester for Ralph Nichols' Jour 132 Feature Reporting class. Norman was the first Black animator to work for the Walt Disney Studios. Norman personally worked with Walt Disney on such animated classics as *The Jungle Book* and *The Sword and the Stone*. Norman shared his unique perspective about Disney's attitudes about race and diversity. Norman also made the transition from hand-drawn animation to digital animation. Later in his career, Norman worked for Pixar on several of its digital animated movies. Norman is still working in animation even today.

Since our last accreditation visit, our Hearst Award lecturers have been CNN's White House Chief Correspondent Jim Acosta; Alex Shebanow of Dan Rather Productions; and the Director of the National Institute of Allergy and Infectious Diseases and Chief Medical Advisor to the President; Anthony Fauci – all prominent white males. And most recently. Massoud Hossaini, an Afghan refugee who won a Pulitzer "for outstanding bravery in photojournalism and powerful images of life and war in Afghanistan," received the Hearst Award and spoke to our students live on webinar. We have a large Afghan population on campus. The award ceremony was moderated by Halima Kazem-Stojanovic, one of our journalism instructors, who is the co-founder of the SJSU Human Rights Institute.

Many of our students were invited to discuss topical issues via MCOM105 Diversity & Media. Several of these speakers were recorded. Students were encouraged to ask questions. Speakers included Professor Elisha Miranda-Ramirez (Latina film director and new chair of SJSU Film and Theatre). Leticia Gomez (Latina news professional and former Univision News Anchor/Cancer Survivor), Daniel Garcia (Latino curator and general editor, Content Magazine in San Jose), Sean Washington (Fremont, CA African American police chief, on BLM protests), Kiet Do (Emmy winning KPIX 5 Bay Area TV Reporter; Vietnamese American on diversity in news industry), Devin Fehely (Emmy winning KPIX 5 Bay Area TV Reporter; African-American on diversity in industry), Damien Trujillo (Emmy winning NBC Bay Area TV Reporter; Mexican American on diversity), Dr. Syra Madad (senior director of New York's special pathogens program – COVID 19 pandemic; Pakistani woman on diversity related to COVID 19), Doyeon Kim (founder and executive director of Simple Steps, a nonprofit Bay Area organization; Asian-American woman on gender equity and tech for social good), Marcia Parker (Executive Director of Content for Penton Technology; Latina professional who oversees high-traffic web properties for tech pros) and Judge Shelyna Brown (CA Superior Court; African-American woman on diversity and the judicial system).

We have also co-sponsored several events with the Human Rights Institute. They include the 2021 Human Rights Lecture Series: Black Feminism, Socialism, and the Work of Dr. Angela Davis, Kike Amai's lecture Furia Trans: Documenting Latin America's Transgender Revolution in 2019, and the ArtLords lecture and exhibit in 2017. Flyers are included in Appendix III-D, p. 205.

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

Make the following documents available in a digital file:
> • curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
> • résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2021 semester

Print copy in the workroom only:
> • records on faculty promotion and tenure

Executive summary:

Our Journalism faculty are extremely engaged and hard-working. They teach a heavy course load and remain engaged in research and creative activity, as well as professionally active in their respective fields. Only recently has the university set up a system of course release for its tenure-track and tenured faculty. It has especially benefited our junior faculty. However, our faculty are overwhelmed with service commitments and most teach 3 courses each semester. They work closely with their students, who have achieved a record number of awards under the mentorship of our professors, lecturers, and adjuncts. Our adjunct faculty have contributed equally to our teaching and service mission. The university's new RSCA initiative has led to more opportunities for our adjunct faculty to teach additional courses.

Please respond to each of the following instructions:

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

The Journalism Program has 8 tenure-track/tenured faculty of which 5 are Ph.Ds., and 1 has an M.F.A. About 75% of the faculty are female, of which nearly 40% are white, 25% are Asian; 1 faculty member is of Iranian descent. We have two men who teach Journalism --Dr. Richard Craig, a white, full professor who serves as the advisor to the *Spartan Daily*, and Dr. Michael Cheers, an African American associate professor of photojournalism. Of the full professors, three are white women. Within Journalism, Tina Korani is our media design expert and Zonchao (Cathy) Li teaches research. The mean professional experience is 12 years. See pp. 15 & 17 for overall faculty professional experience. We now have 9 tenure-track faculty, with the addition of Dr. Manel Palos-Pons in Fall 2022.

Richard Craig, Ph.D., Professor
Michael Cheers, Ph.D., Associate Professor (Medical leave, Fall 2021)
Nisha Garud Patkar, Ph.D., Assistant Professor

Diane Guerrazzi, M.A., Professor (On Leave 2021-22; CSU Resident Director, International Programs, Florence, Italy)
Manel Palos-Pons, Ph.D., Assistant Professor
Tina Korani, M.F.A., Assistant Professor (.2 in Journalism)
Zongchao (Cathy) Li, Ph.D., Associate Professor (.5 in Journalism)
Diana Stover, Ph.D., Professor
Phylis West Johnson, Ph.D., Professor

We have one full-time lecturer, Dona Nichols, who has an M.S. She had 19 years of journalism experience. She has taught a variety of courses in our major and serves as the lead advisor.

2. **Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings since the last accreditation review that show required and preferred qualifications of candidates.** (See Appendix II-D & E for examples, pp. 161 and 164.)

The unit follows the university protocol. Openings are posted and approved through the university administrative process. Searches require a trained unit committee to review applicants for staff and faculty positions. For faculty searches here is our guide, https://www.sjsu.edu/up/docs/faculty-recruitment-guide.pdf. This guide includes everything from acquiring permission to search, policies how to recruit faculty and conduct interviews, to requesting background checks and references, etc.

Additional information for recruiting and hiring all employees is available at, https://www.sjsu.edu/up/resources/forms-and-documents/forms-by-unit/recruiting.php

3. **Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment, and salary.**

This is outlined in the University RTP guidelines, https://www.sjsu.edu/up/docs/S15-8.pdf, which is used to determine the candidate's success from the department, college to university level. "The first criteria is Effectiveness in Academic Assignment, which is the specific role given to a faculty member to support the educational mission of San José State University. Academic Assignment is the primary, but not the only, consideration in evaluating a faculty member's performance and is the essential condition for continuation and advancement within the university. For most faculty, academic assignment consists primarily of teaching…The second basic category for evaluation is scholarly/artistic/professional achievement. Such contributions to a faculty member's discipline or professional community are expected for continuation and advancement in the university. This category is subdivided into three areas: scholarly, artistic, and professional; this division is for ease of reference only. These three areas are not perfectly distinct, and some candidates will demonstrate their disciplinary expertise within two or all three of the areas. 2.3.1.1 The nature of the expected contributions will vary

according to the discipline and may be more specifically defined in each department's guidelines" (S15-8, p. 6). The final category for evaluation is service. "Contributions in service

are expected for continuation and advancement in the University. All faculty have an obligation to contribute to the governance of the institution and to enhance the surrounding community" (S15-8, p. 9).

The unit follows the University guidelines. We have tried for several years to gain approval of our department guidelines. We had been approved at our previous college, but we were required to rewrite them when we moved to our new college. We are revising our guidelines this AY to address the Associate Provost's comments.

As for salary increases, the Dean negotiates with the applicant.

Evaluative criteria and the associated procedures are available on the University Personnel website, https://www.sjsu.edu/up/mycareer/faculty/retention-tenure-and-promotion/index.php

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

The Summer of 2020 and 2021, the Provost launched an online teaching certification program for any faculty member interested in improving their online teaching skills. Nearly all of our full-time and part-time faculty enrolled in the program, for which they earned certification and
$1,000 dollars in professional development funds. Here is the resource page for examples of some of our teaching workshops, https://www.sjsu.edu/cfd/

Through e-campus, many of our faculty (Korani, Li, Garud-Patkar) have received curricular grants to improve and upgrade their courses within the classroom. There is also an initiative for faculty interested in incorporating sustainability issues and assignments within their courses. The grant themes have varied over the past five years, from the use of online pedagogies, service learning to virtual reality, etc. Available e-campus grants can be located at https://www.sjsu.edu/ccll/faculty/grants.php

Upon employment, SJSU requires all new faculty and employees to undergo a series of orientation seminars. The University offers monetary and release time incentives for completion of these seminars. https://www.sjsu.edu/cfd/career-planning/new-faculty/new-faculty-onboarding.php

Staff undergo separate on-boarding orientations, which are specialized according to their particular assignments, whether financial or clerical. Information on these orientation seminars are sent directly to the new employees. Questions can be directed to Debbie Mullin, the Director of Resources and Operations in our College of Humanities and the Arts. She oversees all the administrative staff for the college, working in support of the chair and/director's needs.

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

 Faculty are required to teach four courses in the Fall and Spring semesters. New faculty negotiate first- and second-year release time with the Dean during contract negotiations. As of 2019, the University implemented a RSCA program in which all tenure-track and tenured faculty are encouraged to apply for release time for research and creative activity, which amounts to teaching three courses per semester for up to five years or tenure, whichever comes first. At that point, the professor can reapply for RSCA. Faculty apply for RSCA at the College level, and all unit leaders in the College vote on the applications, ranking them. The goal is not to exclude any faculty member, but rather to help each applicant write a good RSCA plan before approval. Additional internal and external grants can further reduce one's course load. Such initiatives are competitive within the university. Service release awards and assigned time is another way to reduce a faculty teaching load.

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

Percentage of core and required courses taught by full-time faculty:

	AY 2018-2019			AY 2019-2020			AY 2020-2021	
Total courses	56		Total courses	50		Total courses	47	
Total taught by full-time faculty	40	71%	Total taught by full-time faculty	31	62%	Total taught by full-time faculty	31	66%
total taught by part-time faculty	16	29%	total taught by part-time faculty	19	38%	total taught by part-time faculty	16	34%

If you need a more detailed breakdown, you can refer to the spreadsheet, using the following link:

https://docs.google.com/spreadsheets/d/1610QUhbGVyUxDzpohPFc8FmA-VSJ_fTGU0kZOjLqWwI/edit?usp=sharing

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

Standard student evaluations reside in efaculty, and are automatically sent to all students, http://www.iea.sjsu.edu/Surveys/Projects/SOTE/index.php

We evaluate tenure-track faculty based on effectiveness in teaching, service, and research/creative activity. Lecturers are evaluated on primarily teaching, and research and service is optional, but commended. Student evaluations are automatically included in their digital file, which is uploaded into efaculty. All faculty are provided space to comment on their teaching, service, and research/creative activities. In all cases, the unit RTP committee reviews full and part-time faculty.

Here are the guidelines for tenure-track faculty, updated 2016. The SJSU Faculty Senate met to update its criteria for tenure-track faculty. Please see RTP policy, S15-8 with amendment 2, noted below for our current RTP guidelines.
https://www.sjsu.edu/up/docs/S15-8.pdf
https://www.sjsu.edu/up/docs/F15-2.pdf

For additional resources, see this link,
https://www.sjsu.edu/up/mycareer/faculty/retention- tenure-and-promotion/index.php

Part-time faculty are required to complete annual reviews. This link illustrates our evaluative criteria   regarding our temporary faculty,
https://www.sjsu.edu/up/mycareer/faculty/temporary- faculty.php

Specifically, temporary faculty report their teaching activities, and optionally any service and RSCA. They fill out Annual-Form 1, and the reviewers fill out Annual-Form 2. Both those forms are available to review in the above link. For those with longer contract appointments, such as a three- year contract, they must compile all their annual evaluations during the three-year period and submit them for review to the Director, who arranges a meeting with the faculty RTP Committee at the department level, then the evaluations advance to the college and university committees. This activity takes place through e- faculty.

All faculty must be peer reviewed annually by an outside evaluator, who typically works in the unit. We have a standard form for the reviewer to complete during the process. The sample form is included in Appendix II-J, p. 188).

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

Nearly all our Journalism Faculty completed an online-training course to learn how to effectively teach online during the summers of 2020 or 2021, earning recognition from the Provost, as well as $1,000 in development funds. Our faculty regularly apply for professional development grants to improve their courses. Profs. Nisha Garud, Tina Korani, and Cathy Li have been awarded professional development funds and/or curriculum development grants.

Tina Korani received the 2019 CSU Faculty Innovation and Leadership Award for all 23 campuses. Korani was nominated by peers in the School of Journalism and Mass Communications as well as students, who created a video testimonial touting their professor.

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

Executive summary:

Our journalism faculty are very active in scholarly and creative activities. The university has recently developed a RSCA program, allowing tenure-track and tenured faculty to apply for one course release to help provide time for research and creative activity. Faculty can apply for additional release time as well. This new university system is attempting to improve the research and creative productivity and morale of faculty. It is still difficult to manage a three-course load each semester, given the equally heavy service commitment which includes advising students, supervising student media, and advising student clubs and activities. Most faculty are very engaged with professional associations in their field and the communities in which they live.

Please respond to each of the following instructions:

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

Although the university and the School of Journalism and Mass Communications encourages all faculty to look for opportunities to publish scholarly research, it is not a promotion requirement for candidates whose letters of appointment set and clarify expectations for creative, artistic, professional production or performance, which more likely includes an expectation for exhibition or display of creative work at highly influential national and international venues. Overall, the School in its evaluation of a faculty dossier takes a holistic approach when weighing the originality, quality, consistency, and importance of a faculty member's scholarly or creative/professional contributions. We recognize that a small number of high-quality publications may be of a greater contribution than many lower quality publications. Although a specific number of publications, productions or creative activities is not required, in general, non-tenured Assistant Professors are expected to have a consistent pattern of such items of acceptable quality and a consistent record before they will be considered for tenure and promotion to Associate Professor. For promotion to Full Professor, the individual should demonstrate a distinguished record of continuous scholarship (creative or traditional) of good quality for a prolonged period.

2. Define the group of faculties whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit since the last accreditation review (for example, new faculty and retired faculty).

In this section, we will primarily note the work of Journalism tenure-track faculty, almost all of whom have Ph.Ds.' with significant media experience. We had three retirements since our last accreditation review in 2017, and their research will not be included in this report. Rather, we provide an overview of the scholarly and creative activities of our current faculty at the time of

this review, namely Dr. Michael Cheers (Associate Professor), Dr. Richard Craig (Professor), Dr. Shaun Fletcher (Assistant Professor), Dr. Nisha Garud-Patkar, Professor Diane Guerrazzi, Assistant Professor Tina Korani (M.F.A)., Dr. Diana Stover, Professor and Graduate Coordinator, and Dr. Phylis West Johnson, Professor and Director. (Also included is the work of Dr. Anat Balint, the coordinator of Jewish Studies, who lectures in Journalism and Halima Kazem-Stojanovic, A.B.D., who has taught in our program for several years as an instructor.)**

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

Scholarship, Research, Creative and Professional Activities	Individuals					
	Total from Unit*	Full Professors (4)	Associate Professors (1)	Assistant Professors (2)	Other Faculty ** (0)	Totals (7)
Award and Honors	9	2	3	4		2
Grants Received Internal	25	3	9	13		2
Grants Received External	8	3	1	4		2
Scholarly Books, Sole- or Co-authored						1
Textbooks, Sole- or Co-authored	1	1				1
Books Edited	2	2				1
Book Chapters	29	18	3	4	0	5
Monographs						
Articles in Refereed Journalism	21	7	11	3		5
Refereed Conference Papers	33	10	13	10		5
Invited Academic Papers	5	1		4		2
Encyclopedia Entries	2			2		1
Reviews	5	4		1		2

Articles in Non-refereed Publications	3			3	1
Juried Creative Works	7	1	4	2	2
Non-juried Creative Works					

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

4. **List in a digital file** (Appendix II-H, p. 173) **list the scholarly, research, creative and professional activities of each member of the full-time faculty since the last accreditation review. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.**

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

The process for sabbaticals is highly competitive. Faculty for medical leave must be approved through the University Personnel Office.

Richard Craig, Sabbatical, Fall 2018, Navigating the News
textbook. Scott Fosdick, Sabbatical, Spring 2018, Ben Franklin
biography Diana Stover, Medical Leave, 2017-2019
Robert Rucker, Medical Leave, Fall 2019
Michael Cheers, Medical Leave, Fall2021
Diane Guerrazzi, Professional Development Leave, Fall 2021

All full-time faculty are eligible for a sabbatical, providing that they have worked on campus for six years. Specific qualifications can be found at
https://www.sjsu.edu/up/mybenefits/leave- programs/sabbatical-leaves.php.
The applicant must submit an application of their intended research or creative activity during the sabbatical. The unit chair must support their application, although they can apply at the college level regardless of the chair's support. The   college sabbatical committee ranks the applications, and then the Dean reviews the rankings, and sends her/his recommendations to the university committee, who forwards its list to the Provost, who ultimately makes the decision. Feedback is provided to the applicant at every level. Here are specific guidelines for the applicant, https://www.sjsu.edu/up/docs/sabbatical- applicant-instructions-academic-year.pdf?v=3.0

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

Travel funding is extremely limited. The School can fund a limited number of faculty trips, mostly for research and creative activity. Each tenure-track/tenured faculty are permitted approximately $1,200 dollars per trip, with additional funds when available provided to tenure-track junior faculty. The College offers an additional $1,500 competitive grant towards travel funds and/or professional development for all College faculty, typically funding a single trip and/or for research and creative activity. Faculty can earn professional development funds by attending teaching development seminars administered through the Provost Office. Our tenure-track faculty are encouraged to apply for RSCA grants, https://www.sjsu.edu/cfd/career-planning/new-faculty/index.php

7. List faculty who have taken advantage of those programs since the last accreditation review.

All junior faculty have taken advantage of these programs.

Part II, Standard 6. Student Services

During the visit, the unit should make the following accessible to the team:
- **advising records**
- **other files related to student services**

Executive summary:

Our Journalism faculty are very proud of our students, who have won numerous awards since the last accreditation review. Moreover, our alumni have been successful and continue to come back to campus as guest speakers and mentors to our students. Our student media continues to expand. Now we add award-winning immersive storytelling to our list of accomplishments. Our student journalists break stories that make national headlines. They continue to amaze our faculty. Our alumni have been generous in establishing new scholarship opportunities for our students each year. Our students are very appreciative of their journalism education at SJSU, so much so they want to give back to future Spartans.

Please respond to each of the following instructions:

1. Complete and attach Table 9, "Student Aid."

Table 9, Student Aid

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

	2019 – 20	2020 – 21
SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT		
Total amount of scholarship dollars from funds controlled by institution	11.4 mil	12.3 mil
Number of students receiving scholarships from funds controlled by institution	2626	2664
Median individual scholarship funds controlled by institution	n/a	n/a
Total amount of scholarship dollars from funds controlled by unit	23000	23000
Number of students receiving scholarships from funds controlled by unit	31	33
Median individual scholarship funds controlled by unit	600	600

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

In order for the student to apply for graduation, they must schedule an advising appointment with the Major Advisor and bring the following documents filled out: graduation application, major form, and Courses Completed form. Students list all the all non-JMC courses which they've completed on the Courses Completed form, and these courses must total 72 units outside of JMC. The Major Advisor reviews all the documents to ensure the student has completed all Major Requirements and the 72 units outside of JMC before signing off on the graduation application. If the student is short Major Requirements or of the 72 units outside of JMC, the Major Advisor will inform the student and not sign off on the graduation application. Information is provided on the JMC website, https://sjsujmc.com/advising/

In particular, the 72 hours outside of the major is explained on the Journalism Major Roadmap, on the bottom. The roadmaps can be found on the Advising page and the Journalism Department's page too:
Journalism Roadmap - F19-SP21
Journalism Roadmap - F21 and later

The form is available on the Advising page of our website: https://sjsujmc.com/advising/

The students are required to meet regularly with their advisors on the Journalism faculty and Dona Nichols, lead advisor, meets with advisees who have difficulties. She also approves all graduating student applications. In addition to a formal appointment, students can call and/or email Prof. Nichols and Candace Farmer, the grad assistant for undergraduate advising. Candace works with students to schedule advising appointments with faculty during their advising hours. Prof. Nichols monitors compliance and Ms. Farmer reminds students of the requirements, which is also posted on the Journalism website, noted earlier.

3. 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.

SJSU has centralized advising Student Success Centers positioned in each college that provide advice on University requirements, especially general education requirements. All tenure-track Journalism faculty are assigned advisees and are required to advise them. Students set appointments with our graduate student assistant, who then assigns the student to the most appropriate advisor. Prof. Nichols, the lead advisor, is available to help students and faculty with questions, and she handles the most difficult cases. Students contact the lead advisor if a faculty member or the Student Success Center has not met their needs. At that point, the school director can meet with the student or direct them to the head of our college advising Center. The students evaluate the overall school advising as part of the school director's evaluation process. Our senior exit surveys and alumni surveys ask participants to evaluate their advising experience. JMC has a new advisor because of negative feedback a few years ago. Most students were

dissatisfied with the services provided by the Student Success Center. Those services have dramatically improved on campus over the past few years. All tenure track faculty are now trained, and advising duties are now distributed equally, with a very knowledgeable lead advisor helping to coordinate the process in our School.

4. 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.

Since 1936, the SJSU's Journalism School has built a global reputation for developing aspiring reporters and editors into top-notch professionals. Journalism students, trained across media disciplines, now produce, shoot, write, edit, and stream some of their news or feature stories for CNN.com, where they get thousands of global online views. These are prime examples of initiatives taken by the Journalism Program to develop student competency levels through the school motto, "learning by doing."

The Journalism Program requires the development of individual and group critical thinking skills and current events knowledge, plus the ability to communicate clearly through words, images, audio, video, and other means. The demonstration of competency in these key areas is the most valued professional skill a job applicant can have in today's competitive job market, and it is sought after by employers. The robust lineup of student media outlets described below helps students develop, hone, and showcase their talents:

> *THE SPARTAN DAILY* is the oldest college daily newspaper in California, one of only six remaining in the state. Being able to work on the paper attracts students from across California and the country. Although the *Daily*'s print version remains an institution on the SJSU campus, its online edition now wins numerous honors for breaking news and multimedia coverage. For example, listed on our spreadsheet of awards, Lindsey Boyd took second place nationwide in the annual William Randolph Hearst Awards for the Best Enterprise Story in 2019. Here is a look at the front page of the winning story, https://drive.google.com/file/d/1DfqIsvS_KNMpZmCf0pPRpLw2HGVOoUjg/view?usp=sharing

> UPDATE NEWS is a television newscast produced and anchored by JMC students. It has been broadcasting regularly for more than 50 years and is often cited as the top student newscast in the state. It airs across Northern California and is streamed globally online. A new HDTV studio and "Breaking News" desk enable students to report news worldwide as it happens.

> EL ESPARTANO NOTICIAS is a Spanish-language television broadcast that airs weekly on a local public access channel.

> ACCESS MAGAZINE, the School's award-winning periodical, has been published each semester regularly for more than 25 years by students in the magazine program. Students report on the people, stories and trends that define student life, serving as editors, art

directors and photo editors. Every aspect of the magazine--writing, photography, illustration, and design--is created by students.

THE SPEAR, the School's newest publication, provides coverage of the SJSU Spartans' NCAA Division 1 programs, campus club teams and local professional sports. The goal is to provide students in sports journalism courses with experience in covering teams at multiple levels in a variety of sports by combining conventional reporting of news and features with new-age graphics.

SHIFT MAGAZINE was part of SJSU's Social Innovation Initiatives program. Its goal is to be a catalyst for social change in Silicon Valley. SHIFT was published in partnership with Hewlett-Packard, which distributed it globally via HP Cloud. It ended in 2018.

These media, which are produced in Journalism classes, provide students with the opportunity to see their bylines in print and online or to see replays of stories on their broadcast news programs as well as to hone the professional skills they are learning.

During the Accreditation period, up through 2017, the School produced a broadcast program and an online newspaper:

EQUAL TIME was a Bay Area public affairs news program produced by advanced students and aired on the local PBS station. In-depth reports connected the audience with timely, sometimes controversial issues that affected people in the state, the nation, and the world. It ended in 2019.

SOUTH BAY PULSE was an experimental electronic magazine produced by students. It was supported by a partnership with Adobe, which provided state-of-the-art technology to enable streaming of entertainment news content and live special events such as the annual "Cinequest International Film Festival."

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

We lack the resources to provide an official placement service within our unit. However, we regularly survey our alumni, asking them for feedback and employment updates, and our faculty are well connected to Bay Area media professionals. JMC uses its network of alumni as well as our long-standing relationships with news outlets in the Bay Area and beyond to provide students with information and help in getting internships and jobs. In the *Spartan Daily* class, guest speakers from the *San Jose Mercury News*, the *San Francisco Chronicle*, the *San Jose Business Journal*, the Center for Investigative Reporting, NBC11 and other news outlets have provided information that have resulted in numerous internships and employment opportunities for our students. In addition, our new partnership with Bay City News has resulted in the *Spartan Daily* providing office space for a professional reporter--one of our graduates--who meets weekly with our students to work with them on writing and reporting the stories that they then publish.

The broadcast news students are also getting internships and jobs. For example, in Spring 2021, the Broadcast Journalism Club was very active through the Broadcast Education Association (BEA). The speakers let the students know about job opportunities, including working in documentaries, news, sports and talk shows. Faculty who teach broadcast news and documentaries are contacted by news directors or producers. For example, these contacts recently led to internships or jobs at KNTV11 in San Jose KGO7 in San Francisco as well as an internship on the Dr. Phil show.

This semester in the JOUR140 broadcast news class, the instructor went over the NPR guide for how to apply for jobs and fellowships, including how to write a cover letter and how to construct a resume. A guest lecturer spoke to the students about how to write a cover letter and a resume and how to prep for and conduct themselves in an interview as well as the importance of reviewing their social media accounts. In addition, the chief talent recruiter for the Sinclair Broadcast Group did a meet and greet with the broadcast and the broadcast meteorology students. He talked about the entry-level jobs among the 600 that the chain of stations has available and what the Group looks for in a candidate as well as what a reel/portfolio should include.

For bilingual students, who have proficiency in writing in both Spanish and English, one of the journalism instructors has been working to secure internship and job opportunities on Telemundo 48, Univision 14 and at San Jose Spotlight, the city's first non-profit, community-supported news organization based on personal contacts in the media industry.

Near the end of the semester, instructors in our multimedia classes help the students put together portfolios and/or reels of their best work. The Journalism faculty are working to expand their relationships with online news and broadcast outlets so that our students become their first choice for internships and jobs.

We have had considerable success in helping our students land internships and jobs. For 2016, we tracked 63 percent of our graduates for that year (see Appendix III-C, Graduating Class of 2016, p. 196). For AYs 2020 and 2021, we know the employment status of 61% of our Spring 2020 graduates: 50% of our Summer 2020 graduates, and 55% of Fall 2020 graduates. Overall, we have located nearly half of all our 2020-2021 graduates. The majority are employed in journalism-related fields, with several opting to attend graduate school.

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

These statistics are available through the SJSU Institutional Research Office, http://www.iea.sjsu.edu/, which supplies us with our retention and graduation date late every Fall semester. In that our Journalism unit is not very large, our lead advisor and faculty advisors know our students personally. Making ends meet while attending college is not always easy for

our students. Our students are first generation students who must work one to two jobs while attending college. We have been sensitive to our students' work schedules and have helped our at-risk students find resources to complete their education. Institutional Research has gone through personnel changes and reorganization since the last accreditation. It has been a chore to retrieve our statistics, and there has not always been reliable information in the past for our major. Our most recent numbers are for the 2019/2020 year, in which our retention rate was 68%, and our graduation rate was at 60%. We are below the university average, 86% and 66% respectively. We post our numbers on our website: https://sjsujmc.com/public-accountability/

Part II, Standard 7. Resources, Facilities and Equipment

Executive summary:

The Journalism budget has remained tight, especially more recently due to COVID-19. However, we can draw from our endowment for some of our needs. The biggest issue is the limited funds for student activities, especially money to allow them to travel to award ceremonies and conferences.

Our faculty are encouraged to apply for the very competitive internal grants funded by the college and university to help with travel and the development of RSCA. The priority for these grants are for assistant and associate professors.

Please respond to each of the following instructions:

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

Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. "Annual budget" refers to the funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes, or student aid. List student newspaper budget only if it is under control of the unit and is used in instruction.

We have had three retirements since the last accreditation. A full professor of Journalism retired in 2017, and then we had two additional retirements in Fall 2020, an associate professor (broadcast news) and a full professor (magazine). Since 2017, we had three hires in our school, an assistant professor of multimedia journalism (Spring 2018), and another two of which contribute to our Journalism program, one is our research professor (Fall 2016) for the School, and the other is our new media design assistant professor (Fall 2017) who co-founded the immersive storytelling lab. We are currently searching for a Spanish-language media professor to help develop our Spanish Journalism emphasis. The 20-21 budget numbers reflect the recent retirements and the reallocation of the Journalism budget, standing apart from Advertising and Public Relations.

We decreased 97K from 18/19 to 19/20 in full-time salaries, but added 60.000 to our part-time budget, which increased another 8,000 in 20/21. Our full-time faculty budget dropped nearly 200,000 from 19/20 to 20/21. Decreases in full-time salaries are due to retirements.

The main point is, that's an approximately 300K decline in full-time faculty salaries in Journalism from 18/19. However, it definitely impacts our ability to perform service activities.

Our clerical staff saw a slight increase in salary.

Additionally, our department budget (supplies) cut is within the 2022 AY and is not reflected here.

Beyond faculty salaries, our operating budget is $50,000 for the School that has been reduced by approximately $20,000 because of college enrollment shortfalls. The operating budget is dedicated to basic operating expenses, such as duplication, travel, conference registration fees, recruitment of students, and accreditation expenses. Equipment can also be purchased through student fee funds, averaging $60,000 annually. Our student graduate assistants for our Journalism

program are paid through our Anderson Endowment.

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

The Director works with the Dean's office on budgetary issues. Faculty meet and recommend

technology needs. The Director openly reports on the budget during faculty meetings, and faculty vote on major initiatives, such as remodeling labs or offices. We have been fortunate enough to accommodate most of the travel requests of our faculty. However, professional development funds are limited for staff and adjunct faculty. Faculty compete with other college faculty for additional funds for special projects. The University has also recently rolled out several internal development and research grants for faculty research and creative activities.

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

First and foremost, we need to replace our retired journalism faculty, three retirements as of December 2021 We have requested three hires annually, and only this year, we received approval to hire an assistant professor. We are hoping that we will be approved for two more hires in 2022 and 2023. See our hiring plan in Appendix II-D, p. 161. We used funds from our endowment for specific staff hires for administrative needs in Journalism.

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

At this time, overall declines in university enrollment have impacted our annual budget. Moreover, the university appears to be top heavy in administration, but isn't that true of most public universities. Compared to units our size, we appear short of tenure-track lines, given our recent retirements, and faculty approaching retirement. With two of our faculty on leave (medical and professional), we are particularly low on faculty for service this year. Our Dean is supportive of our request for additional hires.

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

Our overall facilities have been regularly updated, especially our computers. The college has helped us maintain and upgrade our computer labs. In addition, the Instructional Resource Center (IRC) used federal COVID-19 funds to buy new Dell laptops equipped with software so that students could check out and use for them for an entire semester. Students can also check out computers for a more limited period from the Library.

The University also has a Computer Help Desk that provides fairly quick turnaround times to help students and faculty solve their computer problems. The Help Desk can remotely access student and faculty computers to fix problems.

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

There is a shortage of space on campus, and other departments are encroaching on our space. Our main lecture classroom DBH 133 needs to be revamped. It is a shared university classroom, and we would like to update it, but the university won't release the room for our needs. Other than that, our whole building, which is a historic building, needs to be replaced. The basement floods, and then we can smell mildew in the bathrooms. The windows are original, and the wood is rotting and dust seeps into faculty offices. This has been a continual issue. Our building needs to be renovated. We would like to expand our TV studios, but we share the first floor with informational technology. Our requests for specific room renovations have not been addressed by FD&O (building services). We lack adequate resources for funding student field trips and travel to award shows. Our newspaper advisor set up an alumni account to encourage donations for the physical production of our newspaper, which has served as a good educational tool for critique sessions. In the past, a portion of the student fees were allocated to our daily college newspaper and to our other student media. We have requested that the University restore this funding which provides service to the University community, especially to alumni, but our requests have been ignored for some time now. Our TV studio manager is paid from our endowment funds, yet the college and university rely on his services and our studio for their own purposes. We are happy to help but we would like their support with our aforementioned issues.

Part II, Standard 8. Professional and Public Service

Executive summary:

The Journalism faculty, both full-time and part-time, are extremely active in their field, connecting regularly to local, regional, national, and international media. Some of our faculty have professional ties in Europe. the Middle East and Asia, especially China, while others are stronger on the home front. No matter, our faculty can readily network with industry professionals or alumni, to help place a student in an internship, or to help mediate a critical discussion in the news. They are well-attuned to the significant issues in our area and beyond, notably Black Lives Matter, Sexism, Immigration, the Afghan Refugee Crisis, Asian-American and Muslim hostility, and other issues arising as the result of the pandemic and politics. These are among the issues discussed within our courses and that have become topics of our discussion shows aired locally and, many times, posted to YouTube and/or streamed to a national audience.

