San Francisco State University

ACADEMIC PROGRAM REVIEW SELF-STUDY

Communication Studies Department

PROGRAMS:

M.A. in Communication Studies

September 6, 2013

The enclosed self-study report has been reviewed by the faculty of the instructional unit and is now submitted for external review.

[Signatures and dates]

Drafts have been read and deemed ready for external review by:

[Signatures and dates]

College Dean Signature

Date

Associate Vice President Academic Planning and Educational Effectiveness Signature

Date

Dean of Graduate Studies Signature

Date
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 EXECUTIVE SUMMARY</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Brief history of the program</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Brief synopsis of previous program review recommendations (for the graduate program(s))</td>
<td>2</td>
</tr>
<tr>
<td>1.21 Enumeration/Discussion of Changes as a result of 5th Cycle Recommendations</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Summary of how program meets the standards</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Summary of present program review recommendations</td>
<td>7</td>
</tr>
<tr>
<td>1.41 Curricular Recommendations</td>
<td>7</td>
</tr>
<tr>
<td>1.42 Faculty Recommendations</td>
<td>7</td>
</tr>
<tr>
<td>1.43 Student Recommendations</td>
<td>7</td>
</tr>
<tr>
<td>1.44 Resource Recommendations</td>
<td>7</td>
</tr>
<tr>
<td>2.0 PROFILE OF THE PROGRAM(S)</td>
<td>8</td>
</tr>
<tr>
<td>2.1 Overview of the Program(s)</td>
<td>8</td>
</tr>
<tr>
<td>2.2 The Program(s) in the Context of the Academic Unit</td>
<td>14</td>
</tr>
<tr>
<td>3.0 ADMISSION REQUIREMENTS</td>
<td>21</td>
</tr>
<tr>
<td>3.1 Evidence of Prior Academic Success</td>
<td>21</td>
</tr>
<tr>
<td>3.2 Evidence of Competent Writing</td>
<td>22</td>
</tr>
<tr>
<td>3.3 English Preparation of Non-Native Speakers</td>
<td>22</td>
</tr>
<tr>
<td>3.4 Overview of Program Admissions Policy</td>
<td>23</td>
</tr>
<tr>
<td>4.0 PROGRAM REQUIREMENTS</td>
<td>27</td>
</tr>
<tr>
<td>4.1 Number of course offerings</td>
<td>29</td>
</tr>
<tr>
<td>4.2 Frequency of course offerings</td>
<td>30</td>
</tr>
<tr>
<td>4.3 Path to graduation</td>
<td>34</td>
</tr>
<tr>
<td>4.4 Course distribution on ATC (Advancement to Candidacy)</td>
<td>33</td>
</tr>
<tr>
<td>4.5 Class size</td>
<td>36</td>
</tr>
<tr>
<td>4.6 Number of graduates</td>
<td>41</td>
</tr>
<tr>
<td>4.7 Overview of Program Quality and Sustainability Indicators</td>
<td>42</td>
</tr>
</tbody>
</table>
Comm Studies Undergraduate Assessment Report, 2013

Memo of Understanding, 5th Cycle Period of Review
1.0 EXECUTIVE SUMMARY

1.1 Brief History of the Program:

In its early stages at San Francisco State College, Speech Communication was a program in the Division of Language Arts, along with the English, Journalism, and Writing Programs, before gaining formal recognition as the Department of Speech and Communication Studies in the University. Degree requirements for majors in the Speech Program included coursework in the areas of Public Discussion, Voice and Articulation, Advanced Public Speaking, Public and Group Discussion, Forensics, American Phonetics, and Modern Public Address (see San Francisco State College, BULLETIN, 1957-8, p. 217). As reported in an earlier review, the Language Arts Program was known throughout the United States as a highly successful integration of reading, writing, speaking, and listening. The Division reportedly drew students throughout the United States during the 1950s, and, as a consequence, the University enjoyed a large increase in students.

The Speech Program gained its separate identity during the 1960s. The Program became a Department in the Division of Humanities, Language, and Literature in 1961. Curricular developments in the areas of General Semantics, Communication Theory, Interpersonal Communication, Organizational Communication, and Speech Science were completed and introduced in the Department during the 1960s. To reflect the broader scope of the curriculum and emergent trends in the discipline (i.e., increased focus on Patriarchal Rhetoric, Intercultural Communication, Rhetoric of the Media, Human Communication Technology, and Political Communication), the Department of Speech Communication amended its name in 1979 to become the Department of Speech and Communication Studies. In 1982, the basic speech course (SPCH-150, "Fundamentals of Oral Communication") became a university-wide requirement in Segment I of the General Education Program.

Today, the undergraduate and graduate programs in the department are in many ways comparable to those of other speech communication programs at other campuses. Like the others, our programs culminate in B.A. and M.A. degrees for graduates who have gone on to employment in teaching, sales, management, public relations, advertising, media, human resources, fundraising, customer services, social services, law, publishing, and a host of other areas too.
Informed by instructional innovations in the national and regional Communication associations, as well as by major changes occurring in similar programs at other institutions, the Department decided to change its name in 2007 to “Communication Studies,” joining other comparable departments and our national association—The National Communication Association (NCA), formerly known as the Speech Communication Association (SCA)—in responding to fundamental changes in the discipline.

Commensurate with and reflective of this name change, the Department also changed its undergraduate graduation requirements, shifting to eight breadth areas and three electives. The breadth areas would now encompass what we considered to be representative of the richness of Communication Studies: communication diversity, organizational communication, interpersonal communication, language and social interaction (LSI), performance studies, public communication, research methodology, and rhetoric and political communication. In 2013, facing massively increased undergraduate enrollment, a shrunken T/TT pool, and a growing adjunct faculty—as well as supplemental campus requirements for writing (graduate writing assessment report or GWAR), not to mention demand for participation in the METRO/CAD program for at-risk population students, the department moved to implement the following changes to the undergraduate major: completion of the GWAR requirement would now be required within the first eight units taken within the department, and the number of electives required would be reduced to 2 classes, decreasing the overall units required for the major from 44 to 40. The effect of these affirmative changes will be to better guarantee that newly admitted undergraduates in the department will be ready to write at a level appropriate for upper-division courses much earlier in their progress through the major, as well as insuring that students will graduate slightly more early, thus relieving demand for class space and reducing the size of many of these upper division courses.

Facing still daunting numbers which threatened the ability of the department to provide space for all undergraduate demand, the department applied for impaction under state law, imposing new admission requirements for entry into the major for a period of one year (Fall 2014, Spring 2015).

Parallel to these changes for the undergraduate major, the department moved in the period under review to better assess the writing quality of our incoming graduate students, and took steps to assure they would be able to demonstrate writing ability appropriate for graduate study education. The effect of this is to insure that all M.A. candidates moving through the program will not only demonstrate that writing proficiency by the completion of the degree, but also do so earlier in their studies. The two-part rubric for this assessment will be described below.

1.2 A Synopsis of previous program review recommendations
The last review of the department's undergraduate and graduate programs resulted in a Memorandum of Understanding (MOU) that commends the Department in several important ways (See "Memorandum of Understanding" in the Appendices). As suggested in the MOU, the department is "widely perceived as a well-run department that offers an excellent education to its students and contributes in a significant way to the overall mission of the University." Strengths of the department include "an outstanding relationship among the students, faculty, chair, staff and dean which feeds into the positive climate of the department." An additional strength is the faculty's "fine job of teaching, researching, and providing service to the University and San Francisco communities."

Recommendations in the MOU "Action Plan" related to both the undergraduate and graduate programs, and included curriculum and assessment, faculty, students and alumni, resources and resource needs. Chief among those that related to both programs was the suggestion to consider altering the department name and identity; additionally, a chief recommendation that related to both programs included updating the faculty-hiring plan to anticipate faculty retirements.

Recommendations that were specific to the graduate program included the following for curriculum and assessment: 1) continuing assessment of student learning while developing strategies to streamline M.A program assessment efforts; 2) ensuring early diagnosis of graduate students with writing problems and requiring that students who fail the GET (later changed to GRE writing) become enrolled in a graduate level writing skills course in their first semester of graduate studies; 3) controlling student admission into the M.A. program by raising the minimum TOEFL score; and 4) requiring all admitted graduate students to take Speech (now COMM) 700 in their first semester.

Resource needs acknowledged by the Dean and the Provost in the MOU included: 1) an additional .50 staff position; 2) a reduction of the department's SFR to 19:1; 3) a restoration TT positions to make up for those lost to retirements and budget cuts over the past 10+ years; 4) movement to a 3:2 course load [based upon a departmental course norm of four units] without further increasing class sizes; 5) provision of .20 released time from teaching for the department's graduate director and basic course director; 6) funds for a performance lab; 7) additional forensics staff; 8) tuition waivers for graduate teaching assistants.

1.2.1 Enumeration/Discussion of Changes as a result of 5th Cycle Recommendations.

As indicated above, the department more accurately reflected its identity by changing its name to the Department of Communication Studies. Additionally, beginning in 2004 the department began hiring new T/TT faculty again to replace retired faculty. This included the recruitment and hiring of Dr. Amy Kilgard in
6th Cycle Program Review: Communication Studies

performance studies (Fall of 2004); Dr. Mindi Golden in interpersonal communication (Fall 2006); Dr. Leah Wingard in language and social interaction (Fall 2006); Dr. Christina Sabee in quantitative methods and interpersonal communication (Fall 2007); Dr. Samuel McCormick in rhetoric (Fall 2012); and Dr. Javon Johnson in performance studies (effective Fall 2013).

All of the recommendations that were specific to the graduate program have been met in the following ways:

Continuing Assessment of Student Learning has been attempted through more substantive and detailed review of writing and subject content in the comprehensive exam questions administered before the conclusion of the M.A. program. Prior to this time, some faculty would offer a great deal of feedback, while others would offer much less. The decision to make all give more in detail provided a more uniform review of student work.

Streamlining Assessment of Student Writing involves attempts to make assessment of writing more uniform across the graduate program. After the MOU for the 5th Cycle Program Review, the department graduate program director and the graduate advisory committee began discussing the range of writing abilities across the different graduate students in the program. While there was consensus that writing quality needed to be improved and uniform among the graduate student body, there was disagreement about what the standards for assessing this should be, and where and when they should be applied, and whether all graduate faculty would have to enforce them. Up until 2010, the resulting approach became that the department would assess graduate writing at the exit level, either through evaluation of the M.A. thesis, the comprehensive exams, or the culminating project. In 2010, the department settled upon a two-part rubric (described in more detail at pages 48-50), but also noted that writing skills called for in answering comprehensive exam questions would likely be different than those called for in producing an M.A. thesis. Subsequently, a separate rubric for answers to comp questions was developed (see pp. 50-51). In Fall of 2011, this rubric was tested in COMM 700 (see notes from Prof. Merrigan in the Appendix), and again in Fall 2012. Both times, all but three students met the department standards (described as Level Two writing below). Those students who did not meet Level Two were given an opportunity to pass this level in the following semester in their next seminar, and would not be advanced for comp questions as a culminating assignment if they did not pass. All six students eventually passed and moved to the next level.

Early diagnosis of writing problems has been addressed by imposition of two requirements: first, Level One: Students must take the Graduate Record Exam (GRE) analytical writing test prior to applying for admission to the Communication Studies program. Students who achieve a score of 4.0 or higher will have passed the first level graduate writing requirement. Students who achieve a score below 4.0 on the GRE writing test may still be considered for admission to the Communication Studies program.
based on the rest of their application materials, but will be required to retake the GRE or complete a department-approved writing skills course (conditional admission) before meeting the first level writing requirement. Second, students must complete Level Two: writing assessments completed with the revised rubric for every student entering COMM 700 (the Introduction to Graduate Studies course). Students who fail to pass the Level II writing assessment in that first seminar must be evaluated in subsequent seminars until they pass and are not allowed to apply for their culminating experience until they pass the Level II assessment. (For more, see pages 47-48 of this document).

_Raising the minimum TOEFL score._ While the department honors the university minimum TOEFL standards (score of 80 for internet based test; score of 213 for computer based test; score of 550 for paper based test; and overall band score of 7.0 for IELTS), it has been our custom to use the GRE writing test score of 4.0 or better as demonstrative of both graduate level writing proficiency and English language proficiency.

_Speech 700._ All incoming graduate students are required to take and pass COMM 700 (Introduction to Graduate Study) in their first semester. Further, COMM 700 is only offered in the Fall semester—which is also the only time new students are admitted. In this way, all students begin the program in the same place.

As for resource needs, the following may be observed:

1) The department did not receive an additional .50 staff position.
2) There was no reduction of department SFR to 19:1. For the period under review, the average undergraduate class size was between 29 and 30.
3) The department did make a total of five new hires (six, if we count Fall of 2013) in this period, but this barely compensated for the loss of eight T/TT faculty previous to and during this review period. At present, the department has a total of only twelve T/TT faculty.
4) The department did successfully move to a 3:2 (or 2:3 for some) course load, Fall and Spring.
5) There has been no .20 released time from teaching for the department graduate director or basic course director.
6) There continue to be no funds for a performance lab.
7) There are no additional staff positions for the Forensics program.
8) There are no tuition waivers for graduate teaching assistants.

1.3 _Summary of how the Department meets the Standards for the Program Review._ Please see the following table for an overview of University-Wide Standards, and how these are met:
### Table 1

#### Thumbnail of standards met

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Standard</th>
<th>How standard is met</th>
<th>Page where this is discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University-wide standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.0 ADMISSION REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Evidence of Prior Academic Success</td>
<td>2.75 GPA and Higher Department Req: 3.0 GPA and Higher</td>
<td>% of applicants meeting this standard 32 to 63% over all years. Everyone (100%) admitted meets standard.</td>
<td>p. 21</td>
</tr>
<tr>
<td>3.2 Evidence of Competent Writing</td>
<td>GRE, Score of 4.0 or Higher Will consider 3.5 for conditional admission</td>
<td>% of applicants meeting this standard 45% of applicants. Everyone (100%) admitted meets standard.</td>
<td>p. 22</td>
</tr>
<tr>
<td>3.3 English Preparation of Non-Native Speakers</td>
<td>TOEFL, IELTS, We use TOEFL or IELTS</td>
<td>% of applicants meeting this standard 45% off applicants meet. Everyone (100%) admitted meets standard.</td>
<td>pp. 22-23</td>
</tr>
<tr>
<td><strong>4.0 PROGRAM REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 Number of course offerings</td>
<td>2 graduate courses/semester Dept. Average is 4.4/semester</td>
<td>Average # over 5 yrs 4.4 exceeds Univ. Std by 220%</td>
<td>p. 29</td>
</tr>
<tr>
<td>4.2 Frequency of course offerings</td>
<td>At least once /2 yrs. Required number for the courses offered is 9</td>
<td>% that meet this requirement Total offered over 5 years was 30. Compliance rate of 330%</td>
<td>p. 30</td>
</tr>
<tr>
<td>4.3 Path to graduation</td>
<td>Published map leading to graduation in 5 yrs @ ½ time attendance</td>
<td>Yes/No</td>
<td>p. 32</td>
</tr>
<tr>
<td>4.4 Course distribution on ATC</td>
<td>At least 50% non-paired exclusive grad; 20% grad or paired; 30% upper div. under grad paired</td>
<td>% that meet this requirement 100% compliance with Univ. stds.</td>
<td>p. 32-34</td>
</tr>
<tr>
<td>4.5 Class size</td>
<td>Enroll 8-30 and 5-15 for seminars</td>
<td>% of classes complying Average class size is 11. Compliance rate of 81% over last 5 years.</td>
<td>p. 35</td>
</tr>
<tr>
<td>4.6 Number of graduates</td>
<td>5 graduates per year average over 5 yr</td>
<td>Yes/No—Yes 5 year average is 9.4, 188% compliance</td>
<td>pp. 39-40</td>
</tr>
<tr>
<td><strong>5.0 FACULTY REQUIREMENTS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 Number of Faculty in Graduate Program(s)</td>
<td>Minimum of 2</td>
<td>Actual number: 13</td>
<td>pp. 43-44</td>
</tr>
<tr>
<td>5.2 Number of Faculty per Concentration</td>
<td>Minimum of 1</td>
<td>Actual number: Not applicable because Dept. does not offer concentrations.</td>
<td>p. 44</td>
</tr>
</tbody>
</table>

#### Program-Specific Indicators and Standards

- **6.0 PROGRAM PLANNING PROCESS**
  - Standard met? Yes
  - Page where discussed pp. 44-48

- **7.0 THE STUDENT EXPERIENCE**
  - Standard met? Yes
  - Page where discussed pp. 49-53

- **8.0 THE PROGRAM AND THE COMMUNITY**
  - Standard met? Yes
  - Page where discussed pp. 53-58

- **9.0 THE FACULTY EXPERIENCE**
  - Standard met? Yes
  - Page where discussed pp. 58-68

- **10.0 RESOURCE SUPPORT FOR THE PROGRAM**
  - Standard met? Yes
  - Page where discussed pp. 66-70
1.4 Summary of Present Program Review Recommendations

1.4.1 Curricular Recommendations

• Continue to develop GTA’s who will teach in COMM 150, and acquire competence in teaching the basic course.

• Develop an on-going hiring and selection process for a small number of GTA’s to work for the department teaching COMM 150 in the METRO/CAD program, providing quality instruction for at-risk population undergraduate cohorts, up through the middle of their sophomore year.

1.4.2 Faculty Recommendations

• Manage an equitable and mutually satisfactory process for seminar course offerings by all T/TT faculty who wish to teach in the graduate program.

• Balance graduate program size with ability of each class to “make” (acquire enough students to be viable for a single class offering).

• Continue to restore lost tenure-track positions and plan for future development of the major. The ages of faculty point to the need to make new faculty hires in the Department to offset the looming impact of attrition and retirements.

1.4.3 Student Recommendations

• Continue to recruit high quality applicants with sufficiently rigorous admissions standards—while also acknowledging non-traditional backgrounds for applicants.

1.4.4 Resource Recommendations

• Seek .20 annual released time from teaching for both the Graduate Program Director and Basic Course Director.

• Seek a real and equitable salary rate and/or tuition waivers for GTA’s teaching COMM 150.
Seek funds for a performance lab.

Seek funds for dedicated assistants for the Forensics Team.

Hire a .50 staff position. This new staff position is needed to assist the department with ongoing administrative duties (e.g., maintaining the departmental website, maintaining a database for assessment data and exit survey data, and processing assessment data for COMM-150) and to assist in the development of a database for our Alumni Chapter.

2.0 PROFILE OF THE PROGRAM

As a discipline, Communication Studies is predicated on praxis (practice), one of the three types of knowledge described by Aristotle. Praxis involves the process of using theoretical knowledge in social action. It is characterized by phronësis—making judgments and choices of action based on ethics. Central to communication inquiry is action. We study how social interactions both create and are guided by social relationships and personal experiences. Our work treats communication as the primary process in creating the human condition, not as mere techniques, nor as only product, nor as primarily a means to an end. Rather, we cultivate students' capacity to analyze communication techniques and products in situated contexts, and to make sound judgments and ethical communication choices.

2.1 Overview of the Program

Our Department offers the B.A., M.A. and Minor degree programs, with specialized courses in the following areas of Communication: Communication diversity, group and organizational communication, interpersonal communication, language and social interaction, performance studies, public communication, research methods, rhetoric and political communication. We do not offer courses in broadcasting, journalism or theatre, as is sometimes the case for other Communication Studies departments in the U.S. (see the section below on “Major Changes Occurring in Similar Programs in Other Institutions”).

We provide curricular service to the campus by teaching COMM 150, Fundamentals of Oral Communication, a course that meets the California State University’s General Education Segment I requirement for Oral Communication. COMM 150 provides first-year students with knowledge and skills for effective communication in interpersonal and group settings, including public speaking. We introduce students to rhetorical and social scientific approaches to communication, as we address the role of verbal and nonverbal symbol systems in constructing identities, shaping relationships, understanding one another, and acting collectively. Variations in the communication practices of social and cultural groups are explored and honored. Our role in providing COMM 150 is integrally related to our graduate student teacher-training program, which will be discussed in more detail later in this section.
Historically, our Department has offered a number of courses that meet upper-division General Education requirements in Segments II and III (i.e., arts & humanities, social sciences, and relationships of knowledge across the arts and sciences). Over the past decade, tremendous growth in the size of our B.A. program has existed in tension with our ability to serve non-majors who want to take our courses in order to meet General Education requirements. This is one reason that we anticipate having somewhat limited participation in the University’s new General Education program, beginning in fall 2013, a point that we will discuss in more detail, later in this study.

Our B.A. program requires students to engage with a broad array of communication processes and contexts, and to develop essential skills for career and community involvement. Specifically, undergraduate Communication Studies majors must demonstrate proficiency in four key areas: (1) Using appropriate theories to analyze communication in ways that are consistent with an epistemological paradigm and context; (2) Articulating ethical standards and being disposed to engage in ethical practice in context; (3) Applying course materials to personal, social, and local community life; and (4) Reading critically and evaluating appropriately original scholarship in communication-related disciplines.

Students who have completed the B.A. in Communication Studies have found employment in business consulting/coaching, teaching and tutoring; event planning; entrepreneurship; fundraising/development; human resource management and recruiting; marketing; public relations; political campaigns; training & organizational development; and sales and management, primarily in human service, media and hospitality industries. Our B.A. degree also provides appropriate preparation for master of arts degree programs in communication, women’s studies, cultural studies and sexuality studies, as well as graduate programs in law, business and education (i.e., for a teaching credential).

Some of our department’s upper-division undergraduate courses also meet requirements for students who are completing other major degree programs, such as Liberal Studies, Child & Adolescent Development, and Criminal Justice. Assisting students in such degree programs in developing their communication capacities is consistent with our Department’s mission to contribute to a more humane world, and consistent with SFSU’s emphasis on interdisciplinarity.

As the focus of this study is on the M.A. program, the remainder of this section specifically applies to the Communication Studies graduate student experience at San Francisco State University.

The Masters of Arts program in Communication Studies at SFSU prepares students for communication-related careers that require an advanced degree. We invite students into a life of engaged scholarly inquiry in communication with a focus on social justice. Across diverse contexts, graduates of the program are able to critically read, produce, and apply communication research in order to practice collaborative dialogue, to understand differences, and to honor unheard voices.
Students and faculty work in community where curriculum and scholarship span the breadth of human interaction and performance. We practice humane approaches to complex human problems in both local and global communities and attempt to discern ethical choices (M.A. Mission Statement adopted in 2007-08).

The M.A. degree in Communication Studies provides students with preparation for application to Ph.D. programs in Communication, Communication Studies, Rhetoric and Cultural Studies. Three to four/year of our M.A. graduates go on to enter PhD programs, primarily within the western United States.

Our M.A. degree also prepares students for community college teaching careers, and another third of our M.A. graduates teach at 2-year and 4-year colleges and universities in the Bay Area and across California and Arizona. Many of the tenured communication faculty members at northern California community colleges are alumni of our program (e.g., Los Medanos, Diablo Valley, Chabot, City College of San Francisco, College of Marin and Skyline College).

The remaining one-third of our graduate student population seeks the M.A. degree in order to improve their communication knowledge and capacity relative to other applicants in for-profit, non-profit and public sector jobs. Graduates of our M.A. program are employed as Communications Directors; Vice-Presidents or Senior Vice-Presidents in Marketing, Communications, Sales and Organizational Development; single proprietors of coaching and consulting firms (speech coaching, speech writing); and as managers and associates in departments of human resources, marketing and public relations, and community relations. Our goal is to provide our students with skills in speaking, writing, listening, using technology and performing communication at the professional level.

In 2008, we established student-learning outcomes for COMM 700, Introduction to Graduate Studies. Specifically, students who complete that course successfully are able to: (a) Locate and read scholarly journal articles on a topic of their own choosing; (b) Take notes and write literature reviews in successive drafts; (c) read and abstract an article; (d) understand the basic functions of an Institutional Review Board; (e) understand the role of diverse theories and methodologies in knowledge production, and the relationships among paradigms, theories, methods, & practices; (f) use library databases; (g) use scholarly literature to make an argument; (h) use either the MLA or APA academic style guide; (i) demonstrate a commitment to academic honesty; and (j) articulate the integration of our program mission and vision with respect to social justice in all of the above.