Please respond to each of the following instructions:

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

We have developed a separate media site, SJSU News, https://sjsunews.com, from our regular university website that showcases all our student media outlets, from newspaper, broadcast, magazine, photojournalism, and special projects. We provide this as a public service to our campus and the surrounding community. We also have hosted the non-profit organization Mosaic nearly every summer (except during COVID-19) for more than 20 years. Mosaic is a journalism camp for underserved high school students from diverse communities. They produce a print newspaper and a news website. Here is a link to their work, https://www.mosaicjournalism.org. We provide space to the camp within our newsroom and provide them a staff member to assist with logistics.

2. **In a digital file, list examples of professional and public service activities** (see Appendix II-I, p. 185) **undertaken by members of the faculty since the last accreditation review. Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 6.**

Dr. Richard Craig, along with other journalism unit professors, have regularly presented at major recruitment sessions statewide and nationally, and have remained active in professional organizations, presenting and chairing sessions at national and state conventions. In 2020 and 2021, Dr. Craig, *Spartan Daily* Advisor, chaired two sessions at the Associated Collegiate Press

convention in San Francisco in February and did critique sessions with journalism students from across the United States. In addition, nearly all our Journalism faculty presented at sessions and judged competitions at the Journalism Association of Community Colleges Northern California Conference in November 2019. Dr. Craig serves on the board of the California College Media Association and is a founding board member of the California Journalism & Media Affiliate. Through these activities and more, our faculty have helped provide opportunities for our students, junior faculty, and alumni to exhibit their work. For instance, Dr. Craig arranged a slot for the *Spartan Daily* Executive Editor, Christian Trujano, as one of four California student editors to participate in the statewide webinar "Thriving in a 2020 Student Newsroom" in September 2020.

Beyond that, Dr. Richard Craig has been widely sought out as a media expert. He has been regularly interviewed by professional media outlets in San Jose and San Francisco, Dr. Craig has served as   a media expert regarding media coverage of the pandemic, journalism and the past election, and the success of the *Spartan Daily*. In 2019, over five evenings he lectured on media ethics for Santa Clara University's Osher Lifelong Learning Institute. Before the COVID-19 pandemic, he was frequently invited and spoke to community groups about journalism and the upcoming election. Lecturer Larry Sokoloff is a regular speaker on media law issues. Dr. Shaun Fletcher, assistant professor of Public Relations, has served as a resource for sports journalism students. Dr. Fletcher is sought out by local media, especially on issues related to diversity and social justice in sports. Prof. Diane Guerrazzi and adjunct lecturer Halima Kazem worked with students to report on the refugee and immigration crisis. Their student work has been featured locally and nationally in the media. Dr. Michael Cheers led several community services projects with student assistance, some of which involved inviting high school students from Harlem to campus to exhibit their photo work.

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

As noted in our list of visiting speakers, our faculty regularly reach out to alumni and professionals to serve as guest speakers on topical issues. Our alumni often drop into courses when asked by professors.

Our faculty are very involved in local and community journalism advisory boards, from the Junior Association of Community Colleges to area newspapers such as *Mercury News*, *Bay City News*, local television outlets (Telemundo, NBC), as well as international media, *The Guardian*, Al-Jazeera, among others. Many of our faculty still have professional ties to *The San Francisco Chronicle* and *The Los Angeles Times*. In addition, the Director regularly meets monthly with all the CSU Journalism Directors and Chairs via Zoom to discuss curriculum issues and to exchange ideas. Our faculty and alumni easily place our students into internships through our alumni network. Additionally, we distribute more than $20,000 in scholarships annually.

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

Our primary means of communication is via our alumni list-serv. We invite alumni to campus to speak to our students, invite them into the classroom and to serve as guest speakers on our discussion shows. We have held three senior showcases (with a hiatus during COVID-19), in which alumni were invited to view student work. Journalism alumni were also invited to attend a reception in 2019 commemorating the life work of former journalism broadcast professor Darla Belshe, who previously advised Update News, https://sjsujmc.com/darla-belshe/. The latter event was well attended by our broadcast news alumni. Additionally, we invite our alumni to our Hearst speaker receptions and any major Journalism events. The former school director Robert Rucker led our alumni communications until he retired last December. This year, Halima Kazem-Stojanovic organized our Hearst Awards ceremony held Nov. 16 on Zoom. We are also producing an alumni newsletter. We have a strong alumni network, to which we correspond via email. Sample correspondence to JMC alumni are included in Appendix III-B, p. 193.

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

The faculty regularly accommodates high school tours, and more recently JMC has conducted information sessions via Zoom. Prior to COVID-19, high school students were invited to sit in and observe our journalism courses. As noted on page 70, we have continued support of Mosaic, a long-running journalism program for underserved high school students.

Part II, Standard 9. Assessment of Learning Outcomes

Executive Summary

Major program and curriculum changes were implemented during this assessment cycle. Journalism is now being evaluated separately from our Advertising and Public Relations majors. In the semesters following the team visit in 2014, the School began the process of developing and implementing an assessment strategy to include direct and indirect assessments that measure the 12 ACEJMC values and competencies. During the revisit in 2017, the visiting team noted that progress has been made in a very short time but acknowledged that 2 years was not adequate to "design, evaluate, implement and loop back into the curriculum a robust and multi-pronged assessment plan." In 2019, the JMC Director, working with the entire faculty, revised its assessment strategy to reflect a more robust process. The new plan clearly maps the 12 ACEJMC values to the Program Learning Outcomes.

The new plan includes major program and curriculum changes to Journalism that were implemented in the Fall of 2020. The new plan focuses on the School's mission to teach *"professional skills and advanced information technologies, by developing the capacity for critical and original thinking and fostering creativity and a passion for communications. We further this mission with our commitment to diversity   We respectfully identify and address, in a timely, fair and truthful way, issues of* race *and ethnicity, gender, sexual orientation, religious cultures and disability in our nation and global community."*

The knowledge gleaned from the analysis of the assessment data was used to inform curricular revisions and innovations. The most recent curricular revision ensures that communication, media literacy, and diversity are measured in most courses.

The new assessment plan includes both direct (e.g., pre-survey and post-survey, portfolio reviews, and internship evaluations) and indirect (e.g., awards, senior exit surveys, and alumni surveys) measures of student learning. A more systematic collection and evaluation of the process of student artifacts was implemented. Comprehensive assessment tools for all direct and indirect measures incorporating the values of ACEJMC were designed and used to evaluate student work and performance. An assessment committee composed of the director and core faculty meets regularly and works to ensure that the assessment plan is used to guide curriculum planning.

It is important to note that, in 2019, since Advertising and Public Relations majors were no longer being accessed for ACEJMC Accreditation, faculty in each of our three majors designed their own assessment measures. In the Fall of 2019, the Journalism Program streamlined its assessment plan and strengthened its direct measures for pre/post-tests for MCOM72, internship surveys and portfolio reviews. Moreover, it is worthy to mention, we have been developing a portfolio review protocol since 2017. Our first portfolio reviews were evaluated during our annual student showcase event beginning in 2017, but we found that our guest reviewers enjoyed seeing our student work, but few filled out our surveys. Subsequently, we researched the successful portfolio reviews at other CSU universities, and finally developed what our faculty

believe is a successful review system. We measure all 12 ACEJMC values and principles through each of those instruments. Consequently, our learning outcomes for our program are defined by these values and principles. Across all direct and indirect measures, our feedback has been positive, as will be explained. Summaries and highlights of the assessment reports are provided in the subsequent section with additional data provided in the digital files (Appendix I-B-G).

Conclusion

Major program and curriculum changes were implemented during this assessment cycle. Journalism is now being evaluated separately from our Advertising and Public Relations majors. Journalism is in the process of creating a new Journalism Alumni and Professional Advisory Board. The members include mid-level media professionals—rather than media executives on our Industry Board—and alumni knowledgeable on traditional, new media and social media trends.

Recent results from our plan provided evidence that the School is doing a good job of providing foundational, professional skills. Journalism students produced excellent work across their multimedia student media platforms. The reviewers rated the overall quality of the portfolios as excellent (57%) or good (39%). As to the internships, supervisors generally provided positive feedback. The vast majority of the internship supervisors rated the interns as excellent or good in critical thinking, communication skills and abilities, and professional career development. The results from the annual internship surveys are consistently positive. Internship supervisors and professional mentors praise the professional manner with which our interns conducted themselves and the quality of the work that they produced. Student interns were commended for their management of projects and their ability to effectively work with teams. Summaries and highlights of the assessment reports are provided in the digital files, and our discussed further in the next section.

Please respond to each of the following instructions:

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components. It has evolved since 2017. The Assessment Plan is in Appendix I-A, p. 93.

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

Our goals are defined within the Assessment Plan, see Appendix I-A, note Table 2 ACEJMC Professional Values and Competencies and SJSU University Learning Goals Map p. 96.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports since the last accreditation review, summarize the findings and make the reports

available in a separate digital file.

The annual assessment reports are used to track progress from year-to-year. Scores from direct and indirect measurements are compared with previous periods to evaluate whether the School is achieving its objectives. The results from the direct measure assessment reports are included in Appendix I-B-D. Our direct measures include pre-tests/posttests, external reviews of student portfolio work, and internship site supervisor surveys. Indirect measures include student exit surveys, alumni surveys, and student awards (Appendix I, E-G). What follows are highlights from each report:

Pre-Tests/Posttests: Our longest-running direct measure has been the administration of pre-tests and post-tests to assess the knowledge of incoming students. As to be anticipated, our transfer students have performed well on entrance knowledge of general communications, media law, and new media during pretests, compared to incoming freshmen. Overall, pre-tests and post-tests conducted over four semesters showed that on the average, 75 to 81% or the students in all three departments (Advertising, Journalism and Public Relations) acquired intermediate to advanced skills. In general, although these results were relatively high, the Journalism faculty felt that these scores could be improved, particularly with regards to increasing the percentage of students who acquired intermediate and advanced levels on the Internet/New Media areas (currently at 50% to 60%).

These results were presented and discussed at the faculty meeting to determine the types of activities or initiatives that need to be put in place to raise the percentage of students scoring above the acceptable scores. The faculty also felt that the questions for this competency should be reviewed to determine whether the questions were reliable and valid measures. In addition, the assessment team reviewed the timing of the surveys to ensure that they are conducted nearer the end of the semester when students have already gone through most of the concepts and theories.

Pre-test and post-test data collection was paused in 2019 to prepare for program and curriculum changes. The assessment committee decided that a more consistent schedule for conducting both pre-tests and post-tests need to be in place and additional resources must be devoted for conducting the tests, collecting the data, tabulating the results, and interpreting the information. It was recommended that the pre-tests be conducted no later than Week 4 of the semester and the post-tests no earlier than Week 12 of the semester.

In addition, the Assessment Committee decided to review the pre-test and post-test questions to determine whether they measure the skill levels of the students. The Committee agreed to evaluate the questions and recommend revising or changing them entirely so that a new survey instrument would be ready for implementation in Fall 2022.

We are hoping now with the launch of our new Journalism curriculum, and the refinement of pre- and posttests, that we will better capture the entrance and exit knowledge of our journalism students. The curriculum has been completely re-written, so these tests must also be completely rewritten, and the newly revised pre-test must be implemented no later than Week 4 of the Fall 2022. (see Appendix I-B, p. 99).

Internship Site Supervisor Survey: Another measurement tool has been the internship site supervisor survey, which asks supervisors to rank interns based on the 12 ACEJMC competencies and values.
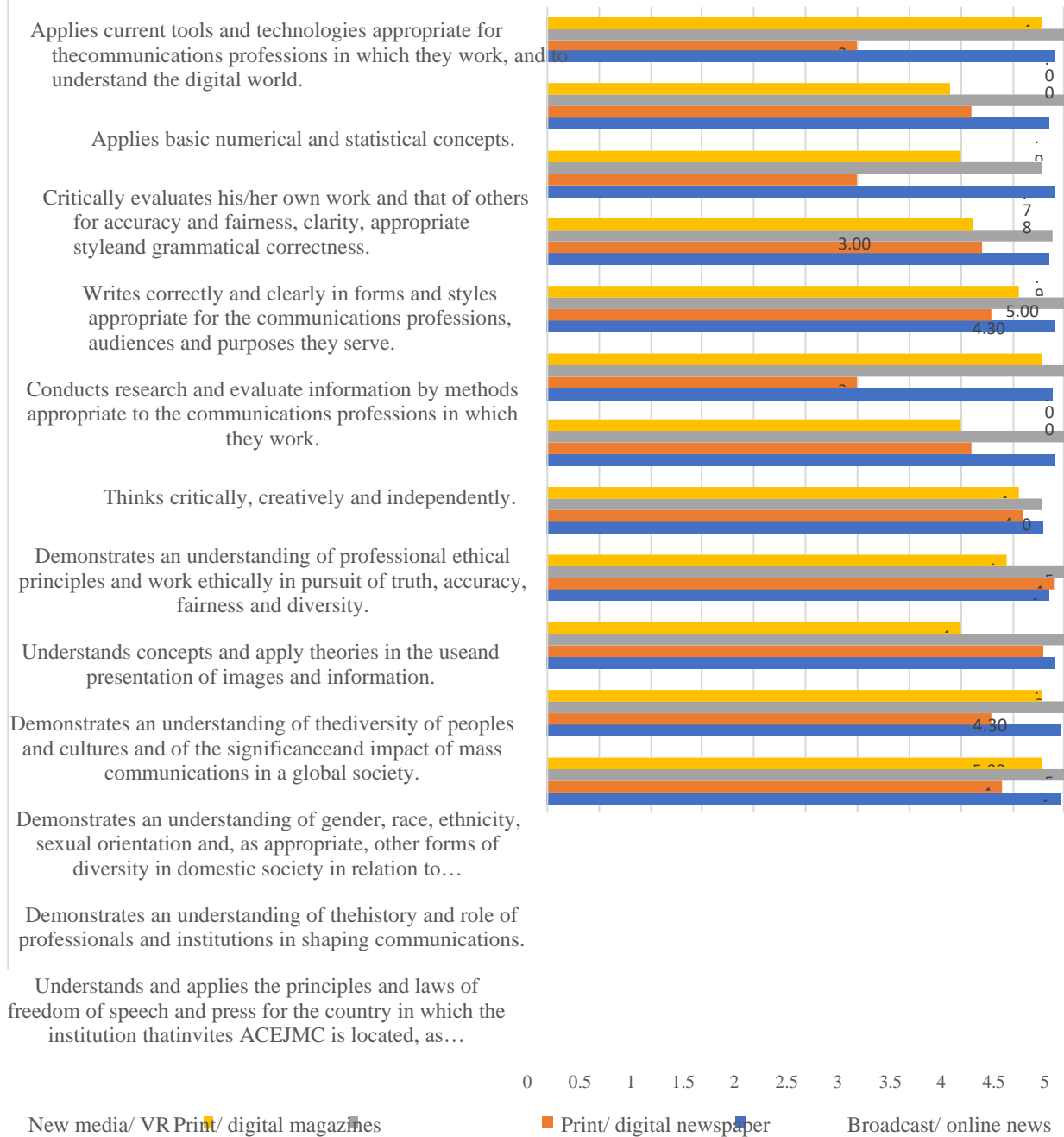
Consistently, employers generally rated students on the "Excellent" (4 level) in critical thinking, communication skills and abilities, and career development. Ninety-six percent of the employers rated their interns at a 4 for overall performance. About 96% of the students were recommended for the future. In summary, the results from the annual internship surveys are consistently positive. Internship supervisors and professional mentors praise the professional manner with which our interns conducted themselves and the quality of the work that they produced. Student interns were commended for their management of projects and their ability to effectively collaborate with teams. For breakdown by year and question,

External Review of Student Portfolio Work: To date, we believe our most accurate assessment of journalism student performance is measured through external review. Establishing a protocol for portfolio reviews required the development of a new platform. Seven industry professionals served as the external reviewers to judge a sample of 91 digital projects from 2017 - 2021. The sampled projects covered four types of student media production: broadcast, digital newspaper, digital magazines, and new media technologies. The reviewers evaluated students' learning outcomes using a rubric developed from the ACEJMC values. The rubric included 12 questions measured by a five-point Likert-type scale (1=strongly disagree, 5=strong agree) and one question that rated the overall quality of the student's work (1=very poor, 5=excellent). Qualitative feedback was also collected. They rated the students' work and provided feedback not only on their projects but also on the process. We will use the feedback to continue improving our portfolio assessment.

Overall, JMC students produced excellent projects across all media types. The reviewers rated the overall quality of the portfolios as excellent (56.5%) or good (39.1%). The average ratings for the 12 program learning outcomes ranged from 4.31 – 4.81. Please see the table below for the summary. For a more specific breakdown by PLO and Media category,

ePortfolio Evaluations by Categories

Applies current tools and technologies appropriate for thecommunications professions in which they work, and to understand the digital world.

Applies basic numerical and statistical concepts.

Critically evaluates his/her own work and that of others for accuracy and fairness, clarity, appropriate styleand grammatical correctness.

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

Conducts research and evaluate information by methods appropriate to the communications professions in which they work.

Thinks critically, creatively and independently.

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

Understands concepts and apply theories in the useand presentation of images and information.

Demonstrates an understanding of thediversity of peoples and cultures and of the significanceand impact of mass communications in a global society.

Demonstrates an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to…

Demonstrates an understanding of thehistory and role of professionals and institutions in shaping communications.

Understands and applies the principles and laws of freedom of speech and press for the country in which the institution thatinvites ACEJMC is located, as…

0   0.5   1   1.5   2   2.5   3   3.5   4   4.5   5

New media/ VR   Print/ digital magazines   ■ Print/ digital newspaper   Broadcast/ online news

The reviewers' acclaim of student media production was overwhelmingly positive. The professionals critiqued the quality of writing in addition to the substance of issues covered, the photography and imagery used, and the voice that journalist students discussed issues with. There was a multitude of different examples, highlighted by reviewers, all indicative of

exemplary journalism. Critics stated, "this is a keeper issue," specifically citing the coverage of Olympians Tommie Smith's and John Carlos's civil rights protests of the 1968 Olympics as being accomplished "in thought-provoking fashion."

Student Exit Survey: Among our indirect measures was the student exit survey, which had a low response rate (26 students). Nevertheless, there was some valuable information provided by the respondents: students ranked our strengths as first their peers and faculty, followed by the courses, internships and campus media/technology but the weakest area was facilities. While students learn from their peers, faculty, and the courses, it will be very beneficial to provide them with an environment that fosters better learning. This is an issue that involves capital investment and needs to be communicated to the SJSU leadership. It is hoped that Dwight Bentel Hall is included in the list of buildings that need to be updated, as the SJSU administration continues to upgrade facilities across campus. Students noted they appreciate that faculty facilitate discussion in the classroom and support this further with skill-based instruction and field experiences. Field experiences were one of the most beneficial ones and this is consistent with the research on high-impact practices. (see Appendix I-E, p.124)

Alumni Survey: Another indirect measure has been our alumni survey. The School of Journalism and Mass Communications conducts an alumni survey every five years. The first alumni survey, which included all 3 of the School's majors, was conducted in the Fall of 2016. A total of 74 valid responses were collected. Among the respondents, 93% reported working full time or attending graduate school. Four respondents reported working part-time and only one respondent was unemployed. A second alumni survey was administered during spring 2021. Despite the multiple outreaches to the alumni network, a total of 51 valid responses were collected. Among the respondents, 90% were employed full time and 7% were working part-time. Two-thirds of them were in the communications field. Only one respondent reported unemployment due to the pandemic. The survey asks the graduates about their career development and learning experiences

As to the key strengths of the School of Journalism and Mass Communications, the responses of the alumni were consistent with those of the graduating seniors. Both groups cited their peers, faculty, and the courses as main strengths. The alumni mentioned the internship program in the program as one of the JMC's strengths as well. This validates the importance of internships to develop employable skills.

Figure 14: Areas most important in alumni current position
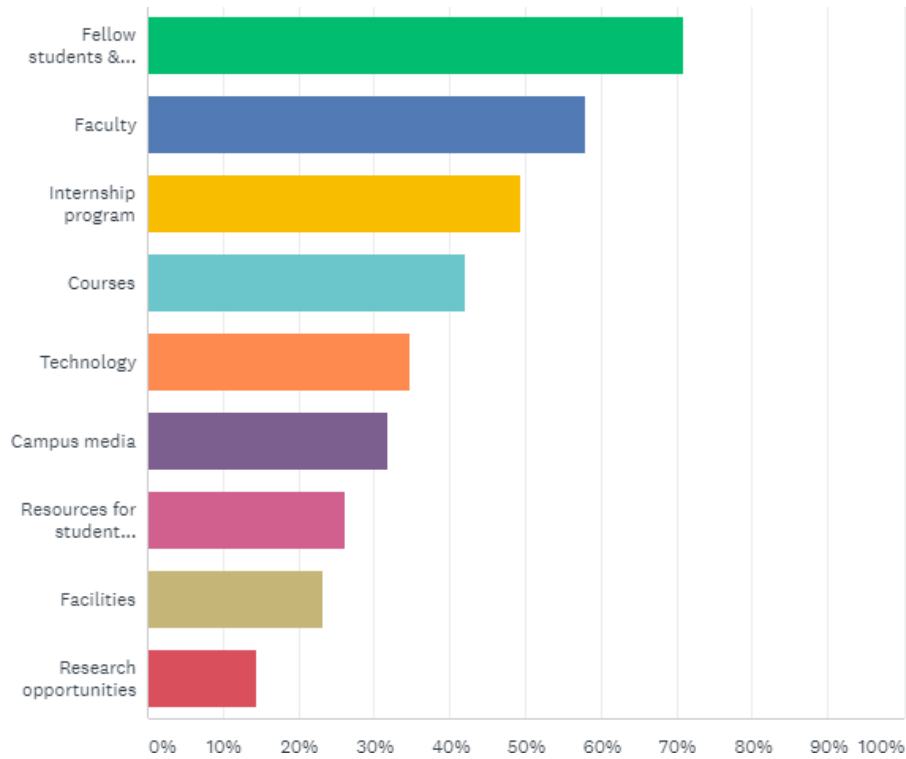
A portion of the survey measured how the School contributed to the student learning outcomes based on these measures (very much, quite a bit, some, very little, none). The majority of the participants reported high contributions of their learning outcomes (i.e., very much or quite a bit). The two surveys also showed improvement across most areas. The results are illustrated below:
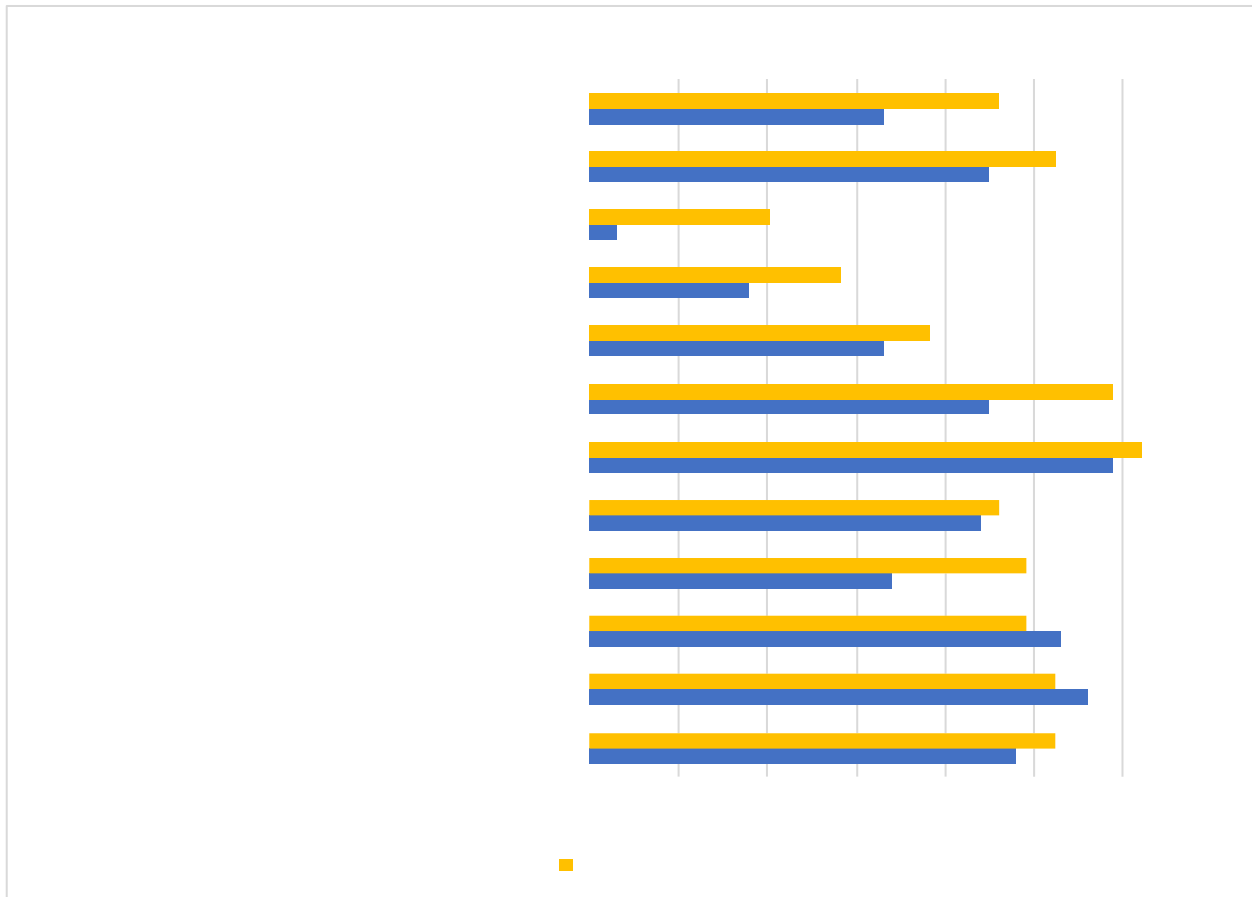
More than 50% of the alumni surveyed are willing to help provide assistance to current SJCU JMC students. More than half would like to participate in alumni networking and job opportunity email lists. The alumni survey is a good tool to collect feedback about the program. It is also a good way to get alumni engaged with school. Most of the information collected from the alumni will be useful in guiding future program improvements. The responses validate the strengths of the program. (see Appendix I-F, p. 135)

Student Awards: Another indirect measure has been our student awards. We have also compiled a yearly analysis of our student awards, pertaining to our daily newspaper (2016-2021) and our magazines (2017, 2020, 2021) (see Appendix I-G, p. 140).

Annual Senior Showcases: From 2017 to 2019, our reviewers, both alumni and media professionals, were invited to participate at our student showcases, now an annual event (albeit COVID-19 hiatus). Visitors walked around our annual student showcase, viewing senior work and were provided survey links to examine and rate each work at length. There were more than a dozen senior journalism portfolios to review each year. Through this process, we decided to comprise our external review panel, mostly with seasoned journalism professors at community colleges with media experience as well as several professional SJSU Journalism alums who have been particularly supportive of our program in the past (rather than on a panel of busy professionals).

What we have learned through our showcases, while it is a good way to help students exhibit their work as well as to invite alumni back to campus, it does not provide an ideal situation in which to evaluate student work fairly. Journalism is in the process of updating its Journalism Alumni and Professional Advisory Board. The members will include mid-level media professionals and alumni knowledgeable on traditional, new media and social media trends.

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

Journalism's alumni are engaged through attendance at School events and the alumni surveys. Our graduates supported the program by evaluating portfolios and providing students with valuable feedback on their work that they could use to prepare for their careers. Alumni provided external review of student portfolios and answered survey questions. In addition, every year, internship supervisors are surveyed and asked to provide feedback on student performance. Responses to survey questions are analyzed and used in assessment and curriculum planning. Upper-division journalism students produce content for multiple platforms and receive direct feedback via social media platforms, which provide the opportunity for students to gain insight and to keep tabs on what other University faculty, our alumni and the public are saying about their stories.

Local media outlets have varied from 2017 to present, and some have stayed the course. We have established a new partnership with Bay City News. Our students have reported on community news and had their stories published in that professional media outlet. We have a long-standing relationship with CreaTV cable, which airs our weekly student newscast, Update, as well as our public affairs programming produced in our MCOM105 Diversity course. Our recently retired TV studio coordinator Bob Rucker produced many discussions shows, from election coverage to a variety of social justice issues (see link, https://sjsunews.com/publication/jmc-tv-studio) over the past five years.

Please refer to our student media website, https://sjsunews.com, a dedicated site for undergraduate journalism content. We used our endowment funds to create this site. On that site, we also feature our new sports content, *The Spear* magazine, and its related video stream.

5. In a digital file, list the major awards won by the unit's students in local, regional, or national competitions since the last accreditation review.

Our students have won a record-number of awards since the last accreditation review. In 2020, the *Spartan Daily* and "Update News" had a historic year. The *Daily* continued to rank nationally, winning first place for Best Newspaper as well as first place in the Associated Collegiate Press (ACP) Best of Show competition and first place in ACP's Pacemaker awards for Design of the Year. "Update News" won an Award of Excellence from the Broadcast Education Association. In the Fall Semester, the *Daily* also swept the major California newspaper competitions. For the first time, the *Daily* took first place in the California College Media Association's Best Newspaper competition. The *Daily* followed that up with a first-place award for General Excellence in the campus competition held by the professional California News Publishers Association (CNPA). Those were among 16 total statewide awards for the

Daily,

including two first-place awards in the CNPA competition--one for Enterprise News Story or Series and one for Best Illustration. At the California College Media Association competition, the *Daily* also won first place for Best Podcast. Update News won an Award of Excellence from the Broadcast Education Association.

The *Spartan Daily* continued its success at the national level with another seven awards, including one of the biggest in its history. In the fall, the Daily won first place in the College Media Association's Pinnacle Awards for Four-Year Daily Newspaper of the Year.
In the Spring, the *Daily* again won first place for Best Newspaper in the Associated Collegiate Press's Best of Show competition.

In statewide awards, the Daily collected 12 honors, including seven first-place awards. Those include Best Overall Newspaper Design (Chelsea Nguyen Fleige, Marci Suela, Melody Del Rio), Best Infographic (Chelsea Nguyen Fleige, Melody Del Rio), Best Social Media Reporting (Chelsea Nguyen Fleige, Jesus Tellitud, Bryanna Bartlett), Best Photo Illustration (Marci Suela), Best Photo Series (Blue Nguyen, Jesus Tellitud, Yann Lapnet), Best Sports Story (Chris Padilla), and Best Editorial Cartoon (Nick Ybarra).

Please note that, in our effort to be inclusive, we have provided a listing of all the awards that were won by our print/online newspaper and magazine students. The list of student awards is included in Appendix I-G: List of Student Awards, p. 140.

6. In a digital file, list by specialty each member of the graduating class of 2016 (see Appendix III-C, p. 196) and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

The list is included in the appendix. We ask students regularly to let us know where they are through our alumni surveys.

APPENDIX I

Appendix 1-A. Journalism Assessment Plan

The School of Journalism & Mass Communications has worked long and hard at achieving an assessment plan that would not only accurately depict student learning through their major but allow us to track student success after graduation. After several false starts, the School found during the process, that our assessment tools failed to provide the necessary information to effectively capture student learning. Moreover, the mission of Journalism often competed with our other majors, Advertising and Public Relations. Each major saw its field advancing in polar directions. We sat down with our prior dean in 2018 and discussed the possibility of developing unique curriculum for each of our majors. We were in curricular discussions all of 2018 and 2019 and worked with the university administration to refine our roadmaps. Our curriculum was approved in 2019. In light of the rise of fake news, the journalism faculty felt compelled to strengthen its curriculum directed toward the future of the field. Of course, this meant that we would need to create new assessment tools in the midst of changing curriculum (as well as changing colleges, moving to Humanities & Arts in Fall 2019).

Since our 2017 revisit, we have changed our curriculum to a more robust multimedia curriculum, providing students opportunities to work in print, online, broadcast and with immersive technologies. We have created a student media website that features our student productions. The heart of our assessment plan is our portfolio review by external judges. It has been a long road toward achieving a system of external review that we will be able to maintain in years to follow.

As a result of our new curriculum, we needed to refine our assessment tools. It was acknowledged that students learn by providing them with clear goals in each class. Those goals are measured as learning outcomes that must be achieved and measured through exams and activities. Conceptual acquisition is critical to establish media literacy. This can be achieved through foundational courses like *Navigating the News*, the cornerstone of our Journalism program. It was created on the premise that all citizens need to understand the importance of news in a democratic society. Beyond knowledge acquisition, students must acquire the skills to produce the news. They need to apply their knowledge and skills across the curriculum. Our students learn by doing. That means repetition is critical, with students learning to prepare and report the news across various media formats. We acknowledge that students need to achieve the course learning outcomes unique to conceptual and skill-based courses. However, it is important that each instructor seek ways to create assignments that reinforce the 12 ACEJMC values and competencies in each course. As a reminder, these program learning outcomes are noted in each journalism course. We believe that these values are relevant to the professional training of our students. Instructors should keep these competencies in mind as they prepare and update their syllabus.

Our current assessment plan has taken into consideration lessons learned through the past several years. What follows is our established guidelines for assessing how well our students are prepared to work as professional journalists after graduation.