Our M.A. students are required to select one of four graduate level research methods courses (i.e., quantitative methods, qualitative methods; rhetorical criticism; conversation and discourse analysis). They complete original research projects in those courses. Each student selects from one of three culminating experience project options, including theses, creative work projects, and written comprehensive examinations. We provide students with an array of choices in nearly all aspects of our program because doing so fits our value for diversity and because having choices helps students develop
discernment and ethical decision-making capacity.

Opportunities and Challenges Facing the Program

As a department with approximately 30 FTEF and one full-time staff person, serving 830 FTES (see the spring 2012 figures in Table 3, below), we have been acutely challenged by largely-unchecked growth in the size of two of our programs over the past decade. Primarily related to the growth in SFSU enrollment our Department has nearly tripled the number of COMM 150 sections that we offer each semester. We have quadrupled the number of undergraduate majors seeking the B.A. in Communication Studies. In 2012, 6 of the 21 CSU communication programs were impacted (according to the CSU's impacted program matrix). As a result, CSU applicants seeking the Communication Studies degree are increasingly reliant on our program. In addition, San Francisco is a desirable location for students coming from the urban areas where COMM majors are already impacted (e.g., Fullerton, Long Beach, San Diego and San Jose, CA).

Nearly all of our growth in COMM 150 sections and the size of our major program have been accommodated by hiring part-time, temporary faculty members (i.e., a combination of more Graduate Teaching Associates teaching sections of COMM 150 and more adjunct faculty members teaching upper-division undergraduate courses). This situation comes with a number of opportunities and challenges.

First, in terms of opportunity, our M.A. students have benefitted from the opportunity to teach two sections of COMM 150 per semester, rather than one, as was our historical practice. For many years, we explicitly limited Teaching Associates to teaching one section of COMM 150 per semester, after they had completed a rigorous internship and teaching seminar, in order to allow them to focus on their studies. With the growth in student demand for COMM 150 and our upper-division courses, we have been able to meet all adjunct faculty members' entitlements under the Collective Bargaining Agreement, increase adjunct faculty workloads where desired, and offer additional work to Teaching Associates. In light of the long-stable and fairly abysmal salary offered Teaching Associates ($2436/per course) and the fast-rising CSU fees during this review period, that additional work has often been welcomed by our graduate students. We do not offer tuition waivers for GTAs (as some campuses do). We have 1-2 research assistantships for graduate students each year (i.e., Forensics team graduate assistant in fall semester, sometimes a Performance Studies graduate assistant in spring semester). We can sometimes offer a .20 work-study position to one graduate student, assisting the Graduate Director during spring admission cycle. San Francisco is an expensive place to live. Additionally, for those interested in careers in college teaching, the likelihood of additional part-time work following their completion of the M.A. degree is alluring.

But these opportunities for our graduate students also come with challenges, because we provide rigorous training and oversight of our Teaching Associates. Each graduate student enrolled in our teaching seminar, COMM 850, interns with an experienced teacher of COMM 150, and during their first semester of teaching, is mentored by a tenured or tenure-track colleague in our Department. GTAs are observed by the Basic Course Director and by their mentors each semester. Mentoring Teaching
Associates is one of many duties that begins to weigh on 12 tenured and tenure-track faculty members against a stream of 884 FTES, with its related advising and committee supervision, hiring and personnel evaluation, shared governance, and other demands.

In terms of the challenges related to growth in our number of majors, we have taken a number of steps, including requesting program impaction: That request was denied in 2009-10, but was granted this year and will take effect in fall 2013. The steps that we previously took to deal with our growing pains in the B.A. program are as follows: First, in fall 2007, we implemented new requirements for our major, discontinuing three different Speech & Communication degree programs with concentrations in Intercultural, Organizational and Individual Studies respectively. The new major requirements provided our undergraduate students with greater flexibility and were easier for them to understand. Both of these factors also relate to our ability to advise hundreds of undergraduate majors. Students majoring in Communication Studies now select one course from each of eight required breadth areas, plus an additional 12 elective units, which can be used to develop the student's depth of knowledge in one breadth area. In 2007-08, we also began to require COMM 150 and ENG 214, or equivalent courses, as prerequisites to all of our breadth area courses. This has helped to ensure that students have adequate oral and written communication skills before beginning the upper-division breadth area courses required for our majors. Since 2008-09, we have added courses to the breadth area several times. We once offered many elective courses that did not meet specific requirements in the major. Now the only elective course we offer regularly is COMM 695, our Internship course.

From 2002-2007, the University’s mandatory probation and disqualification advising helped us to identify a pattern in which students majoring in Business Administration requested to change to the COMM major after being placed on probation or being subject to disqualification, usually after they failed the required accounting and finance sequence for the B.A. in Business Administration. In fall 2008, we instituted a requirement that students have a minimum 2.0 grade-point-average (GPA) in order to declare the COMM major.

Next, in fall 2009, we implemented Restrictive Registration Edits (RRE’s) that prevent students who are not officially declared COMM majors from enrolling in most of our upper-division undergraduate courses. Regrettably, this has prevented students who might otherwise take our courses as electives from enrolling in our classes (e.g., our public communication and communication and diversity courses were quite popular with students majoring in Biology, English, Journalism, Technical and Professional Writing, and Women and Gender Studies). Of course, we do not block enrollment for any course that meets a General Education requirement.

Most recently, in 2010-11, we began to require that students seeking to major in COMM have the grade of “C-/CR” or better in three lower-division GE requirements, including oral communication, critical thinking, and composition (i.e., COMM 150, PHIL 110, ENG 114 and 214 or equivalent courses). We also stopped accepting any transfer students in spring semester, and we require students to declare our major only during two
periods of the year (January-March and August-October). These three steps (i.e., minimum grade requirements in prerequisite courses, limiting spring admits, and controlling the change of major application period) may have slowed growth in our number of majors somewhat. But they proved insufficient to address our growth rate, which is why we again requested and have been granted impaction status for fall 2013.

As mentioned above, we strongly endorse the appropriateness of communication education as it contributes to a more humane and well-functioning society. Based on our University’s history of teaching lower-division writing courses across a variety of disciplines (where it has proven difficult to achieve cohesion and coordination), and based on our disciplinary knowledge of oral communication delivery models (i.e., individualized courses versus large-lecture formats with breakout sections for speech practice), we believe that the current model of multiple sections of oral communication best serves students and the University. Therefore, the three most important ways that we can address our growth challenges are: (a) impaction of our undergraduate major; (b) acquiring additional tenure-track lines; and (c) reducing somewhat our involvement in General Education upper-division requirements under the new GE program.

Major Changes Occurring in Similar Programs at Other Institutions

Many Communication Studies programs in the United States have been grouped with related departments such as Journalism, Broadcasting, and Theatre in large Schools and Colleges of Communication over the past two or three decades. We believe that a College of Communication structure likely would reduce our department’s relative standing among similar communication programs in the western United States. As importantly, it would reduce our ability to answer the communication questions that San Francisco’s preeminent public urban university should address (e.g., reconciling cultural differences through dialogue, addressing economic and health disparities, or being the first in one’s family to encounter college).

Nationally, those communication departments housed in colleges or schools of communication tend to prioritize the study of communication in mediated contexts and the production of messages over their analysis and critique. The curriculum, scholarship, and hiring most understood and valued in those institutional structures shape their departmental identities toward message production and professional skill development, and away from the broader liberal arts traditions. Those departments’ histories are the best predictor of our probable future development if we were to be placed in a school or college of Communication.

We also prepare a number of M.A. graduates for Ph.D programs. Considering the five universities in the western U.S. where our students are most likely to go for the Ph. D., none of those programs are housed in a college of communication. The programs most frequently chosen by our graduates for doctoral study, and their respective college locations, are listed below:
Arizona State University’s Hugh Downs School of Communication is housed in the College of Liberal Arts & Sciences.

The University of New Mexico's Communication Department is housed within a College of Arts & Sciences;

UC Davis, where both the Communication Department and Cultural Studies Department are housed in the College of Letters & Science.

University of Denver, where the Communication Department is housed in the College of Arts, Humanities and Social Sciences;

Utah's Communication Program is housed in the College of Humanities;

The University of Washington Communication Department is housed within a College of Arts and Sciences.

Our students sometimes do leave the western U.S. in order to attend other top-rated communication PhD programs like the University of Iowa (College of Liberal Arts & Sciences), the University of South Florida (College of Arts and Sciences), or Southern Illinois University (College of Liberal Arts & Sciences).

The research methods curricula and research opportunities our graduate students can avail themselves of with our faculty prepare them well for entry to these programs. If the emphasis of our curriculum and faculty scholarship evolved toward message production and technique, and away from the broader humanities and social science traditions of message analysis and critique, we would not be able to place our M.A. students in those Ph.D. programs effectively.

2.2 The Program in the Context of the Academic Unit

Salient Characteristics of the Communication Studies Department

As our mission and curriculum suggest, we endorse faculty self-determination and participation in shared governance. We share a genuine concern for the ability to thrive and contribute meaningfully within the ever-evolving University structure. Our department has long exemplified the values of both the Humanities and the Social Sciences in our curriculum and our civic engagement with the campus and Bay Area communities.

Curriculum

Our B.A. curriculum utilizes humanistic and social scientific approaches to study communication, rhetoric and discourse across a range of contexts (e.g., intercultural, international, interpersonal, family, group, organizational, and political contexts). Our interdisciplinary curriculum and pedagogy utilize scholarship from the communication discipline and related disciplines such as anthropology, creative writing, criminal justice, ethnic studies, history, linguistics, literature, philosophy, political science, psychology, sexuality, sociology and women and gender studies. We utilize these varied approaches to deliver a communication curriculum that is consistent with the university’s goals of social justice, internationalizing the curriculum, and environmental sustainability.
The theories we teach in the classroom, and that we engage in our research, range from the post-positivistic and interpretive traditions that are dominant in the social sciences to the social constructionist, post-modernist, and post-structuralist perspectives that characterize the humanities. Like other humanistic disciplines, we are deeply concerned with ethical issues and the values that can and should inform communication practices.

Civic Engagement

Civic engagement is central to San Francisco State University’s position as a public urban university. Our faculty members’ scholarship dovetails with our community activism and service. Examples of our department’s contributions to this critical aspect of SFSU’s mission and identity include project development in association with San Francisco’s Neighborhood Empowerment Network; leadership in the Public Dialogue Consortium and in the Bay Area Urban Debate League; teaching and mentoring in the Prison University Project at San Quentin; and working to help monolingual Spanish speakers with HIV/AIDS navigate healthcare systems and conceptualize mind, body, and spirit as central to their well-being. Our community collaborations emphasize vulnerable and disenfranchised persons to develop cultural awareness, thinking critically, and recognizing the mutual influence of individuals and society. All of those capacities enable more effective communication and a better-functioning society.

Our work with community organizations is woven together by a common thread of concern for the human condition. Our community engagement intersects with our teaching and scholarship. We involve undergraduate and graduate students as active participants, sometimes in leadership roles. We use the theoretical and practical assumptions of our discipline to help people communicate more effectively, as active agents who can influence their own well-being and the well-being of their communities.

Allocation of Faculty Resources for the Graduate Program

As indicated in the Tables below, faculty resources for the department are currently stretched across three distinct populations of students: those in the lower division courses (primarily COMM 150, the basic introductory course), those in upper division undergraduate courses (all eight breadth courses plus electives), and those in graduate seminars. For the period under review, the results can be seen below, including FTES, FTEF and SFRs.
### 6th Cycle Program Review: Communication Studies

#### Table 2

Communication Studies FTES, FTEF and SFR for 2008-09 to present

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall 07</th>
<th>Spring 08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTES</td>
<td>FTEF</td>
</tr>
<tr>
<td>COMM 150</td>
<td>298.20</td>
<td>9.73</td>
</tr>
<tr>
<td>Upper Division</td>
<td>371.00</td>
<td>14.14</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>669.20</td>
<td>23.87</td>
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<tr>
<td>Grad Division</td>
<td>20.18</td>
<td>3.34</td>
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<tr>
<td>All divisions</td>
<td>689.39</td>
<td>27.22</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall 08</th>
<th>Spring 09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTES</td>
<td>FTEF</td>
</tr>
<tr>
<td>COMM 150</td>
<td>323.85</td>
<td>10.61</td>
</tr>
<tr>
<td>Upper Division</td>
<td>402.07</td>
<td>13.07</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>725.92</td>
<td>23.68</td>
</tr>
<tr>
<td>Grad Division</td>
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<tr>
<td>All divisions</td>
<td>753.48</td>
<td>27.03</td>
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<table>
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<th>Fall 09</th>
<th>Spring 10</th>
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<tbody>
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<td></td>
<td>FTES</td>
<td>FTEF</td>
</tr>
<tr>
<td>COMM 150</td>
<td>351.85</td>
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<td>Upper Division</td>
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<td>Undergraduate</td>
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<tr>
<td>Grad Division</td>
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<td>2.50</td>
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<tr>
<td>All divisions</td>
<td>766.85</td>
<td>26.97</td>
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</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Fall 10</th>
<th>Spring 11</th>
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## 6th Cycle Program Review: Communication Studies

<table>
<thead>
<tr>
<th></th>
<th>FTES</th>
<th>FTEF</th>
<th>SFR</th>
<th>FTES</th>
<th>FTEF</th>
<th>SFR</th>
</tr>
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<tbody>
<tr>
<td>COMM 150</td>
<td>387.60</td>
<td>13.27</td>
<td>29.21</td>
<td>363.60</td>
<td>12.64</td>
<td>28.77</td>
</tr>
<tr>
<td>Upper Division</td>
<td>472.80</td>
<td>15.28</td>
<td>30.94</td>
<td>463.34</td>
<td>15.81</td>
<td>29.31</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>860.40</td>
<td>28.54</td>
<td>30.14</td>
<td>826.94</td>
<td>28.45</td>
<td>29.07</td>
</tr>
<tr>
<td>Grad Division</td>
<td>26.02</td>
<td>2.48</td>
<td>10.49</td>
<td>21.62</td>
<td>3.06</td>
<td>7.07</td>
</tr>
<tr>
<td>All divisions</td>
<td>886.41</td>
<td>31.03</td>
<td>28.57</td>
<td>848.55</td>
<td>31.50</td>
<td>26.93</td>
</tr>
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### Year 5

<table>
<thead>
<tr>
<th></th>
<th>Fall 11</th>
<th>Spring 12</th>
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<tbody>
<tr>
<td></td>
<td>FTES</td>
<td>FTEF</td>
</tr>
<tr>
<td>COMM 150</td>
<td>388.40</td>
<td>13.01</td>
</tr>
<tr>
<td>Upper Division</td>
<td>530.13</td>
<td>17.39</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>918.53</td>
<td>30.40</td>
</tr>
<tr>
<td>Grad Division</td>
<td>24.33</td>
<td>2.40</td>
</tr>
<tr>
<td>All divisions</td>
<td>942.87</td>
<td>32.80</td>
</tr>
</tbody>
</table>
FTEF data in Table 2. The difference between the upper-division and undergraduate rows in Table 2, above, represents the resources devoted to COMM 150, our General Education Segment I requirement for Oral Communication. Since COMM 150 represents a significant proportion of our Department’s annual resource allocation, we have elected to show the COMM 150 data in a separate row in Table 3.

Faculty members teaching COMM 150 include adjunct instructors and Teaching Associates, along with one tenured professor, Dr. Gustavo Yep. Dr. Yep teaches one of the Metro Health Academy’s cohorted sections of COMM 150 each year and he supervises a Teaching Associate in that program’s other cohorted section of COMM 150.

In fall 2009 nine Teaching Associates taught a total of 16 of the 56 sections (28% of FTEF). In fall 2011, nine GTAs taught a total of 15 of the 64 sections (23% of FTEF). Using those numbers as a gauge indicates that lecturers account for about 75% of the FTEF in our COMM 150 program.

Our upper-division undergraduate courses are taught by lecturers, tenured and tenure-track (T/TT) faculty members. No Teaching Associates are assigned as instructors for upper-division courses. Again using fall 2009 and fall 2011, the middle years of this review period, as baseline data, we see that lecturers taught 10 of 35 UD courses in fall 2009 (29% of FTEF) and T/TT faculty members taught the remainder of those UD courses (71% of FTEF). However, lecturers taught 37 of the 55 UD courses we offered in fall 2011 (67% of FTEF) and T/TT faculty members taught the remainder of those UD courses (33% of FTEF). The difference is exacerbated by the fact that we were not authorized to hire any tenure-track faculty members for three years during this review period (2008-2011).

Our tenured faculty members who were awarded sabbatical leave, or who were participating in the Faculty Early Retirement Program (according to which they teach half-time), slightly inflate the percent of lecturer FTEF for upper-division courses during any given semester of this review period. In addition, since our Department Chair is a .60 appointment, s/he teaches one course per year. Faculty members on either type of leave during the review period are shown in the table below.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Faculty on Sabbatical Leave</th>
<th>Faculty Early Retirement Program Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>N/A</td>
<td>Medcalf, Chaney, Jenkins</td>
</tr>
<tr>
<td>2008-09</td>
<td>Yep (fall only)</td>
<td>Medcalf, Chaney, Jenkins</td>
</tr>
</tbody>
</table>
SFR data in Table 3. The figures in Table 3 show that our Department’s growth across all divisions reached its apex during fall 2011, when we served the equivalent of 943 FTES with the equivalent of 32.8 faculty members, a 28.75-to-one student-faculty ratio (SFR). Only our spring 2010 SFR was higher than that, at 28.88 for all divisions. Some comparison of our SFR with the average SFR for SFSU in all programs will illustrate the impact of this growth on our department: First, the CSU’s Academic Planning Database shows that our SFR for lower-division courses, at 28.56 in the last semester of this review period, was better than the SFSU average SFR of 38.6 for lower-division courses in 2012. This is true even though our COMM 150 enrollments (averaging 30-31 students per section) are higher than enrollments for other freshman oral communication courses in the CSU (those courses average 25 students per section).

But our SFR for upper-division courses in COMM was 31.36 in the last semester of this review period, 20% higher than SFSU’s mean SFR of 25 for upper-division courses in 2012. Our graduate course SFR of 6 in spring 2012 was, admittedly, much lower than the average SFR in graduate courses at SFSU, 10.5 in 2012.

Use of teaching resources. Table 4, below, shows the percentage of teaching resources that our Department has devoted to COMM 150, upper-division undergraduate and graduate courses during the first and last years of this review period.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FTEF-COMM 150</th>
<th>FTEF-UD courses</th>
<th>FTEF-MA Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>36%</td>
<td>52%</td>
<td>12%</td>
</tr>
<tr>
<td>2011-12</td>
<td>28%</td>
<td>66%</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

Our M.A. program produced an average of 12-13 graduates per year during this review period, with the equivalent of 2-3 tenured and tenure-track faculty members’ efforts. However, our average SFR for the graduate program during this review period was 8.08, substantially lower than the graduate SFRs for English-Composition and Philosophy, two programs in our college that have large GE Segment I service commitments and graduate teacher training programs. Our SFR for graduate courses is comparable to HIST, another department with substantial lower-division GE obligations. Our SFR is slightly higher than Broadcast & Electronic Communication Arts, Political
Science, and Women & Gender Studies.

Table 5

M.A. Degrees Granted 2007-2012

<table>
<thead>
<tr>
<th>M.A.</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>SPCH</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: Our degree program name changed from Speech Communication to Communication Studies, effective fall 2007.

Although our department size across all divisions was greatest in fall 2011, our graduate program reached its largest size for this review period in academic year 2009-10, when our graduate FTES reached 33.58.

Table 6

Graduate Program Enrollments by Semester (2007-08 to present)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>2008-09</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>2009-10</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>2010-11</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>2011-12</td>
<td>37</td>
<td>33</td>
</tr>
<tr>
<td>2012-13</td>
<td>37</td>
<td>34</td>
</tr>
</tbody>
</table>

Note: Our M.A. students usually do not enroll for summer session.

We offer the introduction to Graduate Studies and a teaching seminar, COMM 850, along with three content seminars each fall, and we offer two research methods courses and three seminars each spring. The six content seminars serve a mixture of first-, second- and third-year graduate students. But the introductory course and teaching seminar serve only first-semester graduate students.

Students enrolled in our M.A. program are permitted to include up to 8 units of upper-division undergraduate course work in their Graduate Approved Programs (GAP). Students who enter our program without a B.A. in Communication Studies are required
to complete up to 12 units of upper-division undergraduate courses as pre-requisites to achieving classified standing in our M.A. program. A more detailed discussion of graduate admissions and enrollments will be given later in this study.

Table 7

<table>
<thead>
<tr>
<th></th>
<th>Applied</th>
<th>Admitted</th>
<th>% Admitted</th>
<th>Enrolled</th>
<th>% Admit/Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>40</td>
<td>23</td>
<td>57.50%</td>
<td>17</td>
<td>74.00%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>46</td>
<td>29</td>
<td>63.04%</td>
<td>17</td>
<td>58.62%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>77</td>
<td>32</td>
<td>41.56%</td>
<td>21</td>
<td>65.63%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>83</td>
<td>27</td>
<td>32.53%</td>
<td>14</td>
<td>51.85%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>79</td>
<td>34</td>
<td>43.00%</td>
<td>18</td>
<td>52.90%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>75</td>
<td>29</td>
<td>38.70%</td>
<td>12</td>
<td>41.40%</td>
</tr>
</tbody>
</table>

The data in Table 7 shows that our M.A. program has attracted about 67 applicants per year, and that we are admitting 46% of our applicants, on average. However, in fall 2008, with only 46 applicants, we admitted 63% of them: As a modestly-sized graduate program with no paired courses, we work to enroll a cohort of 17-18 students each fall, because we expect some attrition and we still aim to fully-enroll our spring courses. In order to produce viable enrollments in spring semesters, we overload the COMM 700 and 850 courses somewhat; however, our number of applications has dropped (by about 4% per year) over the past three years, and our percentage of admitted/enrolled students has fallen steadily since its height of fall 2009. This pattern mirrors that of the university at large.

SECTION 3.0 ADMISSION REQUIREMENTS

3.1 Evidence of Prior Academic Success

Per university criteria, all students entering our Master’s program have a 3.0 grade point average in either their last 60 units at their last academic institution, or in their overall GPA. Many or most of the students who are offered admission to our program have GPA’s well above this minimum. While we do get university transcripts from the students, Graduate Studies specifically verifies that the student’s GPA is at 3.0 or above,
and preemptively reject any students who don’t meet the minimum threshold.

Other factors we use in the admission process are (1) GRE scores, (2) letters of recommendations and (3) A general evaluation of the overall profile of the student based on the personal statement, writing sample, and past coursework the student has completed. We pay particular attention to the GRE analytic written scores, which we expect to be at 4 or above since writing skills are a particularly important index to future success in our program. Letters of recommendations are also read carefully by the admissions committee, as these often help to contextualize students’ successes and challenges that they have faced. Finally the general profile of the student’s past coursework and current interests of the applicant are assessed carefully to ensure our program is a good fit for the applicant. Some applicants (especially international applicants) often believe that we offer training in mass media or journalism. Since this is not the focus of our program, we make sure to admit only students whose stated interests and background are a good fit with our program offerings. We find that this combination of factors for the admission process is sufficient to provide a high quality of students for the graduate program.

3.2 Evidence of Competent Writing

We require GRE scores for an applicant to be considered for admission to our program. Following university guidelines, we require a 4.0 on the analytic or written section of the GRE for a “classified” admission. A few applicants to our program each year present otherwise strong profiles in terms of GPA, letters of recommendation and good fit for our program, but have only achieved a 3.5 on the GRE analytic portion. If the student is deemed a strong candidate in these other areas, the admissions committee may choose to admit the candidate with “conditional” status. In these cases, students are asked to either retake the GRE before entering the program to achieve a 4.0 or to opt to take a graduate level writing class through College of Extended Learning in their first semester to achieve “classified” status.

We have also implemented an assessment for the university’s Writing Level II after the graduate student’s first semester. The student’s writing is assessed using a standard rubric by the instructor of the “Introduction to Graduate Study” (COMM 700) course. While many or most students pass at this level, students who do not pass Level II Writing at this point are assessed again in all graduate seminars by their instructor until they pass before they are allowed to advance to candidacy.

These are described in greater detail at pages 48-51 of this report.