Assessment Plan (r. 5/20/20)

The Journalism faculty agreed to assess our students' conceptual and skill acquisition through a series of direct measures, specifically pre/post exams, surveys, and external reviews.

Exams: To establish a baseline for entering journalism majors, each student takes a conceptual pretest, which is distributed in lower division courses each fall. Before exiting the program, students take a posttest to assess how well they understand the concepts. The posttests are distributed in the upper division JOUR 140 series. Pretests and posttests should be updated every 2 years. Faculty are currently revamping the exams to distribute them again in Fall 2022.

External review of student work: We invite external reviews to evaluate samples of our student work representative across all areas in our journalism program. Our upper-level courses are project-based so students have many opportunities to create work. Our external reviewers are invited to evaluate the work through a platform that was developed since our last site visit. Student work is assessed based on the 12 ACEJMC competencies.

Before the platform was developed, we held an annual showcase every spring in which students exhibited their work to alumni and media professionals (except during COVID-19). These events are well attended by students, guests, alumni, and media types. We still plan to hold the showcase but feel that the platform is a more effective instrument, than our in-person method, for assessment.

 We also maintain a digital record of our annual student media awards and honors.

Internship site supervisor survey: Internship supervisors evaluate student performance on the job site. All supervisors are asked to complete a survey of intern work based on the 12 ACEJMC competencies.

Indirect measures: We provide opportunities for students to provide feedback through the senior exit survey. In addition, prior to COVID-19, we also held semester meetings in which students could air their grievances and recommendations to the program director. This has been a useful vehicle for improving our curriculum. We also send out alumni surveys to gauge our graduates' success and to keep track of them professionally.

These results are reported annually to faculty and sent to the curriculum committee for discussion.

Specific Changes Since Last Site Visit

It is important to provide an overview of our recent past and present assessment efforts since the last site visit.

Former Assessment Plan

In Fall 2015, a revised assessment plan was approved and implemented to replace the course-focused assessment the school implemented in the past. However, this plan was found ineffective and much too convoluted. There was not a written assessment plan when the new director arrived in 2016. The plan was subsequently written and has since been revised to meet the goals of the new revised Journalism curriculum. In this assessment plan, common gateway, and culminating courses that all students take were identified where the pre- and post- tests are given. However, JMC faculty continued to seek ways in which to effectively assess learning outcomes, and through the process realized that its entire curriculum for the department needed to be updated. Therefore, there are two assessment schedules provided in this report. Table 1: Fall 2014 to Spring 2019 Assessment Schedule (OLD) shows the old assessment plan prior to the ACEJMC visit. The assessment plan was revised after the ACEJMC visit to respond to areas pointed out for improvement by the accrediting team. The unit embraces the ACEJMC Professional Values and Competencies. These are required for assessment as part of our national program accreditation, and they guide our comprehensive learning experience.

The New Assessment Plan

JMC implemented a new assessment schedule in Spring 2017. Table 2: Revised Assessment Plan: Spring 2017 to Fall 2021 shows the revised assessment plan and cycle. This new schedule responds to the need to simplify the old assessment process. The ACEJMC findings recommended the selection of a few key courses to measure all PLOs. The accrediting body prefers a more consistent and regular assessment of learning outcomes. As a result, the program director and members of the faculty assessment team selected a lower division course that all Journalism students must take: MCOM72: Media and Society; as of Fall 2020, incoming freshmen are being asked to take MCOM 50. Navigating the News instead.

During this transition period Pre-tests are given to students in MCOM72 and MCOM50 to establish a baseline competence level. Depending on their programs, students will take different capstone courses during their senior years. Post-tests are conducted on the specific capstone courses to measure the competency level attained for each ACEJMC value or PLO. Finally, most students take MCOM 111 (the capstone internship course) in the summer between their junior and senior year. Employers are asked to complete a survey at the end of the internship period to determine specific skills exhibited and demonstrated by the students.

This course assessment schedule is followed annually:
- Semester 1- Collection (C)

- Semester 2- Discussion (D)
- Semester 3- Implementation of curriculum changes (I)

Succeeding schedules follow the same cycle and format.

A pre-test is given to students in MCOM72 (transitioning to MCOM50) to establish a baseline competence level. Depending on their programs, students will take different capstone courses during their senior years. Post-tests are conducted to the specific capstone course to measure the competency level attained for each ACEJMC value or PLO. After students complete JOUR130: Student Apprentice Course, they can proceed to JOUR140A, B, C and D to practice skills and concepts. Finally, students take MCOM111 (the capstone internship course) in their senior year. Employers are asked to complete a survey at the end of the internship period to determine specific skills exhibited by the students.

Table 1: Revised Assessment Plan: Spring 2017 to Fall 2021

SEMESTER	SP 17	FA 17	W 18	SP 18	S 18	FA 18	W 19	SP 19	S 19	FA 19	W 20	SP 20	S 20	FA 20	W 21	SP 21	S 21	FA 21
COURSE																		
MCOM72/50	C	C	D	C	I	C	D	C	I	C	D	C	I	C	D	C	I	C
JOUR140A, B,C,D*	C	C	D	C	I	C	D	C	I	C	D	C	I	C	D	C	I	C
MCOM111	C		I	C	D		I	C	D		I	C	D		I	C	D	
Portfolios	C		I	C	D		I	C	D		I	C	D		I	C	D	

*Originally JOUR165 and JOUR166. Transitioned to JOUR140A, B, C, D in Fall 2020.
MCOM50 is replacing MCOM72; it has been a transition period as of Fall 2019.

The JMC School at San Jose State University embraces the ACEJMC Professional Values and Competencies (listed below **Table 1**). These are required for assessment as part of our national program accreditation as well, and they guide our comprehensive learning experience. They are mapped out to the SJSU University Learning Goals as shown in the table below:

Table 2: ACEJMC Professional Values and Competencies and SJSU University Learning Goals Map

SJSU University Learning Goals	ACEJMC Professional Values and Competencies
ULG 1: Specialized Knowledge: Depth of knowledge required for a degree, as identified by its program learning outcomes.	ACEJMC PLOs 1,2,3,4

ULG 2: Broad Integrative Knowledge: Mastery in each step of an investigative, creative or practical project; An understanding of the implications of results or findings from a particular work in a societal context; Students graduating with a baccalaureate degree	ACEJMC PLOs 5,6,7,8

SJSU University Learning Goals	ACEJMC Professional Values and Competencies
will have demonstrated an understanding of critical components of broad academic areas, the arts, humanities, social sciences, and sciences and their integration.	
ULG 3: Intellectual Skills: Fluency in the use of specific theories, tools, technology and graphical representation; Skills and abilities necessary for life-long learning: critical and creative thinking, effective communication, conscientious information gathering and processing, mastery of quantitative methodologies, and the ability to engage effectively in collaborative activities.	ACEJMC PLOs 2,5,6,7,8
ULG 4: Applied Knowledge: The ability to integrate theory, practice, and problem-solving to address practical issues; The ability to apply their knowledge and skills to new settings or in addressing complex problems; The ability to work productively as individuals and in groups.	ACEJMC PLOs 9,10,11,12
ULG 5: Social and Global Responsibilities: The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities. Diverse and global perspectives through engagement with the multidimensional SJSU community.	ACEJMC PLOs 4,5,6,7

ACEJMC Professional Values and Competencies

PLO1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

PLO2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

PLO3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

PLO4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

PLO5. Understand concepts and apply theories in the use and presentation of images and information.

PLO6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

PLO7. Think critically, creatively and independently.

PLO8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

PLO9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

PLO10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

PLO11. Apply basic numerical and statistical concepts.

PLO12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Appendix 1-*B*. Pre-test and Post-test Reports

Pre-tests and Post-tests are conducted in MCOM72 and in relevant capstone courses pertaining to each program. These are administered on agreed upon courses that serve as "entry point" and "exit point." It was determined that the Pre-test and the Post-test assessment is a useful method for measuring the value-added of the JMC program of study. A standardized assessment tool is used for both the Pre-test and the Post-test. The Pre-test is conducted in multiple sections of MCOM72 to establish a baseline competence level among incoming students. It is hoped that the results can provide guidance for future learning activities, as well as the basis of comparison for the post-test results. Post-tests are conducted in the specific capstone course to measure the competency level attained for each ACEJMC value or PLO. The data is collected twice every semester--the Pre-test at the start of the semester and the Post-test towards the end. The Pre-test and Post-test consisted of questions covering nine major areas addressing the following PLOs. There are five questions in each focus area. During the change in curriculum since our last accreditation visit, results from all three majors are reported here, but as of Fall 2022, we will collect pre-test and post-test data (via our new instruments under development) exclusively for the Journalism Department. The ACEJMC values addressed are given in the table below:

Table 9: Question Focus Areas and PLOs

Area of Focus	ACEJMC value addressed
1. General communications	1,2,5,12
2. Journalism	2,6
3. Advertising	3,4,5
4. Public relations	1,2,6,10
5. Internet / New media	1,2,12
6. Media law	1,2,4,5,9
7. Entertainment / Pop culture	1,2,5,7
8. Research	7,8,9,11
9. Diversity	3,4,5,7,10

Pre-test and Post-test Reports

Fall 2017 Pre-Test
Results Summary

Fall 2017 Post-Test
Results Summary
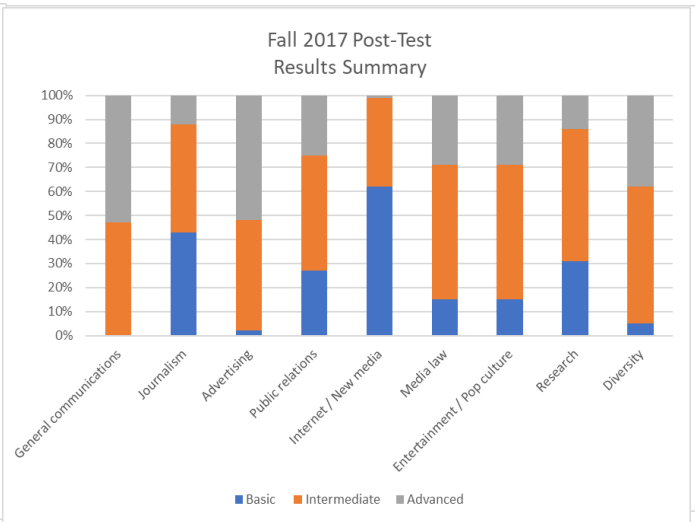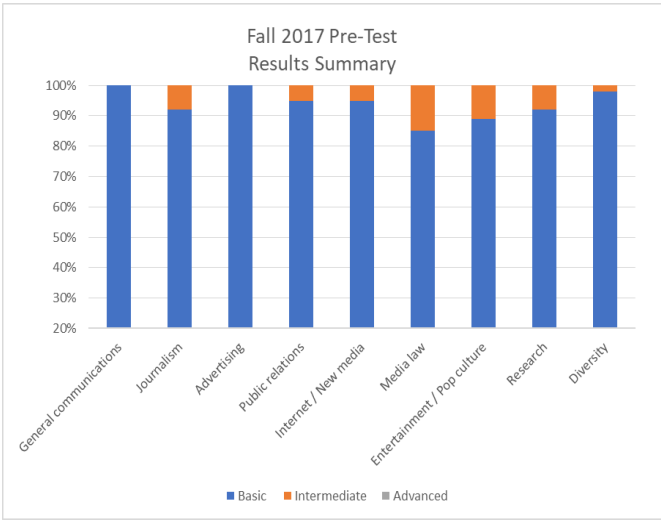
Spring 2018 Pre-test Results Summary
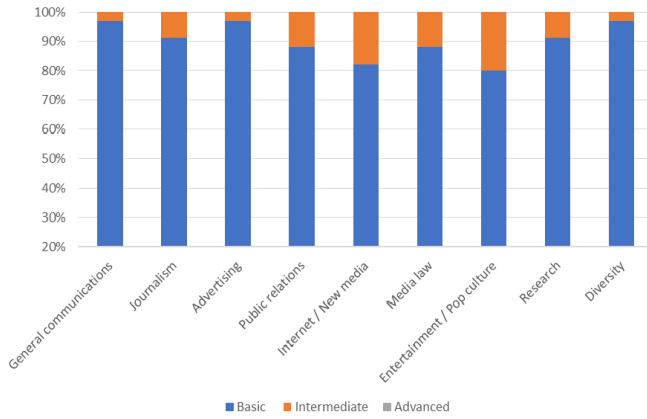
Spring 2018 Post-Test Results Summary
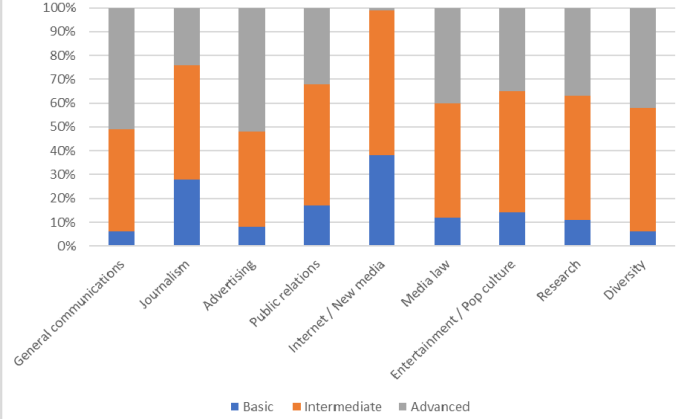
Fall 2018 Pre-test Results Summary

Fall 2018 Post-Test Results Summary

Categories (all charts): General communications, Journalism, Advertising, Public relations, Internet / New media, Media law, Entertainment / Pop culture, Research, Diversity

Legend: Basic, Intermediate, Advanced
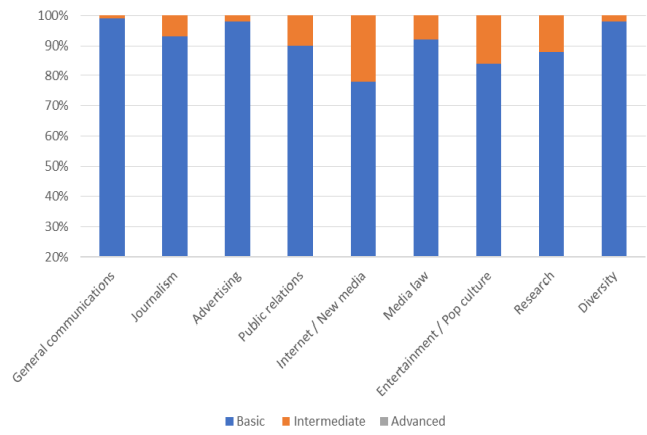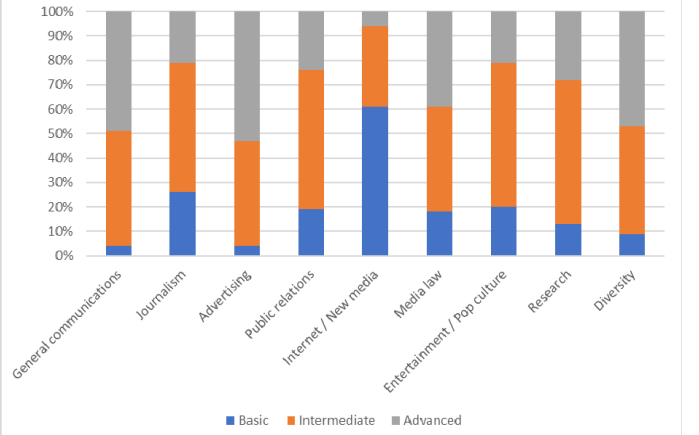
APPENDIX I-C: Internship Survey Results

Internship evaluation results – Extended Summary

2017 – 2018
From the <u>Fall 2018 Survey</u> (2017 fall – 2018 summer reporting, with one case from 2018 Dec and three cases from 2019 May – Dec.

Of the 54 students evaluated in the Internship Survey, 98% of students successfully completed the required 240 hours of internship work. The majority of the internship supervisors rated the interns' overall performance to be excellent (n=31, 60%) or good (n = 13, 25%). 90% of the supervisors (n=47) would recommend the interns for employment in the future. The vast majority of the internship supervisors also rated the interns as excellent or good in the areas of critical thinking, communication skills and abilities, and professional career development.

	2017-2018 (N = 54)			
	Excellent	**Good**	**Average**	**Poor**
Critical Thinking: Intern's ability to solve problems and think creatively				
Listens to others in an active and attentive manner.	34 (65.4%)	13 (25%)	5 (9.6%)	0 (0%)
Demonstrates effective verbal communication skills in expressing their thoughts.	26 (50%)	20 (38.5%)	5 (9.6%)	0 (0%)
Effectively participates in meetings or group settings.	33 (63.5%)	16 (30.8%)	3 (5.8%)	0 (0%)
Intern Communication: Skills and Abilities				
Breaks down complex tasks/problems into manageable pieces.	27 (51.9%)	15 (28.8)	6 (11.5%)	1 (1.9%)
Demonstrates a capacity for analytical and innovative thinking.	26 (50%)	18 (34.6%)	8 (15.4%)	0 (0%)
Takes on assigned responsibility to the best of his/her capacity	35 (67.3%)	8 (14.8%)	7 (13.5%)	2 (3.8%)
Intern Professional Career Development				
Exhibits initiative and self-motivated approach to work.	27 (51.9%)	15 (28.8%)	8 (15.4%)	2 (3.8%)
Exhibits professional behavior and attitude (punctuality, dressed appropriately, interactions, etc.)	32 (62.7%)	11 (21.6%)	7 (13.7%)	0 (0%)
Demonstrates effective use of the most appropriate technology.	36 (69.2%)	11 (21.2%)	5 (9.6%)	0 (0%)
Demonstrates ability to meet deadlines.	28 (53.8%)	14 (26.9%)	8 (15.4%)	2 (3.8%)
Demonstrates effective written communications and ability to meet expectations.	31 (59.6%)	12 (23.1%)	9 (17.3%)	
Demonstrates effective conflict resolution skill and abilities.	29 (55.8%)	12 (23.1%)	7 (13.5%)	0 (0%)

Note. The percentages reported were valid percent which excluded the missing data. The survey also provided a N.A. option which was not reported.

2018 – 2019

From the <u>Fall 2019 Survey</u> (2018 spring – 2019 spring reporting with two cases from 2019 Dec)

99% of students evaluated in the survey (n = 89) successfully completed the required 240 hours of internship work. The majority of the internship supervisors rated the interns' overall performance to be excellent (n=70, 78.7%) or good (n = 16, 18%). 96% of the supervisors (n=85) would recommend the interns for employment in the future. The vast majority of the internship supervisors also rated the interns as excellent or good in the areas of critical thinking, communication skills and abilities, and professional career development.

	2018-2019 (N = 89)			
	Excellent	**Good**	**Average**	**Poor**
Critical Thinking: Intern's ability to solve problems and think creatively				
Listens to others in an active and attentive manner.	78 (87.6%)	8 (9%)	3 (3.4%)	0 (0%)
Demonstrates effective verbal communication skills in expressing their thoughts.	68 (76.4%)	16 (18%)	4 (4.5%)	1 (1.1%)
Effectively participates in meetings or group settings.	67 (75.3%)	18 (20.2%)	0 (0%)	3 (3.4%)
Intern Communication: Skills and Abilities				
Breaks down complex tasks/problems into manageable pieces.	66 (74.2%)	15 (16.9)	7 (7.9%)	0 (0%)
Demonstrates a capacity for analytical and innovative thinking.	58 (65.2%)	24 (27%)	5 (5.6%)	1 (1.1%)
Takes on assigned responsibility to the best of his/her capacity	78 (87.6%)	8 (9%)	1 (1.1%)	2 (2.2%)
Intern Professional Career Development				
Exhibits initiative and self-motivated approach to work.	70 (78.7%)	15 (16.9%)	2 (2.2%)	2 (2.2%)
Exhibits professional behavior and attitude (punctuality, dressed appropriately, interactions, etc.)	74 (83.1%)	9 (10.1%)	3 (3.4%)	1 (1.1%)
Demonstrates effective use of the most appropriate technology.	77 (86.5%)	6 (6.7%)	3 (3.4%)	1 (1.1%)
Demonstrates ability to meet deadlines.	76 (85.4%)	7 (7.9%)	2 (2.2%)	3 (3.4%)
Demonstrates effective written communications and ability to meet expectations.	67 (75.3%)	18 (20.2%)	1 (1.1%)	2 (2.2%)
Demonstrates effective conflict resolution skill and abilities.	61 (68.5%)	11 (12.4%)	5 (5.6%)	0 (0%)

Note. The percentages reported were valid percent which excluded the missing data. The survey also provided a N.A. option which was not reported.

2019 – 2020

From the Fall 2019 Survey 2 (2019 fall reporting with three cases from 2020 Dec and one case from 2021 spring)

All the students (minus one missing entry) evaluated in the survey (n = 29) successfully completed the required 240 hours of internship work. All of the internship supervisors who responded to the survey rated the interns' overall performance to be excellent (n=27, 93%) or good (n = 2, 7%). 96% of the supervisors (n=27) would recommend the interns for employment in the future. The vast majority of the internship supervisors also rated the interns as excellent or good in the areas of critical thinking, communication skills and abilities, and professional career development.

	2019-2020 (N = 29)			
	Excellent	**Good**	**Average**	**Poor**
Critical Thinking: Intern's ability to solve problems and think creatively				
Listens to others in an active and attentive manner.	28 (96.6%)	1 (3.4%)	0 (0%)	0 (0%)
Demonstrates effective verbal communication skills in expressing their thoughts.	20 (69%)	8 (27.6%)	1 (3.4%)	0 (0%)
Effectively participates in meetings or group settings.	22 (75.9%)	5 (17.2%)	2 (6.9%)	0 (0%)
Intern Communication: Skills and Abilities				
Breaks down complex tasks/problems into manageable pieces.	24 (82.8%)	2 (6.9%)	2 (6.9%)	1 (3.4%)
Demonstrates a capacity for analytical and innovative thinking.	24 (82.8%)	5 (17.2%)	0 (0%)	0 (0%)
Takes on assigned responsibility to the best of his/her capacity	25 (86.2%)	4 (13.8%)	0 (0%)	0 (0%)
Intern Professional Career Development				
Exhibits initiative and self-motivated approach to work.	25 (86.2%)	4 (13.8%)	0 (0%)	0 (0%)
Exhibits professional behavior and attitude (punctuality, dressed appropriately, interactions, etc.)	26 (89.7%)	1 (3.4%)	2 (6.9%)	0 (0%)
Demonstrates effective use of the most appropriate technology.	25 (86.2%)	4 (13.8%)	0 (0%)	0 (0%)
Demonstrates ability to meet deadlines.	25 (86.2%)	2 (6.9%)	2 (6.9%)	0 (0%)
Demonstrates effective written communications and ability to meet expectations.	22 (75.9%)	6 (20.7%)	1 (3.4%)	0 (0%)
Demonstrates effective conflict resolution skill and abilities.	22 (75.9%)	2 (6.9%)	2 (6.9%)	0 (0%)

Note. The survey also provided a N.A. option which was not reported

Internship Survey Breakdown by Year/Competency

2017 Internship surveys

Table 27: Internship period for 2017

Semester	%	Count
Fall Semester	81%	34
Winter Session	14%	6
Spring Semester	2%	1
Summer Session	2%	1
Total	99%	42

Table 28: Successful completion of the internship

Answer	%	Count
Student HAS successfully completed the required 240 hours of internship work	98%	42
Student DID NOT successfully complete the required 240 hours of internship work	2%	1
Total	100%	43

Table 29: Critical thinking

Question	4		3		2		1		N/A		Total
Listens to others in an active and attentive manner.	66.67%	26	25.64%	10	7.69%	3	0.00%	0	0.00%	0	39

Question	4		3		2		1		N/A		Total
Demonstrates effective verbal communication skills in expressing their thoughts.	48.72%	19	41.03%	16	7.69%	3	0.00%	0	2.56%	1	39
Effectively participates in meetings or group settings.	64.10%	25	30.77%	12	5.13%	2	0.00%	0	0.00%	0	39

Table 30: Communication

Question	4		3		2		1		N/A		Total
Breaks down complex tasks/problems into manageable pieces.	51.28%	20	30.77%	12	7.69%	3	2.56%	1	7.69%	3	39
Demonstrates a capacity for analytical and innovative thinking.	53.85%	21	33.33%	13	12.82%	5	0.00%	0	0.00%	0	39
Takes on assigned responsibility to the best of his/her capacity	66.67%	26	17.95%	7	10.26%	4	5.13%	2	0.00%	0	39

Career Development:

Question	4		3		2		1		N/A		Total
Exhibits initiative and self-motivated approach to work.	48.72%	19	33.33%	13	12.82%	5	5.13%	2	0.00%	0	39
Exhibits professional behavior and attitude (punctuality, dressed appropriately, interactions, etc.)	63.16%	24	18.42%	7	15.79%	6	0.00%	0	2.63%	1	38
Demonstrates effective use of the most appropriate technology.	69.23%	27	23.08%	9	7.69%	3	0.00%	0	0.00%	0	39
Demonstrates ability to meet deadlines.	53.85%	21	28.21%	11	12.82%	5	5.13%	2	0.00%	0	39
Demonstrates effective written communications and ability to meet expectations.	58.97%	23	23.08%	9	17.95%	7	0.00%	0	0.00%	0	39
Demonstrates effective conflict resolution skills and abilities.	56.41%	22	25.64%	10	12.82%	5	0.00%	0	5.13%	2	39

Table 31: Overall performance

Answer	%	Count
4	58.97%	23
3	28.21%	11
2	10.26%	4
1	2.56%	1
N/A	0.00%	0

Total	100%	39

Table 32: Recommend for future employment

Answer	%	Count
Yes	89.74%	35
No	10.26%	4
Total	100%	39

Summary

The internship survey covered Spring, Summer, Fall and Winter 2017 semesters. Forty-two students went on an internship during the year. Only 1 out of 43 (2%) did not complete the required 240 hours. Ideally, all students should complete the internship, but this can be an isolated case.

Employers generally rated students on the "Excellent" (4 level) in critical thinking (60%), communication (57%) and career development (59%). Fifty-nine percent of the employers rated their interns at a 4 for overall performance. Ninety percent will recommend the student for future employment.

Although these numbers are encouraging, there needs to be more work to ensure that students embody the set of skills needed to make them successful interns. A good employer internship can lead to better employment rates for the JMC program graduates.

The internship coordinator collaborates closely with employers to address the gaps in our students' desired skill set.

2018 Internship surveys

Table 46: Internship Period –2018

Semester	%	Number of Students
Winter Session	2.99%	2
Spring Semester	43.28%	29
Summer Session	31.34%	20
Fall Semester	22.39%	14
Total	100.00%	65
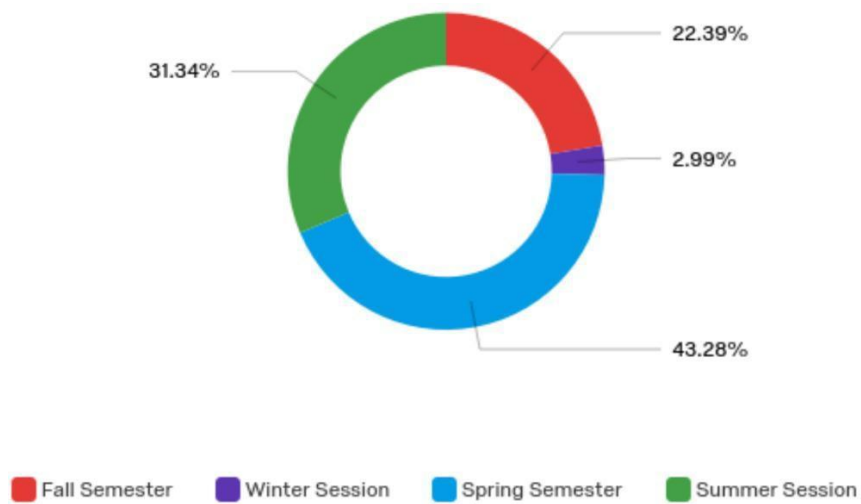
Table 47: Successful completion of the internship

Answer	%	Number of Students
Student HAS successfully completed the required 240 hours of internship work	100.00%	65
Student DID NOT successfully complete the required 240 hours of internship work	0.00%	0
Total	100.00%	65

100.00%

■ Student HAS successfully completed the required 240 hours of internship work

■ Student DID NOT successfully complete the required 240 hours of internship work
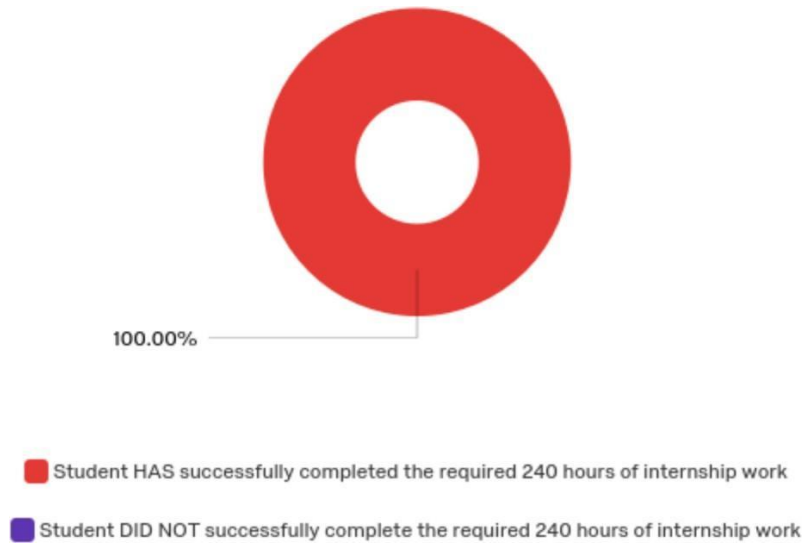
Table 48: Critical thinking

Question	Scores									
	4		**3**		**2**		**1**		**N/A**		**Total**
Listens to others in an active and attentive manner.	89.23%	58	7.69%	5	3.08%	2	0.00%	0	0.00%	0	65
Demonstrates effective verbal communication skills in expressing their thoughts.	81.54%	53	13.85%	9	3.08%	2	1.54%	1	0.00%	0	65
Effectively participates in meetings or group settings.	78.46%	51	20.00%	13	0.00%	0	1.54%	1	0.00%	0	65

■ Listens to others in an active and attentive manner.
■ Demonstrates effective verbal communication skills in expressing their thou...
■ Effectively participates in meetings or group settings.
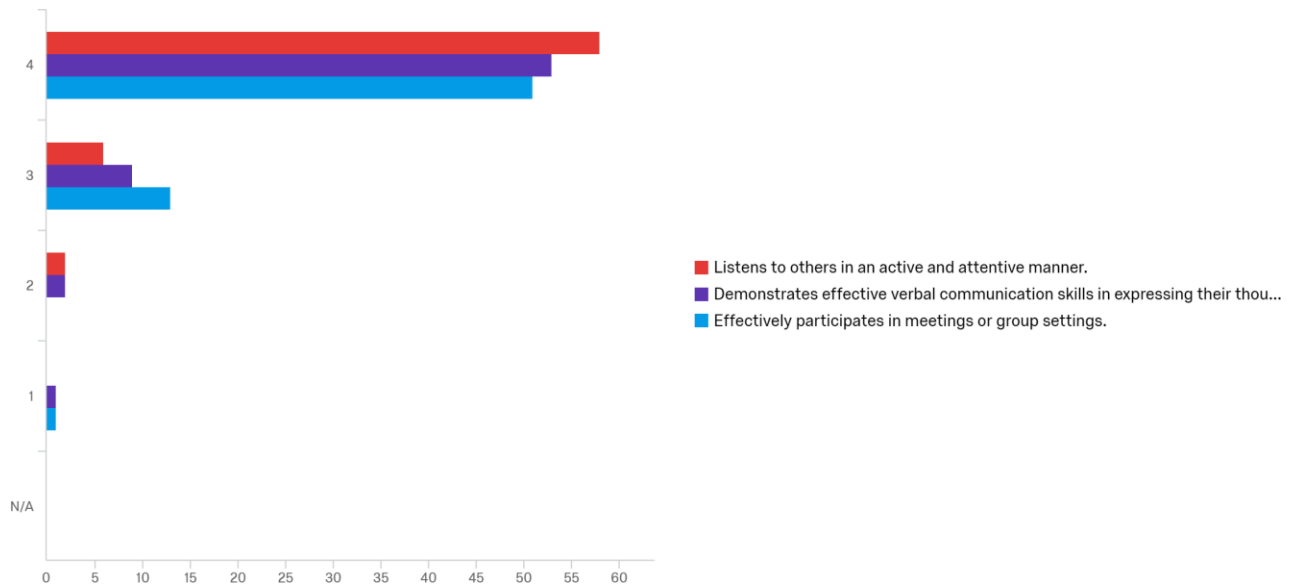
Table 49: Communication

Question	Scores										
	4		**3**		**2**		**1**		**N/A**		**Total**
Breaks down complex tasks/problems into manageable pieces.	75.38%	49	16.92%	11	7.69%	5	0.00%	0	0.00%	0	65
Demonstrates a capacity for analytical and innovative thinking.	69.23%	45	24.62%	16	4.62%	3	1.54%	1	0.00%	0	65
Takes on assigned responsibility to the best of his/her capacity	90.77%	59	7.69%	5	0.00%	0	1.54%	1	0.00%	0	65

■ Breaks down complex tasks/problems into manageable pieces.
■ Demonstrates a capacity for analytical and innovative thinking.
■ Takes on assigned responsibility to the best of his/her capacity

Table 50: Career Development

Question	Scores										Total
	4		**3**		**2**		**1**		N/A		**Total**
Exhibits initiative and self-motivated approach to work.	81.54%	53	15.38%	10	1.54%	1	1.54%	1	0.00%	0	65
Exhibits professional behavior and attitude (punctuality, dressed appropriately, interactions, etc.)	89.23%	58	7.69%	5	1.54%	1	0.00%	0	1.54%	1	65
Demonstrates effective use of the most appropriate technology.	89.06%	57	6.25%	4	1.56%	1	1.56%	1	1.56%	1	64
Demonstrates ability to meet deadlines.	90.63%	58	6.25%	4	3.13%	2	0.00%	0	0.00%	0	64
Demonstrates effective written communications and ability to meet expectations.	78.13%	50	20.31%	13	1.56%	1	0.00%	0	0.00%	0	64
Demonstrates effective conflict resolution skills and abilities.	76.56%	49	14.06%	9	3.13%	2	0.00%	0	6.25%	4	64

Legend:
- Exhibits initiative and self-motivated approach to work.
- Exhibits professional behavior and attitude (punctuality, dressed appropria...
- Demonstrates effective use of the most appropriate technology.
- Demonstrates ability to meet deadlines.
- Demonstrates effective written communications and ability to meet expectati...
- Demonstrates effective conflict resolution skill and abilities.

Table 51: Overall performance

Answer	%	Count
4	80.00%	52
3	18.46%	12
2	1.54%	1
1	0.00%	0
N/A	0.00%	0
Total	100.00%	65
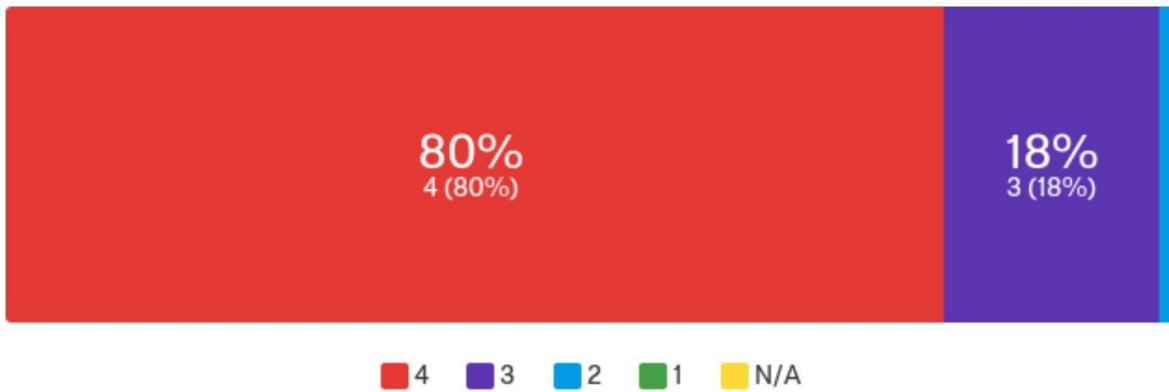
Table 52: Recommend for future employment

Answer	%	Count
Yes	96.92%	63
No	3.08%	2**
Total	100.00%	65

**NOTE: One valid response did not indicate whether he/she will recommend the student for future employment. However, based on the scores and qualitative feedback from the employer, it is safe to conclude the answer is "NO".
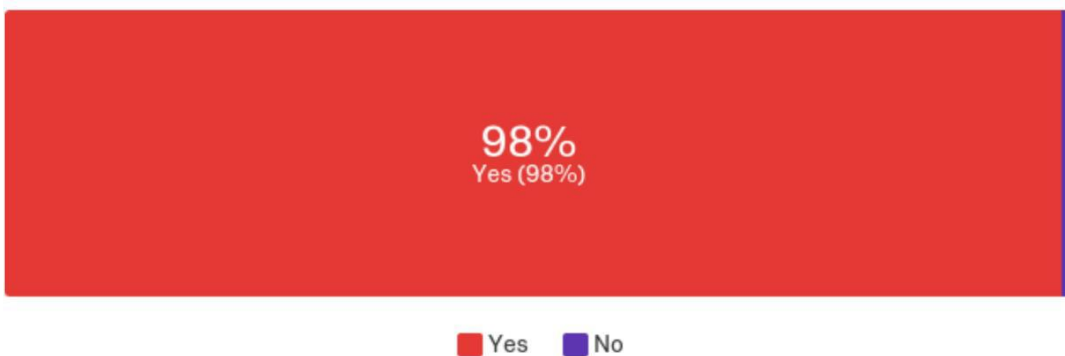
Summary

The internship survey covered Spring, Summer, Fall and Winter 2018 semesters. Sixty-five students went on an internship during the year. All students completed the required 240 hours for the internship.

Employers generally rated students on the "Excellent" (4 level) in critical thinking, communication, and career development. Eighty percent of the employers rated their interns at a 4 for overall performance. About 97% of the students were recommended for the future.

The numbers for 2018 are an improvement from those of 2017. The Journalism faculty have been hard at work to make sure that the students develop the skills they need to effectively get hired after they graduate. The ratings and positive feedback from the employers show that students embody the set of skills needed to make them successful interns. Students understand that a good employer internship can lead to better employment rates for the JMC program graduates.

2019 Internship Survey

Internship surveys. Employers are asked to complete an internship survey at the end of the students' internship to measure the level of competence achieved by students on the PLOs.' The survey intends to capture key competencies and benchmarks related to recruiting and hiring of JMC students. The survey is conducted once every year at the end of the Fall semester to capture information for the past year. The Fall 2019 information is included in this report.

The survey collected both quantitative and qualitative data. Employers were asked to rate the students' abilities on key skills such as critical thinking, communication, professional development, and overall performance. Employers were also asked if they will recommend the student for employment in the future. Employers rated the students' abilities based on the following Likert scale:

> **4** – EXCELLENT (Always demonstrates this ability/consistently exceeds expectations)
> **3** – GOOD (Usually demonstrates this ability/sometimes exceeds expectations)
> **2** – AVERAGE (Sometimes demonstrates this ability/meets expectations)
> **1** – POOR (Seldom/Never demonstrates this ability/does not meet expectations)
> **N/A** – NOT APPLICABLE (Unable to observe characteristic)

In addition, employers were also asked to include their candid insights about the students' performance and suggestions for improvement.

Table 9: Internship Period – 2019

Semester	%	Number of Students
Summer Session	96%	24
Fall Semester	4%	1
Total	100.00%	25

Table 10: Successful completion of the internship

Answer	%	Number of Students
Student HAS successfully completed the required 240 hours of internship work	100.00%	25
Student DID NOT successfully complete the required 240 hours of internship work	0.00%	0
Total	100.00%	25

Table 11: Critical thinking

Question	Scores									Total
	4		3		2		1		N/A	
Listens to others in an active and attentive manner.	100.00%	25	0.00%	0	0.00%	0	0.00%	0	0.00%	0	25
Demonstrates effective verbal communication skills in expressing their thoughts.	68.00%	17	32.00%	8	0.00%	0	0.00%	0	0.00%	0	25
Effectively participates in meetings or group settings.	76.00%	19	20.00%	5	4.00%	1	0.00%	0	0.00%	0	25

- Listens to others in an active and attentive manner.
- Demonstrates effective verbal communication skills in expressing their thou...
- Effectively participates in meetings or group settings.
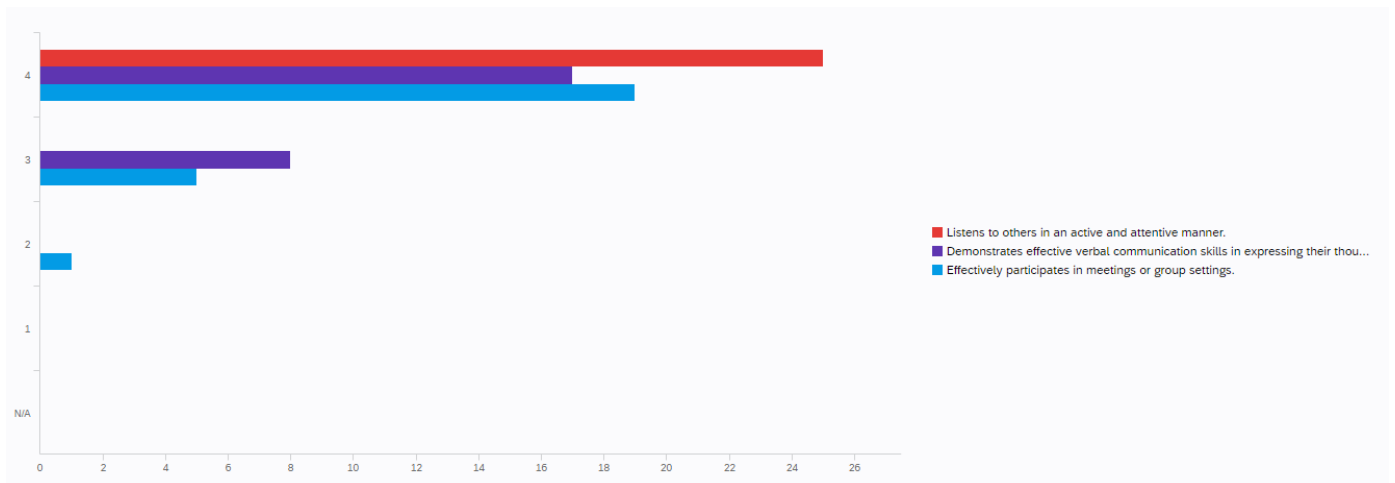
Table 12: Critical thinking

Question	Scores										Total
	4				2		1		N/A		
Breaks down complex tasks/problems into manageable pieces.	84.00%	21	8.00%	2	4.00%	1	0.00%	0	0.00%	0	25
Demonstrates a capacity for analytical and innovative thinking.	84.00%	21	16.00%	4	0.00%	0	0.00%	0	0.00%	0	25
Takes on assigned responsibility to the best of his/her capacity	88.00%	22	12.00%	3	0.00%	0	0.00%	0	0.00%	0	25
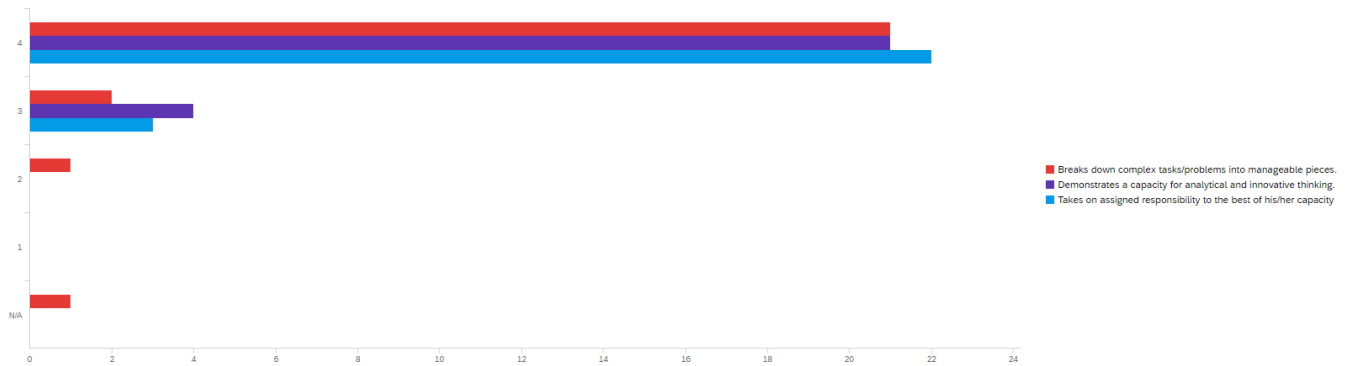
Table 13: Career Development

Question	Scores										Total
	4		3		2		1		N/A		
Exhibits initiative and self-motivated approach to work.	88.00%	22	12.00%	3	0.00%	0	0.00%	0	0.00%	0	25
Exhibits professional behavior and attitude (punctuality, dressed appropriately,	88.00%	22	4.00%	1	8.00%	2	0.00%	0	0.00%	0	25

	%	Count	%	Count	%	Count	%	Count	%	Count	Total
interactions, etc.)											
Demonstrates effective use of the most appropriate technology.	84.00%	21	16.00%	4	0.00%	0	0.00%	0	0.00%	0	25
Demonstrates ability to meet deadlines.	88.00%	22	8.00%	2	4.00%	1	0.00%	0	0.00%	0	25
Demonstrates effective written communications and ability to meet expectations.	76.00%	19	24.00%	6	0.00%	0	0.00%	0	0.00%	0	25
Demonstrates effective conflict resolution skills and abilities.	72.00%	18	8.00%	2	8.00%	2	0.00%	0	12.00%	3	25

Legend:
- Exhibits initiative and self-motivated approach to work.
- Exhibits professional behavior and attitude (punctuality, dressed appropria...
- Demonstrates effective use of the most appropriate technology.
- Demonstrates ability to meet deadlines.
- Demonstrates effective written communications and ability to meet expectati...
- Demonstrates effective conflict resolution skill and abilities.

Table 14: Overall performance

Answer	%	Count

4	96.00%	24

3	4.00%	1
2	0.00%	0
1	0.00%	0
N/A	0.00%	0
Total	100.00%	25

96%
4 (96%)
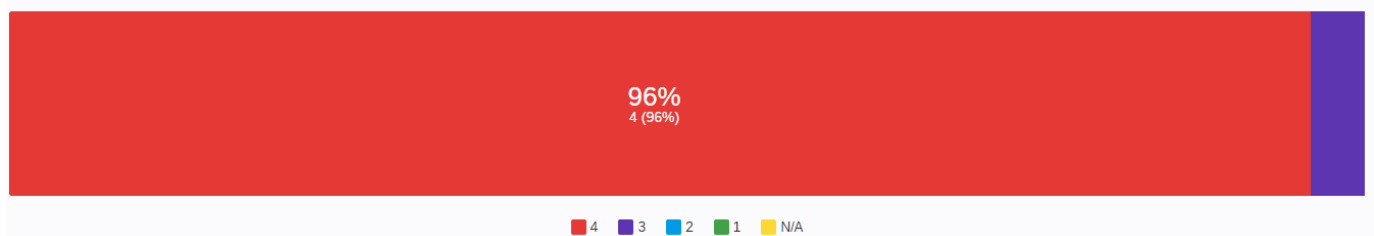
■ 4 ■ 3 ■ 2 ■ 1 ■ N/A

Table 15: Recommend for future employment

Answer	%	Count
Yes	96.00%	24
No	4.00%	1
Total	100.00%	25

96%
Yes (96%)
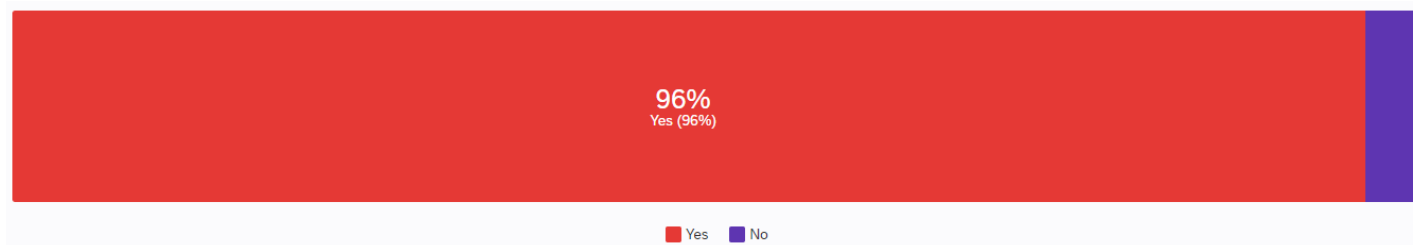
■ Yes ■ No

Summary

The internship survey covered Summer and Fall 2019 semesters. Twenty-five students went on an internship during the year. All students completed the required 240 hours for the internship.

Employers generally rated students on the "Excellent" (4 level) in critical thinking, communication, and career development. Ninety-six percent of the employers rated their interns

at a 4 for overall performance. About 96% of the students were recommended for the future.

The numbers for 2019 are an improvement from those of 2018. The JMC School Faculty have been hard at work to make sure that the students develop the skills they need to effectively get

hired after they graduate. The ratings and positive feedback from the employers show that students embody the set of skills needed to make them successful interns. Students understand that a good employer internship can lead to better employment rates for the JMC program graduates.

The JMC Internship Director works closely with employers to continue developing our students' desired skill set.

2020: No Data Reported Because of COVID-19

Because of COVID-19, JMC was advised to put our international programs and internships on hiatus, and we complied for the safety of our students. We tried to place students in online opportunities, but they were limited. Our internship program has been slowly returning in Fall 2021. Many students have immersed themselves into our student media. Our students are prepared as multimedia storytellers. They learn to prepare their stories across all formats, working as teams. A story might originate as a broadcast story, and then be expanded upon in our newspaper or in a magazine. Students learn to become proficient with writing and creating content for our publications and broadcast outlets. During COVID-19, our instructors and students have adapted, Our student media has won a record number of awards.

APPENDIX 1-D: External Review of Student Work

	Print/ digital newspaper	Broadcast/online news	Print/ digital magazines	New media/ VR

PLOS	M	SD	M	SD	M	SD	M	SD
Understands and applies the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.								
Demonstrates an understanding of the history and role of professionals and institutions in shaping communications.								
Demonstrates an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.								
Demonstrates an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.								
Understands concepts and apply theories in the use and presentation of images and information.								
Demonstrates an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy,								

fairness and diversity.

Thinks critically, creatively and independently.

Conducts research and evaluate information by methods appropriate to the communications professions in which they work.

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

Critically evaluates his/her own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Applies basic numerical and statistical concepts.

Applies current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

ePortfolio Evaluations by Categories

Applies current tools and technologies appropriate for thecommunications professions in which they work, and to understand the digital world.

Applies basic numericaland statistical concepts.

Critically evaluates his/her own work and that of others for accuracy and fairness, clarity, appropriate styleand grammatical correctness.

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

Conducts research and evaluate information by methods appropriate to the communications professions in which they work.

Thinks critically, creatively and independently.

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

Understands concepts and apply theories in the useand presentation of images and information.

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

Demonstrates an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, otherforms of diversity in domestic society in relation to…

Demonstrates an understanding of thehistory and role ofprofessionals and institutions in shaping communications.

Understands and applies the principles and laws of freedom of speech and press for the country in which the institution thatinvites ACEJMC is located, as…

New media/ VR   Print/ digital magazines   Print/ digital newspaper   Broadcast/ online news

Note. The questions were measured by a five-point Likert-type scale (1=strongly disagree, 5=strong agree). The ratings represent the mean scores.

APPENDIX 1-E: Student Exit Survey Results

2017 Student exit surveys

The full results of the student exit surveys are included in this appendix. Some highlights and analysis are given in this section.

Figure 1: Student respondents' degree
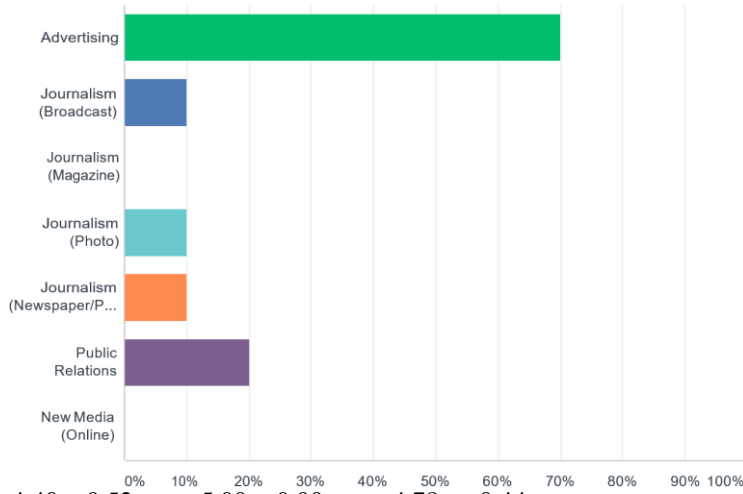
4.95	0.22	4.40	0.52	5.00	0.00	4.78	0.44
4.95	0.22	4.30	0.68	5.00	0.00	4.78	0.44
4.90	0.31	4.80	0.42	5.00	0.00	4.00	1.00
4.85	0.37	4.90	0.32	5.00	0.00	4.44	0.73
4.80	0.41	4.60	0.52	4.78	0.44	4.56	0.88
4.90	0.31	4.10	0.99	5.00	0.00	4.00	0.87
4.89	0.32	3.00	0.00	5.00	0.00	4.78	0.44
4.90	0.31	4.30	0.68	5.00	0.00	4.56	0.73

4.85	0.37	4.20	0.63	4.89	0.33	4.11	0.93
4.90	0.31	3.00	0.00	4.78	0.44	4.00	0.87
4.85	0.49	4.10	0.57	5.00	0.00	3.89	1.05
4.90	0.31	3.00	0.00	5.00	0.00	4.78	0.44

Figure 1 shows that 70 percent of the student respondents were in Advertising, 20 percent in Public relations and the rest from Journalism. Based on the response rates, there is some more improvement that can be done in terms of encouraging students to complete the survey. The assessment team must collaborate with faculty and the academic advisor to ensure that more students can complete the survey.
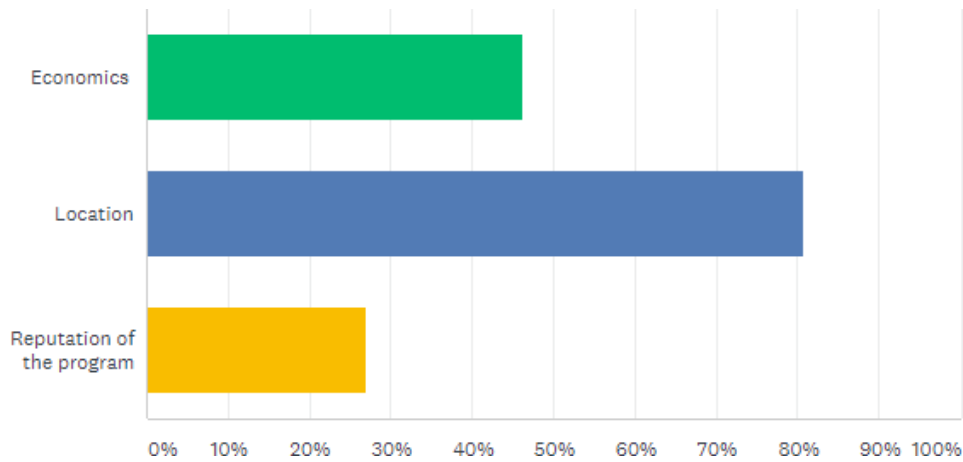
The school scored a 7.4 out of 10 for the quality of education as an SJSU undergraduate student (Figure 2). This question can be further refined to get more details on the student experience. As of now, it is not clear if the student referred to their experience within the university, or just the program.

Figure 2: Quality of education as a SJSU undergraduate student
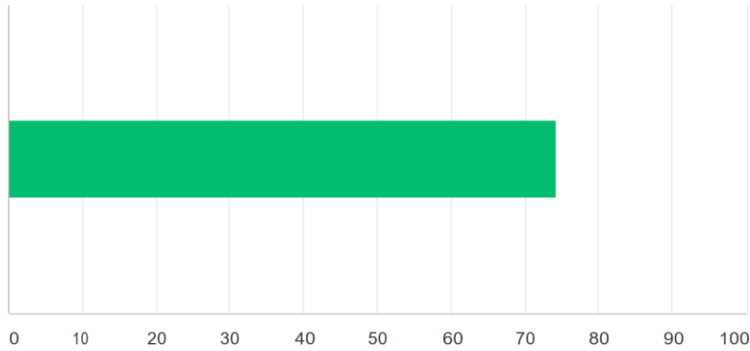
In terms of the sequence areas, students scored the JMC an 8 out of 10 (Figure 3)

Figure 3: Quality of your sequence area in the School of Journalism & Mass Communication:
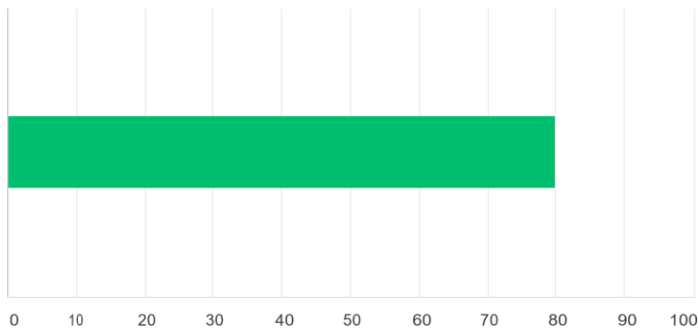
All the student respondents participated in either a regional or a national internship. This is an area that the JMC should maintain. The target i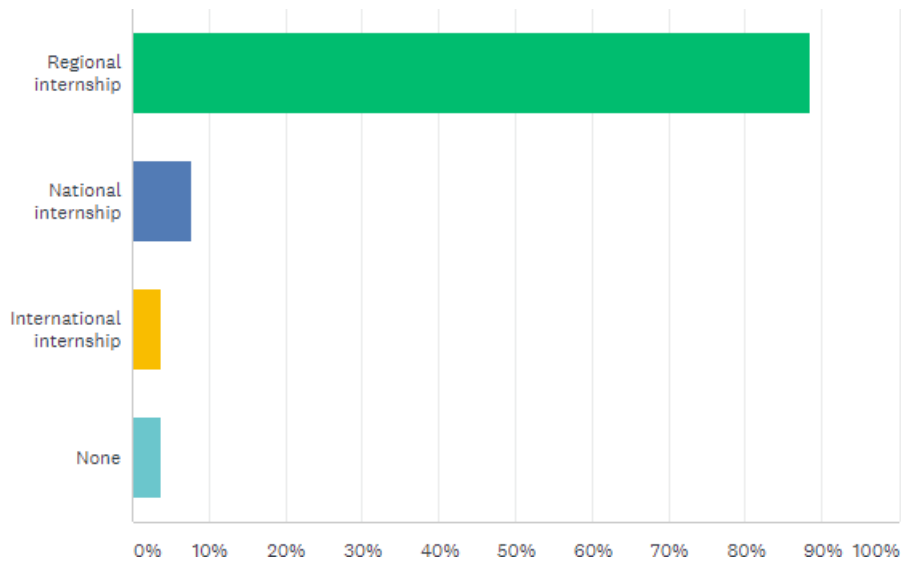s to have most, if not all, the JMC students undergo an internship. Figure 4 shows the student satisfaction level on their internships. Out of the students who went on internships, 46 percent rated their internship experiences as "excellent", and about 36 percent rated their experiences as "fair". None of the respondents rated their experiences as "poor." However, it will be good to inquire about the "fair" responses to find out how else the students' experiences can be improved. It will also be worthwhile to triangulate the students' responses with the feedback received from the employers' internship survey and examine if there are alignments with the responses.

Figure 4: Internship experience rating
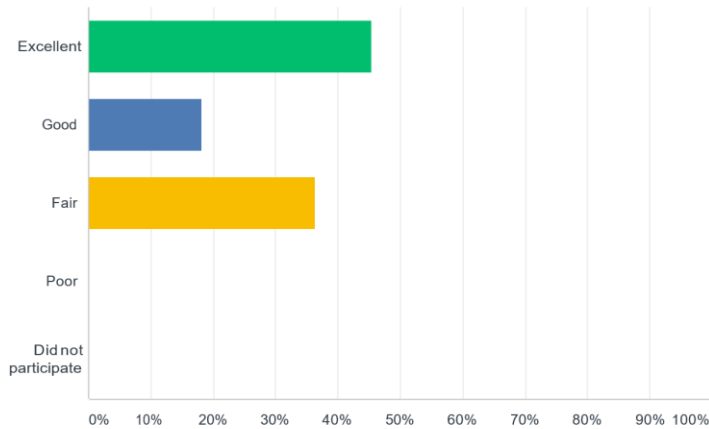
The students rated the instruction in their major 8.3 out of 10 (Figure 5). Course evaluations need to be reviewed to see how this number can be improved. The target score should be no lower than 9.

Figure 5: Quality of instruction
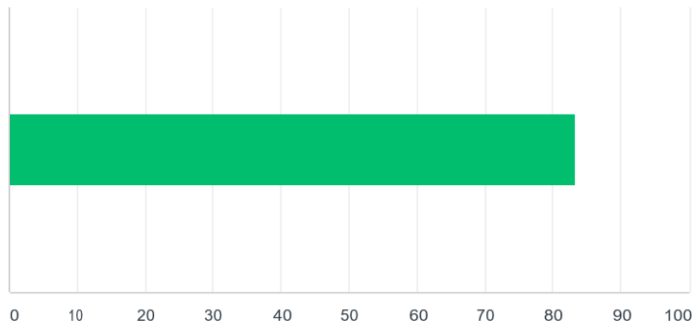
Students felt that the greatest strength of the JMC was in their peers and faculty, followed by the courses (Figure 6). The weakest area is in the facilities. While students learn from their peers, faculty, and the courses, it will be very beneficial to provide them with an environment that fosters better learning. This is an issue that involves capital investment and needs to be communicated to the SJSU leadership. It is hoped that Dwight Bentel Hall is included in the list of buildings that need to be updated, as the SJSU administration continues to upgrade facilities across campus.

Figure 6: Major strengths of JMC

|	
Fellow students & classmates	90.91%
Facilities	9.09%
Courses	63.64%
Technology	27.27%
Campus Media	27.27%
Faculty	72.73%
Research opportunities	18.18%
Resources for student development	18.18%
Internship program	36.36%

Figure 7 shows the types of instruction that students find most helpful in their coursework. Students appreciate that faculty facilitate discussion in the classroom and support this further with skill-based instruction and field experiences. Field experiences were one of the most beneficial ones and this is consistent with the research on high-impact practices. As a school, we will commit to designing more field-based experiences in our curriculum to strengthen the program further. Faculty will be advised to go on training on how to design field experiences for this to be effective in achieving student learning outcomes.

Figure 7: Most helpful type of instruction:
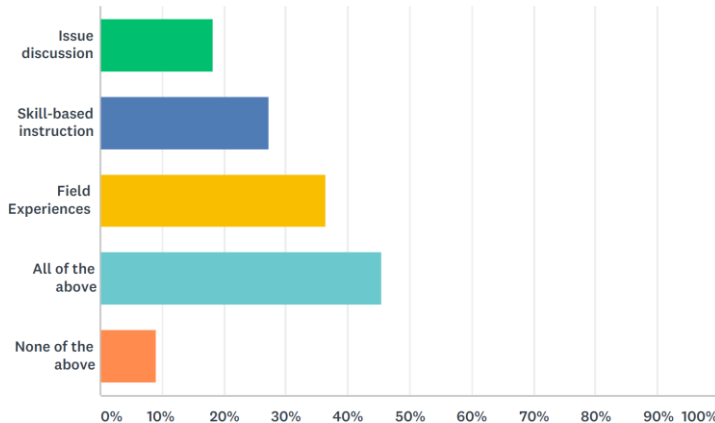
Students feel that writing and publishing skills are the most important area for them in which to be competent. This is followed by communication and presentation skills. These skills are also those those employers find important when hiring candidates. Almost 80 percent of the respondents will recommend SJSU School of Journalism and Mass Communication.

Summary

Based on the feedback from the students, there are certain areas that need to be improved in the program. However, the feedback will be more impactful if we had more student responses. There

were only 11 students who responded to the survey and while this may not be a good representative of the sample, the aggregate feedback collected from the survey should still be reviewed, as these will help inform the JMC school on areas that need more improvement.

2018 Student exit surveys

The full results of the student exit surveys are included in the appendix. Some highlights and analysis are given in this section.

Figure 1 shows that 54.17% of the student respondents were in Advertising, 20.83% percent in Public relations and the rest from Journalism. Based on the response rates, there is some more improvement that can be done in terms of encouraging students to complete the survey. The assessment team must collaborate with faculty and the academic advisor to ensure that more students can complete the survey.