3.3 English Preparation of Non-Native Students

In accordance with university guidelines, non-native speakers of English are required to take either the TOEFL or IELTS. As with GPA, Graduate Studies screens students for a minimum threshold of proficiency that has been set at specific levels for each exam and will preemptively reject applicants who do not meet the minimum
We keep no formal record of the exact number of non-native students who apply to or enter our program. This is nearly an impossible status to keep track of since non-native speaker status is not a straightforward matter to determine given that there may be varying degrees of non-nativeness and some students who are considered “non-native” may often be schooled in English medium schools in their home country. However, of the 40 or so students currently enrolled in the program, 2 would likely be considered non-native speakers of English in some way.

In the last round of admissions for Fall 2013, approximately one fourth of the 55 applicants who applied were likely non-native English speakers, but many of those were not a good fit for our program (e.g., they were primarily interested in journalism), or had GRE analytic scores that were too low for consideration even if they met the minimum guidelines of the TOEFL and IELTS exams for English proficiency. We find that when applicants have achieved only the minimum requirement on TOEFL or IELTS, they generally do not have the written competency needed for the 4.0 on the GRE analytic score. Mastery of speaking and comprehension of English is generally not a problem we face in our program since the GRE written analytic threshold is set at 4.0.

3.4 Overview of Program Admission Policy

Admissions data:

Our program has only Fall admissions and the following table gives an overview of our applicant pools and subsequent enrollments for first time Fall cohorts over the last 6 years. To summarize, the number of applications have varied between 40 and 83 but have been at the higher end more recently. We have offered admission to anywhere between 32% to 63% of the applicants. The table below shows that applicants offered admission who choose to come to our program have been as low as 41% but routinely are much higher, reaching as much as 74%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Applied</th>
<th>Number Admitted</th>
<th>% of applicants admitted</th>
<th>Number Enrolled</th>
<th>Approx.% of admitted applicants enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 07</td>
<td>40</td>
<td>23</td>
<td>57.5%</td>
<td>17</td>
<td>74%</td>
</tr>
<tr>
<td>Fall 08</td>
<td>46</td>
<td>29</td>
<td>63.0%</td>
<td>17</td>
<td>59%</td>
</tr>
<tr>
<td>Fall 09</td>
<td>77</td>
<td>32</td>
<td>41.6%</td>
<td>21</td>
<td>66%</td>
</tr>
</tbody>
</table>
Admission policy:

As stated under 3.1, we use a number of criteria to determine admission offers including Grade Point Average, GRE scores, letters of recommendation and a general evaluation of the overall profile of the applicant based on the personal statement, writing sample, and past coursework the applicant has completed. Since each applicant who meets minimum GPA and GRE criteria is carefully considered by each member of the admissions committee, we feel that decisions have been well-founded.

Student diversity:

Our applicant pool (and thus our entering cohorts) is generally diverse in multiple ways. We often have students who come straight from undergraduate programs as well as older returning students who have already had established careers. We also get a wide diversity in terms of class, ethnicity and sexual orientation. There are usually at least some individuals who are the first in their families to pursue a post-graduate degree. The following table provides data on the ethnic diversity of the students enrolled in our graduate program in the years 2008 through 2012.

Table 9

Ethnic Diversity in Graduate Program

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Native American/Alaskan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black, African American</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.7</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>Chicano, Mexican-American</td>
<td>1</td>
<td>7.1</td>
<td>3</td>
<td>11.1</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Other Latino</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.7</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>35.7</td>
<td>5</td>
<td>18.5</td>
<td>6</td>
<td>14.6</td>
</tr>
</tbody>
</table>
### 6th Cycle Program Review: Communication Studies

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>1</th>
<th>7.1</th>
<th>1</th>
<th>3.7</th>
<th>2</th>
<th>4.9</th>
<th>3</th>
<th>9.4</th>
<th>2</th>
<th>7.1</th>
<th>0</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filipino</td>
<td>1</td>
<td>7.1</td>
<td>1</td>
<td>3.7</td>
<td>2</td>
<td>4.9</td>
<td>3</td>
<td>9.4</td>
<td>2</td>
<td>7.1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td>6</td>
<td>42.9</td>
<td>14</td>
<td>51.9</td>
<td>20</td>
<td>48.6</td>
<td>19</td>
<td>59.4</td>
<td>13</td>
<td>46.4</td>
<td>14</td>
<td>51.9</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>3.1</td>
<td>2</td>
<td>7.1</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Other Responses</td>
<td>1</td>
<td>7.1</td>
<td>2</td>
<td>7.4</td>
<td>5</td>
<td>12.2</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>14</td>
<td>100</td>
<td>27</td>
<td>100</td>
<td>41</td>
<td>100</td>
<td>32</td>
<td>100</td>
<td>28</td>
<td>100</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>16</td>
<td>33</td>
<td>45</td>
<td>43</td>
<td>37</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additionally, the program sees the following diversity for enrollments in terms of gender.

**Table 10**

**Gender Diversity in Graduate Program**

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Female</td>
<td>8</td>
<td>21</td>
<td>30</td>
<td>28</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Male</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Our program attracts students with a variety of goals. While some students want to start careers in teaching, for example, at the community college, others want to pursue Ph.D. level work in our discipline. A third major group is students who want to complete an advanced degree to make themselves more competitive in the current job market. These students currently work or end up working in a range of business environments, or may end up in non-profit and/or activist and political work.

Our program serves the first two groups (students who want to teach, and students who want to pursue Ph.D. level work) particularly well, but many students in the third group do well too, especially if they pair course work with professional interests and experience.

*Emphasis on cultural sensitivity and social justice:*

Our curriculum offers a wide range of courses that emphasize cultural sensitivity and the curriculum builds from the expertise of our faculty. Courses such as Intercultural Communication and Sexual Identity are routinely offered, but many or all of our courses privilege cultural sensitivity in some way. Our program emphasizes social justice specifically and this is highlighted in our mission statement found on our website.

"The Masters of Arts program in Communication Studies at SF State prepares students for communication-related careers that require an advanced degree. We invite students into a life of engaged, scholarly inquiry in communication with a focus on social justice."
Across diverse contexts, graduates of the program are able to critically read, produce, and apply communication research in order to practice collaborative dialogue, to understand differences, and to honor unheard voices. Students and faculty work in community where curriculum and scholarship span the breadth of human interaction and performance.

We practice humane approaches to complex human problems in both local and global communities and attempt to discern ethical choices.”

4.0 PROGRAM REQUIREMENTS

Informed and judged by a composite pattern of information and achievements, the department has met the university-wide requirements in program quality and sustainability. Section 4 displays the compliance of our graduate program with the following six measures of the university standard: Section 4.1 number of course offerings; 4.2 frequency of course offerings; 4.3 path to graduation; 4.4 course distribution on Advancement to Candidacy (ATC); 4.5 class size; and 4.6 number of graduates. Section 4.7 is the overview of program quality and sustainability indicators.

The enrollment figures of the courses sections over the review period are summarized in Table. The core requirements and elective courses offered are listed on the left. Graduating from the program requires 35 semester units or 9 courses from the core. The core requirement courses are categorized into the following 5 groups: Group 1, the Introductory course; Group 2, three methodology courses for students to select at least one; Group 3, 11 seminars, from which students may elect at least 4; Group 4 offers 5 electives from which students can elect 2 courses from the upper division of undergraduate courses from our department, allied departments, or from graduate teaching courses; and, Group 5, the 4 culminating projects that students can elect for graduation.

The enrollments for each class section are shown in the cells in each year/semester column on the right. The data in this schedule are used to generate different tables for other subsections.

Table 1

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Census Enrollments for Each Class Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>Course</td>
</tr>
</tbody>
</table>

27
### 6th Cycle Program Review: Communication Studies

<table>
<thead>
<tr>
<th></th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Semester 5</th>
<th>Semester 6</th>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction</td>
<td>COMM 700</td>
<td>Introduction to Graduate Study</td>
<td>4</td>
<td>1</td>
<td>22</td>
<td>16</td>
<td>24</td>
<td>15</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 871</td>
<td>Communication Research Strategies</td>
<td></td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td>or COMM 872</td>
<td>Field Research Methods</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>5</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or COMM 873</td>
<td>Research Strategies in Language and Social Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Seminars</td>
<td>COMM 721</td>
<td>Seminar in Rhetorical and Communication Theory</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>6</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 731</td>
<td>Seminar in Communication and Social Criticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 725</td>
<td>Seminar in Sexual Identity and Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 740</td>
<td>Seminar in Interpersonal Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 742</td>
<td>Seminar in Group Communication Theory and Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 745</td>
<td>Seminar in Gender and Communication</td>
<td></td>
<td>16</td>
<td>4</td>
<td>18</td>
<td>14</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 750</td>
<td>Seminar in Communication and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>17</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 760</td>
<td>Seminar in Organizational Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 761</td>
<td>Seminar: Corporate Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 790</td>
<td>Seminar in Performance Art, Communication, and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 797</td>
<td>Performance Theory and Practice in Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4 Electives</td>
<td>COMM 850</td>
<td>Teaching Speech Communication</td>
<td>8</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 851</td>
<td>Internship in Teaching Speech Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 852</td>
<td>Supervision of Teaching Speech Communication</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 855</td>
<td>COACHING FORENSICS</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMM 885</td>
<td>GRAD PROJS TEACHING SPCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.1 Number of course offerings

University policy states: “a minimum of two graduate-level courses (exclusive of supervisory and independent study courses) leading toward the post-baccalaureate degree shall be offered by the program or concentration each semester.” For the past five years, our program offered 42 graduate-level courses or an average of 4.2 courses each semester (exclusive of supervisory and independent study courses). Thus it is more than double (210%) the minimum of the required 2 courses. Table 12 below displays how our program has been meeting this standard every semester.

**Table 12**

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Courses /Semester</th>
<th>Total Courses Offered</th>
<th>Number of Courses Offered Each Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>07</td>
</tr>
<tr>
<td>University Requirements</td>
<td>2</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Level Courses</td>
<td>4.2</td>
<td>42</td>
<td>3</td>
</tr>
<tr>
<td>(Except Supervisory &amp;</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Independent Study)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisory &amp;</td>
<td>3.5</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>Independent Study Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of</td>
<td>7.7</td>
<td>77</td>
<td>10</td>
</tr>
<tr>
<td>Graduate Class Offered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting Requirements</td>
<td>Yes</td>
<td>210%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Figure 4.1 below highlights the course offerings meeting and exceeding the standard.
4.2 Frequency of course offerings

University policy states: "courses required for graduation shall be offered at least once every two years." This requirement was met. All courses required for graduation in each of the 5 groups were offered at least once every two years. Students had sufficient courses from which to select. From any group, students can choose courses that count toward graduation. As shown in Table 13 and Figure 4.2, the total number of courses offered in the five years for all groups are 35, or 3.88 times the required number (of courses) of 9. The compliance rate is 330%.

Table 13

2-Year Course Rolling Total in each Course Group

<table>
<thead>
<tr>
<th>Groups</th>
<th>Requirements</th>
<th>Number of Courses Offered</th>
<th>Frequency</th>
<th>08</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>10</th>
<th>11</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Units</td>
<td>2-year</td>
<td>2-year</td>
<td>Standard</td>
<td>08</td>
<td>08</td>
<td>09</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>met</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>1 Introduction</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2 Methodology</td>
<td>4</td>
<td>1</td>
<td>4.4</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
The following are detailed explanations to enhance reading Table 14 above.

As shown in Table 15 below, our graduate program offered totals of 28 to 35 courses every 2 years. The program requires 9 courses to be taken to graduate. A student entering the program in Fall 2007 would be able to choose 9 out of 35
courses to graduate in Spring 2009. A student entering the program in Spring 2008 would be able to choose 9 out of 32 courses in two years to graduation Fall 2009. The rolling totals show that the department offered more than three times as many courses as the core requirement for student to graduate in two years.

Table 14

Graduated Course Offerings

<table>
<thead>
<tr>
<th>Semester Student Admitted</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>2 year Rolling Total</th>
<th>2 year Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td>S</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>07 F</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td></td>
<td></td>
<td>35</td>
<td>9</td>
</tr>
<tr>
<td>08 S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>08 F</td>
<td>10</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>09 S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>09 F</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>10 S</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>10 F</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>28</td>
<td>9</td>
</tr>
</tbody>
</table>

4.3 Path to graduation

University policy stipulates that “programs shall prepare and publicize course schedules that clearly state a path to graduation that enables students to graduate within five years.” As can be seen in Appendix 1, the core requirement for graduation and course schedule from Fall 2008 to Spring 2013 indicate a clear path for graduation. The information is displayed at the end of this section (Section 4) on page 20 and is available in the Department home page through the SFSU website. The core requirement is on http://www.sfsu.edu/~bulletin/current/programs/communi.htm#287105, and the class schedules are on http://www.sfsu.edu/online/clssch.htm.

4.4 Course distribution on ATC (Advancement to Candidacy)

Students in the program are required to take restricted levels of courses to advance to candidacy for the degree. University policy states that the distribution of course units on the “Advancement to Candidacy (ATC) shall include the following elements:
• At least 50% of the units on the ATC must be from exclusively (not paired) graduate courses.
• Another 20% of units on the ATC may be from either exclusively graduate or paired courses (students always register in the graduate part of the course).
• A final 30% of the units on the ATC may be from upper division undergraduate courses, paired courses (in this case the students should register in the graduate part of the paired course), or graduate courses.”

According to the University policy, the department specifies the course distribution on the ATC with the following requirement: “No more than 8 units may be from upper-division courses regardless of department; no more than 8 units, graduate or undergraduate, may be from an allied department; and no more than 8 units may be in any combination of COMM 850-852, COMM 855, COMM 885 or COMM 899. No more than 4 units may be listed on the ATC for any combination of COMM 851, COMM 852, or COMM 885.”

The graduate program allows students to take a maximum of only 8 units (2 courses) from the undergraduate upper-division in any department to be counted toward graduation. All courses offered are exclusively graduate courses and constitute 77% of the courses required for graduation, well exceeding the needs for meeting the university requirement.

Our program has much higher standard than what the University policy stipulates. They are summarized in Table 15 and Figure 4.3 below. The department requires that 27 of the 35 (77%) required units have to be graduate courses provided by our department’s graduate program. Compared to the University requirement of 50%, our program not only met the standard, but also exceeded it by 154% (77%/50%).

Table 15
Course Distribution on ATC (Advancement to Candidacy)

<table>
<thead>
<tr>
<th>Department Core Requirements</th>
<th>Maximum Elective Course Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Courses</td>
</tr>
<tr>
<td>Groups</td>
<td></td>
</tr>
<tr>
<td>Group 1 (Introduction)</td>
<td>4</td>
</tr>
<tr>
<td>Group 2 (Methodology)</td>
<td>4</td>
</tr>
<tr>
<td>Group 3 (Seminars)</td>
<td>16</td>
</tr>
<tr>
<td>Group 5 (Culminating Project)</td>
<td>3</td>
</tr>
</tbody>
</table>
Figure 4.3 shows the distribution of Course levels required by the program vs. the University requirement.

**Figure 4.3 Course Distribution on ATC: Requirement vs. Fulfillment**

4.5 Class size

University policy states: “A program’s typical graduate class size should be between 8 and 30. Seminar classes should be maintained at no more than 15 and no less than 5.” The average class size in the past 5 years is 8 students, meeting the requirement. As shown in Table 16 below, 51 out of 64 (or 80%) of classes our program offered in the last five years met this standard.
### Table 16
Class Size v. The University Standard

<table>
<thead>
<tr>
<th>Groups</th>
<th>University Requirements</th>
<th>Standard Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td>1</td>
<td>COMM 700</td>
<td>Introduction to Graduate Study</td>
</tr>
<tr>
<td>2</td>
<td>COMM 871</td>
<td>Communication Research Strategies</td>
</tr>
<tr>
<td></td>
<td>or COMM 872</td>
<td>Field Research Methods</td>
</tr>
<tr>
<td></td>
<td>or COMM 873</td>
<td>Research Strategies in Language and Social Interaction</td>
</tr>
<tr>
<td>3</td>
<td>COMM 721</td>
<td>Seminar in Rhetorical and Communication Theory</td>
</tr>
<tr>
<td></td>
<td>COMM 731</td>
<td>Seminar in Communication and Social Criticism</td>
</tr>
<tr>
<td></td>
<td>COMM 725</td>
<td>Seminar in Sexual Identity and Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 740</td>
<td>Seminar in Interpersonal Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 742</td>
<td>Seminar in Group Communication Theory and Practice</td>
</tr>
<tr>
<td></td>
<td>COMM 745</td>
<td>Seminar in Gender and Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 750</td>
<td>Seminar in Communication and Culture</td>
</tr>
<tr>
<td></td>
<td>COMM 760</td>
<td>Seminar in Organizational Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 761</td>
<td>Seminar: Corporate Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 780</td>
<td>Seminar in Performance Art, Communication, and Culture</td>
</tr>
<tr>
<td></td>
<td>COMM 797</td>
<td>Performance Theory and Practice in Communication</td>
</tr>
<tr>
<td>4</td>
<td>COMM 850</td>
<td>Teaching Speech Communication</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td># of Classes Met Requirements</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>COMM 851</td>
<td>Internship in Teaching Speech Communication</td>
<td>6</td>
</tr>
<tr>
<td>COMM 852</td>
<td>Supervision of Teaching Speech Communication</td>
<td>7</td>
</tr>
<tr>
<td>COMM 855</td>
<td>COACHING FORENSICS</td>
<td>51</td>
</tr>
<tr>
<td>COMM 885</td>
<td>GRAD PROJS TEACHING SPCH</td>
<td>64</td>
</tr>
<tr>
<td>COMM 894</td>
<td>Creative Work Project</td>
<td>N/A</td>
</tr>
<tr>
<td>COMM 896</td>
<td>Directed Readings in Speech Communication and Written Comprehensive Examination</td>
<td>N/A</td>
</tr>
<tr>
<td>COMM 898</td>
<td>Master's Thesis</td>
<td>N/A</td>
</tr>
<tr>
<td>COMM 899</td>
<td>ADV PBL - COMM STUDIES</td>
<td>51</td>
</tr>
</tbody>
</table>

Figure 4.4 shows the percentage of classes meeting the class size requirements. While 80% of classes met the requirements, 9% was under the standard and 11% over the standard.
From Census Enrollments for Each Class Section (Table 17), we can observe that most of the courses that missed the requirements in the last five years were only one or two student enrollments over or under the university standard.
## Table 17

**Class Size: Census v. Enrollment**

<table>
<thead>
<tr>
<th>Groups</th>
<th>University Requirements</th>
<th>Census Enrollments for Each Class Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Introduction</td>
<td>COMM 700</td>
<td>Introduction to Graduate Study</td>
</tr>
<tr>
<td>2 Methodology</td>
<td>COMM 871</td>
<td>Communication Research Strategies</td>
</tr>
<tr>
<td></td>
<td>or COMM 872</td>
<td>Field Research Methods</td>
</tr>
<tr>
<td></td>
<td>or COMM 873</td>
<td>Research Strategies in Language and Social Interaction</td>
</tr>
<tr>
<td></td>
<td>COMM 721</td>
<td>Seminar in Rhetorical and Communication Theory</td>
</tr>
<tr>
<td></td>
<td>COMM 731</td>
<td>Seminar in Communication and Social Criticism</td>
</tr>
<tr>
<td></td>
<td>COMM 725</td>
<td>Seminar in Sexual Identity and Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 740</td>
<td>Seminar in Interpersonal Communication</td>
</tr>
<tr>
<td>3 Seminars</td>
<td>COMM 722</td>
<td>Seminar in Group Communication Theory and Practice</td>
</tr>
<tr>
<td></td>
<td>COMM 745</td>
<td>Seminar in Gender and Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 750</td>
<td>Seminar in Communication and Culture</td>
</tr>
<tr>
<td></td>
<td>COMM 760</td>
<td>Seminar in Organizational Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 781</td>
<td>Seminar, Corporate Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 780</td>
<td>Seminar in Performance Art, Communication, and Culture</td>
</tr>
<tr>
<td></td>
<td>COMM 787</td>
<td>Performance Theory and Practice in Communication</td>
</tr>
<tr>
<td>4 Electives</td>
<td>COMM 850</td>
<td>Teaching Speech Communication</td>
</tr>
<tr>
<td></td>
<td>COMM 851</td>
<td>Internship in Teaching Speech Communication</td>
</tr>
</tbody>
</table>
4.6 Number of graduates

University policy states: “The average number of students graduating from a degree program or going on to a doctoral program in a related field per year over a five-year period shall be at least five.” As shown in Table 18, the five-year average of graduates is 9.2, 184% meeting the standard. Among them, 5 out of 46 students graduated went to a doctorate degree program, as shown in Table 18 below.

Table 18

Number of Graduates v. Standard

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Graduates</th>
<th>Going to a Doctoral Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2009-2010</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2010-2011</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>2011-2012</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>5</td>
</tr>
<tr>
<td>5 year Average</td>
<td>9.2</td>
<td>1</td>
</tr>
<tr>
<td>University Standard</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>% Meeting Standard</td>
<td>184%</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.5 below shows how the numbers of graduates exceeded the university standard.
4.7 Overview of Program Quality and Sustainability Indicators

The department’s performance has met indicators of quality and sustainability. In the context of sections 4.1 to 4.6 above, the graduate program of the Department of Communication Studies is on a sustainable trajectory. This is evidenced by the number of course offerings, frequency of course offerings, path to graduation, course distribution on ATC (advancement to candidacy), class size, and number of graduates. They are summarized below in Table 19 Thumbnail of performance vs. standards.

Table 19

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Standard</th>
<th>How standard is met</th>
<th>Performance by %</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 PROGRAM REQUIREMENTS</td>
<td>University-wide standards</td>
<td>Department Offerings</td>
<td></td>
</tr>
<tr>
<td>4.1 Number of course offerings</td>
<td>2 graduate courses/semester</td>
<td>Average 10/semester over 5 yrs</td>
<td>210%</td>
</tr>
<tr>
<td>4.2 Frequency of course offerings</td>
<td>At least once /2 yrs</td>
<td>Average 3.3/2 years, 333% that meet this requirement</td>
<td>342%</td>
</tr>
<tr>
<td>4.3 Path to graduation</td>
<td>Published map leading to graduation in 5 yrs @ 1/2 time attendance</td>
<td>Yes. See Attached Class Schedule from 2008-2013</td>
<td></td>
</tr>
</tbody>
</table>
4.4 Course distribution on GAP: Proper distribution of grad, paired and undergrad courses % that meet this requirement

<table>
<thead>
<tr>
<th>4.4 Course distribution on GAP</th>
<th>% that meet this requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>154%</td>
</tr>
</tbody>
</table>

4.5 Class size: Enroll 8-30 and 5-15 for seminars 52/64 of classes complying.

<table>
<thead>
<tr>
<th>4.5 Class size</th>
<th>80%</th>
</tr>
</thead>
</table>

4.6 Number of graduates: 5 graduates per year average over 5 yr 9.4 grades/Year

<table>
<thead>
<tr>
<th>4.6 Number of graduates</th>
<th>184%</th>
</tr>
</thead>
</table>

The following further discusses the performance, strengths, and challenges of the program.

Course Offerings. The program offered an average of 4.2 courses leading toward the post-baccalaureate degree each semester, more than double the required 2 courses (exclusive of supervisory and independent study courses). Courses required for graduation were offered at least once every two years. We have made efforts to balance the number of graduate offerings (seminars, 700/850, methods courses) with our commitments to serve the undergraduate major and general Education (GE) programs. For instance, we have monitored our enrollments and sometimes elected to offer one more or one less seminar, depending on cohort size, budget and our ability to fill the seminars. We have put in the same effort with respect to scheduling classes at times/days we think will meet the required enrollments.

Class Size. The average class size in the past 5 years is 8 students, meeting the university requirement. Out of 64 (or 80%) 51 classes our program offered in the last five years met this standard. The past five years happened to be the worst with respect to the State budget crisis, an intensified version of the nationwide economic slump. There was a surge of returning students or delayed graduation, which caused increased enrollment requests beyond class capacity. Both budget pressure and enrollment demand caused some instructors to slightly stretch the class size limit. However, the deviation from the standard remains insignificant.

Adaptation of the program to the trends in the field

With regard to curriculum content and/or delivery methods, we have added COMM 873 (LSI Methods) and the Group Communication seminar. Our faculty further agreed to hire an LSI candidate in our next department recruitment, which will raise the unique and progressive profile of important, cutting-edge among our graduate students.
Our graduate faculty adapted to what is happening not just in the field but in the surrounding community and society. As the university continues to shift increasing emphasis on research or professional development, our graduate program has had increasing number of students involving in research and participating in activities of professional organizations such as NCA, ICA, and WSCA. Faculty members have been mindful of their choice of teaching topics (e.g., bullying, mass incarceration, justice crises). The adaptation also involves formats (including increasing incorporation of a variety of media and encouraging use of those formats in student term and culminating projects).

*Reputation among similar programs nationwide*

While the number of applications to MA programs has declined in many M.A. programs, we continue to see a fairly robust number of applications. The incoming cohort for this year is 17 students and we believe this is an appropriate number. While we are always trying to balance student need with number of offerings, we continue to refine our offerings on a regular rotation that includes "methods" classes and content-driven seminars.

Although the increasing emphasis placed on professional development by the University might have benefited our graduate faculty in terms of grant and travel support, our students face financial challenges, including no paid research assistantships, no tuition waivers and so on. However, many students applying from outside the area are often drawn by the greater personal and professional opportunities offered by a vibrant urban and cultural center. Students are also drawn to our program by some of our specialized offerings that are not offered as frequently or with as much expertise in other M.A. programs such as Performance Studies, studies in gender and sexuality. They are also attracted by our record of placement in doctoral programs—as reported above, resulting from our excellent training and practicum opportunities in the area of pedagogy.

One area of the program that is considered as less sustainable is the fact that a graduate coordinator basically runs the program without any time release or other dedicated or consistent support. This creates a heavy burden on the one individual who takes on the position as a three-year commitment. A graduate program of this size should have more dedicated resources for managing the program.

*Concluding remarks:*

The departmental graduate program of communication studies continues along a sustainable trajectory, with ongoing monitoring, coordinating, balancing, and conversations between chair, graduate coordinators, faculty members, and graduate students.
5.0 FACULTY REQUIREMENTS

The University requires that each graduate program needs to have a minimum of two tenured/tenure-track faculty, and that each graduate coordinator to be a full-time faculty member. Thirteen tenured/tenure-track faculty teach graduate communication courses. The MA graduate coordinators, Dr. Lee Jenkins (Fall 08-Spring 09) and Dr. Karen Lovaas (Fall 09-Spring 12), have both been full-time faculty. For several years, the MA Graduate Coordinator had been granted one course release per semester; however, due to budget cuts, the coordinator has been given only one course release per academic year.

5.1 Number of Faculty in MA Program

The following list identifies the tenured/tenure-track faculty and the course(s) s/he teaches in the MA program.

1. Busby: COMM 721 (Seminar in Rhetorical and Communication Theory)
2. Chen: COMM 740 (Seminar in Interpersonal Communication); COMM 750 (Seminar in Communication and Culture)
3. Chung: COMM 760 (Seminar in Organizational Communication); COMM 761 (Seminar in Corporate Communication)
4. Golden: COMM 740 (Seminar in Interpersonal Communication); COMM 850 (Teaching Communication)
5. Isaacson: COMM 742 (Seminar in Group Communication Theory and Practice)
6. Jenkins: COMM 745 (Seminar in Gender and Communication); COMM 797 (Performance Theory and Practice in Communication); COMM 872 (Field Research Strategies); COMM 896 (Directed Readings and Written Comprehensive Examination)
7. Kilgard: COMM 780 (Seminar in Performance Art, Communication, and Culture); COMM 872 (Field Research Strategies)
8. Lovaas: COMM 731 (Seminar in Communication and Social Criticism); COMM 745 (Seminar in Gender and Communication); COMM 750 (Seminar in Communication and Culture); COMM 850 (Teaching Communication); COMM 896 (Directed Readings and Written Comprehensive Examination)
9. Merrigan: COMM 700 (Introduction to Graduate Study); COMM 760 (Seminar in Organizational Communication); COMM 871 (Communication Research Strategies)
10. Sabee: COMM 700 (Introduction to Graduate Study); COMM 871 (Communication Research Strategies)
11. Shimanoff¹: COMM 700 (Introduction to Graduate Study)
12. Wingard: COMM 873 (Research Strategies in Language and Social Interaction)
13. Yep: COMM 725 (Seminar in Sexual Identity and Communication); COMM 745 (Seminar in Gender and Communication); COMM 750 (Seminar in Communication and Culture); COMM 872 (Field Research Strategies)

5.2 Number of Faculty per Concentration

The department offers graduate courses reflecting the current theoretical and methodological diversity of the communication discipline at national and international levels. The MA Program in Communication Studies does not have specific concentrations.

6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT

The department of Communication Studies’ Graduate program utilizes a multi-phase process to conduct program planning and quality improvement. Administratively, we have a Graduate Program Coordinator who leads the Graduate Assessment Committee of typically 3-5 full time graduate faculty members. This committee, over the last 5 years, has worked diligently at the evaluation of our program by:

1. Working toward offering necessary courses in an accessible fashion for our graduate students;
2. Building upon past standards, working toward more refined and rigorous writing standards for our graduate students;

Course Offerings

Starting in Fall 2007, the graduate faculty began following a process of scheduling graduate course offerings up to 2 years in advance in order to a) give our students a better idea of what to expect during their graduate program tenure and b) ensure that we have a well distributed offering of topics and faculty instructors such that students have the opportunity to work with a variety of professors. The preview of course scheduling also allows the graduate faculty to evenly distribute workload among graduate courses, which are typically higher workload courses even with their lower cap of students.

The enactment of this scheduling process requires the graduate faculty as a whole to reassess student need in the department in terms of course offerings at least once per year. These discussions help us to continually question the merits of our offerings and

¹ Dr. Shimanoff is currently serving as an Associate Dean of the College of Liberal & Creative Arts and is no longer available to teach in the MA Program.
the goals of our program.

Writing Standards

In the Fall of 2010, the graduate faculty began an intensive assessment of graduate writing practices in our program. For writing Level I requirements (pre-admission), our department has typically required a score of 4 or above on the writing portion of the GRE. For writing Level II requirements, our department had been typically assessing completion of those requirements by successful completion of the culminating project in the graduate program.

Several issues arose with those simple measures of writing assessment, however, which prompted the graduate advisory committee to look into an assessment evaluation that might be utilized throughout the graduate program in order to 1) help students track their own progress toward meeting the required writing standards and 2) allow faculty to identify students who need extra assistance as early in the program as possible.

In 2010, graduate faculty were asked to test the first version of a rubric that assessed the writing of students in their graduate courses. The entire graduate faculty then discussed those results in faculty meetings to move forward with the draft rubric. Two areas of concern arose that caused the graduate advisory committee to revise the rubric: First, student writing in seminars seemed to need different evaluation standards from student writing in culminating projects and thus the faculty felt we should have more than one rubric. Second, the writing challenges of a culminating experience for those writing Creative Projects or Masters Thesis were much different from those for students writing comprehensive exams (who were given only 4 hours to complete a major writing project).

Upon revision of the originally developed rubric, a series of policies were instituted to insure that students are effectively meeting writing requirements and are also receiving feedback throughout the process. The following procedures have been put into place over the 2012-2013 academic year:

1. Level II writing assessments are completed with the revised rubric for every student entering COMM 700 (the Introduction to Graduate Studies course). Students who fail to pass the Level II writing assessment in that first seminar must be evaluated in subsequent seminars until they pass and are not allowed to apply for their culminating experience until they pass the Level II assessment.

2. Added requirements have been established for graduate students applying to do their culminating experience that require more lead time for students to plan. These include: a) submission of a preliminary proposal for the culminating experience, to be completed in the Spring semester of their first year; b) the final proposal to be approved one semester before they work on the culminating experience; c) submission of the form for the culminating experience one
semester before the work begins. The result of the increased lead time is that students are able to plan and ask for assistance and feedback as necessary from the graduate faculty.

The rubric used for Level II writing assessment in COMM 700 and in subsequent seminars (should the students fail to pass in COMM 700) is attached to this report.

Earlier in this review period the department considered whether different rubrics would be necessary in order assess Level Two writing competence if this assessment was done by looking at any of the alternatives for the culminating experience (M.A. Thesis, Comp Questions or Creative Work Project). More recently, the department has decided to use COMM 700 to assess Level Two writing (the rubric for which is fully articulated below).

Rubric for Level II writing in Communication Studies MA program

<table>
<thead>
<tr>
<th>Element</th>
<th>Not satisfactory</th>
<th>Emergent (not passing)</th>
<th>Adequate (passing)</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics &amp; Structure</td>
<td>Grammar, spelling, punctuation, and structure or syntax, make writing incoherent.</td>
<td>Grammar, spelling, punctuation, and structure or syntax, limit the reader's ability to comprehend the author's meaning.</td>
<td>Some errors in grammar, spelling, punctuation, and structure or syntax exist, but most do not affect the ability to comprehend the author's meaning.</td>
<td>Writing is virtually free of mechanical errors.</td>
</tr>
<tr>
<td>Writing Style (Tone)</td>
<td>Overall inappropriate level of formality throughout writing (e.g. word choice, sentence structure is too (in)formal)</td>
<td>Inappropriate level of formality is used in many parts of the writing. Some part may exhibit appropriate tone and style.</td>
<td>Appropriate level of formality overall. May have rare lapses in tone and style.</td>
<td>Ideal level of formality is generally used throughout writing.</td>
</tr>
<tr>
<td>Organization</td>
<td>Both paragraph</td>
<td>Evidence of</td>
<td>Paragraphs or</td>
<td>Paragraph and</td>
</tr>
</tbody>
</table>
and overall organization are lacking or limit the reader's ability to follow the author's argument. attempted organization exists, but is inconsistent and meaning is compromised. overall organization are good. May have rare lapses in organization. overall organization are good, and transitions are good within and between paragraphs/sections.

<table>
<thead>
<tr>
<th>Citation of Sources</th>
<th>Sources not cited or many sources incorrectly attributed within writing.</th>
<th>Numerous missing or incorrect sources.</th>
<th>Most sources cited completely and accurately.</th>
<th>All sources cited completely and accurately.</th>
</tr>
</thead>
</table>

**SUMMARY ASSESSMENT:**

___ Student clearly passes the 2nd level writing proficiency (i.e., at least “passing” in all four elements);

___ Student does not yet pass the 2nd level writing proficiency (i.e., “emergent” or “not satisfactory” in some element/s);

___ Faculty should discuss this student’s performance (as “borderline,” in order to inform future assessment discussion).

In addition to this, it was observed that more written feedback needed to be given for students opting to answer Comp Questions. Prior to this time, the amount and detail of review commentary was subject to the discretion of the Professors involved. While this is still technically optional, in an effort to encourage all those reading the Comp answers to offer more commentary, the following rubric was developed and suggested for use.

**Suggested Rubric for Comprehensive Exam Essays**

<table>
<thead>
<tr>
<th>Comprehensive Exam Rubric</th>
<th>Not satisfactory</th>
<th>Emergent</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing mechanics</td>
<td>Use of grammar, spelling, punctuation and lack of clear organization makes the essay incoherent.</td>
<td>Essay is coherent, though has numerous errors in grammar, spelling, punctuation, as well as some areas for improving organization.</td>
<td>Essay is coherent, well organized, &amp; has few errors in grammar, spelling, punctuation.</td>
</tr>
<tr>
<td>Writing style</td>
<td>Non-academic style</td>
<td>~grasp APA/MLA</td>
<td>+ grasp APA/MLS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>Too many content errors</td>
<td>Some content errors</td>
<td>Accurate response</td>
</tr>
<tr>
<td>Content Completeness</td>
<td>Important omissions; failure to answer most of the Q(s)</td>
<td>Few or small omissions; failure to answer a small part of Q(s)</td>
<td>Complete, persuasive response(s)</td>
</tr>
<tr>
<td>Grasp of Relevant Literature</td>
<td>incorrect cites &amp; incoherent or irrelevant use of them</td>
<td>incorrect cites but cogent use of the ideas</td>
<td>cites the right sources correctly and uses them cogently</td>
</tr>
<tr>
<td>OVERALL</td>
<td>0 = fail</td>
<td>1 = marginal fail</td>
<td>2 = pass</td>
</tr>
</tbody>
</table>
7.0 THE STUDENT EXPERIENCE

The student population in graduate programs at San Francisco State, including Communication Studies', remains primarily commuters who come from day jobs in business and industry to matriculate on campus during the evening. They offer profiles of ethnicity and fiscal security as diverse as their personal objectives for pursuing an advanced degree. This part of the review focuses first on a detailed description of student demographics 7.0, and it progresses to subsections on the assessment of student learning (7.1), advising (7.2), writing proficiency (7.3), the culminating experience (7.4), and an overview of program quality indicators (7.5.)

Table 20 shows the ethnicity and gender of students admitted to the graduate program of Communication Studies over the five-year period for this review. These numbers are contrasted with the same numbers for all graduate students admitted to the university over the same five-year period.

### Table 20: Graduate Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Graduate Student Program Demographics</th>
<th>Graduate Student Program Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2007-Spring 2012</td>
<td>University-Wide, Fall 2007-Spring 2012</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Total</td>
<td>Avg.</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td>86</td>
<td>17.2</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>23</td>
<td>4.6</td>
</tr>
<tr>
<td>Other Latino</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Chicano, Mexican-American</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>
The data indicates that for the period under review, representation by ethnicity indicated that slightly more than half of all graduate students admitted were White/Non-Latino (50.9%), followed by Asian students (13.6%), Chicano/Mexican-American (8.9%), Other Latino (8.9%), Filipino (5.3%) and Black/African American (4.7%). In terms of gender, over the period of review, the majority of students (68%) admitted to the program were female, contrasted with males (32%). The department results, represented in boldface, in the third column under “Avg. %” can be compared with university-wide results for the same categories sixth column over (also under “Avg. %”). The average percentages for representation are very comparable—although the university has an additional 5% greater total for White/Non-Latino, nearly 2.5% more for Asian students, and less than a percentage point more for Back/African American students. Correspondingly, the department has very slightly higher percentage averages for Chicano/Mexican American, Other Latinos and Filipino students. Also in the larger field of data for student enrollment (some of which is reported in Tables 9 and 10 on pages 23-25), is that enrollment for the department—and the university—climbed from 2007 and grew past 2009 as the most recent economic recession occurred, hitting a peak by 2009 and then declining steadily from that to the end of the period under review. These results were consistent with our college for other departments. We believe this spike in enrollment represented a trend with college graduates initially intending to “wait out” the recession in its initial stages, but later choosing to avoid leave or put off graduate school as the recession lingered and financial resources became stretched.

* Note that data “2 or more races” was not collected in our department or by the university until 2010. Note as well that three additional categories (“non-residents,” other “responses” and “unknown”) are not represented on this table, but do add small numbers that round out the total.
7.1 Assessment of Student Learning

The faculty in the Department expects similar educational outcomes for all students upon the completion of the masters-degree program. Regardless of whether a student intends to enter a doctoral program, become a community college teacher, or write his or her own tickets in business and industry, all students are expected to acquire and possess advanced knowledge in rhetoric or communication theory. They also are expected to possess professional verbal and written skills and the ability to conduct scholarly research or engage in creative endeavors that contribute to the discipline. Upon the completion of the graduate program in Communication studies, each student is required to: (1) locate and read primary sources (i.e., original research studies and theoretical essays); (2) select, organize, and evaluate materials that reflect both the discipline’s historical and cutting-edge scholarship; (3) identify, analyze, and synthesize principles, concepts, and theories; and (4) formulate a problem requiring independent inquiry and the gathering, recording, analysis, and reporting of data and conclusions both orally and in writing. These learning objectives are embedded in the series of seminars shown in Matrix 7.1, “A List of Graduate Seminars.”

Matrix 7.1: A List of Graduate Seminars in Communication Studies

<table>
<thead>
<tr>
<th>Course #</th>
<th>Seminar Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-700</td>
<td>Introduction to Graduate Study</td>
</tr>
<tr>
<td>COMM-721</td>
<td>Rhetorical and Communication Theory</td>
</tr>
<tr>
<td>COMM-725</td>
<td>Sexual Identity and Communication</td>
</tr>
<tr>
<td>COMM-731</td>
<td>Communication and Social Criticism</td>
</tr>
<tr>
<td>COMM-740</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COMM-742</td>
<td>Seminar in Group Communication Theory and Practice</td>
</tr>
<tr>
<td>COMM-745</td>
<td>Gender and Communication</td>
</tr>
<tr>
<td>COMM-750</td>
<td>Communication and Culture</td>
</tr>
<tr>
<td>COMM-751</td>
<td>Intercultural Communication Training</td>
</tr>
<tr>
<td>COMM-760</td>
<td>Organizational Communication</td>
</tr>
<tr>
<td>COMM-761</td>
<td>Corporate Communication</td>
</tr>
<tr>
<td>COMM-780</td>
<td>Studies in Contemporary Theory</td>
</tr>
<tr>
<td>COMM-797</td>
<td>Performance Theory and Practice in Communication</td>
</tr>
</tbody>
</table>

Regarding assessment, students demonstrate attainment of the learning objectives during seminar presentations and attainment of terminal competencies during the completion of culminating projects that include written comprehensive examinations, creative projects, or theses. Instead of using standardized measurements and calibrated instruments for the assessment of advanced knowledge, we rely on committees of graduate faculty to evaluate a student’s terminal competencies. Faculty evaluations at the end of each semester also are used to assess graduate students ability to teach the basic course (COMM-150, Fundamentals of Oral Communication).
7.2 Advising

Advising begins when a student initially contacts the Division of Graduate Studies at SFSU or the member of the faculty who serves as the Graduate Coordinator in the Department. This initial advising session usually focuses on the “fit” between our course offerings and a student’s personal objectives as well as the materials required for admission (e.g., university policies and procedures, GRE scores, writing samples, GPA calculations, prerequisite classes, application procedures, etc.). Subsequent to entry into the program the Graduate Coordinator in the Department remains the primary source of advising and guidance from inception to the completion of the program. It is the Graduate Coordinator who provides advice on curricular choices and provides guidance on meeting university policies and important filing deadlines that occur each semester. In addition to receiving advice on these statutory matters, our students are professionally guided in conferences with professors of their choosing. These sessions usually include information that helps students make choices about the culminating experience, engage in the professional publication of their scholarly works, explore doctoral programs of choice, and other matters of professional development that ensue from mentor/protégé pairings.

7.3 Writing Proficiency

Graduate students who enter the University must demonstrate the ability to use the English language correctly and effectively in their written work. To ensure possession of this proficiency, each student undergoes two distinct levels of assessment (i.e., Level One and Level Two). For non-native speakers of English, Level-One proficiency is determined by a TOEFL score of 550 (on the paper-based test) or 80 (on the internet-based test). Native speakers of English must 4.0 on the Analytical Writing Section of the GRE Exam to avoid possible consideration for conditional admission. Students for whom the GRE score is less than 4.0 are required either to retake the GRE Exam or to enroll in and pass an approved course on writing skills offered through the College of Extended Learning (CEL). Non-native speakers of English may enroll in BUS-714, “Elements of Business Writing.” Native speakers of English may enroll in CA-514, “Preparation for Graduate Writing,” CHS-514, “Preparation for Graduate Writing,” or SCI-614, “Graduate Writing Skills.” Level-Two proficiency is determined after a student’s entry into the graduate program. Students satisfy this level during their first semester in the program by passing the Level-Two writing rubric in COMM-700, “Introduction to Graduate Study,” or in a subsequent graduate seminar.

7.4 The Culminating Experience
6th Cycle Program Review: Communication Studies

To complete the graduate program students take one of three culminating experiences (comprehensive exams, a creative work project, or a thesis). The comprehensive exams consist of three separate four-hour written exams in two topic areas and in one area on methodology chosen from the graduate seminars and the research method(s) courses the student completed. Specific exam topics or questions are negotiated in consultation with sponsoring faculty members. Each exam question is evaluated by the faculty member who wrote the question and one other member of the supervisory committee. Comprehensive Exams are offered during the Spring semester.

The creative work project provides the opportunity for students to create a public performance or a training workshop that investigates and analyzes a topic in communication studies. Topics are chosen by the student according to interests, academic experience, and career goals. Following the approval of a written proposal that includes a review of literature and a rationale for the proposed creative work, the student works to create a tangible project with the consultation and guidance of the chair of the creative work project and, sometimes, other committee members. The creative work project requires students to file both a written manuscript and a videotape, or a performance training manual, of the performance or training workshop. It can also include a graphic book of the subject matter. The master’s thesis is an extended written analysis of a topic in communication studies chosen by the student according to interests and academic experience. Following the approval of a written proposal (including a literature review of the topic, outline of the proposed method of study, and a rationale for each), the student works to conduct and write the thesis with the consultation and guidance of the chair and the thesis committee. Research that involves human participants requires advance approval of the SFSU Institutional Review Board.

7.5 Overview of Program Quality Indicators

An overview of program quality indicators is achieved through a variety of means. These include focused work completed in ad hoc committees that provide reports to the larger faculty in the Department. Overview is further achieved through reports from the Graduate Coordinator at monthly department meetings and through periodic faculty meetings that involve self-study and reflection on the graduate program. While the clearest, most collectively shared overview is achieved through all-day off-site faculty retreats that allow extended examination and correction of program details, no less important are the insights gleaned from collaborative mentor-protégé scholarly activity.

8.0 THE PROGRAM AND THE COMMUNITY

8.1 Professional Engagement of Students and Alumni

Although it may not be an explicit goal of our graduate program, faculty members typically encourage students to refine work they completed for the seminars and submit it for conference presentations or performances. During this review period, each year one to
eight graduate students from our program participated in the annual meeting of the National Communication Association, and between one and ten students participated in the regional conference of the Western States Communication Association. Most of the presentations and performances originated in seminars that students had taken. Under the guidance of faculty, additional work was added to enhance the quality or sharpen the focus for conference submission. A number of students also had the opportunity to co-author and co-perform with faculty members for conference presentations. For the period of this review, there were five publications that were co-authored by grad students and faculty. One student in performance studies was an outstanding performer who regularly gave performances on issues of culture, gender, and sexuality in community theatres. She was actively involved with the San Francisco Theater Festival (2009-2012) and was also the Performing Arts Coordinator for the Asian Pacific Islander Cultural Center of San Francisco. Other students have pursued a variety of internships that complemented their academic learning in the program and furthered their professional engagement. Agencies of internships taken by students in our program include:

- CBS Radio
- Hathaway Public Relations
- Schwartz Communication
- Graham and Associates
- Meltwater Press
- Chase Communication
- Community Boards of San Francisco
- Peninsula Conflict Resolution Center
- Yoga Journal
- The Praetorian Group
- San Francisco Magazine
- Ticketweb (formerly Live Nation)
- Comcast Sportsnet
- Where Magazine

These internships were supervised, and students routinely received satisfactory, if not excellent, evaluations from the agencies of their internships. Our graduate students also participated in community organizations as part of their professional engagement. Our department strongly encourages students to work with a diverse range of community programs as instructors, leaders, trainers, performers, consultants, and board members. The community organization work in which they participated typically connected with their coursework or related to interests that grew out of coursework and development projects in our program. In addition, several faculty members made efforts to include students in their own research, community work, and their own professional interests. Some of the community organizations that students participated in include:

- Alzheimer’s Association—Northern California and Northern Nevada
- Asian Pacific Wellness Center
- Asian Pacific Recovery Services
Faculty members have made individual efforts to maintain contact with alumni and update alumni records. Some have invited alums to speak in their classes about their work and to provide academic and professional advice to current majors. For example, twenty-one former alumni who had received an MA from our department were invited to COMM 760, Seminar in Organizational Communication, in the Spring of 2012 to talk about their work experience and career paths. A main purpose of this was to help our current graduate students envision career possibilities after graduation. Over the years the Graduate Director has also invited several recently graduated students to speak to the incoming cohort about how the program worked to meet their interests and needs.

In 2012 the department also began a Twitter account (@sfsucomm) and a department Facebook page (http://www.facebook.com/sfsucomm).

The program has not yet created an advisory board that could help promote active engagement with the community. There is no official graduate alumni outreach, and such efforts have all been individual. The program does periodically update the list of graduate students who have gone on to Ph.D. programs. In the period under review, graduate students from our graduate program were admitted to Ph.D. programs at the University of Texas-Austin, Southern Illinois University, Arizona State University and the University of California at Santa Barbara. When staffing is available, the department also attempts to track former students’ current professional employment. We will continue to provide opportunities for students to participate in professional activities by inviting them to work on projects and joint research, to submit conference papers, and to co-author publications. We will also make further endeavors to track alumni and encourage them to keep connected and update their records.