Figure 1: Student respondents' degree
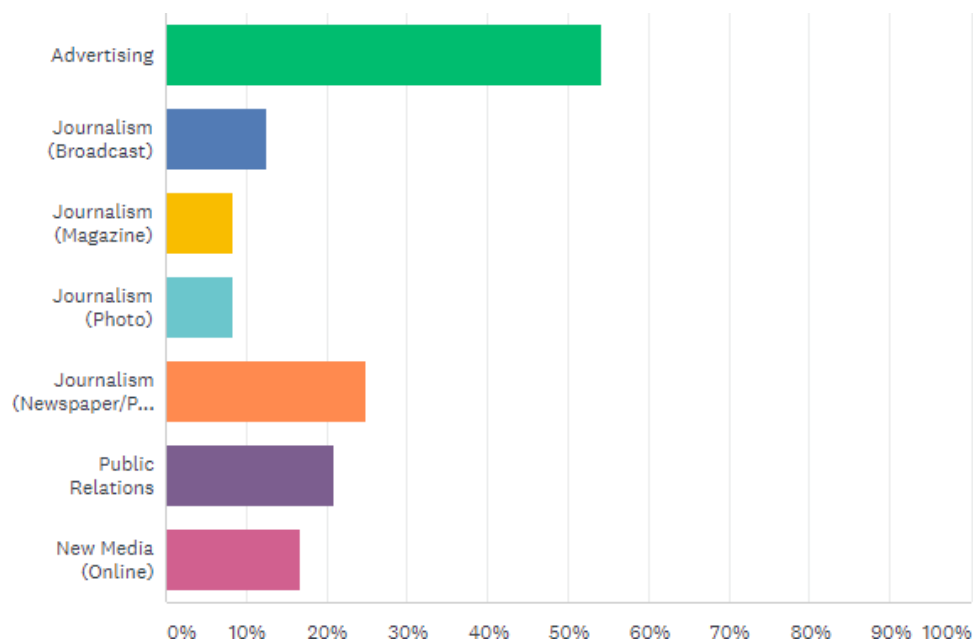
Eighty percent of the student respondents indicated that location is their primary reason for coming to San Jose State. Only 27% indicated that they came to SJSU due to the reputation of the program. The university is located in the heart of Silicon Valley, and this could be one of the main drivers for students to come to SJSU. However, it would also be a benefit for the school to attract students based more on the program reputation.

Figure 2: Reasons for coming to SJSU

The school scored 7 out of 10 for the quality of education as an SJSU undergraduate student (Figure 3). This question can be further refined to get more details on the student experience. As of now, it is not clear if the student referred to their experience within the university, or just the program.

Figure 3: Quality of education as a SJSU undergraduate student
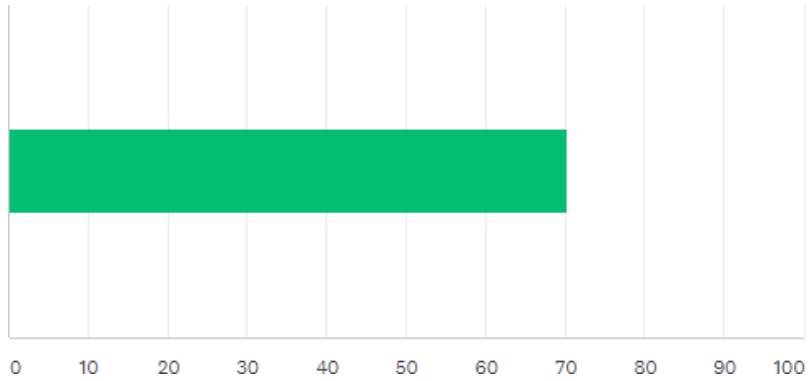
In terms of the sequence areas, students scored the JMC 7.6 out of 10 (Figure 4)
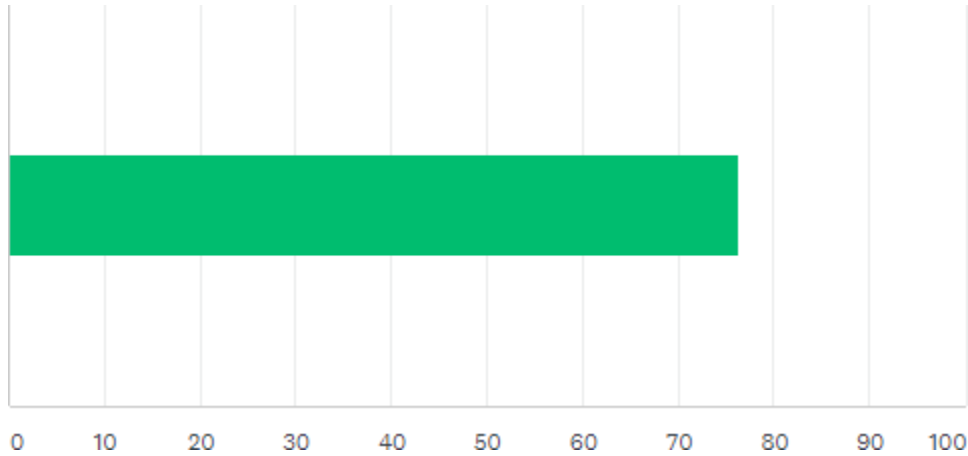
All except one of the student respondents participated in either a regional or a national internship. This is an area that the JMC should focus on and maintain. The target is to have most, if not all, the JMC students undergo an internship.

Figure 5: Types of internships participated in

Figure 6 shows the student satisfaction level on their internships. Out of the students who went on internships, around 58% percent rated their internship experiences as "good" to "excellent", and about 38% rated their experiences as "fair" to "poor". It will be good to inquire about the "fair" and "poor" responses to find out how else the students' experiences can be improved. It

will also be worthwhile to triangulate the students' responses with the feedback received from the employers' internship survey and examine if there are alignments with the responses.

Figure 6: Internship experience rating
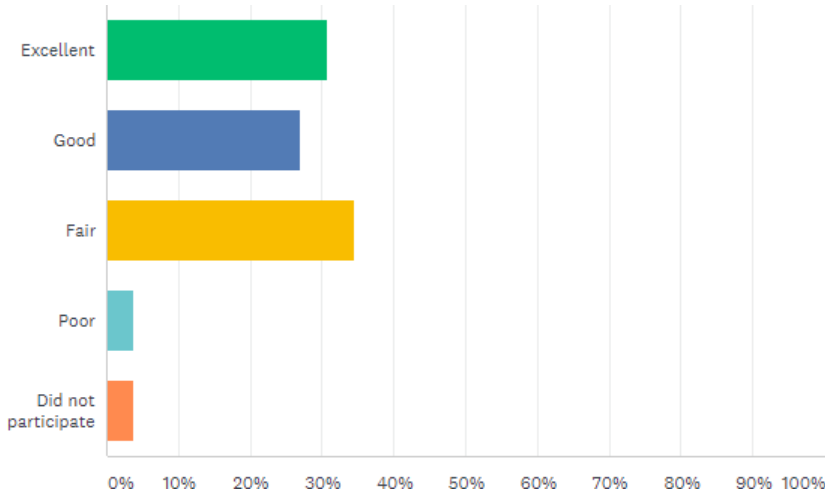
The students rated the instruction in their major 7.6 out of 10 (Figure 7). Course evaluations need to be reviewed to see how this number can be improved. The target score should be no lower than 9.

Figure 7: Quality of instruction
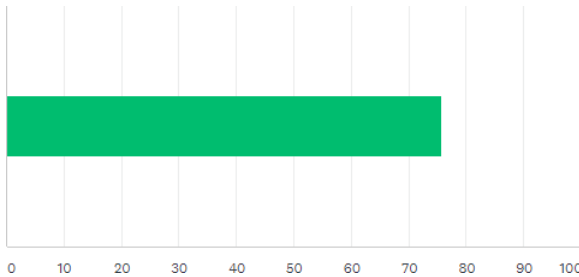
Students felt that the greatest strength of the JMC was in their peers and faculty, followed by courses (Figure 8). The weakest area is in the research opportunities, resources, and facilities. While students learn from their peers, faculty, and the courses, it will be very beneficial to provide them with an environment that fosters better learning. This issue involves capital investment and needs to be communicated to the SJSU leadership. It is hoped that Dwight Bentel Hall is included in the list of buildings that need to be updated, as the SJSU administration continues to upgrade facilities across campus.

Figure 8: JMC Strengths
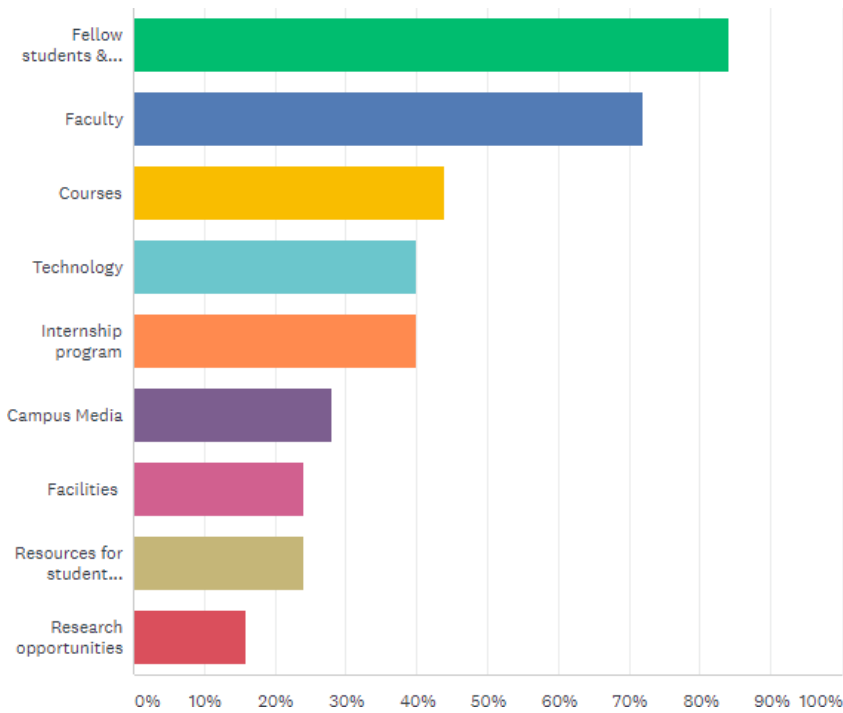
Figure 9 shows the types of instruction that students find most helpful in their coursework. Students appreciate that faculty facilitate discussion in the classroom and support this further with skill-based instruction and field experiences. Field experiences were one of the most beneficial ones and this is consistent with the research on high-impact practices. As a school, we will commit to designing more field-based experiences in our curriculum to strengthen the program further. Faculty will be advised to go on training on how to design field experiences for this to be effective in achieving student learning outcomes.

Figure 9: Most useful types of instruction
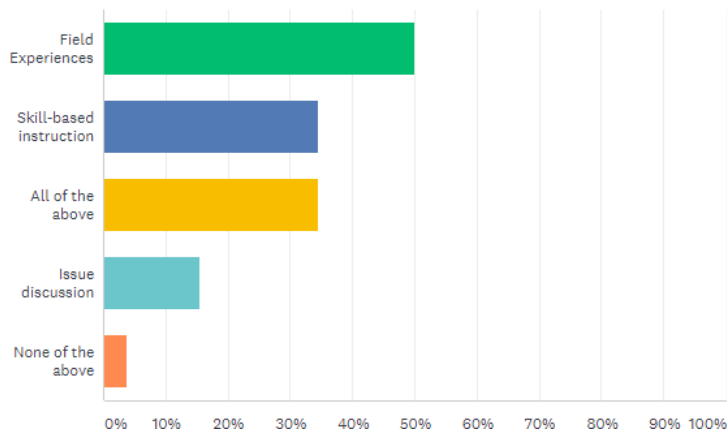
Students feel that sales skills is the most important area for them to be competent in (Figure 10). This is closely related to management skills and production skills. These skills are also those employers find important when hiring candidates. Almost 80 percent of the respondents will recommend SJSU School of Journalism and Mass Communication.

Figure 10: Most important areas for career
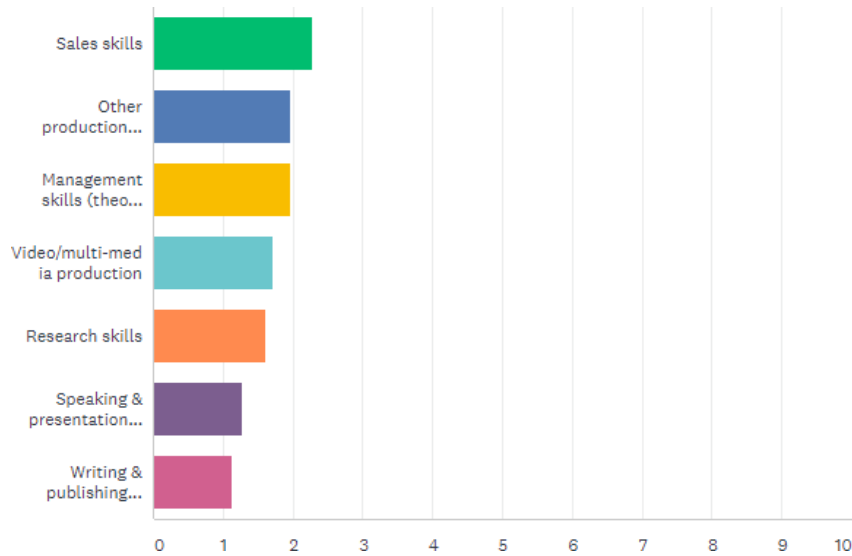
Summary

Based on the feedback from the students, there are certain areas that need improvement. However, the feedback will be more impactful if we had more student responses. There were only 26 students who responded to the survey and while this may not be a good representative of the sample, the aggregate feedback collected from the survey should still be reviewed, as these will help inform the JMC school on areas that need more improvement.

APPENDIX 1-F: Alumni Survey Results

2017 Alumni surveys

The full results of the alumni surveys are included in this Appendix. Some highlights and analysis are given in this section. There were 74 alumni respondents to this survey. Fifty-six percent of the respondents started in SJSU as freshmen and 44 percent were transfer students. Eighty-two have bachelor's degrees, and the rest have master's degrees. Sixty percent are in the communications industry either as full-time, part-time, or volunteer, 27 percent are in non-communications fields, while the rest are in graduate school.

The alumni scored the quality of instruction in JMC 6.9 out of 10 (Figure 8). This is lower than the score that graduating seniors gave.

Figure 8: Quality of instruction
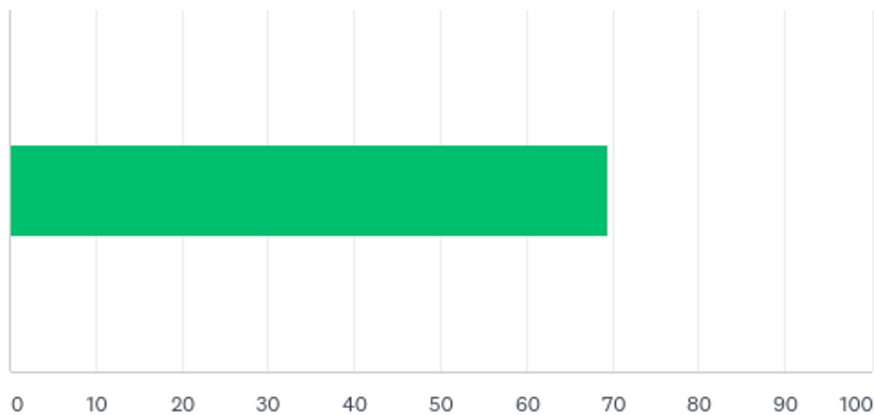
The alumni respondents rated skill-based instruction and field experiences as the most helpful instruction for their career, which is consistent with the graduates' responses. The skills that the graduating students identified as most useful were also the same set of skills that the alumni mentioned were very important in their current position: writing and publishing skills, and communication. There is an additional skill that the alumni mentioned as important – research skills, which the graduating seniors ranked low.

As to the key strengths of the School of Journalism and Mass Communications, the responses of the alumni were consistent with those of the graduating seniors. Both groups cited their peers, faculty, and the courses as main strengths. The alumni mentioned the internship program in the program as one of the JMC's strengths as well. This validates the importance of internships to develop employable skills.

Figure 9: JMC strengths
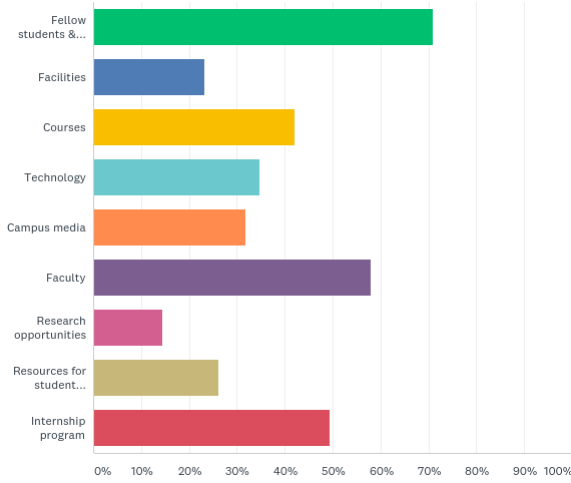
Ninety percent of the alumni respondents are willing to provide assistance to current students.

Summary

The alumni survey is a good tool to collect feedback about the program. It is also a good way to get alumni engaged with school. Most of the information collected from the alumni will be useful in guiding future program improvements. The responses validate the strengths of the program.

2018 Alumni surveys

The full results of the alumni surveys are included in the appendix. Some highlights and analysis are given in this section.

There were 73 valid alumni respondents to this survey. Forty-five percent of the respondents were transfer students and 56% started in SJSU as freshmen. Eighty-two have bachelor's degrees, and the rest have master's Degrees. Around 62% are in the communications industry either as full-time, part-time, or volunteer, 27 percent are in non-communications fields, while the rest are in graduate school (Figure 11).

Figure 11: Current positions of alumni respondents
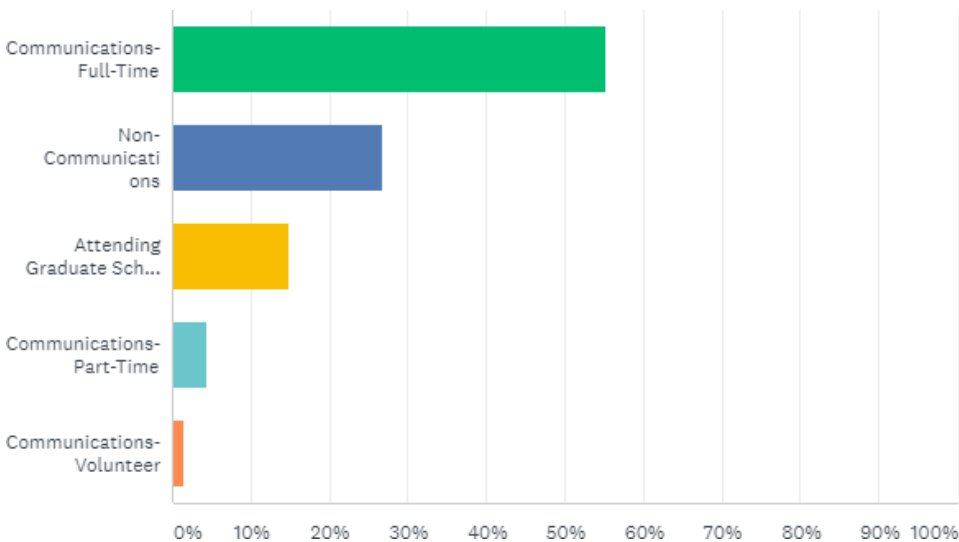
The alumni respondents rated the SJSU JMC school a 6.4 out of 10 points in terms of the level of career preparation they had with SJSU JMC. More than 70% of alumni respondents will recommend the SJSU JMC School to prospective students.

The alumni respondents rated skill-based instruction and field experiences as the most helpful instruction for their career, which is consistent with the graduates' responses (Figure 12)

Figure 12: Type of instruction most helpful
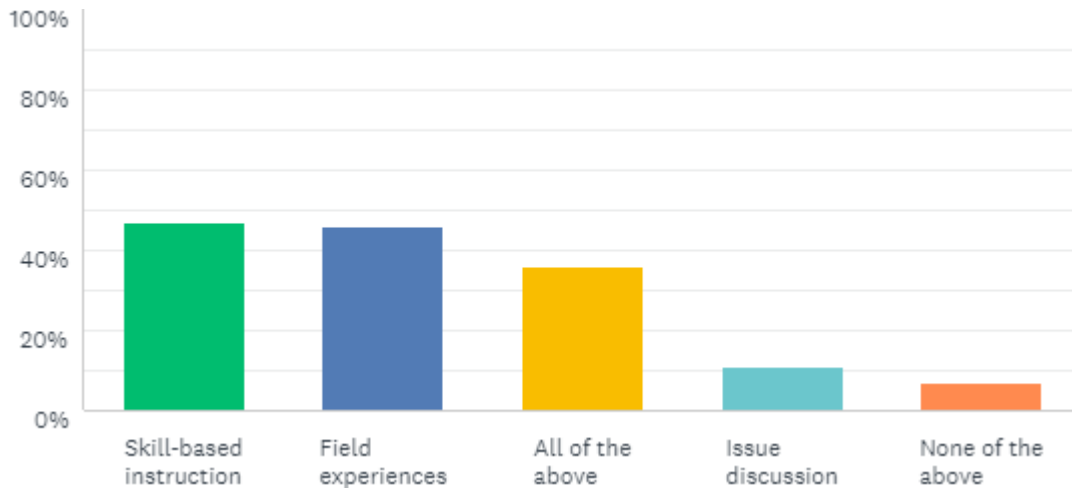
The skills that the graduating students identified as most useful were not the same set as those mentioned by alumni. Writing and publishing skills, and communication were not seen by students as key skills they need to develop (Figure 13).

Figure 13: Areas most important in current position
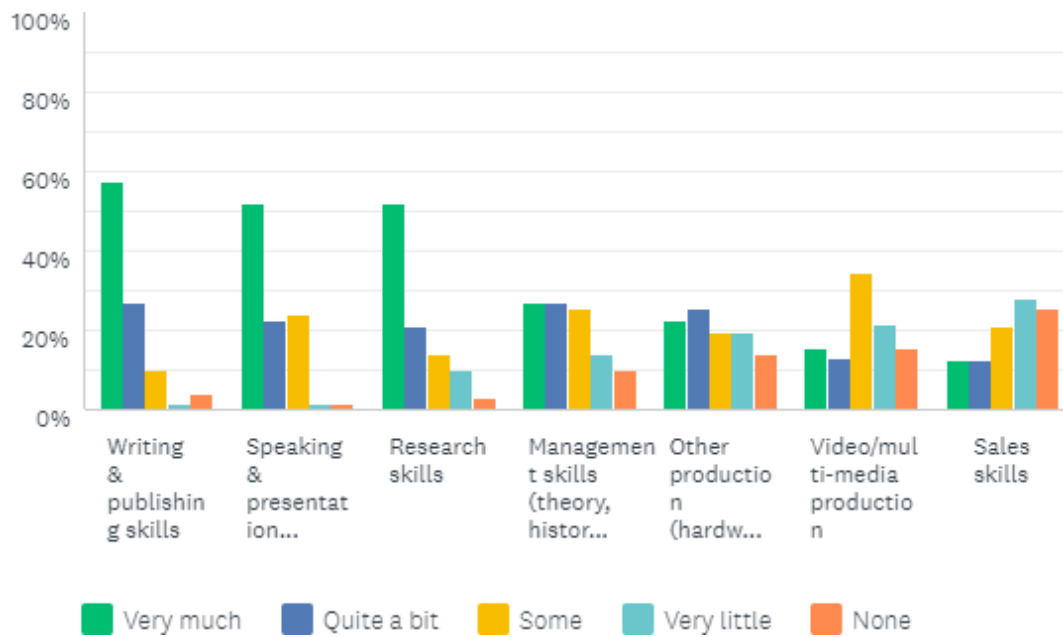
As to the key strengths of the School of Journalism and Mass Communications, the responses of the alumni were consistent with those of the graduating seniors. Both groups cited their peers, faculty, and the courses as main strengths. The alumni mentioned the internship program in the program as one of the JMC's strengths as well. This validates the importance of internships to develop employable skills.

Figure 14: Areas most important in current position

More than 50% of the alumni surveyed are willing to help provide assistance to current SJCU JMC students. More than half would like to participate in alumni networking and job opportunity email lists.

Summary

The alumni survey is a good tool to collect feedback about the program. It is also a good way to get alumni engaged with school. Most of the information collected from the alumni will be useful in guiding future program improvements. The responses validate the strengths of the program.

APPENDIX 1-G: List of Student Awards (posted online*)

APPENDIX II

Appendix II-A: Five-Year Strategic Plan

Strategic Plan: The JMC School must, between 2021 and 2026:

1. Increase the diversity of our tenured and tenure-track faculty and part-time faculty, while maintaining our current diversity.

Increase BIPOC permanent and part-time faculty in all major areas, particularly recruiting faculty with research and creative activities that focus on the importance of diversity, equity, and social justice.

Consider interdisciplinary teaching partnerships that would increase the diversity of faculty (for example, building a Spanish language Journalism initiative).

Re-evaluate the weight of service initiatives as critical to the promotion and tenure of BIPOC faculty and other faculty, who have an unfair service commitment due to the nature of their responsibilities and duties.

Prepare students for the future of advertising, journalism, public relations, and mass communications in Year 2030 and beyond.

2. Enhance faculty research, grants/contracts, and dissemination.

Redefine standards and definitions for research and scholarly/creative activity to better reflect and represent the needs and interests of our faculty and society

Articulate school expectations for retention, tenure, and promotion to better reflect our students, faculty, and society, now and over 5-10 years.

Support grant development, proposals, dissemination, and travel that underscore the importance of diversity, equity, and social justice for all.

Seek grant opportunities to help to promote STEM, positing students to understand the changing world in which they will live and work.

Profile creative activity and research that accentuates our social justice mission

3. Review curriculum alignment with vision, mission, and directions.

Consider and implement ways to decolonize JMC curriculum to address the critical needs and

issues of BIPOC students more effectively, and to present opportunities for all students to engage in political discussions that impact their future.

Identify new opportunities for online education, especially at the graduate level.

Continually develop professional partnerships and collaboration with media companies and Silicon Valley businesses.

Identify and plan for the extended integration of new technologies in pedagogy.

Develop interdisciplinary curricular opportunities in STEM, health journalism, social justice, and environmental sustainability "Green curriculum"

Enhance faculty orientation, industry training and structured mentoring programs.

4. Define support for student success.

Establish new assessment surveys and data analysis approaches to drive curriculum changes and future hires.

Strengthen the web presence to showcase School programming and to enhance recruitment

Maintain commitment to curriculum enrollment planning to keep national Journalism accreditation.

Establish new alumni and professional mentoring and portfolio review systems.

Maintain an alumnus contact database and a congruent plan for tracking graduates.

5. Enhance revenue streams.

Target specific needs and interests for major fundraising initiatives.

Identify potential revenue stream through innovative programming and services.

Invite media industry and corporate consultation for funding initiatives, student internships, and opportunities.

Include global media professionals in multi-platform program promotional efforts.

Provide significant RTP credit for such initiatives as Professional and Creative activities.

6. Focus operations on strategic planning, effective communication, sense of cohesion and accountability.

Publish an annual online newsletter of the School's annual achievement for alumni and industry leaders.

Create and maintain comprehensive electronic filing and equipment tracking systems.

Revise quantitative and qualitative assessment tools for more timely and insightful annual reports.

Create a Silicon Valley Center for Social Media Analytics that would serve both academia and business.

7. Improve governance and operational models.

Streamline committee service, reducing committee size and increasing committee effectiveness.

Develop ongoing professional development educational and research practices.

Leverage the school's public reputation for excellence through industry partnerships and technological innovation.

Looking Forward

To remain viable and a leader in the technology driven, fast-paced, and ever-changing global communications landscape, the School of Journalism and Mass Communications must constantly re-invent itself as a pioneer in teaching, research, and scholarship in mass communications. Our students must develop their critical thinking, problem-solving, teamwork and media management skills while learning how to master new technologies to meet media industry expectations. The 2013 gift of $8.7 million to the JMC School from Jack and Emma Anderson provides, in perpetuity, the resources for periodic upgrades of classroom technologies and faculty training on new equipment. This gift, however, does not permit funds to be used for hiring or faculty salary increases. JMC School continues to rely on the university administration to recognize and support the strategic hiring and development of faculty to broaden the scope, growth, and academic mission of the program to meet changing times. Future hiring of faculty and staff should align with our above strategic plan, as specified from 2021 to 2026.

Approved May 2020.

Appendix II-B: Diversity Plan

Diversity is core to the mission of our School. As noted on our website, https://sjsujmc.com/department-of-journalism/, the Journalism Department embraces the innovative spirit of Silicon Valley, emphasizing cultural and intellectual diversity, the First Amendment, and the free flow of ideas. The School prepares students to excel in multimedia journalism by teaching "professional skills and advanced information technologies, by developing the capacity for critical and original thinking and fostering creativity and a passion for communications. We further this mission with our commitment to diversity. We respectfully identify and address, in a timely, fair and truthful way, issues of race and ethnicity, gender, sexual orientation, religious cultures, and disability in our nation and global community."

Specifically, we are committed to these goals *(as of Fall 2015)*:

We hire faculty from diverse communities who exemplify socially conscious and inclusive role models.

We enroll students of all ages and economic and cultural backgrounds and encourage them to voice their opinions, share their experiences, educate others, learn from their peers, and support diversity in both their academic and future professional careers.

We update our curriculum regularly to ensure relevancy and sensitivity.

We explore innovative and ethical uses of new technology to broaden the public scope of diversity in our community and the world.

Beyond those principal tenets, our Diversity Plan is a continuous effort, both formal and informal process, to ensure all students, faculty and staff feel that their concerns and voices are heard, particularly those students from under-represented groups. The School celebrates the rich diversity within our student, faculty and staff population. Diversity is defined through its multitude of perspectives, shared by first-generation students of all races, ethnicities, abilities, and gender in all its forms.

Given that our School and more specifically our Journalism unit, is situated on a Hispanic-Serving Institution and Asian American and Native American Pacific Islander-Serving Institution, all faculty and students are continually encouraged to consider how diversity impacts their future careers and more generally their life in society. It is our central mission to assure that all under-represented students in our program are adequately reflected through our faculty, curriculum and activities. Journalism faculty have led in these initiatives, inviting national and regional guest speakers of color who share their perspectives on topical issues, from BLM to

coding bias in data analytics to awareness of hostility toward minority groups in the Bay Area. Our student media is richly influenced and impacted by the community in which we are surrounded. We encourage our students to take the lead on these issues, with faculty mentors and advisors standing with them side-by-side. Our Journalism faculty should strive to be the first in the college and university to bring these difficult topics into discussion on campus and within the community.

Each Department in the School meets with students at minimum annually so students can express their concerns and needs regarding the curriculum and its implementation. These issues are then presented directly to the faculty-of-the-whole.

It remains imperative for our unit to seek strategies in which to diversify our faculty, curriculum and to fully engage our students within the larger community. The faculty recognize that our students will face an increasingly diverse society in the next 10 to 20 years and will need to better understand these challenges as citizens and journalists. We believe it is essential to introduce them to critical issues, new technologies and provide them with mentors that share their world views, as much as possible. Moreover, to ensure lively discussions representative of various perspectives, faculty are asked to provide opportunities for students to attend guest speakers on topical issues, as well as to raise awareness on critical issues within their classes.

All Journalism syllabi are expected to include the program learning outcome, "Demonstrate knowledge of the diversity of groups in a global society" and include assignments and lectures related to that goal within their courses. (*effective Fall 2022*)

The faculty prioritizes increasing BIPOC permanent and part-time faculty in all major areas, particularly recruiting Journalism faculty with research and creative activities that focus on the importance of diversity, equity and social justice. We continue to seek partnerships with The Human Rights Institute, Department of Justice Studies, and other programs to better prepare our journalism students for the future and to provide them with critical cultural information.

Approved initially 2015, revised Fall 2020, minor friendly updates Fall 2021.

Update of progress

Diverse perspectives are encouraged within all courses and are reflected in the syllabi, more specifically lectures, class discussions and assignments.

Since 2017, JMC has appointed a faculty member (on a rotating basis) to meet with students at least annually so they can express their concerns and needs regarding the curriculum and its implementation. These issues are presented directly to the faculty-of-the-whole.

In Spring 2021, Journalism was approved for a search for an Assistant Professor of Spanish-Language Media and in AY 21-22 Journalism added three Hispanic-Latino adjuncts and one African-American adjunct to our faculty. As openings become available, we strive for an

aggressive racial, ethnic and gender representation of our students in faculty and staff positions.

Moreover, in our outreach to BIPOC faculty, as a School, we met first in Spring 2020 to discuss ways to diversify our curriculum, specifically through the lens of decolonization. We continue to work with the College and Provost to provide a wider definition of research and creative activity to support faculty of color who might not fit within traditional definitions of RSCA. We are currently working on a new draft of our   faculty RTP guidelines to strengthen the contributions more effectively by BIPOC faculty.

Appendix II-C   Decolonizing The Curriculum

The JMC Curriculum Committee in an open faculty meeting created the following suggestions for decolonizing the curriculum during Spring 2020:

- Assure that MCOM 72 (Media and Society) focuses on ownership.
- MCOM 106 (Global Mass Comm) should continue to include a focus on ownership.
- Require journalism students to take sociology classes or recommend to students to take them. Could use that on the roadmap with Area S, saying "these courses work well with your major."
- JS-25 Introduction to Human Rights should be encouraged for PR and journalism students.
- Social justice and human rights minor should be encouraged.
- Create a reading list for students.
- Recognize our students' needs, especially when it comes to their lack of education about students' own diverse history.
- Talk to students about ways to become more successful, such as organization and time management.
- Help students learn how to annotate, cite peer reviewed journals. There's a tool called Hypothesis.
- Use librarians to help educate how to write research articles.
- How PR practitioners help contribute to meta narratives is an important point.
- We should be able to work with our colleagues in Communication Studies to help faculty facilitate open dialogues on racism. *Bob has started doing this.*
- There are many robust conversations that can come out of discussions about the "N" word and the "B" word for the Me-Too movement.
- Are we leaving out underserved white kids in our program? Class makes a difference.
- We have a "cancel culture," where we're not free to speak about certain things, such as being a Trump supporter. We need to have a culture of free expression.
- Encourage students throughout the curriculum to engage in local politics. Letters to the editor, council meetings, are examples of what all our students should be involved with.
- Create an online master's degree that focuses on the political economy of mass communication.

Appendix II-D: New Hire Requests

<u>Memorandum</u>

DATE: May 2, 2020

TO: Dean Shannon Miller

FROM: Phylis West, Director of Journalism & Mass

Communications RE: Request for JMC Hires

Dear Dean Miller,

Please consider the following three hires for the School of Journalism & Mass Communications. As you know, we have had two recent retirements from tenured faculty in December 2020, and another retirement two years prior by a full professor. All faculty were from the Journalism major, with two of them ranked as full professor and one at associate professor rank. Add to that with the new RSCA plan, we are also short of advertising faculty at this time. Also considering the age of our tenured faculty, we are likely to be caught off guard if we do not plan ahead. Another consideration is that we need to hire a Latino tenure-track faculty member in Journalism to maintain our good standing with our accreditation agency ACEJMC. We are up for review in Fall 2021.

Please review the following recommendations as noted below. Thank you for your attention and consideration.

   1. AY 2021/2022 Critical (.83) (Salary range 78,000-83,000)

   "Human Rights" News, Artificial Intelligence, Data Analytics (Assistant Professor)

A critical issue in both journalism and human rights is how artificial intelligence can erode the rights of its citizens. Simply google those key words, and a number of articles surface that underscore the challenges involved. We would like to hire a faculty member who understands the human rights issues involved with the rise of data analytics and artificial intelligence, and how without proper implementation of such information or technologies, society runs the risk of violating human rights, in essence impacting every aspect of one's life. Journalism is fundamental in helping to bring such issues and questions for public discussion. The ideal person

for this position would be a professional journalist with production experience in traditional and new media applications, an understanding in immigration policy and human rights issues, with an emphasis on gender implications and how artificial intelligence and big data impact our society. The School of Journalism and Mass Communications would be willing to share this tenure-track faculty line with the Department of Human Rights, reaffirming our current partnership with the Institute of Human Rights.

Beginning 2017, the School of Journalism and Mass Communications hosted seminars to address the forthcoming challenges to society, specifically acknowledging the rise of computational journalism. Our faculty began to train and empower our students and faculty to effectively communicate data analytics, and to better understand the role of artificial intelligence in daily society. We have hosted several data analytic workshops for students and faculty across the Bay Area since then. Most relevant to this discussion is a recent documentary entitled *Coded Bias (2020)*, which details how machine learning is only as good as its programmers, most of whom are white and male. With this in mind, it is extremely important that journalists and mass communication specialists learn how to contextualize data analytics to the public through accurately reporting on issues and events within this framework. These issues have a tremendous impact on people of color, especially women and non-binary members of the community.

2.   *AY 2022/2023 Growth (.83) (Salary range 76,000-83,000)*

     Ethnic Studies Education (Assistant Professor)

The School of Journalism has a responsibility to ensure diverse perspectives are included in the public discussion of issues. The Spanish language community has a large media presence and is the only segment that continues to grow across the media industry. JMC would like a targeted hire for a Latino tenure-track faculty line with an expertise in Spanish language media, who could help our journalism and mass communications students better understand critical issues relevant to the Latino community, and to express those points of views to their culturally specific audiences as well as the general public. We gladly would collaborate with the World Languages Department for this hire. Our national accreditation agency for Journalism has also recommended that we increase the representation of Latino tenure-track faculty. This person could help advise our Spanish television student newscast, El Espartano Noticias. According to Julia Stoll reporting for Statista.com (2021, January13), with regards to the "share of time spent watching Spanish-language TV among Hispanics in the United States in 2013 and 2018. The findings reveal that in 2018, bilingual Latinos in the U.S. reported that they spent 34 percent of their viewing time watching Spanish-language content, an increase from 26 percent five years previously."

For now, Jorge Prado, a Journalism lecturer with a strong professional background in Spanish media, is teaching an introductory bilingual course in the School, beginning Fall 2021.

3. AY 2021/2022 Transformational (.83) (80,000-85,000)

Health Equity and Health Infrastructures (Assistant Professor)

Last year, The School of Journalism and Mass Communications awarded Dr. Anthony Fauci, the Hearst Award. What started as a School idea emerged into a campus event. As a result of our efforts, Adobe awarded our School 50,000 dollars in scholarships for students interested in the study of health in mass communications. Indeed, we are already establishing minor paths for journalism students wishing to specialize in health care, and health majors interested in learning more about mass communications. It appears an ideal time to launch a joint health curriculum covering all aspects of our JMC program (advertising, public relations, and journalism), as well as opening the door for health majors to build skills in mass communications. At this point, we have much success in our long-established health industry partnerships with advertising and public relations; to date many of our students are involved in the health industry. It is not surprising that we have developed deep roots within the College of Health and Human Sciences, given that we were part of that college for several years (initially under a different name). Our journalism students recently won a top award for its coverage of COVID-19. We seek to fund a tenure-track line that would affirm our JMC student work in the healthcare industry, and to broaden such opportunities across the university.

Appendix II-E:

Search Announcement: Open Adjunct Pool

San José State University, San José, CA

Announcement of Position Availability

Specialization: Advertising, Journalism, Public Relations and Mass

Communications Rank: Adjunct Professor, Renewable Contract, Pending Budget

The School of Journalism and Mass Communications is conducting a search for adjunct lecturer(s) in the fields of advertising, journalism, public relations, and mass communications for the fall 2019 semester, with possible extension to spring 2020 and beyond. Next fall, the School will be debuting an updated curriculum for all of its disciplines with specific growth in the fields of Marketing Communications (MarCom), news documentary, science and technology journalism, human rights and social justice reporting, sports journalism, and emerging media technologies. Those with significant magazine experience are also welcomed to apply to oversee our student magazine productions. The School hopes to fill its various programs with experienced media professionals looking to inform the next generation of practitioners.

Responsibilities:

Your role as an adjunct faculty member will be to:

- Teach 1-3 undergraduate courses within the fields of journalism, advertising, public relations, or mass communications.
- Work with faculty and staff to improve course curriculum.
- Should have a strong command of hardware and software in applicable lab courses.
- Facilitate partnerships with corporate contacts to maintain integrity of course assignments.
- Assistance in preparing students for internships and jobs in their related fields.
- Be available to teach at least one to two days a week between 9:00 a.m. – 8:45 p.m.

For more information about our programs and the courses we offer, please visit our department website at:

https://sjsujmc.com/students/undergraduate/undergraduate-courses/

Qualifications:

Qualifications – Preferred: Master's degree in Advertising, Design, Journalism, Communication, Public Relations, or related field, OR a bachelor's degree in Advertising, Design, Journalism, Communication, Public Relations, or related field, AND significant professional experience directly related to the teaching assignment.

Salary Range:

Commensurate with qualifications and

experience. Starting Date: August 19, 2019

Instructions for Applicants: Review of applications will begin (Feb. 1, 2019) and will continue until the course assignments are filled. Application Materials Required: Cover Letter, Resume/CV, and List of References. Please send application materials and direct all questions to Dr. Phylis Johnson (phylis.west@sjsu.edu) Director, School of Journalism and Mass Communications, San José State University. Preference will be given to those applicants from the Bay Area.

San José State University is California's oldest institution of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San José (Pop. 1,000,000), hub of the world-famous Silicon Valley high-technology research and development center. Many of California's most popular national, recreational, and cultural attractions are conveniently close.

A member of the 23-campus CSU system, San José State University enrolls approximately 30,000 students, a significant percentage of whom are members of minority groups. The University is committed to increasing the diversity of its faculty so our disciplines, students and the community can benefit from multiple ethnic and gender perspectives.

San José State University is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, or disability. This policy applies to all San José State University students, faculty, and staff as well as University programs and activities. Reasonable accommodations are made for applicants with disabilities who self-disclose. Note that all San José State University employees are considered mandated reporters under the California Child Abuse and Neglect Reporting Act and are required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

Assistant Professor- Spanish-language Journalism and Mass Communications

Job no: 504879

Work type: Instructional Faculty – Tenured/Tenure-Track

Location: San José

Categories: Unit 3 - CFA - California Faculty Association, Tenured/Tenure-Track, Full Time, Faculty - Communications/Journalism

SAN JOSÉ STATE UNIVERSITY

Position Rank and Title: Assistant Professor of Spanish-language Journalism and Mass Communications

School/Department Name: Journalism & Mass Communications

Compensation: Commensurate with qualifications, experience, and rank as established by the CSU Salary Schedule. See Benefits Summary for details about the CSU's excellent employment benefits.

Target Start Date: August 2022

Application Deadline: December 1, 2021, or until filled.

Position Description

The School of Journalism and Mass Communications invites applications for a full-time appointment at the rank of Assistant Professor of Spanish Language Media. The person will oversee our Spanish-language multi-media journalism program. The selected individual would be expected teach a full-course load to be negotiated at the time of hiring.

The School of Journalism and Mass Communications embraces the innovative spirit of Silicon Valley, emphasizing cultural and intellectual diversity, the First Amendment, and the free flow of ideas. Our alumni include Pulitzer prize winners and work in top media outlets across the nation and world. Our students regularly win competitions and awards with the Journalism program amassing over 100 awards at national and state level over the past few years. The School embraces innovation in teaching and learning holding
the University's approach of Learning by Doing at the heart of our curricula and

pedagogies. The faculty innovate in terms of practice, and we are proud to be one of the few Journalism programs with an immersive storytelling lab in which students have produced award-winning 360 virtual reality news stories and short form documentaries.

The School of Journalism & Mass Communications and San José State University value diversity, equity, inclusion, and belonging. Our excellence in research, teaching, and service can only be fully realized by faculty, students, and staff who share our commitment to these values. SJSU enrolls more than 36,000 students, many of whom are historically underserved, and around 45% are first-generation and 38% are Pell- recipients. SJSU is a Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander (AANAPISI) Serving Institution. The university's commitment to social justice extends from its vibrant, inclusive campus to an international network of over 275,000 alumni. As such, San José State is committed to increasing the diversity of its faculty so our disciplines, students, and the community can benefit from multiple ethnic and gender perspectives.

This position is one of several recruitments focused on Latinx/a/o experiences across campus, including fields such as Educational Counseling, English and Comparative Literature, School of Information, the School of Management, Sociology and Interdisciplinary Social Sciences, Social Work, and more. Successful candidates will demonstrate evidence of a commitment to equity and inclusion through their research, teaching, and/or service. We ask that all applicants include a Diversity Statement with their application package. A guide to writing this statement can be found at SJSU Diversity Statement Guidelines, along with information about how these statements will be evaluated.

Required Qualifications

- Doctorate or master's degree with significant professional experience in Spanish-language media, by start date.
- The candidate must be an experienced and innovative multi-media storyteller who speaks and writes Spanish and English fluently and must be experienced with reporting on Latinx/a/o communities and Latin American journalism issues.
- Demonstrated ability to teach undergraduate students in the following areas: news writing and reporting, television news, multimedia storytelling, Spanish- language journalism and Latina/a/o community issues.
- Promise of scholarly or creative publication that fits into a clearly defined research agenda
- Demonstrated commitment to working successfully with diverse student populations
- Applicants should demonstrate an awareness of and sensitivity to the educational goals of a socially and economically diverse student population as might have been gained in cross-cultural study, training, teaching, and other comparable experience.

Preferred Qualifications

Priority will be given to candidates who possess the following:

- Ph.D., or MFA or equivalent terminal degree in journalism, mass communication or relevant discipline
- Prior teaching at the college level
- Ability to teach a variety of Spanish-language media courses
- Competence in multiple modes of instruction (face to face, hybrid and/or online)
- Expertise in digital-media journalism
- Experience and success in community grant writing towards Latinx/a/o communities.

Key Responsibilities

- Teach undergraduate courses
- Conduct original research leading to publications and/or creative productions, programming, and presentations.
- Serve as advisor to the weekly Spanish-language cable news program, El Espartano Noticias, as well other Spanish-language news and feature publications and programming.
- Have strong ties with Spanish-language media outlets and help with the placement of bilingual students in related internship and jobs.
- The candidate will participate in shared governance, usually in department, college, and university committees and other service assignments. [required]
- The candidate must demonstrate awareness and experience understanding the needs of a student population of great diversity – in age, abilities, cultural background, ethnicity, religion, economic background, primary language, sexual orientation, gender identity, and academic preparation – through inclusive course materials, teaching strategies and advisement. [required]

Eligibility: Employment is contingent upon proof of eligibility to work in the United States.

Application Procedure:

Click Apply Now to complete the SJSU Online Employment Application and attach the following documents:

- letter of interest
- curriculum vitae
- diversity statement
- statement of teaching interests/philosophy
- research and creative activity plans
- work portfolio

- three references with contact information or three reference letters

Inquiries should be directed to the Search Committee Chair John Delacruz at john.delacruz@sjsu.edu.

Conditional Offer

Employment is contingent upon proof of eligibility to work in the United States. Satisfactory completion of a background check (including a criminal records check) is required for employment. CSU will make a conditional offer of employment, which may be rescinded if the background check reveals disqualifying information, and/or it is discovered that the candidate knowingly withheld or falsified information. Failure to satisfactorily complete the background check may affect the continued employment of a current CSU employee who was conditionally offered the position.

San José State University: Silicon Valley's Public University

Located in the heart of Silicon Valley — one of the most innovative regions in the world — San José State University is the founding campus of the 23-campus California State University (CSU) system and the first public university in the West. The 2020 #1 Most Transformative University in the nation according to Money Magazine, San José State is an essential partner in the economic, cultural, and social development of Silicon Valley, the Bay Area and California. SJSU is a top-200 school nationally in research funding and second highest in research productivity in the CSU system. This cutting- edge research, combined with its world-class scholarship, student-centered learning opportunities, and experiential and interdisciplinary programs, allows SJSU to provide transformative opportunities that advance the public good locally and globally.

Equal Employment Statement

San José State University is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, or disability. This policy applies to all San José State University students, faculty, and staff as well as University programs and activities. Reasonable accommodations are made for applicants with disabilities who self-disclose. Note that all San José State University employees are considered mandated reporters under the California Child Abuse and Neglect Reporting Act and are required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

Advertised: October 15, 2021 (9:00 AM) Pacific Daylight Time

Applications close: Open Until Filled

Appendix II-F-2

Spanish – Language Media Search Diversity Plan

Diversity Plan (Outreach Plan)

The JMC School has been approved to conduct a faculty search for a full-time, tenure-track faculty member with a specialty in Spanish Language Media. Following is the plan to attract a wide and diverse candidate pool.

A. Advertising Plan

The Chronicle of Higher Education

The Society of Professional Journalists (SPJ)

National Association of Hispanic Journalists (NAHJ)

Public Relations Society of America (PRSA)

WomensJobsList.com

Association of Women in

Communications DiversityInc. - Post A

Job EmployDiversity – Post Jobs

AEJMC Classified

HigherEdJobs.com

Diverse: Issues in Higher Education (www.diversejobs.net)

Indeed.com (Silicon Valley communications directors job site)

Jobs in Silicon Valley

LatPro – Public Relations jobs in the Latino community

B. Diversity Plan.

The School of Journalism and Mass Communications at San Jose State University plans to make the extraordinary effort during the AY 2021-2022 faculty search process to identify and attract the interest of top qualified candidates with requisite media education and experience who can effectively address the diversity needs and responsibilities of the school and university.

To this end, the school will focus attention and outreach to the following academic and professional organizations.

The National Association of Hispanic Journalists (NAHJ) is dedicated to the recognition and professional advancement of Hispanics in the news industry. NAHJ has approximately 1,500 members, including working journalists, journalism students, other media-related professionals, and journalism educators. One of its explicit goals is to encourage and support the study and practices of journalism and communications by Hispanics.

The National Lesbian and Gay Journalists Association (NLGJA) is an organization of journalists, media professionals, educators and students working from within the news industry to foster fair and accurate coverage of LGBT issues. NLGJA was founded in August 1990, and it opposes all forms of workplace bias and provides professional development to its members. It also advocates for the highest journalistic and ethical standards in the coverage of LGBT issues and collaborates with other professional journalist associations and promote the principles of inclusion and diversity within its ranks.

Public Relations Society of America (PRSA) has brought attention to the issue of diversity in the public relations profession with a mission to make PRSA more inclusive and welcoming by reaching out to industry professionals of diverse racial backgrounds, ethnicities and sexual orientations, help diversify the industry by supporting minority candidates who aspire to a career in public relations by helping them develop industry knowledge, relevant skills and a network of professional contacts, and bring multicultural understanding and expertise to public relations professionals in order to address the diverse audiences in the nation.

We will also target HSI (Hispanic Serving Institution) universities with graduate programs in journalism, loosely defined through all its multi-media modalities. Please see the attached link, Dhttps://www.hacu.net/images/hacu/OPAI/6.47%20HSI%20List%203.31.pdf

Appendix II-G: Faculty Experience

Full-Time Faculty Professional Experience (2021)

Cheers, M. (1977-1983; 1973-1990). Feature Writer (Chicago) & Editor (D.C.), *Ebony magazine*
Covered assignments throughout the United States, Europe, the Middle East, the former Soviet Union, Central America, Asia, Africa, and the Caribbean.

Craig, R. (1988-1996). Staff Writer & Copy Editor (*North County Times*, Escondido, CA); Staff Writer, (*Herald & Review* (Decatur, IL) Won two Illinois Press Association awards; Staff Writer, Assistant Features Editor (*Blade-Tribune/Blade-Citizen*, Oceanside, CA), November 1988-August 1990 Won San Diego Press Club and California Newspaper Publishers Association writing awards. Wrote news, features, business, sports, entertainment.

Garud-Patkar, N. (2006-2013. Senior Feature Writer & Senior News Editor (Nov 2008 – June 2013), *Daily News Analysis (DNA)*, Pune, India: Freelancer (May 2006 – Sept. 2008), *The Times of India*, Pune, India; *Maharashtra Herald (Sakal Times)*, Pune, India.

Guerrazzi, D. (1983-2011). Anchor, Reporter, & Producer for various television stations, including Oakland and San Jose. Stations included KTVU-TV Oakland. News reporter, 1995- 2011; KNTV-TV San Jose. Anchor/reporter, 1992- 94; KSBW-TV Salinas. Morning and noon anchor, 1987- 92; KSBW-TV San Jose Bureau reporter, 1984- 87; WJKS-TV Jacksonville, FL. Anchor/reporter, 1983- 84; KRCR-TV Redding, CA. Anchor/reporter, 1982- 83; KECY-TV El Centro, CA, Anchor/reporter/producer, 1982.

Johnson (West), P. (1978-1987 Full-Time; 1988-2000, Part-time). 20+Years Commercial Radio). some concurrent w/university: on-air, management in programming, production, news, various formats) WCIL-FM/WTAO-FM, Carbondale-Marion-Murphysboro, Illinois, WIL-FM, St. Louis (MO), WXTU-FM, Philadelphia (PA), WAYV-FM/WMGM-FM, Atlantic City (NJ), KILT-AM/FM/KFMK-FM/ KMGC-FM/KZFX-FM, Houston (TX), West Johnson, CV 2 Z100-FM, Brownsville-McAllen (TX), KLOU-AM/ KBIU-FM, Lake Charles (LA), KAMU-FM/KTAMFM, Bryan-College Station (TX). Additionally, 2010-2018, Internet Radio, Hosted and streamed a show from the United Kingdom featuring independent musicians. (Consultant for Virtual Reality/New Technology Solutions, 2000 to present).

Li, C. (2014). Research Analytics Consultant, USC Annenberg, Los Angeles, CA. Worked as data analyst and research consultant for the General Accepted Practices (GAP) eighth project by the USC Annenberg Strategic Communication and Public Relations Center (SCPRC); Tracked and analyzed industry data to identify best practices and pinpointed future trends.

Appendix II-H: RSCA
Full-time Faculty Research, Scholarly & Creative Activities

<u>Edited Books</u>

Craig, R. (2020). *Navigating the News: A Guide to Understanding Journalism* (Peter Lang, 2020). Teaches students outside journalism major what reporters and editors do in their jobs, and how to recognize "fake news" across a wide variety of subjects. More than 60 professional journalists were interviewed for the project.

Craig, R. (2015). *Polls, Expectations and Elections: TV News Making in U.S. Presidential Campaigns* (Lexington Books, 2015). Research text based on extensive study of CBS Evening News coverage of presidential elections from 1968-2012.

Johnson*, P., & Punnett, I., (In Production). *Redefining Journalism in an Age of Technological Advancements, Changing Demographics, and Social Issues*. Hershey, PA: IGI Global. Anticipated publication, Spring 2022 (*wrote 11 of the 25 chapters, of which 2 chapters are co-authored with Johnson)

Johnson*, P., & Punnett, Ian (2018, December). *Moving Sounds: The Cultural History of the Car Radio.* NY: Peter Lang Publishing, a cultural study of mobility and technology on the road). Due in December 2020. (*wrote 6 of the 11 chapters, of which 2 chapters are co-authored with Johnson)

<u>Book Chapters & Encyclopedia Entries</u>

Cheers, M. (2022). The Future of Photojournalism. In (Johnson & Punnett, Eds.), *Redefining Journalism in an Age of Technological Advancements, Changing Demographics and Social Issues*, Hershey, PA: IGI Publisher.

Garud-Patkar, N. (2020). News from Asia. In Craig. R. (Ed). *Navigating the News*. Peter Lang.

Ferrier, M., & Garud-Patkar, N. (2018). Trollbusters: Combatting Online Harassment of Women Journalists. In Everbach. T. & Vickery, J. (Eds). *Mediating Misogyny*. Routledge.

Garud-Patkar, N. (2019). Nepal. In Merskin, D. (Ed.). *The SAGE International Encyclopedia of Mass Media and Society*. Sage Publishing. http://dx.doi.org/10.4135/9781483375519

Garud-Patkar, N. (2019). Mauritius. In Merskin, D. (Ed.). *The SAGE International Encyclopedia of Mass Media and Society*. Sage Publishing.

Korani, T. (2022). Visual journalism & future of news consumption. In (Johnson & Punnett, Eds.), *Redefining Journalism in an Age of Technological Advancements, Changing Demographics and Social Issues*, Hershey, PA: IGI Publisher.

Korani, T. (2022). Extended reality & the future of digital advertising. In (Johnson & Punnett, Eds.), *Redefining Journalism in an Age of Technological Advancements, Changing Demographics and Social Issues*, Hershey, PA: IGI Publisher.

Chen, Z., Li, Z., Ji, G., Stacks, D., & Yook, B. (2021). Toward a new model of public relations crisis and risk communication following pandemics. In O'Hair, H. D., & O'Hair, M. J. (Eds), *Communicating Science in Times of Crisis: The COVID-19 Pandemic*, Hoboken, NJ: Wiley Blackwell. *Equal contribution; authorship is listed alphabetically.*

Li, Z. (2020). Empowerment. In Van den Bulck, J. (Eds), *The International Encyclopedia of Media Psychology*, Hoboken, NJ: Wiley Blackwell.

Chen, Z. Ji, Y., Li, Z., & Stacks, D. (2017). Social media crisis in the global age: Lessons from the Siemens "refrigerator gate" in China. In Avtgis, T., Rodriguez, D, & Liberman, C. (Eds.) *Casing Crisis and Risk Communication*, Dubuque, IA: Kendall Hunt.

Wilkinson J.S., Grant A.E., Zhu Y., Guerrazzi D. (2021) *News Values and Topics: A 15-Nation News Consumer Perspective.* In: Temmerman M., Mast J. (eds) News Values from an Audience Perspective. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-45046-5_4.

Refereed Journals & Proceedings

Cheers, M. (2021). The Journal of Sound and Culture, Listening for the Pictures: Capturing History in Real Time. *Resonance: The Journal of Sound & Culture*.

El Damanhoury, K. & Garud-Patkar, N. (2021) Soft Power Journalism: A Visual Framing Analysis of COVID-19 on Xinhua and VOA's Instagram Pages, *Digital Journalism*, 1-23. DOI: 10.1080/21670811.2021.1957969.

Garud-Patkar, N. (2021). An Examination of Factors Influencing National Reputation of India among South Asians on Social Media. *International Journal of Communication 5, 20.*

Garud-Patkar, N. (2021). Is digital diplomacy an effective foreign policy tool? Evaluating India's digital diplomacy through agenda-building in South Asia. *Place Brand Public Diplomacy*. https://doi.org/10.1057/s41254-021-00199-2

Jain, P., Roy, E., Garud-Patkar, N., Mazid, I. (2019). Sexy Women and Drunk Men in Popular Bollywood Item Songs: Implications for Sexual Violence. *South Asian Popular Culture*, 17 (1), 15-29. https://doi.org/10.1080/14746689.2019.1585605

Grant, A.E., Wilkinson, J.S., Guerrazzi, D., and Zhu, Y. (2018), "News Values: A Global Perspective," paper published by and presented to the biennial conference. of the Brussels Institute for Journalism Studies (BIJU), Conference Proceedings, Belgium.

Grant, A.E., Wilkinson, J.S., Guerrazzi, D., and Zhu, Y. (2016), "Defining News, A Ten-Nation Perspective," published in World Education Journalism Congress (WJEC) Proceedings, Auckland, New Zealand.

Guerrazzi, D., Grant, A.E., Wilkinson, J.S., and Zhu, Y. (2016), "Format Appears to Matter Less Than Story Salience," published in *Newspaper Research Journal* (June) 37:167-179.

Johnson, P., Linfoot, M. (2018, September). Introduction: Special symposium: LGBTQI+ and Radio / Audio media. *(Guest Editors). Journal of Radio & Audio Media*, 25 (2), pp. 192-194), DOI: 10.1080/19376529.2018.1486368

Johnson, P. (Spring 2018). Listening in the Aether: Rehearing and Imagining the World Virtually. *Journal of Gaming and Virtual Worlds 10 (1), 73-103*.

Johnson, P. (2016). *Introduction: On Hearing Poetics, Pose and Peculiar Places: Jay Needham's Curatorial Gift to Soundscape, Soundscape* (World Forum of Acoustic Ecology), Winter, Volume 15 (1).

Johnson, P., (2016, November). Editor's Remarks: Saving Radio—The Cultural Value of Preserving Sound. *Journal of Radio & Audio Media 23 (2)*, 195-196. http://www.tandfonline.com/doi/full/10.1080/19376529.2016.1223945

Johnson, P., & Pluskota, J. (2016). Constructing Identities in *Second Life*: The Challenge of Representation in Cyberspace. *Journal of Gaming and Virtual Worlds 8(1), 21-42*.

Korani, T., Tan, S., & Pyle, M. (2021). Augmented Reality in the Graphic Design Curriculum. *Frameless*.

English-Lueck, J.A., Korani, T., Low, J., Babin, E., Bailey, M.M., Cowan, C., Kochever, K., & Maldonado, D. (2021). Reengineering Nature in Silicon Valley, A Virtual Reality Exploration. *Southwestern Anthropological Association Proceedings*, 14.

Li, Z., Ji, Y, Tao, W. & Chen, Z. (forthcoming). Engaging Your Feelings: Emotion Contagion and Stakeholder Engagement on Nonprofit Organizations' Facebook Sites. *Nonprofit and*

Voluntary Sector Quarterly. (Impact factor: 3.142; 13% acceptance rate; Q1)

Tao, W., Li, Z. C., Chen, Z. F., & Ji, Y. G. (2021). Public responses to nonprofit social media messages: The roles of message features and cause involvement. *Public Relations Review*, *47*(2), 102038. (Impact factor: 2.321; 15% acceptance rate; Q1)

Li, Z., Tao, W., & Wu, L. (2020). Examining the joint impact of relationship norms and service failure severity on consumer responses. *Journal of Public Relations Research.* (Impact factor: 6.409; Five-year impact factor: 3.737; 14% acceptance rate; Q1)

Li, Z., Tao, W., & Wu, L. (2020). The Price of Good Friendships: Examining the Roles of Relationship Norms and Perceived Controllability in Service Failure Encounters. *International Journal of Business Communication*. (Impact factor: 1.800; 15% acceptance rate; Q1)

Hoagland, P., Kirkpatrick, B., Jin, D., Kirkpatrick, G., Fleming, L. E., Ullmann, S. G., Beet, A., Hitchcock, G., Harrison, K. H., Li, Z., Garrison, B., & Lovko, V. (2020). Lessening the Hazards of Florida Red Tides: A Commonsense Approach. *Frontiers in Marine Science*, *7*, 1-10. (Impact factor: 3.661; Q1)

Li, Z. (2019). From Power to Punishment: Consumer Empowerment and Online Complaining Behaviors. *Internet Research*, *29*(6), 1324-1343. (Impact factor: 6.773; 14% acceptance rate; Q1)

Ji, Y. G., Chen, Z. F., Tao, W., & Li, Z. C. (2019). Functional and emotional traits of corporate social media message strategies: Behavioral insights from S&P 500 Facebook data. *Public Relations Review*, *45*(1), 88-103. (Impact factor: 2.321; 15% acceptance rate; Q1) *I was the principal investigator for this project.*

Li, Z. & Stacks, D. (2017). When the relationships fail: A microperspective on consumer responses to service failure. *Journal of Public Relations Research*, *29*(4), 158-175. (Impact factor: 6.409; 14% acceptance rate; Q1)

Li, Z. (2016). Psychological empowerment on social media: Who are the empowered users? *Public Relations Review*, *42*(1), 49-59. (Impact factor: 2.321; 15% acceptance rate; Q1)

Book/Art Reviews, Editorial Reviews

Garud-Patkar, N. (2017). Book review of Terrorism in Cyberspace' by Gabriel Weimann. *Journalism and Mass Communication Quarterly. https://doi.org/10.1177/1077699017701931*

Johnson, P. (2020). Facebook's social VR: So many virtual worlds, so little time. *Journal of Gaming and Virtual Worlds 12(*2), pp. 213-216.

Johnson, P. (2017). Sansar: Just Out of the Gate! A Look at Next Generation Virtual Words. *Journal of Gaming and Virtual Worlds 9*(3), 279-284.

Johnson, P., (2016). The Rise of 360 Virtual Reality 'Do-It-Yourself' Machinima: Every Which Way Game Play. *Journal of Gaming and Virtual Worlds 8*(2), pp. 203-206.

Johnson, P., (2016). Andy Kelly and Other Places. *Journal of Gaming and Virtual Worlds 8*(1), pp. 107-111.

Johnson, P., (2016, May). Editor's Remarks: Rethinking Radio. *Journal of Radio & Audio Media 23 (1)*, pp. 1-3. http://www.tandfonline.com/doi/full/10.1080/19376529.2016.1156393

Selected Related Professional Activities, Exhibitions

Cheers, M. (2018)*. A Defining Moment That Changed America* Exhibition, April. MLK Library
Cheers, M. (2018)*. Harlem Reimagined* Exhibition, February/March. MLK Library
Cheers, M. (2018). *W.E.B. Du Bois: A 150th Birthday* Exhibition, January/February. MLK Library
Cheers, M. (2018). *And Live Rejoicing – Oh Happy Day*, Edwin Hawkins, a feature documentary trailer, January.
Cheers, M. (2015). *Still Grazing: The Musical Journey of Hugh Masekela,* Jacana Media Publishers, Johannesburg, South Africa.

Guerrazzi, D., and Gaber, H. (2015). "Opening Oman" (documentary), award of excellence, BEA (Broadcast Education Association), April, Las Vegas, NV.

Korani, T. (2020). Local Dance, Global Ties: A 360 Video Celebrating Multiculturalism in the Bay Area. *Children Discovery Museum of San Jose*. (Media Showcase)

Korani, Tina & Saeidi, Elahe. (2019). The Revival of History through Technology. *Costume Society of America (CSA) Annual Conference Proceeding*. Link to catalog (Proceeding + Exhibition)

Refereed Conference Presentations

Cheers, M. (2019). "The Courage of the Courier" And How Digital Technologies Can Teach and Preserve Black History and Culture, Southern Studies Conference, Auburn University, Montgomery, AL, February.

Cheers, M. (2018). African American Digital Humanities Conference, University of Maryland, October.

Cheers, M. (2018). African American Digital Scholarship Symposium, Stanford University, April

Cheers, M. (2017). "When Culturally Responsive Teaching Intersects with Culturally Relevant Content: Exposing Afro-Cuban Culture and History to San José State University Students of Color: A Study Abroad Case Study," Hawaii International Conference on Education

Garud-Patkar, N., & Gautam, N. (2021). *Transitional Distance during COVID 19: Examining Student Teacher relationship and Student-Adaptation Strategies*. Paper accepted for presentation at the National Communication Association (NCA) annual conference at Seattle, WA. (Student-led research).