8.2 Civic Engagement
Both undergraduate and graduate students can take COMM 695, Internship/Service Learning in Communication Studies, to work for organizations listed in 8.1 that involved civic engagement. For example, students who joined a faculty member to visit and work with San Quentin inmates helped address curricular and educational issues in the prison. Some joined the Alliance for CHANGE, working collaboratively on projects aimed at successful re-integration of formerly incarcerated men. Students in performance studies produced and performed shows under the guidance of faculty at least once a year. These performances examined and analyzed critical social issues related to race, gender, class, and sexuality quality. The performances typically invited the community to reflect upon cultural phenomena and ponder political assumptions, thus contributing to raising social consciousness and facilitating positive change.

Additional examples of civic engagement in this period under review included an ethnographic performance by Christine Warda about homelessness—performed in downtown San Francisco for audience members that included homeless people—and the production of a film (on DVD) by Dom Brassey, about formerly incarcerated young women. The latter film was called “Sisters Rise.”

Students who worked with the Community Boards of San Francisco learned to be mediators. They had opportunities to practice mediation and help individuals who needed professional assistance to work through relational or communal conflicts. Students who had a chance to work with the Public Dialogue Consortium and Peninsula Conflict Resolution Center designed and facilitated public dialogue for citizens to discuss community issues or topics related to civic duties. Students who worked with Project Open Hand worked with individuals who were underprivileged or who were critically ill and needed care and support.

A number of faculty members and graduate students in our department have been actively involved in one way or another with various organizations to perform community service and exercise civic engagement. An effort should be made to promote more sharing of this type of work in the department so more connections can be made and more students and faculty can learn about and get involved in these projects that help fulfill our commitment to the community.

8.3 Equity and Social Justice

Seminars offered in our program focus on such matters as history, diversity, ethics, critical thinking, and making changes. Through a great variety of topics, theoretical lenses, methodological frameworks, and modes of presenting knowledge and performing ideas, our program encourages a critical perspective in examining issues in communication. With a shared focus on investigating and analyzing the process of constructing meanings in social interaction, each seminar uses specific literature and methods to explore various constructions of knowledge, social practices, and cultural and political discourse. Special attention is often paid to how historical trends and traditional viewpoints shaped our contemporary understanding of communication practices.
A critical perspective does not neutralize diversity. One of the course objectives for seminars such as Communication and Social Criticism, Communication and Culture, Gender and Communication, and Sexual Identity and Communication specifically examines issues such as historical inequity, social justice, human rights, power, privilege, and marginalization of cultural identity. In addition, in Performance Theory and Practice in Communication, students regularly deploy a critical perspective to demonstrate and theorize about communication practices through producing scripts and performances that address issues of difference and equality that have an impact on individuals’ social identity. Typically creating changes in the audience’s views and actions is a goal.

Our diverse curriculum is designed to address issues related to equality and social justice from different angles and disciplines. Different faculty research interests and publications also reflect an attempt to challenge traditionally privileged theories, perspectives, and ways of studying communication. The purpose of this is to include more seldom heard voices, invisible identities, and marginalized experiences in the study of communication. Some faculty research also introduces alternative criteria and standards to highlight and evaluate scholarship that may not have found a place in the mainstream.

One example of how students were invited to develop their vision for social justice is seen in their participation in the Annual Human Rights Summit on the SFSU campus in Spring 2011. A few grad students were part of the group that conducted a two-hour workshop centering on issues of health equity and social justice. The students designed the event process and facilitated small group dialogue, inviting participants to share their visions, perspectives, concerns, and actions relating to human rights, peace, and justice.

In Spring 2012 a graduate student who was teaching COMM 150, Fundamentals of Oral Communication, initiated a meeting to explore how social justice issues can be further incorporated into COMM 150. Although no specific action followed the discussion, a fruitful exchange of ideas was generated and seeds were planted for instructors to consider incorporating these issues into the curriculum. Further efforts can be made in the program to create opportunities, whether through formal or informal discussion, for collaboration on the curriculum in order to fulfill the university’s commitment to its core values of equity and social justice.

8.4 Internationalization

The graduate program in our department typically accepted between three to seven international students per year during this period of review. The actual enrollment per year was one to five. These students came from China, Taiwan, Philippines, Palestinian territories, Peru, and Sweden. Faculty and students have benefitted from international students’ perspectives and experiences. In recruitment we not only examined their academic records and test scores to ascertain that they meet the requirements of our graduate admission, but we also took into account how their professional activities, international education, and cultural experiences could provide
distinctive contributions to our program. In seminars we encouraged them to share their ideas and perspectives, respecting and appreciating the new and different ways they contributed to everyone’s learning, while maintaining the quality and standards set by the program. Given the blurred boundary between cultural and political discourse today, a global perspective is often included in seminars such as Communication and Culture, Gender and Communication, and Corporate Communication. Several students’ projects also reflected international experiences and perspectives in a specific context appropriate to the course agenda.

9.0 THE FACULTY EXPERIENCE

9.1 Faculty Statistics

Table 21
Communication Studies Faculty Distribution by Rank and Gender Fall 2007-Spring 2012

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>4 Female, 3 Male</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>3 Female, 1 Male</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>2 Female, 0 Male</td>
</tr>
<tr>
<td>1.0 Lecturer</td>
<td>0 Female, 1 Male</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Table 22
Communication Studies Faculty Distribution by Age Fall 2007-Spring 2012

<table>
<thead>
<tr>
<th>Age</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>35-39</td>
<td>2</td>
</tr>
<tr>
<td>40-44</td>
<td>2</td>
</tr>
<tr>
<td>45-49</td>
<td>1</td>
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<tr>
<td>50-54</td>
<td>3</td>
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<tr>
<td>55-59</td>
<td>0</td>
</tr>
<tr>
<td>60-64</td>
<td>3</td>
</tr>
<tr>
<td>&gt;64</td>
<td>3</td>
</tr>
</tbody>
</table>
### Table 23
Communication Studies Faculty Distribution by Ethnicity Fall 2007-Spring 2012

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>White Non-Latino</td>
<td>10</td>
</tr>
</tbody>
</table>

### Table 24
Faculty Workload Matrix Fall 2007-Spring 2012

<table>
<thead>
<tr>
<th></th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
<th>F10</th>
<th>S11</th>
<th>F11</th>
<th>S12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busby</td>
<td>COM</td>
<td>M  721</td>
<td>COM</td>
<td>M  721</td>
<td>COM</td>
<td>M  721</td>
<td>COM</td>
<td>M  721</td>
<td>COM</td>
<td>M  721</td>
</tr>
<tr>
<td>Chen</td>
<td>COMM</td>
<td>750</td>
<td></td>
<td></td>
<td>COM</td>
<td>M  740</td>
<td>COM</td>
<td>M  750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chung</td>
<td></td>
<td></td>
<td>COM</td>
<td>M  760</td>
<td>COM</td>
<td>M  761</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden</td>
<td></td>
<td></td>
<td>COM</td>
<td>M  740</td>
<td>COM</td>
<td>850/851</td>
<td>852**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isaacson</td>
<td></td>
<td></td>
<td>COM</td>
<td>742</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenkins</td>
<td>COMM</td>
<td>700</td>
<td>COMM</td>
<td>872</td>
<td>COMM</td>
<td>797</td>
<td>COM</td>
<td>745</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(began FERP</td>
<td></td>
<td></td>
<td>COM</td>
<td>896**</td>
<td>COMM</td>
<td>896***</td>
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59
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* 2-unit internship taken in conjunction with COMM 850

** 1-unit supervisory course taken by Graduate Teaching Associates

*** supervision of comprehensive exam process for students selecting that culminating experience option; COMM 896 was offered in spring-only beginning 2009-2010 academic year
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9.2 Research and Professional Engagement of the Faculty

Table 26
Faculty Research and Professional Engagement Fall 2007-Spring 2012

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<td>Jenkins 1</td>
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<td>Kilgard 1</td>
<td>Shimanoff 1</td>
<td>Yup 1</td>
<td>Shimanoff 1</td>
<td>&amp; Yup 1</td>
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62
Between fall 2007 and spring 2012, the Communication Studies graduate faculty published four solo- or co-authored books, two edited books, 25 book chapters, seven encyclopedia entries, and 30 journal articles. Journal articles appeared in national and regional peer-reviewed Communication Studies journals such as *Text and Performance Quarterly, Journal of Applied Communication, Health Communication, Southern Communication Journal, Qualitative Inquiry*, and *Qualitative Research Reports in Communication*, as well as in scholarly, peer-reviewed journals from allied disciplines (e.g., *Journal of Homosexuality, OMEGA: Journal of Death & Dying, Patient Education & Counseling, Journal of Pragmatics, and Discourse & Society*).

In addition to publishing scholarly books, book chapters, and journal articles, our Communication Studies graduate faculty specializing in Performance Studies presented seven externally-reviewed performance works or productions between fall 2007 and spring 2012, including one-act plays, plays, staged readings, solo performances, and works of performance art. This is in addition to numerous invited performances and direction of performance works staged both on and off campus.

Between fall 2007 and spring 2012, Communication Studies Graduate faculty also presented 45 papers and 39 presentations/performances at regional and national conferences. Our faculty are particularly active in the National Communication Association and Western States Communication Association. In addition to competitively selected papers, panels, and performances, our graduate faculty serve as respondents and reviewers in these organizations, reflecting active participation in the Communication Studies discipline.
9.3 Supervision of Culminating Experiences

Graduate students in Communication Studies select comprehensive exams, creative projects, or theses for their culminating experience. Tables 28, 29, and 30 represent faculty thesis, creative project, and comprehensive exam committee workload for graduating students in each academic year. Students choosing comprehensive exams select three faculty members to supervise their culminating work (i.e., exams in three topic areas, one of which must be research methods). Students choosing creative project or thesis are required to select a minimum of two committee members to supervise their culminating work.

Table 27
Faculty Supervision of M.A. Thesis Committees Fall 2007-Spring 2012
(Based on Number of Graduated Students in Each Academic Year)

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<td>Golden</td>
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<td>3 (1 Chair)</td>
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<tr>
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Table 28
**Faculty Supervision of M.A. Creative Projects Fall 2007-Spring 2012**
(Based on Number of Graduated Students in Each Academic Year)

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<tr>
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Table 29
**Faculty Supervision of M.A. Comprehensive Exams Fall 2007-Spring 2012**
(Based on Number of Graduated Students in Each Academic Year)

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</table>
9.4 Discipline-Specific Standards for Teaching Graduate Courses

All of our full-time faculty members are qualified to teach graduate-level courses; the scrutiny of their qualifications is part of the hiring process. Consistent with the practice of other four year universities, these qualifications include the requirement of a terminal degree, evidence of research, publication and scholarship, content-level familiarity with subject matter for departmental graduate seminars, and prior teaching experience at the graduate level. Full-time Communication Studies faculty teach our graduate seminars so students are exposed to the areas of expertise in our department. This helps students choose faculty members for their culminating experience. Our Graduate Director (a full-time faculty member who teaches in the graduate program, elected to a three-year term) and Graduate Committee (a standing committee elected annually) identify issues and potential changes for the graduate faculty to consider in order to maintain the program’s integrity and currency.

9.5 Interdisciplinarity

The Communication Studies graduate faculty reflect commitment to interdisciplinarity in a variety of ways. For example:

- Our faculty have published research in (multi)disciplinary journals such as *Journal of Homosexuality, International Quarterly of Community Health Education, Patient Education & Counseling, OMEGA: Journal of Death and Dying, Journal of Gerontological Social Work,* and *Journal of Pragmatics.*
- Dr. Chen has participated in the Annual Human Rights Summit at SFSU (2011 & 2013).
- Dr. Chung has served on the Retention Tenure Promotion Committee for the Department of Journalism (2008, 2011), and has conducted classroom peer observations in Foreign Language (2011, 2012), Philosophy (2012), and Marketing (2009).
- Dr. Golden has served on six graduate culminating experience committees for Gerontology and has consulted on a senior project for Industrial Design.
- Dr. Jenkins has served on graduate culminating experience committees in Human Sexuality Studies, and was a coordinator of the first annual SWAN (Support Women Artists Now) Day at SFSU (2008) in conjunction with Women’s History Month.
- Dr. Kilgard has given invited presentations in Asian-American Studies and Ethnic Studies, and has been a member of the Interdisciplinarity Seminar on Feminist Scholarship, Women, and Gender Studies.
- Dr. Lovaas is Co-Director of SFSU’s Global Peace, Human Rights, and Justice Studies Program; is a member of the Liberal Studies Council and member of the Liberal Studies RTP committee; co-plans and presents at SFSU’s Interdisciplinarity Seminar on
feminist scholarship; and has been an invited discussant at the Graduate Interdisciplinarity Council’s Interdisciplinarity in Graduate Education event, the Women’s History Month Public Lecture Series, as well as the Annual Human Rights Summit sponsored by the Anthropology Department.

- Dr. Merrigan has taught a graduate course for SFSU’s Ed.D in Educational Leadership program, and has been a communication workshop facilitator for the Division of Undergraduate Studies
- Dr. Sabee has been a co-investigator on a major grant with a colleague from the Health Equity Institute.
- Dr. Wingard is a member of a research affinity group for the Study of Language, Discourse and Social Interaction (SOLDASI), and a facilitator/leader of SOLDASI research regarding physician-patient communication in diabetes consultations.
- Dr. Yep is a core graduate faculty member for the Sexuality Studies Department and a faculty member in the Ed.D. Program in Educational Leadership at SFSU; he has served as a graduate thesis/creative project director and committee member in Human Sexuality Studies, Women and Gender Studies, and Ethnic Studies; and served as a member of the Hiring Retention Tenure Promotion (HRTP) Committee in Ethnic Studies (2007-08) and was Chair of HRTP in Women and Gender Studies (2007-08).

9.6 Overview of Faculty Quality Indicators

The Communication Studies Department continues to reflect upon and discuss the graduate program and strategize ways to deliver academic excellence and serve our mission. Our Graduate Director is always highly qualified, holding the terminal degree and being elected by the faculty to a three-year term. The Graduate Director meets regularly with the Graduate Committee and T/TT faculty to discuss concerns and maintain a dialogue regarding programmatic goals and outcomes.

Ninety-three percent (93%) of Communication Studies T/TT faculty participate in the graduate program, teaching and serving on graduate student culminating experience committees. Faculty members teaching seminars are experts in the seminar topic.

The Communication Studies Department strives to meet student needs. The majority of graduate seminars are scheduled in the evening, to accommodate students who work full-time. Scheduling evening seminars also means that graduate students interested in teaching can gain vital experience by serving as instructional assistants with T/TT faculty in upper and lower division COMM courses taught in morning and afternoon. Faculty members organize their advising schedules to be able to meet with graduate students on a variety of pre-determined days as well as by appointment.
The average student-faculty-ratio during the five-year review period was 12:1 for graduate seminars. We are committed to maintaining small seminar enrollments to ensure one-on-one feedback and support for every student.

In the Communication Studies department, courses are rotated among qualified and interested full-time faculty. Within each two-year graduate cohort period, we attempt to accommodate all full-time faculty wishing to teach in the graduate program before other faculty teach for a second time. Course rotation enables graduate students to get to know as many faculty as possible. All graduate faculty are available to serve on culminating experience committees given connections between faculty expertise and student interests.

Graduate faculty members in Communication Studies are active in their professional and local communities. Many serve as conference planners and reviewers, on editorial boards, and as external reviewers. The Communication Studies graduate faculty are actively involved in supporting student scholarship and producing their own creative and scholarly work. In addition, graduate faculty translate their scholarly work into strong involvement in the local community [e.g., Dr. Chen has been an invited speaker regarding Dialogues Across Differences at the Federal Reserve Bank of San Francisco; Dr. Yep was a member of the San Francisco Gay Men’s community Initiative (SFGMCI); Dr. Chung has addressed numerous organizations, including the World Chinese Chamber of Commerce Board of Directors & North American Taiwanese Certified Public Accountants Society and the Board of Directors of the California State Employees Association; Dr. Lovaas does extensive volunteer work at San Quentin State Prison, teaching and tutoring with the Prison University Project, and serving on the Board of Directors and the education department of Alliance for CHANGE.

Despite the productivity and success of the Communication Studies graduate faculty, most would agree that budget cuts during the period under review negatively impacted professional development and growth as well as professional and local community involvement. Budget cuts limited the ability to hire new faculty (despite retirements, FERPs, and faculty becoming full-time administration). As fewer people take on more and more work, less time is available to devote to creative, scholarly, and service pursuits.

10.0 RESOURCE SUPPORT FOR THE PROGRAM

10.1 INTERNAL SUPPORT

Faculty

For the current time (in this next year) the department has a sufficient number of
qualified faculty available to coordinate the program, deliver its curriculum, and properly serve students. Looking forward with the looming possibility of another retirement of one of our faculty, we will likely need an additional T/TT faculty member in rhetoric to make sure that our commitments to the undergraduate breadth area in rhetoric is met, as will our commitments for classical rhetoric in the graduate program. Additionally, the current load for LSI courses is borne almost exclusively by one professor (Wingard); she is in need of relief since she handles both the undergraduate and graduate level courses in LSI.

Students

The department regularly admits 15-20 students per year, and plans to continue doing so in the years to come. If funding becomes available for additional T/TT faculty members, the department would prefer to increase the number of graduate students admitted each year—commensurate with the increased number of new T/TT faculty.

Clerical Staff

There is no regular support staff for the graduate program. In some years within this period of review, the department could only hire a work-study student for one semester, offering them roughly 4 hours of work per week. It would be preferable to hire a quarter-time clerical staff member to support the program throughout the academic year. The creative projects of our graduate students would also benefit from the assistance of a half-time work-study assistant in spring semesters. The department is also in need of staff to assist in tracking student and alumni professional activities—as well as assisting in putting together an alumni newsletter. These activities can strengthen relations between the department and alumni, and help create the possibility for alumni donations and support in the future.

Technical Support

Currently, we manage the program's website ourselves. Ideally, a dedicated technician would maintain the site on behalf of the department, freeing up faculty and staff for their regular responsibilities.

Equipment and Supplies

The department has need for many different kinds of supplies and equipment—but given that this review is specific to the graduate program, we will confine ourselves to the following request. Graduate students doing creative projects must procure their own equipment and supplies (e.g., props, recording devices, costumes, set pieces). An annual budget of $1-2k would permit these graduate students to defray many of these costs.
Space

While the department possesses or has access to an adequate number of office spaces and classrooms for the graduate program, there is a strong need for a dedicated performance space. Graduate students working in the area of Performance Studies would benefit from access to a large classroom with "black box" capacities (e.g., blackout curtains, minimal stage lighting, and collapsible risers or a platform stage). These performances must now be farmed out to rooms where which either do not offer these attributes, or within which they must be recreated—often inconsistently, not to mention, located in other parts of the campus. These same students would also benefit from access to a workshop space in which to paint flats, assemble set pieces, etc.

Additional Recommendations

The Graduate Director and the Basic Course Director should receive no less than .20 of release time per year. Both of these jobs are enormously time consuming, when coupled with teaching a regular teaching load, scholarship and publication and other forms of service. When these two individuals must do everything else in addition to being Graduate Director or Basic Course Director, inevitably some things will not get the attention they deserve or require. Release for assigned time of at least .20 would provide a modest amount of balance in the time management for these faculty members.

The graduate program needs more funding to support graduate student travel. Travel, room and board, etc., to large conventions like NCA and WSCA end up making student participation cost-prohibitive for many of our graduate students.

Being competitive in attracting and recruiting more top-quality graduate students requires that the department offer more attractive and versatile funding packages. In addition to providing GTAs with tuition and fee waivers, the department should be able to offer our best graduate students additional scholarly and financial support (e.g., semester- and year-long fellowships).

10.2 EXTERNAL SUPPORT

As individual faculty members, we are satisfied with our ability to pursue extramural funding when our research and teaching require it, and we are equally satisfied with the availability and relevance of such funding to our work. At present, our graduate program does not receive any support from extramural funding.
6th Cycle Program Review: Communication Studies

Appendix

Undergraduate Assessment Reports for the department, 2010-2013

COMMUNICATION STUDIES DEPARTMENT: ASSESSMENT REPORT, SPRING 2010

The Communication Studies department has focused on helping our students achieve 9 overall learning objectives as a part of their participation in our major. While we believe that these learning objectives work together and are, in many cases, learned in symbiosis with each other, in order to complete an initial assessment of our focus in these areas, we have targeted learning objectives individually. During the 2009-2010 academic year, the Communication Studies department focused on assessing 2 of our department's learning objectives: performance and writing. In this report, we include a matrix that explains where we believe our department courses are most focused on each of our learning objectives and the results from our assessments of the performance and writing objectives.

Background Information

The student learning objectives that Communication Studies majors should meet throughout their participation in the program are ideally placed on a three dimensional axis. Along the first axis, majors should demonstrate effective communication skills when speaking, listening, performing, reading, and writing. Along the second axis, majors should use analytical thinking, theory, research findings, and personal experiences to engage in sound and ethical communication practices. And finally, along the third axis, majors should meet these learning objectives both individually and collaboratively.

Student Learning Objectives – Individual (example)
The complexity of the department's SLO construction is an ideal lens through which to understand the importance of the intersections between and among these objectives.

During fall of 2008, all faculty members were asked to consider how the department learning objectives were included in each of the classes that they typically taught. The Communication Studies major has 8 "breadth" areas in which students are expected to select at least one class each. The logic behind our program plan is that students should have the opportunity to succeed in each of our overall learning objectives as they "travel" through the breadth area of our majors. As we assessed which learning objectives each of our courses focused on most prominently, we also looked at how those assessments compared within each breadth area. Below is a matrix based on faculty responses to these prompts with breadth areas as the column markers and learning objectives as the row markers. On an index from 1-5, faculty were asked to rate how much emphasis they gave to each SLO in their courses (1 = high focus, 5 = not addressed). Ratings were summed and averaged to achieve the numbers in this matrix. Cells that are highlighted in yellow indicate potential assessment areas based on the numbers. The cells in blue have already been assessed.

*Departmental Analysis of SLO Focus by Breadth Area*

<table>
<thead>
<tr>
<th>Diversit y</th>
<th>Group/Or g</th>
<th>Interperson al</th>
<th>LSI</th>
<th>Performan ce</th>
<th>Publi c</th>
<th>Researc h</th>
<th>Rhetori c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>1.86</td>
<td>1.5</td>
<td>1.86</td>
<td>2.2 5</td>
<td>1.11</td>
<td>2.25</td>
<td>2.5</td>
</tr>
</tbody>
</table>

72
**Because the department is initiating/piloting GWAR courses into the breadth areas, the assessment committee chose to assess our GWAR pilot courses rather than a particular breadth area at this time.**

**Our discussions have indicated that theory is a component in every breadth area. The disparate numbers point to an important discussion item for the full faculty before choosing an area to assess for “theory.”**

**Performance**

In Spring of 2009, we focused our assessment on performance. In order to balance faculty workload and stay true to pedagogical philosophies, we chose to first, identify a particular performance assignment that the faculty member used to evaluate performance in the class. Then, since the assignment was a specific performance, all student performances of that assignment were video recorded. The faculty member who taught the class and another faculty member were identified to go through a sample of the video recordings (n = 4) together in order to assess how students are meeting or not meeting the performance learning objective. There was strong agreement between the faculty members’ evaluations. Below is a rubric indicating how the student performances were assessed, along with a report of the percentage of students at each point in the rubric for the assessed performances.