Damanhoury, K. & Garud-Patkar, N. (2021). *Framing the Coronavirus in State-Funded Media: A Visual Analysis.* Paper accepted for presentation at the International Communication Association (ICA) annual conference in Denver, Colorado.

Garud-Patkar, N., Rodriguez, K., Nguyen, T., Kuzmina, E. (2020). *Insta-TV: A Cross-Country Analysis of Engagement and Agendas Television News Channels promote on Instagram.* Paper accepted for presentation at the International Communication Association (ICA) annual conference in Gold Coast, Australia. (Student-led research)

Tao, J., Garud-Patkar, N. (2019). *Factors that Influencing the Trustworthiness of Behavioral Advertising on Instagram*. Paper presented at the AEJMC Mid-Winter Conference in Norman, Oklahoma. (Student-led research)

Garud-Patkar, N. (2019). An Examination of Factors Influencing National Reputation of India on Social Media. Paper presented at the National Communication Association (NCA) annual conference in Baltimore, Maryland.

Garud-Patkar, N. (2019). A Content Analysis of Agendas India Tweets on Social Media: A Public Diplomacy Perspective. Paper presented at the Association for Education in Journalism and Mass Communication annual conference (AEJMC) at Toronto, Canada.

Grant, A.E., Zhu, Y., Wilkinson, J.S., and Guerrazzi, D., "Media Dependency, Media Use and News Values in India: A Comparative Study," paper presented to AEJMC (Association for Education in Journalism and Mass Communication), South Asia Research Session, Toronto, Canada, August 7-10, 2019.

Grant, A.E., Wilkinson, J.S., Guerrazzi, D., and Zhu, Y., "News Values: A Global Perspective," paper presented to the biennial conference. of the Brussels Institute for Journalism Studies (BIJU), December 13-14, 2018, Brussels, Belgium.

Grant, A.E., Wilkinson, J.S., Guerrazzi, D., and Zhu, Y., "Defining News, A Ten-Nation Perspective,"

paper presented to World Education Journalism Congress (WJEC), July 14-16, 2016, Auckland, New Zealand.

Guerrazzi, D., Grant, A.E., Wilkinson, J.S., and Zhu, Y., "Format Appears to Matter Less Than Story Salience," published in Newspaper Research Journal, June 2016 37:167-179

Johnson, P., (2020, September 24). *Augmenting You as Other in 'Mirrorworld:' Creative and Cultural Sonic Remix.* "Creative Communication and Technology," Webinar Symposium. Division of Music, Media and Theatre, Luleå University of Technology (LTU).

Johnson, P., & Punnett, I. (2019, July). Wasteland to Wonderland Journalism 2040 to 2070: A Journalist's Guide to the Future. World Journalism Education Conference, Paris, France.

Johnson, P. (2018, April) *The 60th Anniversary of Queer Radio The First (Comprehensive) Gay Documentary Aired On KPFA In San Francisco in 1958.* Radio's Inclusive Legacy: History, Opportunities and Contemporary Approaches for Inclusion of Marginalized Groups. Broadcast Education Association, National Conference, Las Vegas, Nevada, April 7-10.

Johnson, P. (2017). Queer Airwaves: *The Story of Gay and Lesbian Broadcasting in the Electronic Media* - Revisited, Invited, Author's Café, The Annual Convention of the National Lesbian and Gay Journalists Association (NLGJA), Loews Hotel, Philadelphia, PA, September.

Johnson, P. & Pluskota, J. (2017, April). *From Compton to X: Radio's Community Role in Times of Protest and Unrest.* 25 Years Post-Rodney King – a Reflection and Prescription for Radio and Race Relations. Journal of Radio & Audio Media. Broadcast Education Association, National Conference, Las Vegas Hilton. Las Vegas, Nevada, April 22-25.

Johnson, P. (2017, April). *Saving Radio: It's Always Been College Radio!* Skating to Where the Mic is going, monetizing tomorrow's Student Career Opportunities, Broadcast Education Association, National Conference, Las Vegas Hilton. Las Vegas, Nevada, April 22-25.

Johnson, P. (2017, March). *Back to the Future: What's next for Radio and Audio Media?* Radio and Audio Studies, Popular Culture Association, San Diego, CA, March 12-16.

Korani, T. (2020). Panelist. Creating a Culture of Critique, Self-reflection and Professional Development in the Collaborative Journalism Classroom, The Association for Education in Journalism and Mass Communication (AEJMC).

Korani, T., Girard, N., Johnson, P. (2019, April). 360 VR Storytelling and Immersive Journalism in Silicon Valley, Broadcast Education Conference, National Conference, Las Vegas, Nevada, April 6-9)

Korani, T. (2018). Revival of History through Technology. Exhibition. Costume Society of America

Conference Design Showcase

Korani, T. (2018). Presentation/ with Alexandre Martinez Using Virtual Reality for Climate Change Communication. The OceanVisions2019 - Climate Summit,

Korani, T. (2020). Panelist. Starting a Virtual Reality curriculum with nominal investment The Broadcast Education Association Conference / Panelist

Tao, W., Li, Z., Chen, Z., & Ji. Y. (2019). Public Responses to Nonprofit Social Media Messages: The Roles of Content Features and Cause Involvement. Paper presented at PRSA International Conference, San Diego, CA. *PRSA Top Research Paper Award.

Li, Z., Tao, W., & Wu, L. W. (2019). *The price of good friendships: Examining the roles of relationship norms and perceived controllability in service failure encounters*. Paper presented at the Public Relations Division of the 2019 International Communication Association Conference.

Chen, Z. F., Li, Z., & Ji, Y. G. (2019). *How much is too much? The additive and depleting effect of appeal, interactivity, and involvement in NPOs' social media messages*. Paper presented at the 22nd International Public Relations Research Conference, Orlando, FL.

Ji. Y., Chen, Z., Tao, W., Fang, M., & Li, Z. (2018). Functional and Emotional Traits of Corporate Social Media Message Strategies: Engagement Insights from S&P 500 Facebook Behavioral Data. Paper presented at PRSA International Conference, Austin, TX. *Principal investigator.

Li, Z., Tao, W., & Wu, L. (2018). The Love-Hate Dilemma: Interaction of Relationship Norms and Service Failure Severity on Consumer Responses. Paper presented at the annual conference of Association for Education in Journalism and Mass Communication, Washington, DC.

Li, Z., Ji, Y, Tao, W., Chen, Z., & Stacks, D. (2018). Emotion Contagion and Stakeholder Engagement on Nonprofit Organizations' Facebook Sites: A Big Data Perspective. Paper presented at the annual conference of International Communication Association, Prague.

Li, Z., Ji, Y, Tao, W., & Chen, Z. (2018). Emotion-Carrying Messages and Stakeholder Engagement on Facebook: Behavioral Insights from Fortune 100. Paper presented at the 21st International Public Relations Research Conference, Orlando, FL *Prime Research Award for Corporate Communication

Li, Z. & Ji, Y (2017). Not All Tweets are Created Equal: Emotions and Information Diffusion on Twitter. Paper presented at the annual conference of National Communication Association, Dallas, TX.

Li, Z., Ji, Y, & Chen, G. (2017). Negativity and Information Sharing on Twitter. Paper presented at the 20th International Public Relations Research Conference, Orlando, FL.

Li, Z. (2016). From power to punishment: A moderation analysis of online complaining behaviors. Paper presented at the 19th International Public Relations Research Conference, Miami, FL.

External Grants

Guerrazzi, D. (2017-2018) Principal Investigator: $250,000 grant, Media Education Program, U.S. State Department, Tbilisi, Georgia Embassy.

Guerrazzi, D. (2012-2015) Principal Investigator: $1.04 million grant, journalism partnership

with Balkh University, Afghanistan, U.S. State Department, Kabul E

Korani, T. (2019). AGU Centennial AGU Centennial $10.000

Korani, T. (2019). CSU Entertainment Alliance / $1.200 2019/2020 Quality Assurance Grant (EOQA) $ 1500

Korani, T. (2020) Adobe Grant: Using Creative Cloud to Foster Digital Literacies $5,000

Korani T. (2021). San Jose Placemaking Grant, $30.000

Li, Z. (2017-2019). (P.I.) "Emotion Contagion and Stakeholder Engagement on Nonprofit Organizations' Facebook Sites." The Arthur W Page Center Legacy Scholar Grant, $3,000.

Internal Grants

Garud, N. (2021-22). The Community Engaged Learning Module Grant

Garud, N. (2021-22). Affinity Mentoring for Academic Success (AMAS) Program

Garud, N. (2021-22). SJSU eCampus Quality Assurance Program

Garud, N. (2021-22). SJSU Dean's Professional Development Grant (Applied)

Garud, N. (2021-22). SJSU Dean's Professional Development Grant

Garud, N. (2019-20). SJSU Dean's Professional Development Grant

Guerrazzi, D. (2020-2020). San Jose State University College of Humanities and Arts Artistic Excellence Programming Grant (AEPG), to produce an event: Families Across Borders: a live connection.

Guerrazzi, D. (*2019-2023).* San Jose State University RSCA Reassigned Time Aw.2 release time to produce refugee crisis television/web specials.

*Guerrazzi, D. (2019-*2020). Central RSCA Award, San Jose State University Office of Research: $5,000 refugee crisis production grant.

Korani, T. (2019) Faculty Innovation and Leadership Grant/ $15.000

Korani, T. (2021). San Jose State University's eCampus Technology Equipment Grant / $7,700

Korani, T. (2021). San Jose State University's Artistic Excellence Programming Grant 1 $3,225

Korani, T. (2021). San Jose State University's Artistic Excellence Programming Grant 2 $3.000

Korani, T. (2020). San Jose State University's 2020 Level-Up Grant / $20,000

Korani, T. (2019). SJSU's Central RSCA Grant/ $5, 000

Korani, T. (2018). Best of Educational Innovation Grant for Application $1,000

Li, Z. (2020). Central RSCA Grant.

Li, Z. (2019). Dean's Professional Development Grant

Li, Z. (2018). Central RSCA Grant

Li. Z. (2018). Teaching with Affordable Materials (TEAM) Grant

Li, Z. (2018). RSCA Reassigned Time Program

Li, Z. (2017 -2018). RSCA Infusion Grant

Li, Z. (2017). Central RSCA Grant

Li, Z. (2017) UNIV 101 Professional Development Grant

Li, Z. (2016) University Grants Academy, San Jose State University

Certifications for Professional Development

Cheers, M. (2019). Certificate in Virtual Reality, School of the New York Times.

Garud-Patkar, N. (2021) CSU Improve Your Online Course (Nov 2021) California State University, Online Course Services. Undertook advanced virtual training to hone online teaching skills and pedagogical approaches

Garud-Patkar, N. (2021) Women Faculty Moving Forward: Leading the Future of Academia (August 2021) Lilian Kopenhaver Center for the Advancement for Women in Communication (held online)

Garud-Patkar, N. (2021) SJSU Resilient Course Design Institute July (July 2021). San Jose State University, San Jose Undertook advanced virtual training to hone online teaching skills and pedagogical approaches.

Garud-Patkar (2020) SJSU Teach Online Summer Certificate (July 2020)

San Jose State University, San Jose. Undertook virtual training to learn online teaching skills and pedagogical approaches

Korani, T. (2021). Adobe Master Teacher & Adobe Education Leader

Korani, T. (2020) Adobe Certified Professional in Visual Design

Korani, T. (2020). San Jose State University Teach Online Summer Program Certified

Korani, T. (2020). San Jose State University eCampus Quality Assurance Program Certified

Korani, T. (2019-2020). Adobe Certified Associate in Print & Digital Publ., InDesign Adobe Certified

Korani, T. (2019). Associate in Visual Design Using Adobe Photoshop Certificate

Korani, T. (2019). Adobe Certified Associate in Graphic Design & Illustration Using Adobe Illustrator

List of Recent Awards

Craig, R. (2020-2021). Student Publication Advisor: Led the *Spartan Daily* to national awards (Best Four-Year Student Newspaper, College Media Association, 2021; Best Student Newspaper, Associated Collegiate Press, 2020 and 2021) and statewide awards (Best Student Newspaper, California College Media Association and California News Publishers Association, 2020) and to numerous other national and statewide honors

Korani, T. (2020), Best of Competition Award Multimedia Storytelling category (peer-reviewed,

11% acceptance rate). BEA Festival of Media Arts

Korani, T. (2020). Award of Excellence Interactive Reality Category (peer-reviewed, 20% acceptance rate) BEA Festival of Media Arts

Korani, T. (2020). 3rd Place Interactive Reality Category (peer-reviewed, 20% acceptance rate) 2020 BEA Festival of Media Arts.

Korani, T. (2019). California State University Faculty Innovation and Leadership Award One of 19 selected faculties across 23 California State University Campuses

Li, Z. (2019). Top Faculty Paper Award, Public Relations Society of America

    Li, Z. (2018) Prime Research Award, International Public Relations Research Conference

Li, Z. (2017) Arthur W Page Center Legacy Scholar

Invited Presentations

Craig, R. (2019). "When Everyone's an Expert, No One Is: Real vs. Fake News in the Digital Age." Presented at Journalism Association of Community Colleges Northern California convention, San José, CA •

Korani, T. (2019). San Jose State University Adobe Day 2020 / Workshop Presenter
    Creating Interactive User Interfaces with Adobe XD

Korani, T. (2019). Santa Clara University, Academic Technology Expo / Poster Presentation
    Integrating Virtual Reality Projects into Curriculum: Challenges and opportunities

Korani, T. (2019). San Jose State University Virtual Reality Connection Conference / Talk
    StoryLiving: Experience Stories in Virtual Reality

Korani, T. (2019). Mercantec Summer Technology Institute / Workshop Presenter Using 360 video and VR viewing to create a voice and present ideas

Appendix II-I: Faculty Professional and Community Service

<u>Community Service</u>

Li, Z. (2020) Faculty lead, CommUniverCity of San Jose

Li, Z. (2020). Media lead, providing pro bono services to multiple nonprofit organizations and volunteer groups, assisting their COVID-19 relief efforts

<u>Professional Service</u>

Craig, R. (2020). "Investigative Reporting Techniques for Students" (session chair). Session held at Associated Collegiate Press College Journalism Convention, San Francisco, CA/

Craig, R. (2020). "Best of the West" (session co-chair). Session held at Associated Collegiate Press College Journalism Convention, San Francisco, CA.

Craig, R. (2019). "When Everyone's an Expert, No One Is: Real vs. Fake News in the Digital Age." Presented at Journalism Association of Community Colleges Northern California convention, San José, CA •

Craig, R. (2018). "Investigating Sexual Harassment at a Public University" (session chair). Session held at Associated Collegiate Press College Journalism Convention, Long Beach, CA.

Craig, R. (2016). "Stuck in the Middle with News" (moderator). Session held at Associated Collegiate Press College Journalism Convention, Los Angeles, CA.

Craig, R, (2009-present). Served as newspaper competition judge, Associated Collegiate Press National College Journalism Convention; Judge for assorted competitions, Journalism Association of Community Colleges Northern California convention, 2004-2011, 2016-present.

Craig, R. (2018 – present). Selected for and served on Journalism Advisory Board, De Anza College.

Craig, R. (2015, August). Served as panel member in Macmillan focus group on teaching mass communication courses, Association for Education in Journalism and Mass Communication annual meeting, San Francisco, CA.

Garud-Patkar, N. (2021). "State Media and Public Diplomacy" at a Graduate Seminar in Public Diplomacy. University of Denvier, Colorado.

Garud-Patkar, N. (2020). "Diplomacy and Fake News in the Age of Social Media." Dept. of Journalism and Mass Communication, Pune University, India. Spoke to undergraduate and graduate students in the department.

Garud-Patkar, N. (2021). NEH Grants, American Literature Studies and Media Communication Panel for HBCU- HSI and Tribal Colleges and Universities, July.

Garud-Patkar, N. (2021). Draft Book Reviewer, News Writing and Reporting, Sage Publications, Sep 2021.

Garud-Patkar, N. (2021). Draft Book Reviewer, Rowman and Little Publishers, Sep

2021 Garud-Patkar, N. (2020-2021). CSU Media Arts Festival

Guerrazzi, D. (2015-2018). Member, Academic Council on International Programs (ACIP). Chancellor's Office, Long Beach. Student Advisory Committee.

Guerrazzi, D. (2015-2018). Member, SJSU International Programs and Students Committee (IPSC).

Guerrazzi, D. (2017-2018). Study-Abroad Coordinator Search Committee Member.

Johnson, P. (2020-present). Co-founder/editor, Resonance: The Journal of Sound & Culture, University California Press).

Johnson, P. (2013-present). Section Editor, Virtual Reality & Arts, *Journal of Gaming & Virtual World*s.

Johnson, P. (2013-2016). Editor, *Journal of Radio & Audio Media*, Taylor & Francis (July 2013 –

Johnson, P. (2013-2017). Editor, *Soundscape: The Journal of Acoustic Ecology*, World Forum of Acoustic Ecology.

Johnson, P. (2014-2019) Media Festival of Arts, Audio Division, Broadcast Education Association.

Korani, T. (2019 to present), Member, Community Leadership CSU Adobe Advisory Council. This council has 26 members, consists of Adobe education team and Adobe education leaders, university presidents, deans, faculty, and student ambassadors from throughout the 23-campus system of California State Universities (the largest public institution in the United States).

Korani, T. (2019 to present). Adobe Master Teacher & Adobe Education Leader. AELs are a small group of educators globally who are seen by Adobe as innovative advocates of Adobe solutions in the classroom. we network and speak at Adobe conferences, publish, and create teaching and learning materials.

Li, Z., (2017 – present). Journal Reviewer, Internet Research, Journalism & Mass

Communication Quarterly, Social Media + Society, Asian Journal of Communication, International Journal of Communication, Journal of Communication Management

Li, Z. (2017-2020). Chief Research Editor
        Behavior Insights Research Center, Institute for Public Relations

Li, Z. (2015 – Present) Advisory Board
        International Public Relations Research Conference (IPRRC)

Li, Z. (2018-Present). Editorial Board Member
        Journal of Public Relations Research

Li, Z. (2017 – Present) Editorial Board Member
        Public Relations Journal

Li, Z. (2017-2018). Social Media Committee Member. Public Relations Division, Association for Education in Journalism and Mass Communication

Appendix II-J: **Peer Observation Form** (Class Visit Report)
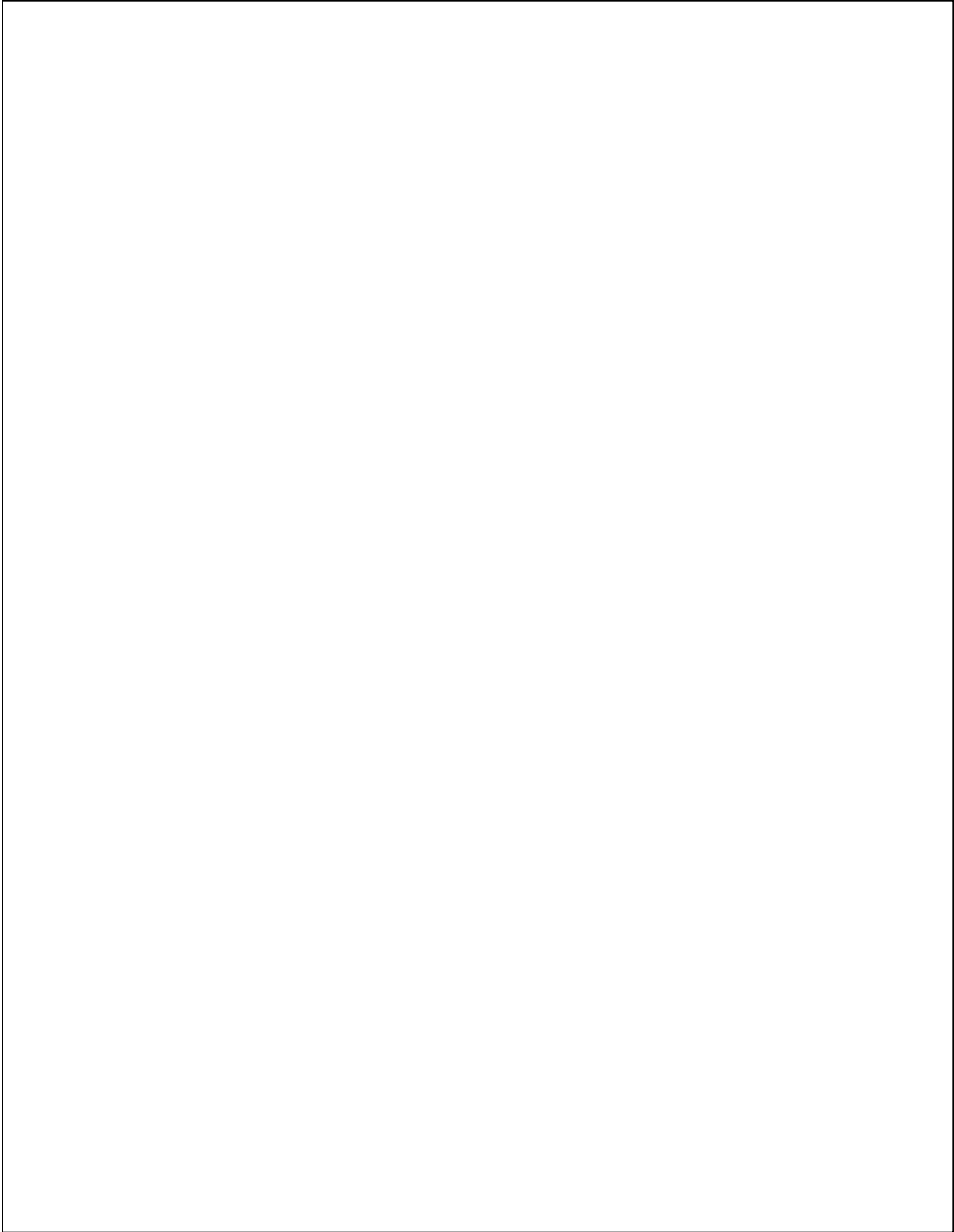
Appendix III

Appendix III-A: Supplementary Information

Q2. History (continued from p. 14)

In late Fall 2018, The School of Journalism & Mass Communications was asked by the university administration to consider a new college in which to move our programs. Our faculty voted to move to the College of Humanities & Arts from the College of Health & Human Science (renamed from the College of Applied Sciences and Arts). Our School was already in the process of updating the curriculum. It was at this point that we began to consider opportunities to connect with our new college. In Spring 2019, the faculty voted to drop accreditation for Advertising and Public Relations.

The rationale was that the newly emerging field of marketing communications would unite those fields together in a way that would better serve Silicon Valley and address corporate needs in strategic communications. Public Relations would expand its offerings. It was also decided to strengthen the creative track in Advertising, which involved developing a series of courses in UX/UI and portfolio development. The result of these changes has led to an increase in regional and national awards, a strong client list for our student advertising agency, as well as stronger community outreach with regards to sustainability especially related to environmental issues that impact the Bay Area. Building off our course in PR191; Strategic Content Creation, one of our PR alumni donated $100,000 dollars to develop a strategic content lab. Dr. Cathy Li, associate professor of public relations, has strengthened our focus on data analytics, social media and digital marketing. We have added MCOM170: Strategic Social Media and Digital Marketing and MCOM 175: Social Media and Web Analytics. Dr. Shaun Fletcher, assistant professor of Public Relations, is helping us expand our sports journalism minor through sports communications courses aimed at outside majors, who often enroll in these courses as electives. Our journalism majors are not eligible to do a sports minor but can choose two sports journalism courses as electives. Our sports minor is strictly sports journalism as of Fall 2020 and is only open to non-journalism majors. For more information, see,
https://catalog.sjsu.edu/preview_program.php?catoid=12&poid=4132&returnto=4146/).

In Fall 2020, the new Journalism curriculum launched after three years of discussion, development, and approval by the University. Journalism had taken a hard look at what was needed to prepare our students for a changing news media environment now and in the future. The Journalism faculty wanted to clearly distinguish its Journalism curriculum from the surge of fake news that dominated the airwaves and social media. Journalism has expanded its outreach across campus, introducing a media literacy course for all university majors, and has developed a sports journalism minor. Dr. Li teaches the applied research courses to journalism majors. We have presented data analytic workshops to our Journalism students and faculty, in addition through adjunct Journalism lecturer Halima Kazem-Stojanovic.

Journalism has expanded its offerings in multimedia storytelling. Not only do we teach courses in 360 virtual realities, but also a course in artificial intelligence and robotics has been approved to begin in the Spring of 2022. Indeed, Journalism founded the Immersive Storytelling

Laboratory in 2017, and since then our journalism students have incorporated augmented reality in magazines as well as aired 360news stories. We have created new courses in podcasting and news documentaries. In addition to our new sports journalism minor, we have minors in journalism and emerging media.

Journalism majors are advised to take minors or (unofficial) areas of emphasis in liberal arts, such as science, political science, or human rights/social justice. Our Journalism students and faculty have won national awards for their work in traditional and emerging areas, primarily the delivery of news on social media platforms. Our program has provided numerous opportunities for students to speak out on issues, especially on critical news issues such as immigration, Black Lives Matter, and misinformation, to name a few.,

We have established a partnership with the College of Health & Human Sciences and are developing a minor in health journalism. In 2020, Dr. Anthony Fauci conducted a Webinar for our students, faculty, alumni, and guests from across the nation on the importance of health communications. Dr. Fauci, our Hearst Award speaker, was given the School's First Amendment Award for his unrelenting courage in promoting vaccinations as the way to contain the spread of COVID-19. ADOBE has established a scholarship fund of $50,000 for our new minor. In the future, we hope to develop health communications into a major. Dr. Fauci contributed his speaker's honorarium to the fund.

We have also developed a partnership with Meteorology, providing a bridge for opportunities in Broadcast Meteorology for students who want to work as weather forecasters on TV news and in public information roles in government agencies. We have another partnership with the Human Rights Institute, for which the co-founder is working with us to develop a human rights news network.
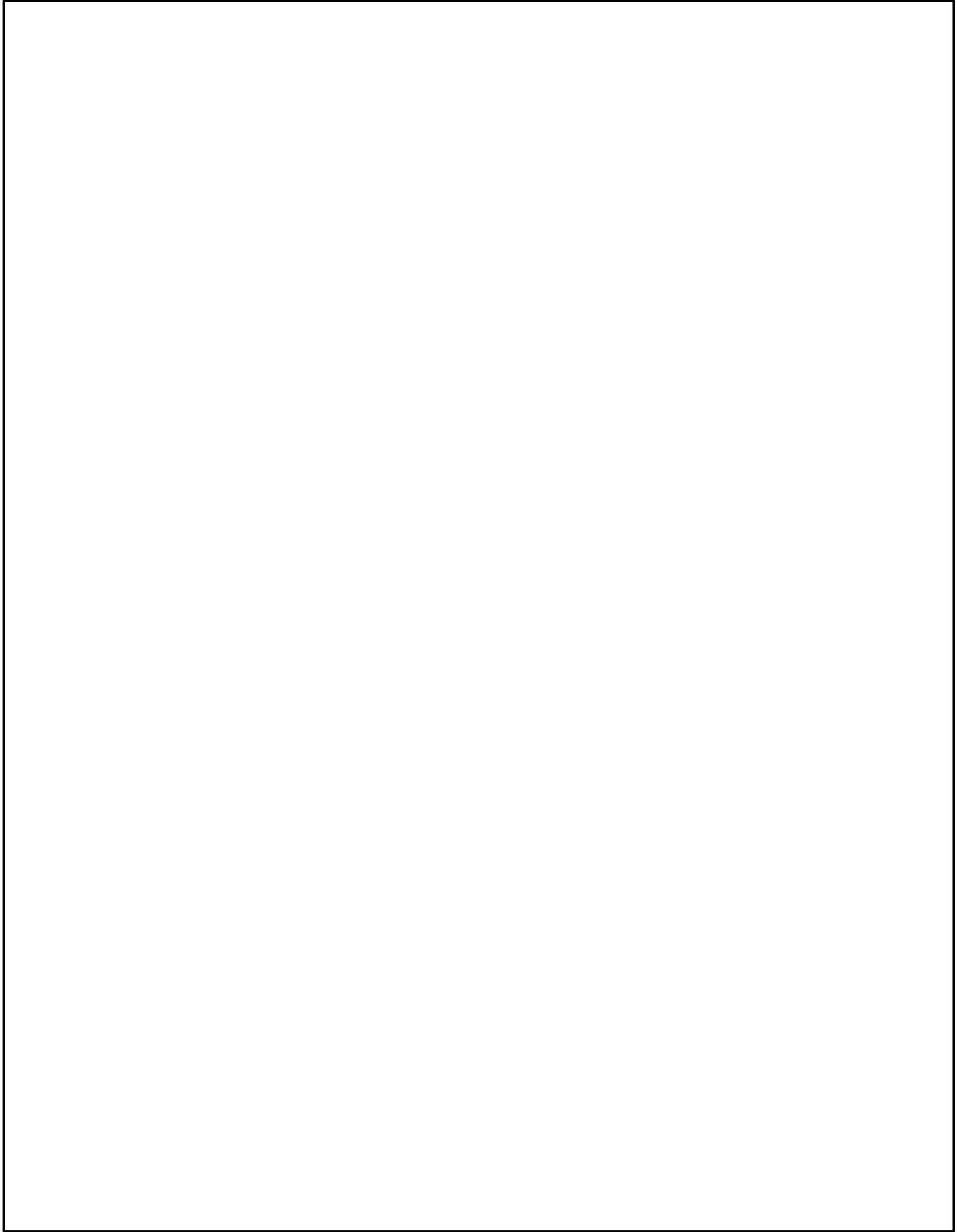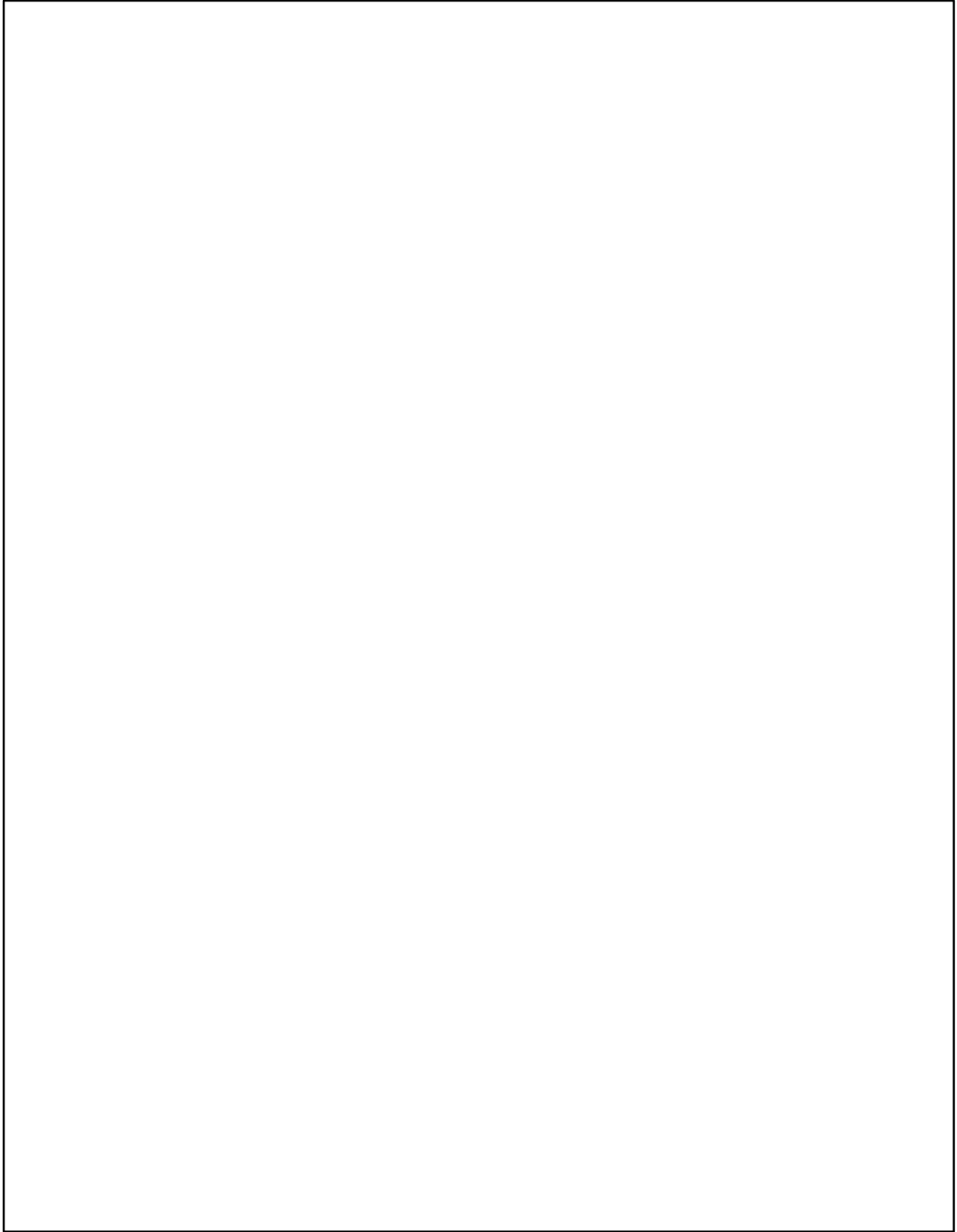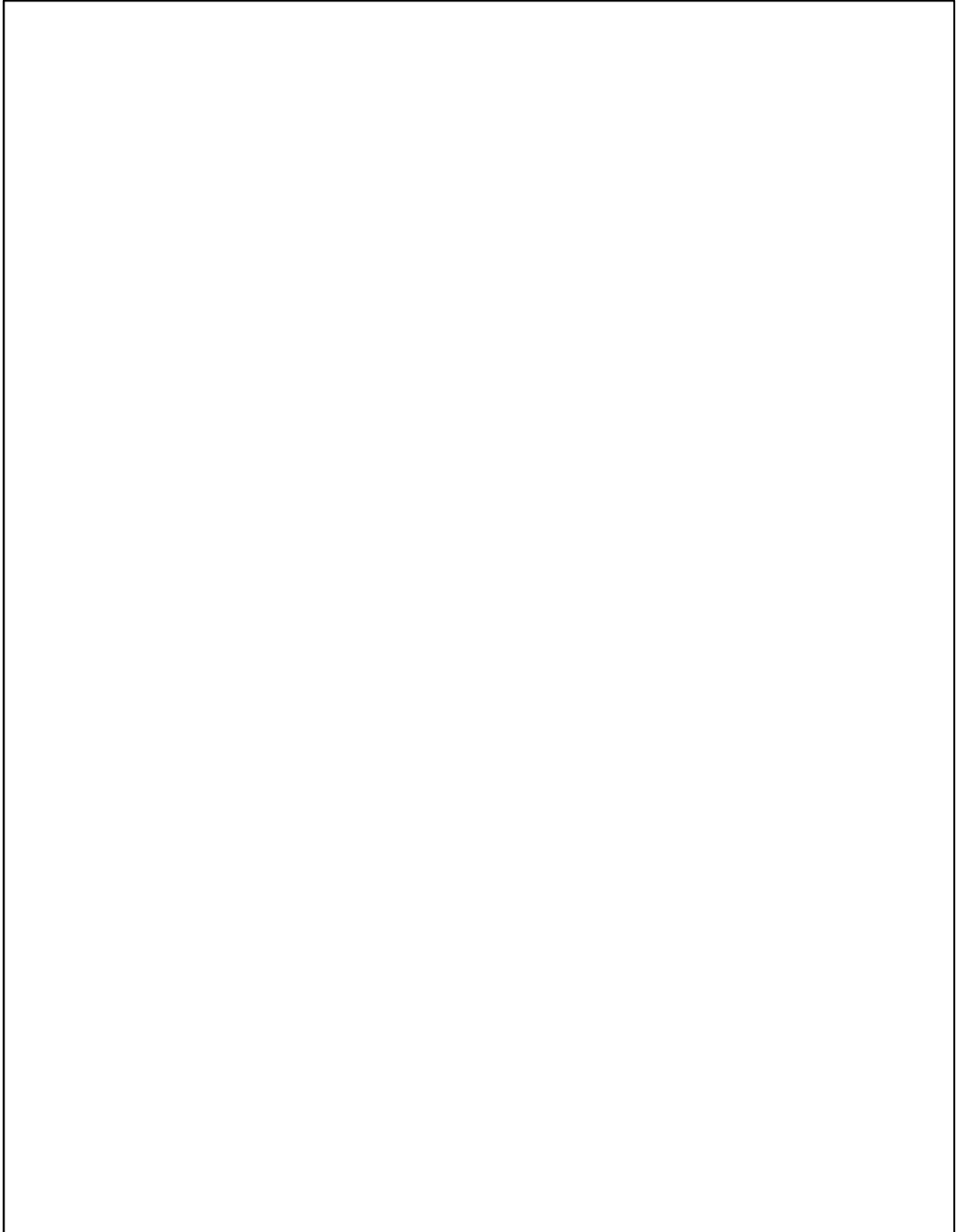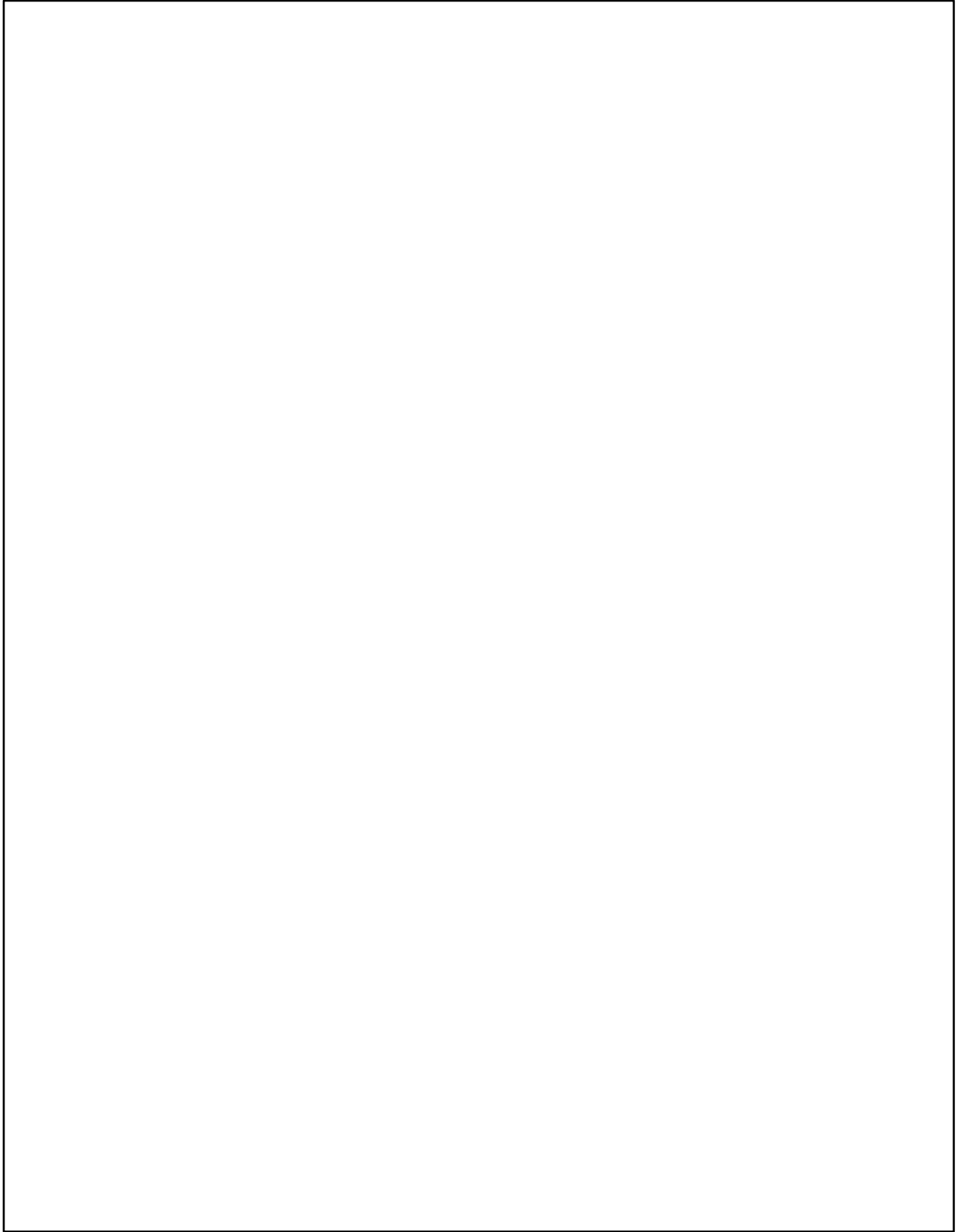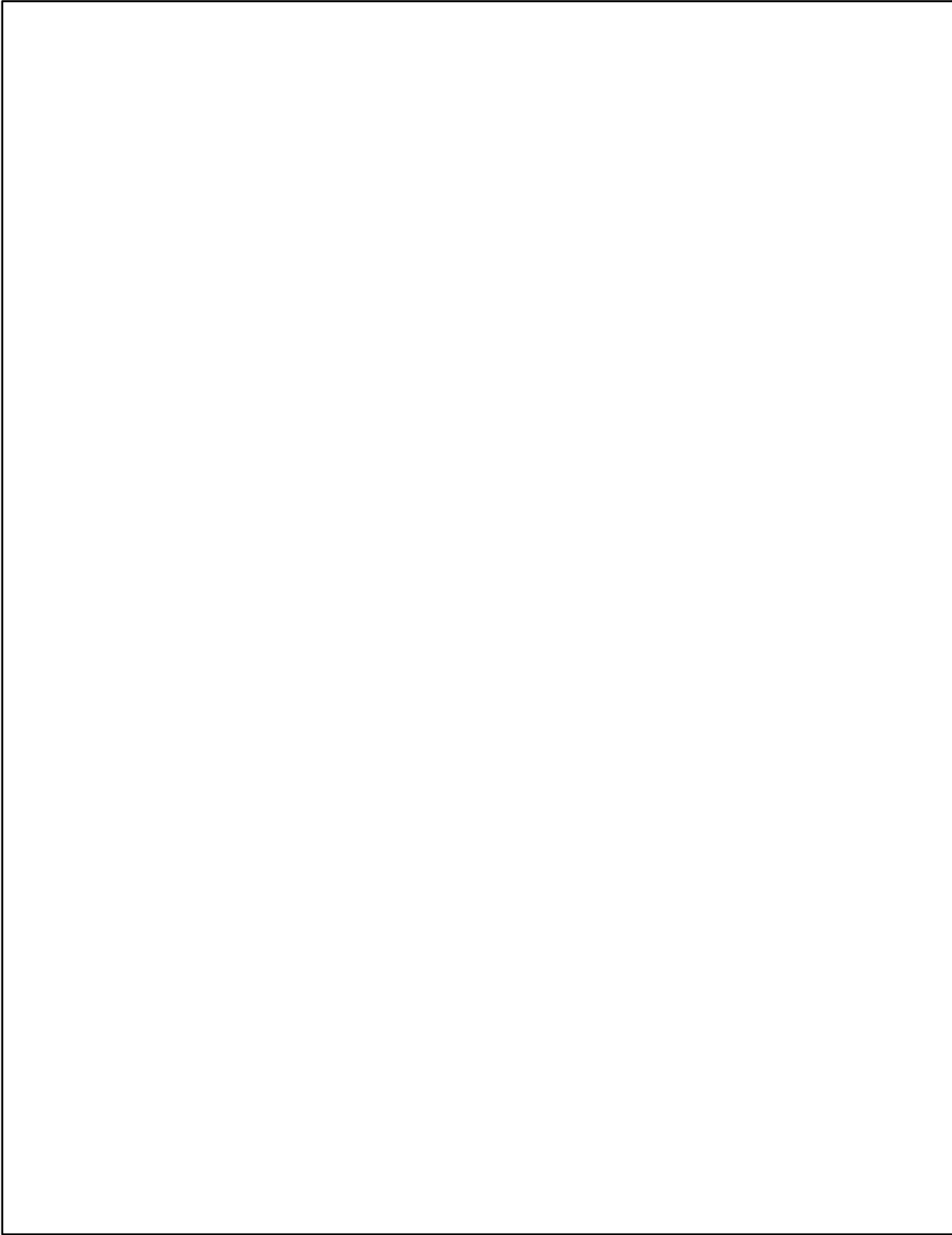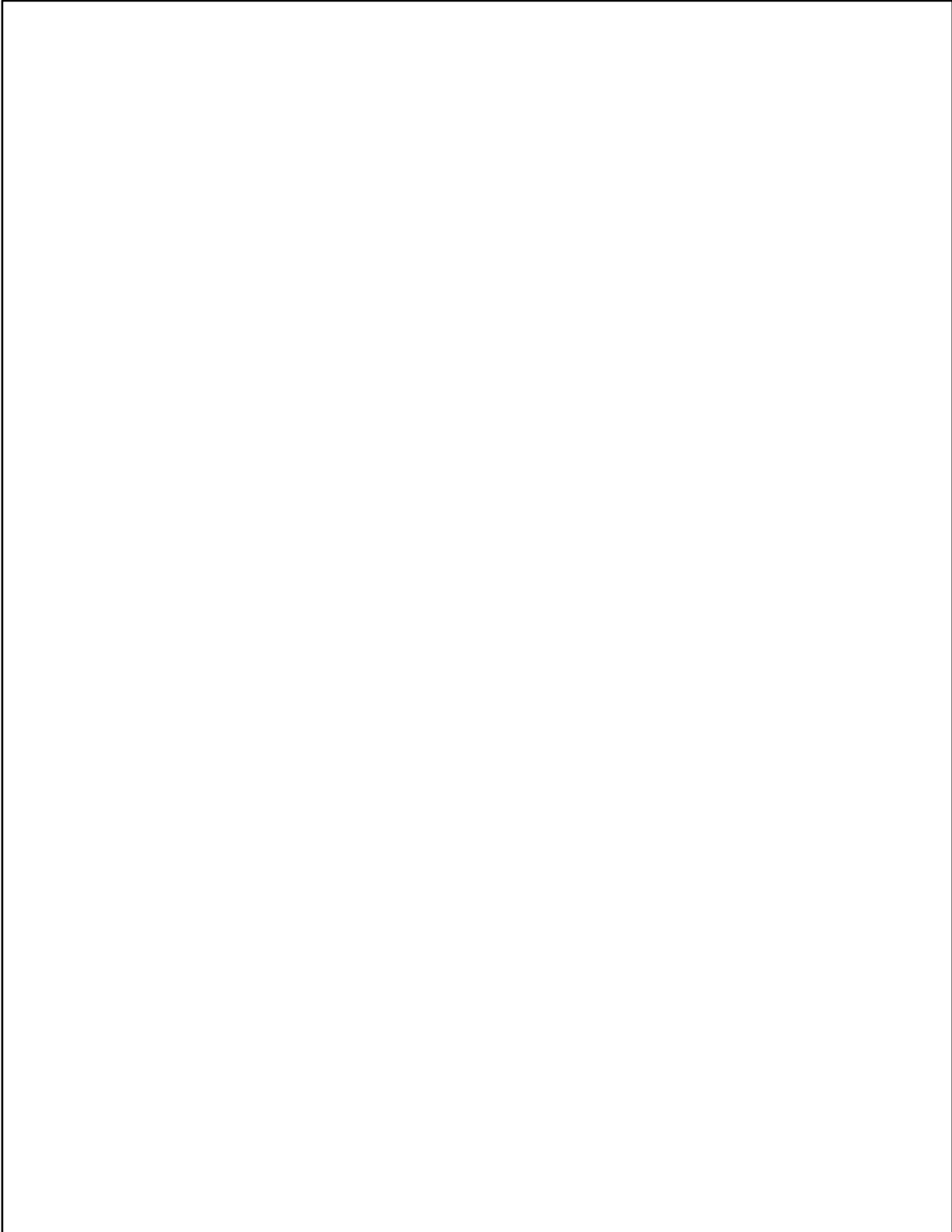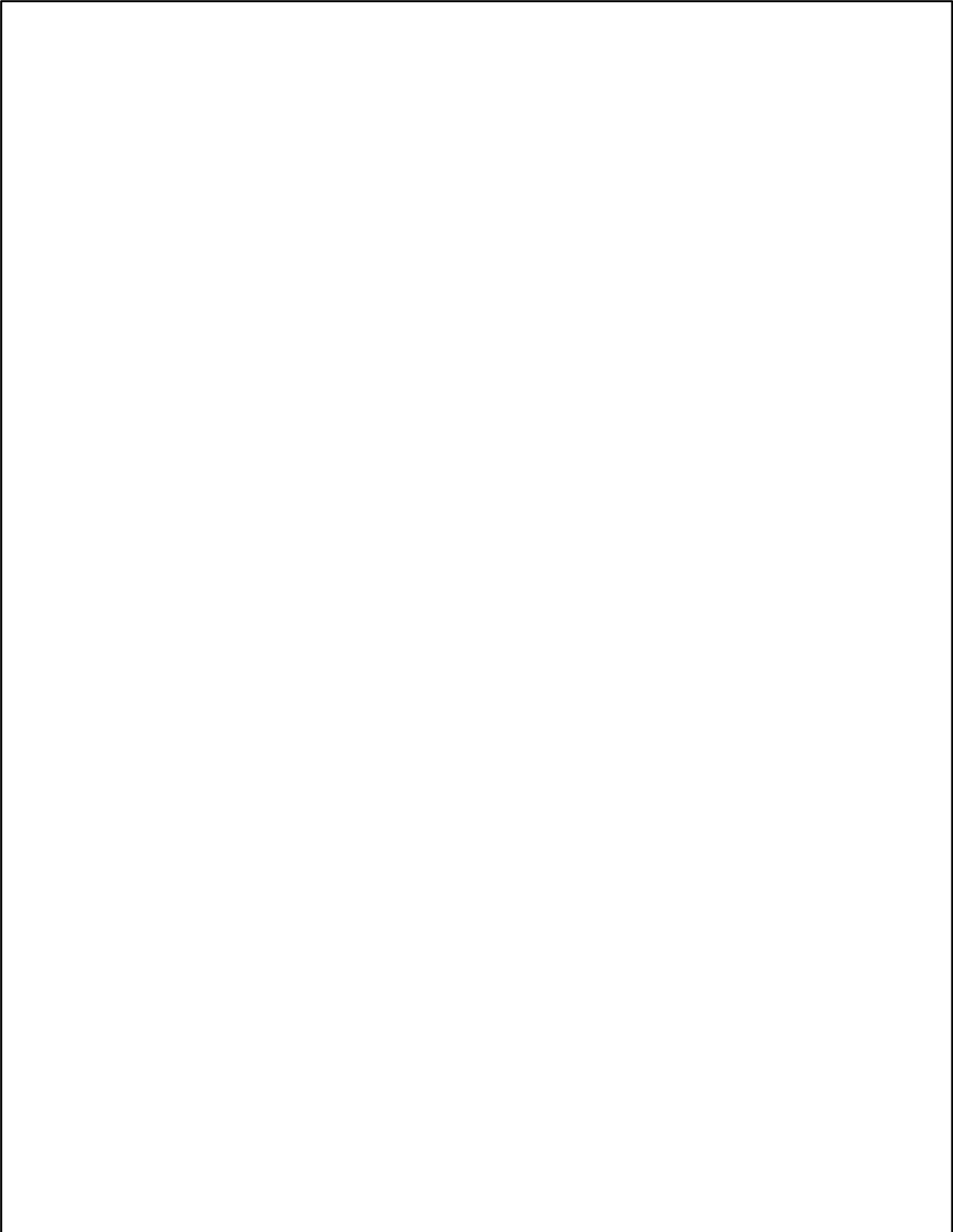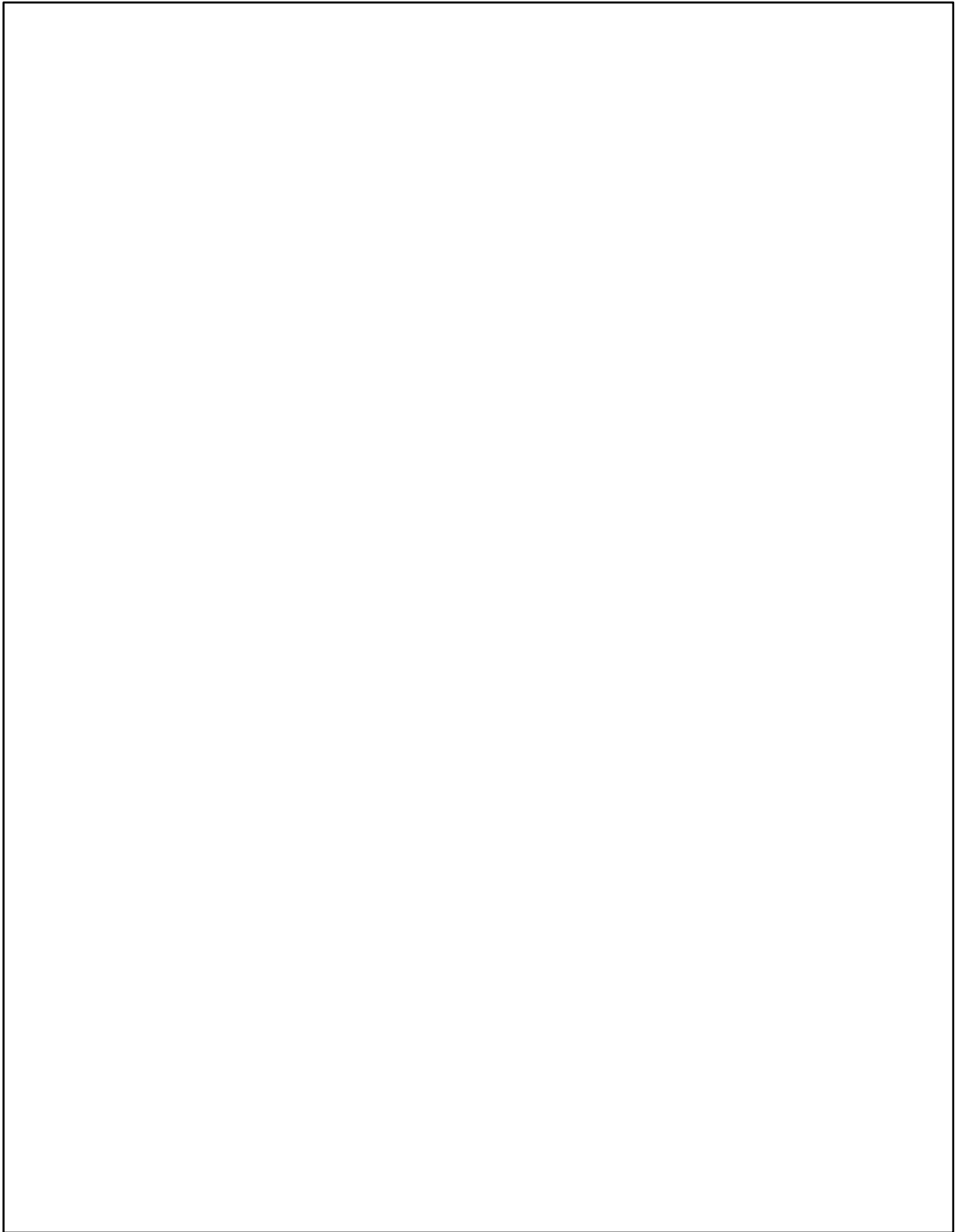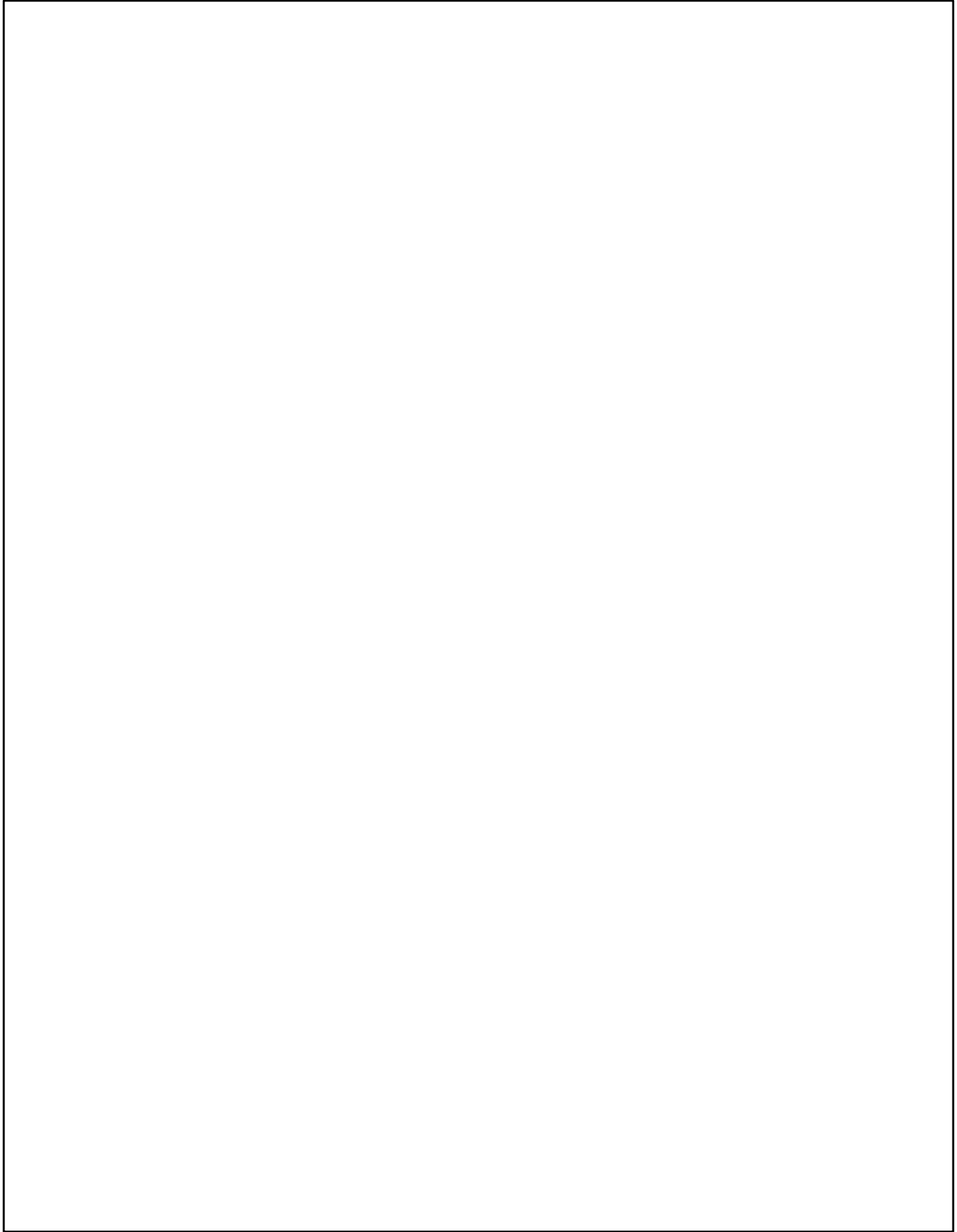
Appendix II-C: Graduating Class of 2016

| Last name	First name	Major	Speciality	Current Employment
Brannan	Samuel	Journalism		Senior Manager of SEO Content Products, Indeed.com
Chiquillo Sosa	Estefany	Journalism		PhD student at Indiana University Bloomington, Associate Instructor of Spanish at Indiana University Bloomington
Dorsey	Dustin	Journalism		Journalist, KGO-TV
Fry	Keenan	Journalism		Founder and Graphic Designer, TheAcidDrip.com; In-House Media Team Coordinator, Northern Nights Music Festival
Ibale	Raymond	Journalism		Social Media Producer, UCSF Health
Ibarra	Nicholas	Journalism		Communications and Public Relations Officer, Santa Crus County Office of Education
Lapena	Rebecca	Journalism		Program Manager, Stanford Center on Philanthropy and Civil Society
Luu	Eguene Journalism		Broadcast journalism	Video Producer, Freelance and Eugene Luu Media
Ponce	Cristian	Journalism		Middle School Teacher, Campbell Union School District
Rodgers	Samantha	Journalism		Business Systems Analyst, 23andMe
Rodriguez	Abraham Journalism		Convergence journalism	SFDPH Case Investigator, Heluna Health
Rush	Taylor	Journalism		Content Currator III, Facebook
Seike	Colton	Journalism		Minor League Clubhouse and Equipment Manager, San Francisco Giants
Shelton	Michaela	Journalism		Founder, Queen Media Collective
Tanner	George	Journalism		Field Reporter, Tri-Valley Community Television TV30; Audio Visual Technician, Got Light
Tensuan	James	Journalism		Video Editor, Gravity Media; Freelance Video Editor and Photographer, James Tensuan Media Production
Ukpabi	Beverly	Journalism		Content Strategist, Facebook
Vazquez	Randy Journalism		Convergence journalism	Photojournalist and Video
Vilarreal	Deanna Journalism		Convergence journalism	Producer, Bay Area News
Unknowns	**11**			Group Public Relations

Coordinator, On Record

Appendix III-D Human Rights Lecture Series and Events
(Promotional Flyers)
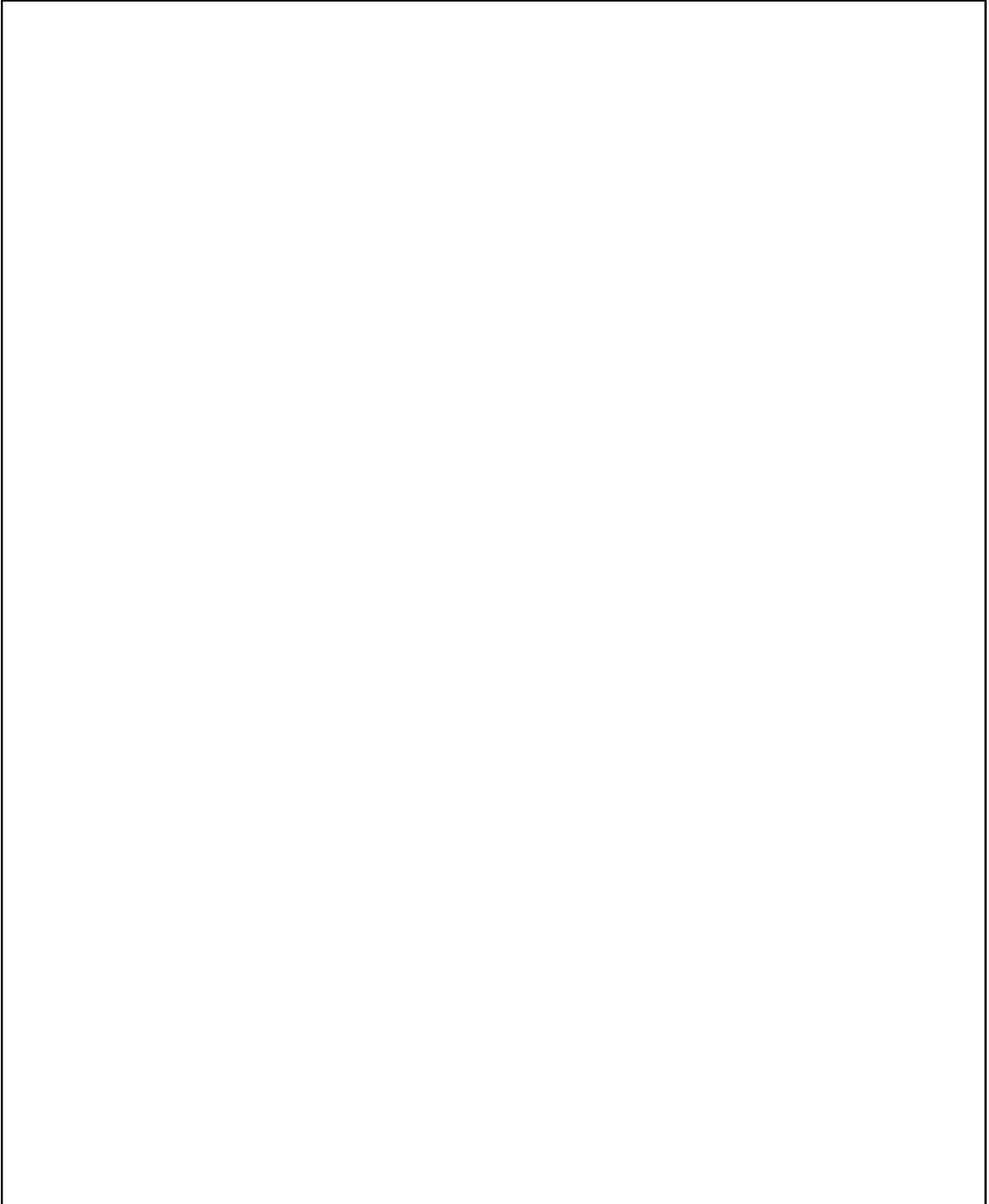
ARTLORDS

Wednesday, February 5, 2020 | 3-6 p.m

SJSU Student Union Theater

Afghan Art Exhibit & Lecture

ArtLords is the leading platform for artists and activists across Afghanistan and the team is inspiring artists to work towards a sustainable **peace** process through messages of **tolerance** and **empathy**. Their art installations have been recognized by Afghan and international leaders and prominent media outlets.

Afghan artists and cofounders of ArtLords, **Omaid Sharifi** and **Kabir Mokamel**, will talk about the intersection of art, activism and peace building in Afghanistan. Sharifi, Mokamel, and their team of artists paint vibrant and thought provoking murals on blast walls along Kabul streets.

Kabir Mokamel and Omaid Sharifi

Presented By
San Jose State University's Human Rights Institute, MOSAIC, and the School of Journalism and Mass Communications

Open and Free to SJSU and the Public. Light refreshments will be served.
Please contact Halima Kazem-Stojanovic for more information Halima.Kazem@sjsu.edu