*Assessment Table of Performance Objective in COMM 363 and COMM 496*

<table>
<thead>
<tr>
<th></th>
<th>1.14</th>
<th>2.17</th>
<th>1.71</th>
<th>2</th>
<th>1.33</th>
<th>3</th>
<th>3.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing</td>
<td>3.14</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>2.5</td>
<td>3.25</td>
<td>4.5</td>
</tr>
<tr>
<td>Reading</td>
<td>1.14</td>
<td>1.67</td>
<td>1.86</td>
<td>1.5</td>
<td>1.78</td>
<td>1.33</td>
<td>1.25</td>
<td>1</td>
</tr>
<tr>
<td>Writing*</td>
<td>1.29</td>
<td>1.5</td>
<td>1.71</td>
<td>2</td>
<td>2.33</td>
<td>1.5</td>
<td>2.25</td>
<td>1</td>
</tr>
<tr>
<td>Analyzing</td>
<td>1.43</td>
<td>1.17</td>
<td>1.14</td>
<td>1</td>
<td>2.11</td>
<td>1.25</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Criticism</td>
<td>1.57</td>
<td>2.5</td>
<td>4</td>
<td>1.25</td>
<td>2.22</td>
<td>2.25</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>Theory**</td>
<td>1.57</td>
<td>1.5</td>
<td>1.71</td>
<td>1.33</td>
<td>3.11</td>
<td>1.75</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Research</td>
<td>1.86</td>
<td>2.83</td>
<td>3.43</td>
<td>2</td>
<td>4.33</td>
<td>1.67</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Practical App</td>
<td>1.71</td>
<td>1.5</td>
<td>2.14</td>
<td>1.75</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Collaboration</td>
<td>1.86</td>
<td>1.5</td>
<td>2</td>
<td>1.5</td>
<td>1.89</td>
<td>3</td>
<td>3.67</td>
<td>2</td>
</tr>
</tbody>
</table>
### Exceeded Achievement Expectations | Succeeded in SLO Achievement | Failed to Achieve SLO
--- | --- | ---
**Attention to Audience** Performers should have a clearly developed and appropriate relationship to the audience. They should make a specific choice about eye contact with the audience, direction of gaze, and interpersonal relationship that is based on their character/persona and based on their analysis of their performance text. 34% 56% 10%  
**Use of Voice** Performers should attend to their use of voice in performance. They should demonstrate attention to choices of pitch, rate, volume, quality and variety of all these elements appropriate to their performance text. 25% 59% 16%  
**Use of Body** Performers should attend to their use of body and space in performance. They should demonstrate attention to choices of gesture, location in the room, movement styles, props, and costumes appropriate to their performance text. 22% 69% 9%  
**Performance Energy** Performers should demonstrate a high level of performance energy, self-confidence, and awareness of the performance context. They should be engaging to the audience. 31% 53% 16%  
**Performance Structure** Performers should create their performances within the structural guidelines of the performance. They should meet and not exceed the time requirements; they should be memorized or should have the script integrated into the performance; they should use the appropriate kind of text. 37% 44% 19%

Several observations were recorded as faculty members went through the sampling of performances together. First, it became clear that while some students may not have met the performance learning objective in this assignment, that they had other opportunities throughout the course to do so. In other words, a failure to meet the objective in this assignment did not mean that students failed the course. Second, the context of the assignment is integrally important to the ways in which students are assessed. The instructor of this course was clear that the “MyStory” assignment (one of the assignments used for this assessment) would be assessed differently than an oral poetry performance, for instance. However, in both cases, students could successfully meet the department’s
learning objective in performance, and in both cases, students would have completed a major project in the performance class.

Writing

In Fall of 2009, we focused our assessment on writing. Because the faculty for the two GWAR pilot courses that were evaluated developed the courses in different content areas, students are not assessed on their writing with exactly the same assignments in both sections – indeed, the department's assessment committee would like to continue to assess all of our learning objectives with the unique major assignments that faculty already have in place. Thus, the faculty had discussions throughout the semester about meeting writing objectives and developed a plan for assessment that uses actual student assignments (final papers), individual evaluation rubrics that are used in the course, and then having faculty members compare and discuss a small sample of papers to ensure consistency. While the assessment rubrics for each course differ slightly, they both evaluate writing in a similar spirit. Further, we have included qualitative commentary by the teaching faculty in each of the assessment areas to provide a richer description of student experience and a starting point for discussion among our full faculty.

Assessment Table of Writing Objective in COMM 534 (Mediation) GWAR Pilot

<table>
<thead>
<tr>
<th></th>
<th>Exceeded Achievement Expectations</th>
<th>Succeeded in SLO Achievement</th>
<th>Failed to Achieve SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed Writing Process</td>
<td>Students expected to complete partial drafts of this assignment throughout the term. They turned in sections of writing for feedback successively throughout the term. They also turned in a rough draft of the final paper for feedback. This objective measures their adherence to writing as a process by noting their involvement throughout the term and their attention to feedback.</td>
<td>12%</td>
<td>64%</td>
</tr>
<tr>
<td>Clear Thesis</td>
<td>Students were expected to have a clear purpose to their paper that manifested as a completed thesis statement in the introduction to this paper. Students were evaluated by 1) the existence of the thesis at all, 2) the clarity of the thesis, and 3) the sophistication of the thesis.</td>
<td>12%</td>
<td>80%</td>
</tr>
<tr>
<td>Organization of Paper</td>
<td>Students were expected to have a clear organization to their paper that followed the logic of their thesis statement. They were to include a number of different details in their paper (character backgrounds, conflict backgrounds, theory explanation and application) that were to be synthesized and clearly organized around an argumentative structure, i.e. they specifically were not supposed to organize by the inclusion requirements of the assignment (e.g. with paper headings such as......</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**6th Cycle Program Review: Communication Studies**

<table>
<thead>
<tr>
<th><strong>Tense, Voice and List Agreement</strong></th>
<th>While this course typically did not focus on mechanics of writing (since those are typically covered in the Segment I and II requirements), agreement was one problem area that students struggled with throughout the term and thus became a focus of the class. Students were expected to maintain parallel agreements throughout the paper and were encouraged to exceed this expectation by using creative themes in their listing whenever possible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sentence Structure</strong></th>
<th>While this area is also typically covered in the Segment I and II courses, this course paid special attention to sentence structure as students struggled with clarity of sentences, directness of sentences, misuse of pronouns and prepositions, and subject-predicate agreements. Clear sentence structure was expected; sophisticated or creative sentence structure exceeded expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>76%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Appropriate Level of Detail and Content</strong></th>
<th>Students were expected to include sufficient background and details to support their analysis of the conflict. The content of their paper was to be an appropriate, mediatable case that included relational and contextual background for sufficient understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Effective Application of Theory</strong></th>
<th>Students were expected to choose an appropriate theory to explain their conflict, effectively organize their thesis and argument around the application of that theory, apply the theory to the conflict and provide sufficient examples and explanations to describe that application, and to draw useful conclusions about the conflict based on the theoretical application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**Assessment Table of Writing Objectives in COMM 561 GWAR Pilot**

| **Organization** | There is a clear thesis statement that is appropriate to the assignment. Individual paragraphs are well organized and have topic sentences. Main sections of essay are organized to present main ideas of the |
|---|---|---|---|---|
| Exceeded Achievement Expectations | Succeeded in SLO Achievement | Failed to Achieve SLO |
| **Organization** | | | | |
Arguments and Content

- Essay is bound by a clear and effective introduction.
- Essay is bound by a clear and effective conclusion.

21% 79% 0%

Analysis and Content

- Writer provides evidence for the thesis statement.
- Writer fully utilizes signs on packaging to complete the argument.
- Writer presents the analysis using analytic semiotic language.
- Citations are relevant in content and support the analysis directly and explicitly.

11% 89% 0%

Mechanics and Style

- Sentence constructions flow well and are grammatically correct.
- Writer uses correct conventions for quoting and citing.
- Writer provides a correctly formatted citation list.

26% 58% 16%

Conversations about the GWAR courses in Fall '09 revealed some minor differences in evaluation, but also major similarities in terms of evaluation of student learning objective achievement. In terms of writing, these instructors found that their focus on structure (both essay structure and sentence structure) and their expectations in terms of theory application were similar, even though the contents of the courses were quite different. Students in both classes were expected to produce essays that were clearly organized, structured, and contained sound mechanics. Differences were highlighted between the two courses in the specific audience adaptations that were expected. Because the two projects had different potential audiences, instructors emphasized the use of different tones in student writing. Overall, however, students were assessed with similar criteria. A sample of papers (n = 4) from one class was evaluated by the instructor from the other GWAR course to reveal potential consistency concerns. There was strong agreement in the evaluation of those papers. Papers in each achievement area (exceeded SLO, met SLO and did not meet SLO) were evaluated.

Overall, assessment of the writing courses reveals that, with some small exceptions, students are meeting the department writing objectives in the GWAR courses being piloted by the Communication Studies faculty. In 2010-11, two more courses will be piloted for the GWAR program, and faculty will continue to compare and refine their writing courses and assessments of the writing objective. This assessment has revealed the importance of delineating overall writing objectives for our GWAR program, while still maintaining the opportunities for students and teachers to adapt and express toward different audiences depending upon the breadth area or content area in which they are writing.

Future Assessment Activities
To date, the assessment committee has directed an overall assessment of where faculty members teach our SLOs, and an assessment of our students' achievement in performance and in writing. The philosophy behind assessment in our department is that our assessments should contribute to, and challenge, our practices in the classroom, and as such, the assessment committee will engage in a 3-pronged approach to assessment in the next academic year: SLO "placement" in breadth areas, further discussion of performance and writing results with faculty, targeted assessment of the "reading" objective in the Diversity, Research and Rhetoric breadth areas.

At the first faculty meeting in September, the assessment committee will present our findings thus far, as well as ask for input from faculty members about how they would like to go about assessing the reading objective. We will encourage faculty teaching in this breadth areas to identify one assignment to assess and to pay special attention to the assessment of the reading objective for that assignment (of course, many assignments are evaluated on more than just the overall learning objective). Assessments from those faculty will be collected at the beginning of Spring 2011 and analyzed during that term.

At that same meeting, we will also engage the faculty in a discussion about the process of assessment and our learning objective matrix. Throughout this process, it has become clear, for instance, that many of our learning objectives are taught throughout multiple (and sometimes all) breadth areas. We will revisit our matrix to determine whether we would like to continue on this path or if minor or major modifications to the assessment process would be beneficial.
Communication Studies Department: Assessment Report, Spring 2012

For the past two academic years, the Communication Studies department has focused on working toward a more meaningful and feasible assessment model for our undergraduate program. In this report, we include a brief review of the background of our SLO matrix as well as the changes we proposed as a department for future assessment.

Background Information

Until Fall of 2011, the student learning objectives that the Communication Studies department had in place were ideally placed on a three dimensional axis. This axis served as a model and was explained in prior assessment reports.

Student Learning Objectives - Individual (example)

However, subsequent attempts at assessing student learning within the 3 dimensional model has served challenging at best. Initially, we found that the construction of our "breadth area" model for course selection did not map well onto the SLO model with which we had been operating. The following table (explained in prior reports as well) demonstrates that we tend to focus on different SLOs within each of the breadth areas such that it was difficult to choose a sampling of courses from which to assess student outcomes.

Departmental Analysis of SLO Focus by Breadth Area

<table>
<thead>
<tr>
<th>Diversit</th>
<th>Group/Or</th>
<th>Interperson</th>
<th>LSI</th>
<th>Performan</th>
<th>Publi</th>
<th>Researc</th>
<th>Rhetori</th>
</tr>
</thead>
</table>

79
Assessment Attempts Revealed Challenges

Our assessments of both our "performance" SLO and our "writing" SLO during the 2009-2010 academic year revealed two very important challenges:

1. Although we agreed about rubrics generally across sections of the same course, we did not agree on rubrics across courses within a certain breadth area. Thus, while "performing" was a SLO that was focused on in the course we assessed, other performance studies courses did not have as much of a focus on "performing," rather, they might focus more on "theory" or "analyzing."

2. Although it was possible to assess SLOs from courses that focused on specific SLOs, assessment was being done on a course by course basis. Thus, it is possible, in this model, for a student to move through our Communication Studies program without ever having a course that focuses on one or more of our program SLOs. For instance, a student could move through the program without ever focusing on "speaking" if they were to take COMM 503, 531, 527, 561, 352, 366, 664, 341, 685, 562, and 544.

Thus, we began to rethink our SLOs in terms of the major and our assessment strategies.
6th Cycle Program Review: Communication Studies

Our past assessment processes became meaningful for us specifically because of our challenges – our celebration of the diversity of our course offerings and flexibility of our major seemed in tension with our accuracy in measuring student learning outcomes.

Re-envisioning our SLOs

To date, the assessment committee explored the courses in which our faculty members teach our SLOs, and an assessment of our students' achievement in “performance” and in “writing.” The philosophy behind assessment in our department is that our assessments should contribute to, and challenge, our practices in the classroom, and as such, the assessment committee engaged in a 3-pronged approach to assessment during the 2010-2011 and 2011-2012 academic years: SLO “placement” in breadth areas, further discussion of performance and writing results with faculty, targeted assessment of the “reading” objective in the Diversity, Research and Rhetoric breadth areas.

At the first faculty meeting in September of 2010, the assessment committee the assessment findings thus far, and asked for input from faculty members about how they would like to go about assessing the reading objective. During our facilitation of that discussion, it became clear that as a whole, the faculty were concerned the process of assessment and our learning objective matrix because we are not reliably focusing on specific learning objectives within each breadth area, nor do we have an intro or exit course that would facilitate those foci. We decided to revisit our matrix to determine whether we would like to continue on this path or if minor or major modifications to the assessment process would be beneficial.

In January of 2011, we gathered at an off-site all day retreat that focused on re-envisioning our SLOs such that they would be more aligned with our breadth areas. We brainstormed and revised a list that included multiple learning objectives within each of the 8 breadth areas. Throughout the spring of 2011, we worked toward condensing that list to allow for fewer, more overarching goals. At the last meeting of our faculty during the spring 2011 semester, we were able to pare down our 20+ SLO list to a comfortable 4 overarching SLO areas: Theory, Ethics, Application and Scholarship.

During the academic year of 2011-2012, we worked toward two major goals. First, we wanted to provide specific conceptualizations of each of the learning objectives such that they could be interpreted and applied across multiple courses and breadth areas. Second, we wanted to develop a clear assessment plan that would allow us to both signal specific breadth areas that would focus on at least one of the SLO areas (thus identifying courses in which assessment of those areas would take place) and also ensure that we would be meeting our programmatic objectives such that no student could take a path through our major that left them without the opportunity to focus on one or more SLO areas.

At the conclusion of the Fall 2011 semester, we agreed upon the following SLO areas and conceptualizations:
1. **Theory:** Communication Studies majors will be able to articulate and use appropriate theories to analyze communication in a way that is methodologically consistent in paradigm and context.

2. **Ethics:** Communication Studies majors will be able to articulate ethical standards and will be disposed to engage in ethical practice within specific communication contexts.

3. **Application:** Communication Studies majors will apply course material to aspects of their personal life, social life, and/or their local communities (e.g., delivering public speeches, performances, or other community focused discourse, even if that delivery happens only in the classroom).

4. **Scholarship:** Communication Studies majors will be able to read critically and evaluate appropriately original scholarship in the discipline.

The assessment committee then needed to develop a plan for assessment of the SLOs. During the Spring of 2012, the assessment committee conducted a series of interviews with each of the full time faculty to ask about the specific foci that they might take in their most typically taught courses. The objective of this research was to descriptively analyze where we believe we are currently focusing on each of these areas and then identify breadth areas in which we might reasonably assess the SLOs.

However, we were met with a familiar challenge because even though we had minimized our SLO areas to four, we were still unable to find, through our descriptive analysis, a clear mapping of our SLOs onto our eight breadth areas. At the conclusion of the Spring of 2012, we conclude this year’s assessment with a clear understanding of our SLOs, but as yet, not a clear understanding of our assessment plan.

**Future Assessment Plans**

During the 2012-2013 academic year, our assessment committee will explore alternative models of assessment. Rather than assessing our SLOs within multiple courses throughout the major, we may work toward assessment in a limited number of select courses that are required by all majors. Although we wish to continue the flexibility of our major for students, we recognize that some more direction might be necessary. We will also explore the concept of e-Portfolios as possible avenues.
Communication Studies Department: Assessment Report, Spring 2013

For the past academic year, the Communication Studies department has worked toward a feasible assessment model for our undergraduate program that incorporates the four overall learning goals we endorsed in the spring of 2012. In this report, we include a brief review of the learning goal structure as well as the changes we proposed as a department for future assessment.

Background Information

In the last assessment report, the assessment committee explained the departments exploration of the courses in which our faculty members teach our SLOs, and challenges we faced as a department with the assessment of our agreed upon learning goals. Specifically, our courses did not logically map onto our major learning goals and thus, assessment of the program would not be as systematic and egalitarian as we would like.

During the academic year of 2011-2012, we provided specific conceptualizations of each of the learning objectives such that they could be interpreted and applied across multiple courses and breadth areas. Additionally, we attempted to develop a clear assessment plan that would allow us to both signal specific breadth areas that would focus on at least one of the SLO areas (thus identifying courses in which assessment of those areas would take place) and also ensure that we would be meeting our programmatic objectives such that no student could take a path through our major that left them without the opportunity to focus on one or more SLO areas.

At the conclusion of the Fall 2011 semester, we agreed upon the following SLO areas and conceptualizations:

1. **Theory**: Communication Studies majors will be able to articulate and use appropriate theories to analyze communication in a way that is methodologically consistent in paradigm and context.
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4. **Scholarship**: Communication Studies majors will be able to read critically and evaluate appropriately original scholarship in the discipline.

The assessment committee then needed to develop a plan for assessment of the SLOs. During the Spring of 2012, the assessment committee conducted a series of interviews with each of the full time faculty to ask about the specific foci that they might take in their most typically taught courses. The objective of this research was to descriptively analyze where we believe we are currently focusing on each of these areas and then identify breadth areas
in which we might reasonably assess the SLOs.

However, we were met with a familiar challenge because even though we had minimized our SLO areas to four, we were still unable to find, through our descriptive analysis, a clear mapping of our SLOs onto our eight breadth areas. At the conclusion of the Spring of 2012, we conclude this year’s assessment with a clear understanding of our SLOs, but as yet, not a clear understanding of our assessment plan.

Report of Assessment Activities

During the 2012-2013 academic year, our assessment committee explored alternative models of assessment. We discussed the possibilities of assessing our SLOs within a limited number of select courses that are required by all majors such that we could systematically map the results for our program. We found that the challenges to the flexibility of our majors that were inherent in such a plan were met with clear concern and discouragement from the faculty as a whole and thus we explored a different option.

We decided instead to explore the concept of e-Portfolios as a possible avenue for assessment (and also for student capstone experiences). We began in the late fall of 2012 working toward the acquisition of e-portfolios as an option by first meeting with Academic Technology and discussing possible options. Our committee chair presented those options to the faculty in late fall and the faculty agreed to hear more in the spring by inviting Academic Technology to present at a faculty meeting.

For many of the Communication Studies faculty, e-portfolios are a new and unfamiliar tool for student assessment and capstone work. Thus, adopting e-portfolios outright was not a comfortable conclusion for our faculty. However, the assessment committee will move forward with a pilot project of e-portfolios in the 2013-2014 Academic Year in order to explore the usability for our faculty and students and to test multiple options for execution of the e-portfolio. Two options that we will work with include multiple ways that we might deal with the culmination of learning in the eportfolio.

First, we will pilot e-portfolios with students who will assemble work from prior courses of which they are proud, and on which they would frame the pieces in terms of the learning objections and reflect on their learning in those pieces with critical essays that are incorporated into the e-portfolio. The model we would work with in this case is to assess whether the capstone experience could be a 1 or 2 unit experience that creates a culminating project for the students rather than any major new projects.

Second, we will pilot e-portfolios with students who will complete major revisions of work from prior courses in order to include those pieces in their public portfolio. The framing of each piece will discuss its background and learning outcomes and the reflection of each piece will discuss the major changes that were made and the learning outcomes from those changes.

After two semesters of piloting these e-portfolios as “independent projects" for the
6th Cycle Program Review: Communication Studies

piloting faculty members, we will review the portfolios and assess the work in committees to determine 1) whether the e-portfolio project will work as an assessment tool for the program, 2) whether the e-portfolio should be a collection of works or a major revision of works throughout the program, and 3) the workload for the faculty managing the e-portfolios. We will also test some rubrics during this collective assessment in order to gauge their utility for random portfolio selections in the future should we adopt this procedure.

At the final spring faculty meeting in 2014, the faculty should reflect on the e-portfolio pilot experience and vote on whether they would like to expand the use of e-portfolios for program assessment and capstone projects. In the fall of 2014, the faculty will meet to either 1) establish the assessment procedure for the newly implemented portfolios or 2) discuss alternate assessment plans for the 2014-2015 Academic Year.
Memorandum of Understanding from 5th Cycle Period of Review:

MEMORANDUM OF UNDERSTANDING
SAN FRANCISCO STATE UNIVERSITY
SPEECH AND COMMUNICATION STUDIES PROGRAM

Introduction
The San Francisco State University Department of Speech and Communication Studies, housed in the College of Humanities, offers both a B.A. and an M.A. degree program in Speech Communication. The department undertook a self-study of these programs, which was followed by an external review by two reviewers and an internal review by the Academic Program Review Committee of the Academic Senate. APRC's report indicated that the department is "widely perceived as a well-run department that offers an excellent education to its students and contributes in a significant way to the overall mission of the University."

According to the external reviewers, among the strengths of the department is "an outstanding working relationship among the students, faculty, chair, staff, and dean which feeds into the positive climate of the department." Another is the faculty's "fine job of teaching, researching, and providing service to the University and San Francisco communities." Challenges facing the department arise primarily from a decrease in faculty complement and what the external reviewers call a "belief that it must meet exceptionally high SFR/FTES targets.'

Action Plan
Based on the outcome of the program review, the College of Humanities and the Department of Speech and Communication Studies will take the following actions:

Curriculum and Assessment
1. Consider changing the name of the department and its degree programs
2. Continue its present level of commitment to General Education and Liberal Studies
3. Continue its evaluation of the undergraduate curriculum to determine the appropriateness of existing and potentially new concentrations in light of:
the changing needs and directions of the field
• student interest in specializing in and likelihood of graduating in particular curricular areas
• the ability of the department to offer a requisite number of courses related to the existing or proposed concentrations
• a sufficient number of faculty with expertise in a particular curricular area to offer a formal concentration in that area

4. Continue its excellent activities in assessing student learning at the undergraduate and graduate levels while developing strategies to streamline M.A. program assessment efforts

5. Ensure the early diagnosis of graduate students with writing problems and require that students who fail the GET are enrolled in a graduate-level writing skills course in their first semester of graduate studies

6. Control student admission into the M.A. program by raising the minimum TOEFL score

7. Require all admitted graduate students to take Speech 700 in their first semester

Faculty

8. Update the faculty hiring plan to anticipate faculty retirements

9. Seek to recruit new faculty in the priority fields of Communication Education and Organizational Communication

Students and Alums

10. Continue its efforts to provide thorough advising to its students

11. Continue to maintain contacts with alumni and work to develop an alumni database

Resources

12. Request priority room assignment for HUM 202, 207, and 285 and work to schedule the curriculum so that these rooms are used efficiently

13. Generate an equipment plan and monitor and maintain policies designed to ensure the appropriate use and long-term survival of existing equipment
6th Cycle Program Review: Communication Studies

- the changing needs and directions of the field
- student interest in specializing in and likelihood of graduating in particular curricular areas
- the ability of the department to offer a requisite number of courses related to the existing or proposed concentrations
- a sufficient number of faculty with expertise in a particular curricular area to offer a formal concentration in that area

4. Continue its excellent activities in assessing student learning at the undergraduate and graduate levels while developing strategies to streamline M.A. program assessment efforts

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9. Seek to recruit new faculty in the priority fields of Communication Education and Organizational Communication

Students and Alums

10. Continue its efforts to provide thorough advising to its students

11. Continue to maintain contacts with alumni/ae and work to develop an alumni/ae database

Resources

12. Request priority room assignment for HUM 202, 207, and 285 and work to schedule the curriculum so that these rooms are used efficiently

13. Generate an equipment plan and monitor and maintain policies designed to ensure the appropriate use and long-term survival of existing equipment
Authorization

We hereby approve this Memorandum of Understanding:

John Gemello, Provost and
Vice President, Academic Affairs

Paul Sherwin, Dean
College of Humanities

Gerianne Merrigan, Chair
Speech and Communication Studies

5/20/04
5/20/04
5/20/04

Date
Date
Date
CURRICULUM VITAE

Dr. Rudolph Eugene Busby, Ph.D.

Communication Studies Department
SAN FRANCISCO STATE UNIVERSITY
1600 Holloway Avenue
San Francisco, CA 94132
Tele: 415-405-0563

Residence:
350 Arvallo Drive, #4H
San Francisco, CA 94132
E-mail: rbusby@sfsu.edu
Tele: 415-584-8123

Education

Ph.D. Rhetoric and Communication Theory/Speech Communication, 1983
The University of Texas at Austin

M.A. Rhetoric and Communication Theory/Speech Communication, 1980
The University of Houston

B.A. Speech Communication, minor in English, 1975
The University of Houston

Professional Experience

2002 Training Workshop for Department Chairs and Deans, The American Council on Education (ACE), Washington, D.C.

1999-2003 Department Chair, Speech and Communication Studies, College of Humanities, SFSU

1990 to Present, Professor, Communication Studies Department, College of Liberal and Creative Arts, SFSU

1995 to Present, Professor, College of Extended Learning, Winter Session, SFSU

1989-2006 SFSU Campus Coordinator, Sally Casanova California Pre-Doctoral Program, CSU Office of the Chancellor

1986-1990 Associate Professor, Department of Speech and Communication Studies, College of Humanities, SFSU
1983-1986 Assistant Professor, Department of Speech and Communication Studies, College of Humanities, SFSU

1980-1983 Instructor, Department of Speech Communication, College of Communication, The University of Texas at Austin

1978-1980 Graduate Teaching Assistant, Department of Speech Communication, College of Humanities and Fine Arts, The University of Houston

1979-1980 ESL Laboratory Instructor, The Language and Culture Center, Dept. of English, College of Liberal Arts, The University of Houston

1965-1966 Speech Pathology & Audiology Assistant, Department of Speech Communication, College of Humanities and Fine Arts, Lamar University, Beaumont, Texas.

Publications


Professional Presentations

2006 Presenter, “Summer Research Internships on Doctoral Campuses,” The Graduate Division, U.C. Davis

2005 Presenter, “Maximizing Opportunities in the California Pre-Doctoral Program,” Statewide Pre-Doctoral Program Orientation Meeting, CSU East Bay

2004 Panel Presenter, “Gaining Access to Doctoral Campuses,” the Statewide Pre-Doctoral Program Orientation Meeting, CSU East Bay

2003 Presenter, “Maximizing Opportunities in the California Pre-Doctoral Program,” the Statewide Pre-Doctoral Program Orientation Meeting, CSU East Bay
2002  Commencement Speaker, Graduation Ceremony in the Department of Speech & Communication Studies, SFSU

2000  Announcer, Commencement Exercise at SFSU

2000  Guest Lecturer, “Communication Theory,” in SPCH-700, “Introduction to Graduate Study,” Dept. of Speech and Communication Studies, SFSU


2000  Presenter, Sneak Preview Day, College of Humanities, SFSU

1999  Presenter, “The Mentor/Protégé Relationship,” California Pre-Doctoral Program Orientation Meeting, CSU Hayward

1999  Guest Lecturer, SPCH-700, “Introduction to Graduate Study,” Dept. of Speech and Communication Studies, SFSU

1999  Announcer, Commencement Exercise at SFSU, May 1999

1998  Presenter, “Maximizing the Pre-Doctoral Experience,” California Pre-Doctoral Program Orientation Meeting, CSU Hayward

1998  Guest Lecturer in SPCH-700, “Introduction to Graduate Study,” Dept. of Speech and Communication Studies, SFSU

1997  Presenter, “The Faculty Mentor,” California Pre-Doctoral Program Orientation Meeting, Long Beach

1996  Presenter, “The Faculty Mentor,” California Pre-Doctoral Orientation Meeting, SFSU

1995  Announcer, Commencement Exercise at SFSU, May 1995

1994  Announcer, Commencement Exercise at SFSU, May 1994


1994  Presenter, “The Culture and Climate of Graduate Education,” California Minority Graduate Education Forum, U.C. Davis
1991 Judge, the Frederick Douglass Moot Court Competition for the Black Law Students' Association, Hastings College of the Law, San Francisco

1991 Presenter, “The Stuff Dreams Are Made Of: Keeping Education Alive,” delivered to the 7th-grade class of James Lick Middle School at SFSU

1985 Presenter, “Behavioral and Humanistic Criteria for the Selection of Texts for the Basic Course,” annual meeting of the Western States Communication Association, Fresno, CA


1982 Presenter, “Rhetoric and Lyrical Topoi,” paper presented at the annual meeting of the Graduate Assembly, The University of Texas at Austin, Austin, Texas

Committee Work in the CSU System

1994-2006 Member, Board of Directors for the Sally Casanova California Pre-Doctoral Doctoral Program, CSU Office of the Chancellor

1994-2006 Member, Program Selection Committee, Sally Casanova California Pre-Doctoral Program, CSU Office of the Chancellor

1991 Member, Planning Committee for the 1992 California Minority Graduate Education Forum for Campuses in Northern California

Committee Work in the University

2002-2005 Commissioner, the University Strategic Planning Commission II, SFSU—planned the direction of the University for the next ten years

2002-2005 Chair, the Student Experience Planning Group, a subcommittee of the University Strategic Planning Commission—ensured student input and representation in strategic planning activities
2001 to Present, Member, the University Budget Committee, SFSU—oversaw the allocation of funds to the University and to the Colleges at SFSU

2000-2004 Member, the University Sabbatical Committee, SFSU—evaluated faculty applications for sabbatical leave and made recommendations to the Provost and to the President

2001 Member, General Education Segment I Committee—updated and approved coursework included in Segment I of the General Education Program

2000 Member, University Governance, SFSU—meet with Dr. Charles Reed, Chancellor of the CSU, to discuss exigencies at SFSU

2000 Faculty Merit Increase (FMI) Challenge Committee Pool

2000 Faculty Coach for Maria DeAngelo in the CSU Student Research Competition

2000 Faculty Coach for John Leanos in the CSU Student Research Competition

2000 Faculty Coach for Candace Low, the CSU Student Research Competition

2000 Advisor, the Liberal Studies Program, SFSU

1999 Member, Emergency Voluntary Employee Network (EVEN), SFSU

1998 Member, Administrative Review Committee for James Kelly, Dean of the College of Science and Engineering

1997 Member, Administrative Review Committee for Richard Giardina, Associate Vice President of Academic Planning

1996 Chair, Administrative Review Committee for Peter Dewees, Dean of the College of Extended Learning

1995 Chair, Administrative Review Committee for Marilyn Boxer, Provost and Vice President of Academic Affairs

1993 Member, Focus Group on Library Services at SFSU

1992 Chair, Administrative Review Committee for Olive James, Director of the Library/University Librarian
1992  Member, New Faculty Orientation Committee at SFSU
1991  Member, General Education Segment I Committee at SFSU

1990-1993  Member, SFSU Academic Senate (2\textsuperscript{nd} term)
1990-1993  Member, Executive Committee of the SFSU Academic Senate
1990-1991  Member, General Education Course Challenge Panel
1990  Member, Y. F., Change Honorary Degree Convocation Committee
1989-1990  Member, the Learning Assistance Program Task Force, Academic Affairs
1989-1990  Member, Faculty Affairs Committee of the Academic Senate
1989-1990  Member, Board of Directors for the University Club at SFSU
1989-1990  Chair, Academic Affirmative Action Committee of the Academic Senate
1989  Chair, Task Force: Ten-Year Analysis of Tenure-Track Hires at SFSU
1989  Member, Search Committee for the Academic Associate Vice President of Resources, Academic Affairs
1988  Member, the President’s Council, SFSU
1988  Chair, Student Affairs Committee of the Academic Senate
1988  Member, Educational Equity Council
1988  Member, Academic Affirmative Action Committee
1988  Member, Task Force on the Creation of the Position, Vice President of Student Affairs
1988  Member, Task Force for Security and Risk Management
1988  Member, Asilomar Planning Committee for the Faculty Retreat at SFSU
1988  Member, Search Committee for the Dean of Undergraduate Studies
1987-1990  Member, SFSU Academic Senate (1\textsuperscript{st} term)
1987-1989  Chair, Board of Appeals and Review, SFSU
1987  Cochair, Academic Program Review Committee of the Academic Senate
1987  Member, Search Committee for the Director of the J. Paul Lenord Library at SFSU
1987  Member, New Faculty Orientation Committee at SFSU
1986  Member, Board of Appeals and Review, SFSU
1986  Member, Asilomar Planning Committee for the Faculty Retreat at SFSU

**Committee Work in the College of Humanities**

1999-2003  Member, College of Humanities Council—participated in the governance of the College of Humanities at SFSU
2000-2001  Chair, Faculty Travel Committee, Office of the Dean, SFSU—oversaw and made recommendations for the allocation of funds for faculty travel
2000 to Present, Member, Computer Advisory Committee, Office of the Dean—solicited and evaluated faculty applications for the allocation of instructional technology
1997  Judge, Graduate Research Competition
1995  Judge, Graduate Research Competition
1988  Evaluator, Academic Program Improvement “Maxi-Grant” Competition

**Committee Work in the Department**

2013  Member & Chair of Comprehensive Examination Committees for five graduate students
2011  Chair, The Hiring Committee, for Dr. Samuel McCormick
2006-2011  Member, HRTP Committee
2006  Chair, Graduate Thesis Committee for Kanza Oumlil
2006  Member, The Hiring Committee for Dr. Christina Sabee
2005   Member, The Hiring Committee for Dr. Leah Wingard
2004   Member, The Hiring Committee for Dr. Mindi Golden
2003-2006 Member, The Curriculum Committee
2003   Member, The Hiring Committee for Dr. Amy Kilgard
2002   Member, Graduate Comprehensive Examination Committee for Mark Elkins
2001   Chair, The Safety Committee
2001   Chair, Graduate Creative Project Committee for John Marcovici
2001   Member, Graduate Comprehensive Examination Committee for Nancy Hansen
2001   Member, Graduate Thesis Committee for Paul Tibbles
2001   Member, Graduate Comprehensive Examination Committee for Christopher Cook
2001   Member, Graduate Creative Project Committee for Justine Turner
2001   Member, Graduate Thesis Committee for Jana Barbagelata
2001   Chair, Faculty Merit Increase Committee
1999   Member, Faculty Search Committee
1999   Member, Graduate Comprehensive Examination Committee for Roman Nouri
1999   Chair, Eva Lokey Scholarship Committee
1999   Faculty Sponsor for Alice Filmer, Pre-Doctoral Program
1999   Faculty Sponsor for Catherine Glenn, Pre-Doctoral Program
1998   Member, Hiring-Retention-Tenure-Promotion Committee
1997   Member, Curriculum and Advising Committee
1997   Faculty Sponsor for Steven Yoshimura, Pre-Doctoral Program
1997   Member, Faculty Search Committee
1997    Member, Graduate Comprehensive Examination Committee for Anthony Perez
1996-1998 Undergraduate Advising Coordinator
1996    Chair, Graduate Thesis Committee for Rei Fujiwara
1995    Chair, Graduate Thesis Committee for John Carrion
1994    Faculty Sponsor for Steven Jang, Pre-Doctoral Program
1994    Chair, Graduate Thesis Committee for Todd Coltman
1993-1996 Coordinator of the Graduate Program
1993    Faculty Sponsor for Rebecca Hemmick, Pre-Doctoral Program
1993    Faculty Advisor, Communication Association Student Organizations
1993    Faculty Sponsor for Patricia Hicks, Pre-Doctoral Program
1992-1997 Member, Hiring-Retention-Tenure-Promotion Committee
1992    Chair, Graduate Thesis Committee for Rebecca Hemmick
1992    Chair, Graduate Thesis Committee for Mark Frey
1991    Member, Curriculum and Advising Committee
1991    Member, Graduate Thesis Committee for Minh Luong
1991    Chair, Graduate Creative Project Committee for Ilda Montoya
1991    Chair, Graduate Thesis Committee for Kenneth Burns
1990    Chair, Graduate Thesis Committee for Karen Rowe
1989    Interim Department Chair, Speech & Communication Studies, SFSU
1989    Chair, Graduate Thesis Committee for Carol Diesel
1989    Chair, Graduate Comprehensive Examination Committee for Nikki Steady
1988    Chair, Graduate Comprehensive Examination Committee for Robert Watts, Jr.
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Professional Activity</th>
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</thead>
<tbody>
<tr>
<td>1988</td>
<td>Member, Faculty Search Committee</td>
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<tr>
<td>1987-1990</td>
<td>Member, Hiring-Retention-Tenure-Promotion Committee</td>
</tr>
<tr>
<td>1987</td>
<td>Member, Graduate Thesis Committee for John Giertz</td>
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<tr>
<td>1986-1990</td>
<td>General Education Course Evaluator</td>
</tr>
<tr>
<td>1986</td>
<td>Member, Faculty Search Committee</td>
</tr>
<tr>
<td>1986</td>
<td>Chair, Graduate Thesis Committee for Brian Wallace</td>
</tr>
<tr>
<td>1986</td>
<td>Member, Graduate Thesis Committee for Mohammad AlSharif, Department of International Relations</td>
</tr>
<tr>
<td>1984</td>
<td>Member, Faculty Search Committee</td>
</tr>
<tr>
<td>1985-1988</td>
<td>Coordinator of the Mentorship in Communication Program</td>
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<tr>
<td>1983-1990</td>
<td>Chair, Textbook Selection Committee</td>
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<td>1983-1990</td>
<td>Director, the Basic Speech Course</td>
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<tr>
<td>1983-1987</td>
<td>Member, Curriculum and Advising Committee</td>
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**Professional Activity Outside the University**

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<tr>
<th>Year(s)</th>
<th>Professional Activity</th>
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<tbody>
<tr>
<td>2002</td>
<td>Chair, Local Host Committee for the annual meeting of the Western States Communication Association in 2005</td>
</tr>
<tr>
<td>1997</td>
<td>Reviewer, <em>Classical Rhetorical Theory</em>, Addison-Wesley</td>
</tr>
<tr>
<td>1994</td>
<td>Member, Editorial Board for the evaluation of <em>Essentials of Public Speaking</em>, Collegiate Press</td>
</tr>
<tr>
<td>1989</td>
<td>Chair, Information Committee, annual meeting of the National Communication Association, San Francisco</td>
</tr>
<tr>
<td>1984</td>
<td>Reviewer, journal articles for <em>Quarter Journal of Speech</em></td>
</tr>
</tbody>
</table>
1983-1997 Judge/Respondent, 24 local, regional, and national speech competitions

Awards, Honors, and Grants

2002 Grant from the CSU Office of the Chancellor, advertising the Sally Casanova California Pre-Doctoral Program

2001 Special Recognition, Cited for Excellence in Academic Advising, SFSU

2001 Special Recognition, Cited for Excellence in General Education Teaching, SFSU

2001 Grant from SFSU for assessment of the Basic Speech Course (Segment I, General Education Program, Oral Communication Requirement).

1999 Special Recognition, Cited for Excellence in Academic Advising, SFSU

1999 Faculty Merit Increase, SFSU

1998 Faculty merit Increase, SFSU

1988 Meritorious Performance and Professional Promise Award, SFSU

1986 Affirmative Action Faculty Development Grant, Research for the 1987 book publication, SFSU

1985 Meritorious Performance and Professional Promise Award, SFSU

1985 College of Humanities Award for Faculty Travel; annual meeting of the Western States Communication Association; Fresno, CA

1985 Affirmative Action Faculty Development Grant, “Myth and Political Rhetoric,” SFSU

1984 Meritorious Performance and Professional Promise Award, SFSU

1984 College of Humanities Award for Faculty Travel; annual meeting of the National Communication Association; New York

1983 Shell Foundation Grant, awarded for support of the dissertation project.

1982 Graduate Student Teaching Excellent Award, Department of Speech Communication, The University of Texas at Austin
1982  Graduate Professional Opportunity Program Award, the Graduate School, The University of Texas at Austin

1983  College of Humanities Award for Faculty Travel; annual meeting of the Speech Communication Association; Washington, D.C.

1983  Graduate Professional Promise Award (GPOP), The University of Texas at Austin, Department of Speech Communication

1982  Ford Foundation Grant for dissertation research, The University of Texas at Austin, Department of Speech Communication

1982  Graduate Student Teaching Excellence Award, The University of Texas at Austin, Department of Speech Communication

Courses Taught at SFSU

Graduate Seminars

COMM-700  Introduction to Graduate Study
COMM-721  Rhetorical and Communication Theory
COMM-850  Seminar in Teaching Speech Communication
COMM-851  Internship in Teaching Speech Communication
COMM-852  Supervised Teaching
COMM-890  Integrative Seminar
COMM-899  Special Problems in Communication

Undergraduate Courses

COMM-150  Fundamentals of Oral Communication
COMM-200  Mentorship in Communication
COMM-300  Rhetoric and Communication Theory
COMM-321 Communication Theory
COMM-341 Rhetorical Theory
COMM-351 Public Speaking
COMM-355 Business and Professional Speaking
COMM-366 Persuasion
COMM-461 Issues in Free Speech
COMM-662 Communication Criticism
COMM-699 Independent Study

Professional Affiliations

The International Communication Association (ICA), Sustaining Member
The National Communication Association (NCA), Sustaining Member
EDUCATION:

B.A.: Simon Fraser University, British Columbia, Canada, 1983
Communication (Honours)

M.A.: University of California, Santa Barbara, 1985
Communication

Ph.D.: University of Massachusetts, Amherst, 1988
Communication

PROFESSIONAL EXPERIENCE:

2006-present
Professor, San Francisco State University

2001-2006
Associate Professor (tenured), San Francisco State University

1999-2001
Assistant Professor, San Francisco State University

1996-1999
Associate Professor (tenured), Denison University, Granville, OH

1992-1996
Assistant Professor, Denison University, Granville, OH

1988-1992
Assistant Professor, University of Florida, Gainesville, FL

HONORS AND AWARDS:

- San Francisco State University Sabbatical Award, 2005-2006.
- Excellence in Education, California National Organization for Women Foundation, 2004
- Denison University Sabbatical Award, Spring 1999.
- Denison University Junior Faculty Fellowship, Spring 1995.
- Nominated for the College of Liberal Arts and Sciences Faculty Teaching Award, University of Florida, 1991.
• Commendation for outstanding research by the Department of Communication, University of Massachusetts, 1988.
• 1986 Ralph E. Cooley Memorial Award for the most outstanding paper in Intercultural Communication, from the International and Intercultural Communication Division of the Speech Communication Association.
• President's Work Study Award, 1984-1985, University of California, Santa Barbara.
• Outstanding Young Woman of America, 1984.

RESEARCH INTERESTS:

Areas of interest include critical cultural theory, social construction of identity, theoretical and methodological development of the theory of the coordinated management of meaning (CMM), systemic inquiry, public dialogue, dialogue facilitation, ethnography, and social semiotics.

PUBLICATIONS:


**FORTHCOMING WORK:**


CONFERENCE PAPERS:


Chen, V. "Family Interaction in One Chinese American Family: From the Daughter's Point of


November 1986.


CONFERENCE PANEL PRESENTATIONS:


Chen, V. “Reaching Across the Field and Out to the Community: Communication Scholarship and Civic Engagement.” Panelist at the National Communication Association Annual Convention, Miami Beach, November 2003.


Chen, V. "Issues of Authority and Representation in the Intercultural Communication Course."
Panelist at the Central States Communication Association Annual Convention, Oklahoma City, April 1994.

Chen, V. "Feminism/Postmodernism." Roundtable discussion at the Speech Communication Association Annual Convention, Miami, November 1993.


Chen, V. Respondent to plenary panel presentation "A Communication Perspective on 'Difficult Dialogues'" at the Annual Conference on Research in Gender and Communication, Atlanta, March 1990.


COURSES TAUGHT:

Undergraduate Classes

Dialogues Across Differences
Intercultural Communication
Intercultural Communication Field Research
Interpersonal Communication
Small Group Discussion
Communication and the Human Condition
Social Semiotics
Coming of Age in Multicultural America: Autobiography as a Form of Inquiry

Graduate Seminars

Culture and Communication
Communication Theory
Interpersonal Communication: The Coordinated Management of Meaning (CMM)
Intercultural Communication Field Research

M.A. THESIS DIRECTED:


Lawless, Brandi. “Moving up in Class? A Study on College Students’ Transition to Academia.” San Francisco State University, 2009.


B.A. HONORS THESIS DIRECTED:


WORKSHOP:

- Learning Engagement at the CMM Institute, November 2012.
- Invited speaker on Dialogue Across Differences at the Federal Reserve Bank of San Francisco, October 2011.
- Member of Our Voices Consultants to Annie E. Casey Foundation on intercultural communication, communication and diversity, and community building, June 1999.

CURRENT PROFESSIONAL MEMBERSHIP:

- National Communication Association (1986-present)
- Western States Communication Association (1998-present)
- Public Dialogue Consortium (1996-present)
- The CMM Institute (2011-present)

PROFESSIONAL SERVICE:

- Member of the editorial board for Journal of International and Intercultural Communication, 2012-present.
- Member of the editorial board for Communication Education, 2002-2003.
- Member of the editorial board for Communication Studies, 1995-1998; 2004-2010
- Member of the committee for Southern Communication Journal’s Rose B. Johnson Article Award, 2000-2004.
- External reviewer for the evaluation of Communication Department at the
University of Wisconsin-Parkside, March 1998.

- Member of the committee for organizing Gender and Communication Conference, April 1996.
- Organizer and speaker at a workshop on intercultural communication at the orientation for international students at the University of Massachusetts, September 1987.
- Judge for public speaking contest at Santa Ynez High School, Santa Ynez, California, March 1984.

SERVICE AT SAN FRANCISCO STATE UNIVERSITY

- 10th Annual Human Rights Summit, 2013
- 8th Annual Human Rights Summit, 2011
- Professional Development Committee, College of Humanities, 2010-2011
- Graduate Studies Committee, Communication Studies Department (Member, 2007-2011)
- University Tenure and Promotion Committee (UTPC) (Member, 2007-2009)
- Committee for the Protection of Human Subjects (Member, 2001-2007).
- Curriculum Committee, Communication Studies Department (Member 1999, Chair 2000-2003).
- Undergraduate Advising Coordinator, Communication Studies Department, 2000-2003; 2012.
- GE Segment II Committee on American Ethnic/Racial Minorities (AERM) (Member, 2001-2004).
- California Campus Compact Civic Engagement Project 2003 (Working with Marsha Adler from the President's Office)
- Guest lecturers at the Freshman Colloquium for presidential scholars, 12/03, 12/04.
- Graduate Council (Member, Spring 2001).
- Panelist at the Public Forum on Implementing Multiculturalism in the Curriculum,

- Committee for the First Year Experience in the Humanities (Member, 2000).
- Faculty sponsor of two graduate students for the competition of California Pre-Doctoral Program 2000-2001.
- Committee for the selection of Eva Lokey Scholarship (Member, 2000).
- Coaching Kate Huber for the California State University Student Research Competition, April 2001.
- Coaching Maria Tom for the California State University Student Research Competition, April 2000.

COMMUNITY SERVICE:

- “Imagine the Future” vision planning for Midpeninsula Regional Open Space District, 2011-present, Public Dialogue Consortium
- California Coalition for Compassionate Care, 2005-present
- Presented and brought students to the National Coalition for Dialogue and Deliberation (NCDD), Cupertino, 10/2010
- Hospice volunteer for Crossroads Home Care and Hospice, San Francisco, 1999-2008
- California Campus Compact Civic Engagement Project 2004-2005
- Provided workshops at the San Francisco Neighborhood Centers, 11/03, 1/05
- Presented at and brought students to the Northern California Dialogue and Deliberation Conference, Notre Dame de Namur University, Belmont, 6/04
- Member of the Peninsula Conflict Resolution Center (PCRC), 1999-present (Brought students to present at the Civic Engagement Initiative network meetings.)

SERVICE AT DENISON UNIVERSITY:

- Faculty liaison for the Philadelphia Center, an off-campus internship program, 1996-1999.
- Member of the Diversity Committee, 1996-1999.
- Member of Student of Color Recruitment Committee, 1997-1999.
- Acting Chair of Communication Department, Fall 1997.
- Member of the interview committee for Fulbright applicants, 1997, 1998.
- Participant of August Orientation, 1996.
• Member of the Academic Affairs Council, Spring 1996.
• Member of the Teacher Education Committee, 1994-1997.
• Freshmen reading discussion leader (The Ecology of Commerce) at the August Orientation, 1995.
• Chair of the selection committee for senior commencement speaker, 1993, 1998.
• Discussion leader of Hunger of Memory at Book and Breakfast for the Spouse/Guest Program at the Monomoy, October 1994.
• Freshmen reading discussion leader (Hunger of Memory) at the August Orientation, 1994.
• Reader for Faculty Scholarship for Achievement, Spring 1994.
• Co-sponsor of guest speaker Brent Peterson (author of Popular Narratives and Ethnic Identity), December 1993.
• Freshmen reading discussion leader (Savage Inequalities) at the August Orientation, 1993.

SERVICE AT THE UNIVERSITY OF FLORIDA:

• Invited panel speaker at the Focus on Teaching Workshop, College of Liberal Arts and Sciences, March 1992.
• Member of the Advisory and Curriculum Committees for the Women's Studies Program, 1991-1992.
• Invited guest speaker at the Journalism graduate seminar, March 1992.
• Invited guest speaker to the Cultural Diversity in the U.S. program, October 1991.
• Invited guest speaker at the University of South Florida through the Annual Tripartite Professorial Exchange Program, April 1991.
Curriculum Vitae

April 7, 2013

Jensen Chung
Department of Communication Studies
San Francisco State University

1. Education

Ph.D., Communication, State University of New York at Buffalo (current name: University of Buffalo); M.A., Journalism and Mass Communication, University of Georgia; B.A. Journalism, National Chengchi University, Taipei, Taiwan.

2. Professional Experiences

San Francisco State University: Professor, Fall 1999-present; San Francisco State University: Associate Professor, Fall 1995-Fall, 1999; San Francisco State University: Assistant Professor, Fall 1989- Fall 1995.

3. Courses taught

Seminar: Corporate communication (COMM 761)*
Seminar: Organizational communication (COMM 760)
Leadership communication (COMM 537)
Organizational Communication (COMM 522)
Group discussion (COMM 521)
Interpersonal communication (COMM 502)
Communication analysis of organizations (Speech 522)
Communication research strategies (Speech 771, 661)
Management communication (Speech 360)
Fundamentals of oral communication (SPCH 150)

* Bolded are courses regularly taught in the past 5 years.

4. Professional Works

A. Books
Chung, J. The chi of communication. (English, in progress)


**B. Book Chapters, Refereed Journal Articles, and Anthologies**


**C. Completed Manuscripts**


Chung, J. Glocalizing the communication research: the implication from the Yi Jing principles. Manuscript submitted to a proposed panel of Communication Theory Division of the 2013 annual conference of National Communication Association.

Aristotle's Deliberative Rhetoric and the Chi(Qi)-Shih Rhetoric: An East-West Comparison. Manuscript submitted to a proposed panel of Rhetorical History Division of the 2013 annual conference of National Communication Association.

Glocalizing the communication research: Implications from the Yi Jing principles. A completed manuscript. (a completed manuscript)

Making Connections and Breaking Barriers: Insights into effective research networking strategies. (work in progress)

Sheer, V. & Chung, J., Does email mitigate social accountability in giving negative performance feedback?: The managers’ perspective. Manuscript submitted to *Management Communication Quarterly*.

**D. Trade Journal Articles authored**


### E. Communication-centered articles published


Chung, J. (2005). Zhung Guoji yo der zeng yien (Rectificaation of a friend of China). Forword in Ger Yun, Shu yi Tai Hai Feng Yune (Crusing through the storm across the Taiwan Straits), Global Alliance for Peace.


F. Professional Conference Papers


Annual Conference of Eastern Communication Association, Pittsburgh, PA.


5. **Professional and Civic Activities**

A. **Department Activities**

A-1. Undergraduate Advising

A-2. Committee Work
   
   Hiring Retention, Tenure, & Promotion Committee, Curriculum committee, and Graduate Studies Committee.

A-3. Thesis advising & comprehensive examination

   Thesis: Sunny Wen (2012-)
   
   Comprehensive exam (2012-2013):
   
   First & second reader for:
   
   Cameron Dake, Karren Mitchelle Teodosio, Linn Bjornsen, Kristen Apruzzese.

   First reader for:
   

A-4. Presentations

   Spoke at SPCH-700 (Introduction to Graduate Studies) classes invited by Prof. Christina Sabee, on November 2011, September 2012.

   Spoke on "Chinese Research in Organizational Communication" at SPCH-700 (Introduction to Graduate Studies) classes invited by Prof. Christina Sabee, on November 2009, September 2010.

   Spoke on "Chinese Research in Organizational Communication" at SPCH-700 (Introduction to Graduate Studies) classes invited by Prof. Lee Jenkins and Prof. Susan Shimanoff, on November 2004, October 2005.

   Spoke on "Research in Organizational Communication" at SPCH-700 (Introduction to Graduate Studies) class invited by Professor Victoria Chen, on November 2001.

   Spoke on "Research in Organizational Communication" at SPCH-700 (Introduction to Graduate Studies) class invited by Professor Gust Yep, on November 1996.

   Spoke on "Introduction to Organizational Communication Study" at SPCH-700 (Introduction to Graduate Studies) class invited by Professor Rudy
Spoke on "Computerized Organizational Communication" at panel discussion organized by Dr. Susan Shimanoff for SPCH 700 (Introduction to Graduate Study) class on October 23, April 23, 1990, and October 1994.

A-5. Sponsor and mentor visiting scholars

Sponsored and visiting scholars Yoa Mui Moon, Te-shing Huang, Simon Hsu, Judy Lai, I-lien Chan, and Hsiu Huang (all from either Singapore or Taiwan).

B. College service

Retention, Tenure, and Promotion (RTP) Committee member for Department of Journalism, 2008, 2011.
Observed and Reported Dr. Lin Domizio's foreign language classes (Spring, 2011 & 2012).
Observed and Reported Dr. Carlos Montmayor's Philosophy classes (Spring 2012).

C. University Service

Professional Development Council (PDC) member (Sept. 2009-2011).
Membership committee member, California Faculty Association SFSU Chapter (Sept, 2010-2012).
Observed & reported Prof. Bill Petrula's Marketing classes, Spring 2009.
Membership chair, California Faculty Association SFSU Chapter (Sept, 2003-January 2006).
Member of Retention, Tenure, and Promotion Committee, Department of Journalism, San Francisco State University (August, 2005-).
Secretary of California Faculty Association SFSU Chapter, May, 2003-).
Member of the Liberal Study Council, (1997-1999)
Serve as President of Chinese American Faculty Association, SFSU, May 1996-October 1997.
Serving on Computer Literacy Committee of the School of Humanities (September, 1994-1996).
Attended meetings of the All University Committee on International Program and gave a talk February and March, 1992.
Serving as vice-president of Chinese American Faculty Association (CAFA), San Francisco State University. (August, 1993-present).
Served as secretary and newsletter editor of the Chinese American Faculty Association (CAFA), San Francisco State University. (August, 1991-1993)


Serving as representative to the Computer Advisory Committee of the School of Humanities. (Fall 1990-1991)

Ran on-line statistics on SFSU main-frame for California League of Conservation for analyzing the voting records of legislators regarding environmental protection issues. (Fall, 1990. League representative: Sabastian Riddle)

D. Professional Activities (Respondent, chair)

Invited to speak on the proposed panel of Spotlight on scholarship: Charles Bentz at the 2013 annual conference of National Communication Association.

Responded to the panel “Rethinking vocabularies, values, & commitments in organizational communication contexts” at WSCA (Western States Communication Association) panel presented by the Organizational Communication Interest Group at Abuquerque, New Mexico, February 2012.

Chaired the panel of “Building the bridges n the global village: The role of culture in tintracultural and intercultural communication theory development” at the National Communication Association 96th Annual convention in San Francisco, CA, November, 2010.

Chaired the panel of “Cultural issues for organizational scholarship” sponsored by the Organizational Communication Division of National Communication Association at the 94th annual conference in Chicago, IL, November 2009.

Responded to the panel “Change communication in disaster challenges and social support” at National Communication Association 95th annual convention in Chicago, IL., November 2009.

Chaired the competitive paper session of “Contemporary organizational communication practice” of the Organizational Communication Group Interest Group at the annual conference of Western States Communication Association at Mesa, Az., February 2009.

Responded to the panel “Organizational communication in Chinese perspective” at the 94th annual conference of National Communication Association in San Diego, CA, November 2008.
Responded to the panel “Conflict negotiation and resolution in Chinese societies” at the 94th annual conference of National Communication Association in San Diego, CA, November, 2008.


Reviewed an article for the Asian Journal of Communication. March, 2005
Editorial Board member of The International and Intercultural Communication Annual, May 1, 2004 -- present.

Advisor to Mass Communication Research based in Taiwan.

Reviewed 17 papers and 5 program proposals for National Communication Association (NCA) annual conference (1998), and symposium proposals for the Academy of Management Association for the Annual Conference (1991).

Chair of 2 panels at the annual conferences of Speech Communication Association (SCA) in 1994, 1995.
Respondent to panel presentations at Speech Communication Association (SCA), 1995.
Chair of panels at the annual conferences of Western State Communication Association (WSCA), 1994.

E. Community Services

E-1. Panels


E-2. Speeches

Titles:

“The chi research in communication discipline: The state of the art.” Speech delivered on May 25, 2012 at National Chengchi University, Taipei, Taiwan.


“Group dynamics in the boardroom setting.” Speech delivered at the annual conference of board of directors of California State Employees Association, on September 21, 2011 in Carmel, CA.

“The art of communication.” Speech delivered at Sing Tao News Corporation, June 2011, Brisbane, CA.

“Intrapreneurship or Entrepreneurship: Communication on the promotion superhighway.” Speech delivered at TAITA (Taiwanese American Industrial Technology Association) annual meeting, on June 13, 2011 in Mountain View, CA.

“TV panel management and Group communication.” Speech delivered at Sing Tao News Corporation, June 2010, Brisbane, CA.

“A Multicultural History of Taiwan.” Speech delivered at NATMA (North American Taiwanese Medical Association) and NATMA2G (second generation) Bay Area Annual Meeting, April 1, 2006.

“Public speaking beyond the fundamental course.” Speech delivered in City College of San Francisco. (March 22, 2006)


“Living partner communication” (June 5, 2004).

Spoke on at a joint session of Southeast Bay Taiwanese Association and South Bay Taiwanese association.

Delivered a speech on Hakka TV at the World Hakka Culture Conference in Kaohsiung, Taiwan.


Spoke on “Language, civility, and inter-ethnic communication” at the Northern American Taiwanese Association Board of Directors meeting at Walnut Creek, March 1, 2003.


Spoke on “Gender communication and sexual harassment in the workplace and business” at Northern California Taiwanese American Chamber of Commerce at Sunnyvale, California, November 3, 2002.


Spoke on “Nonverbal messages in election campaign” at Chinese Culture University, Taipei, Taiwan, January 7, 2002.

Spoke on “Merits of ethnic media in Northern California” at the Journalist Day and the Outstanding Journalist Award ceremony of Northern California Chinese Media Association, September 1, 2001.


Spoke on at the Democratic Progressive Party, the ruling party of Taiwan, Republic of China, in Taipei, Taiwan June 2, 2000. Topic: The communication and propaganda between Taiwan and Communist China.

Spoke on “Leadership development in Hong Kong environment” in Hong Kong, May 2000.


Spoke on “communication and global village” at National Pingtung Technology University in Taiwan, April 2, 1998.
Spoke on “vision of global village” at the western states Taiwanese student leaders conference in San Jose sponsored by the Ministry of Education of Taiwan, March 21, 1998.


Spoke at Mutual of New York, Burlingame, CA on May 31, 1996. Topic: Monroe’s sequence and sales communication. (Partial contents were reported on p. B-19, June 13, 1996 of World Journal.)

Spoke at the Northern California Chinese American Environmental Protection Association on March 30, 1966. (Partial contents of the speech were reported on p. B6, World Journal, April 4, 1996)

Spoke at the Southern California Hakka Association in Los Angeles, March 2, 1996. (News of the speech was reported on p. 18, March 1 and March 8, 1996 of Los Angeles-based Pacific Times. Partial contents were reported on p. 12 of March 22, 1996 of the same newspaper.)


Spoke at the Cross-Cultural Exchange, an organization comprised of Asian engineers in the Bay Area, on January 13, 1996. (Partial contents of the speech were printed on p. B3, January 18, 1996 of World Journal.)

Spoke at North American Hakka Association biannual conference held in San Jose, CA on August 20, 1995. (News of the speech was reported on p. 14, August 21, 1995 of International Daily News. Partial contents of the speech were reported in the same newspaper on August 29, 1995). 

Spoke at the Northern California Chinese media Association in Milbrae, CA on September 1, 1995. (Remarks were aired on Channel 66 TV on the same day.)


Spoke at the College Reading Club, Taipei, Taiwan. Topic: Tolerance for gays and lesbians: A measurement of civility and civilization. (July 6, 1993)

E-3. TV, Radio, and Newspaper Interviews
Interviewed by Channell 26 TV by anchorwoman Lin Cha Gu on Presidential debate, on October__, 2012
Interviewed by KTSF anchorperson Orlando Shih on Taiwna’s government-media conflict, July 2005.
Interviewed by World Journal senior reporter Fang-Jih Yang, commenting on the forming of the investigation committee on the failed assassination attempt to President Chen Sui-Bian of Taiwan. The interview was published the next day.
Interviewed on July 18, 2004, by Correspondent of Independent Journal, an international electronic version of Independent Evening News in Taiwan, commenting on the structural change and communication problems of the three major political parties in Taiwan. The interview was published in a series of 8 articles running one each day and posted for several weeks on line in July, 2004.
Interviewed by ETTV correspondent Yvonne Chen Chu commenting on the contribution of Professor Paul Wang, a respected mass communication educator in Taiwan who had just passed away. The interview was carried on TV programs in LA and Taiwan April 9, 2004.
Interview by Joanne Wan, anchorwoman of SF, Channel 26, commenting on the contribution of Professor Paul Wang on April 9, 2004, aired that evening.
Interviewed by Fang Yang, senior reporter of World Journal making remarks on Professor Wang, late dean of Communication College of Cultural University in Taiwan.
Interviewed by Kai-Ping Liu, deputy city editor of *World Journal*, on the phenomenon of the frenzy made my William Hung, a UC Berkeley student who failed at the American Idol contest but retorted to the condescending remarks of the judges. The interview was on the eve of the publication of his CD collections of his singings. Interview published on April 7, 2004, p. B1.


Interviewed by KQED radio reporter Eric Lai, commenting on the demonstration following the presidential election of Taiwan. The interview was carried on March 25, 2004, 6 PM and 11 PM.

Interviewed by Fangzhi Yang of *World Journal*, forecasting the future of Kuomintang, the Nationalist Party of Taiwan as a result of the March 20 presidential election. Published on March 21, 2004, B2.


Interviewed by *San Jose Mercury News* reporter John Boudreau, commenting on the passion of Taiwanese Americans and Chinese Americans toward the presidential election of Taiwan. Remarks cited in the article, Passions run high as Taiwan election echoes in Bay Area published on March 13, 2004.


Interviewed by *Singtao Daily* commenting on the sale of *San Francisco Examiner* by the Fongs to Pilip Anschutz. Published on February 21, 2004, p. F1.


Interviewed by Reporter of *World Journal* commenting the nomination of Anett Lu as the vice-president candidate of Democratic Progressive Party.

Interview by Pearl Liang of *Singtao Daily* commenting on the mayoral election of San Francisco. Interviewed published on December 15, p. F8.

Interviewed by correspondent Cathy Williams of CNA (Central News Agency) of Taiwan on the Arnold (Shawtzenegger) phenomenon. Interview reported by *World Journal* Oct. 4, 2003, A3
Interviewed by Li-Pin Bai, reporter of World Journal, discussing the impacts of the reduction of course offerings in California State University campuses. Interview published in page B3, September 13, 2003.


Interviewed by, reporter of World Journal in Milbrae, commenting the Taiwanese government audit of newspaper circulations, March, 2003. Remarks published on March,

Interviewed by Orlando Shih of Channel 26, commenting the protest against CNN for inadequate report on the war on Iraq, March 26, 2003.


Interviewed by Pearl Liang, reporter of Singtao Daily, discussing being presidential and negative campaign in the mayoral elections in Taiwan. Published on December 4, 2002 A10.


Interviewed by Fang-Jih Yang, deputy editor of World Journal, discussing freedom of speech and the lawsuit against The New Journalist in Taiwan by Vice-president Annet Liu of Taiwan. Interview printed on April 12, 2002.

Interviewed by Albert Chen, staff writer of World Journal in Los Angeles, remarking on the resignation of Ms Tsai-yi Chung, Minister of Economic Affairs of Taiwan, from the leadership point of view March 21, 2002.


Interviewed by Yvonne Chen Chu of Channel 26, discussion the mass media performance subsequent to the World Trade Center tragedy, September 19, 2001.


The charisma of a controversial Taiwan Independence activitists and national adviser to President Chen of Taiwan.

Interviewed by Katherine Chen of Channel 66 TV, discussing


Interviewed by Joseph Fred Baetz and Katherine Chen of Channel 66 TV discussing the charisma of a controversial Taiwan Independence activitists and national adviser to President Chen of Taiwan, June 26, 2001. Interview aired the same evening.

Interviewed by Joseph Fred Baetz and Katherine Chen of Channel 66 TV discussing the downed U.S. surveillance plane and the Chinese fighter plane, April 5, 2001. Interview aired the same evening.

Interviewed by Joseph Fred Baetz and Ken Wong, Channel 66 TV discussing Taiwanese presidential leadership.


Interviewed by Fang Jhi Yang of *World Journal*, October 3, 2000, discussing the resignation of the Taiwanese prime minister from the organizational point of view. Interview published on p. B2 of the paper the following day.

Interviewed by Ken Wong of KPST Channel 66 TV, September, 2000.

Interviewed by Joan Arragone, staff writer of *San Mateo Times*, commenting the ethnic newspapers. Remarks published in its November 1, 1999 edition.
Interviewed by Joseph Fred Baetz and Mickey Huang of Channel 66 TV discussing the U.S. bombing of the Chinese embassy in Yugoslavia and the Chinese government orchestrated demonstration and protests. May 11, 1999. Interview aired the same evening.


Interviewed by *International Daily News* discussing the remarks by Taiwanese president Lee Teng-hui on Taiwan’s relation with China during his interview with the Deutsch Voice Radio.

Interviewed by Joseph Fred Baetz and Jo-Chuan Wan of KPST Channel 66 TV, January 1999 discussing the NATO bombing of the Chinese embassy in Yugoslavia and the Chinese government-orchestrated protests from the perspective of communication.

Interviewed by Mingje Chang, of *China Times* in Taiwan, regarding Jensen Chung’s campaign speech for an independent candidate in Taiwan’s congressional election. Report published on p. 20, November 30, 1998.

Interviewed by *World Journal*, February 12, 1998, discussing the acquittal of President Clinton in the impeachment case at the Senate.

Interviewed by the impeachment of President Clinton by the Congress.

Interviewed by Jo-Chuan Wan and Joseph Fred Baetz of KPST Channel 66 TV, December 3, 1998 discussing Taiwan’s congressional and mayoral election.

Interviewed by Tiffany Liang of *Silicon Valley Times*, an on-line newspaper, December 4, 1998 discussing Taiwan’s congressional and mayoral election.

Interviewed by *International Daily News* discussing the issue of merging Taiwan with China. (Remarks were published on p. 19, October 8, 1998.)

Interviewed by *Tsing Tao Daily News* discussing Hakka culture and communication between its people and outsiders (September 12, 1998).

Interviewed by Chinese Radio, San Francisco reporter Wei-te Chien discussing communication appropriateness in the workplace (August 14, 1998).


Interviewed by Chinese Radio, San Francisco reporter Pei-chun Liao discussing campus violence in a Taiwan’s university (March 18, 1998)


Interviewed by *International Daily News* commenting on the outlook of Taiwan’s party politics after the November county executive elections in which the ruling party was defeated. (Remarks were published on p. A19, December 2, 1997.)
Interviewed by *World Journal* commenting on the results of Taiwan's November county executive election. Remarks were published on p. B1, November 30, 1997.

Interviewed by *World Journal* commenting on the constitutional amendment in Taiwan with regard to governmental reorganization. (Remarks were concurrently published on p. B1, July 17, 1997 in San Francisco, Los Angeles, and other North American editions of the Chinese-language newspaper.)

Interviewed by *San Francisco Examiner* commenting on the restoration of Hong Kong from Great Britain to China. (Remarks were published on p. A-1, July 1, 1997).

Interviewed by *Hsing Tao Daily News* commenting on networking of minority groups in the United States (The one-page long remarks were published on p. C8, May 11, 1997.)

Interviewed by *World Journal* commenting on the impact of the demise of Chinese leader Deng Xiao Ping. (Remarks were published on p. B3, February 20, 1997.)

Interviewed by *Hsing Dao Daily* discussing on the selection of delivery format in public speaking. (The interview was printed on p. C4, December 30, 1996).


Interviewed by *World Journal* commenting on the restriction of voting rights of overseas Chinese in Taiwan's election. (Interview published on p. B1, N. 6588, date unknown.)

Interviewed by *International Daily News* commenting the culture of Hakka, an ethnic group in China, Southeast Asia, and America. (Interview published on p. 15, August 30, 1996.)

Interviewed for 30 minutes by anchor and reporter of KTSF (Channel 26) August 1, 1996. (The interview was reported by *World Journal* on August 8 and aired on August 15, 1996.)

Interviewed by *Hsing Tao Daily News* commenting on the reasons for the accomplishments of UC President Chang-ling Tien. May 1996. (Remarks were published on p. C1, May 25, 1996)


Interviewed by *World Journal* commenting the result of the vote on the congressional confirmation on the premier’s second term. (Interview published on p. A1, February 26, 1996.)

Interviewed by *World Journal* discussing on the difference between “quality newspaper” and “quantity newspaper” from the perspective of leadership communication on the occasion of *World Journal*’s 20th anniversary. (The interview was published on February 12, 1996.)

Interviewed by *International Daily News*, commenting on “fossil organization.” (The interview was published on February 7, 1996.)


Interviewed by *International Daily News*, commenting on the R & D of Taipei City Government. (Remarks were printed on p.14, February 1, 1996.)


Interviewed by *World Journal*, discussing the writing of *Leadership Speech making*. Interview was printed on November 28, 1994.

### E-4. Paper and Book Reviews


Reviewed papers for panel for 2010, 2011 annual conferences in WSCA (Organizational Communication Interest Group and Communication Theory Interest Group).

Reviewed essays for *Onomastica Canadiana*, 2005.


Reviewed 15 papers and 5 program proposals for NCA (National Communication Association) for the 1998 annual conference in New York.

Reviewed two essays for *Mass Communication Research*. (March 1995; April 1996)

Reviewed symposium proposal for the Organizational Communication and Information System Division of the Academy of Management Association for the 1991 Annual Conference. (January 1991)

**E-5. Committee work**


6. **Mentions**

Received a letter from Dean of Faculty Affairs and Professional Development for outstanding post-tenure review.

Received a letter of commendation from the Associate Dean of Undergraduate Studies for student recognition of excellence in advising, May 2003.

Received a letter of commendation from the Associate Dean of Undergraduate Studies for student recognition of excellence in advising, May 2002.

Received a letter of commendation from the Dean of Undergraduate Studies for excellence in teaching, November 1998.
Received the Essay of the Year Award by the International and Intercultural Communication Division of Speech Communication Association (SCA) on November 24, 1996.

Received Certificate of Recognition and Appreciation for advising SOC (Society for Organizational Communication) from President Robert Corrigan (April 1996; April, 1997, April 1998).

Received the 1995 Faculty Affirmative Action Award from CSU Faculty Affirmative Action Development Program.

Received the 1993 Faculty Affirmative Action Award from CSU Faculty Affirmative Action Development Program.

Received the Best Paper Award at the Western Speech Communication Conference, Phoenix, Arizona, February 15-19, 1991.

Ph.D. dissertation was selected as one of the top-three finalists to the Speech Communication Association (SCA) 1990 Dissertation Award.

Received graduate fellowship Award from State University of New York at Buffalo, August, 1985.

Received the East-West Center Research Internship Award (with $8,000) in Honolulu, Hawaii, 1980.
Faculty Curriculum Vitae

Mindi Ann Golden
San Francisco State University
Communication Studies Department
1600 Holloway Avenue
San Francisco CA 94132
(415) 338-3172
mgolden@sfsu.edu

Education

Ph.D., Communication
University of Utah, 2005
Dissertation: Coping and Caring: The Social Construction of Identity in a Support Group for Caregivers of Persons with Dementia

M.A., Communication Studies
San José State University, 1995
Thesis: Transforming Lives: Caregivers for an Alzheimer’s Patient Construct Support

B.A., Speech Communication
Humboldt State University, 1992
summa cum laude

Instructional Experience

San Francisco State University                Associate Professor               2012-
San Francisco State University                Assistant Professor              2006-2012
San José State University                    Lecturer                           2004-2006
University of San Francisco                 Adjunct Professor                 2003-2006
University of Utah                           Graduate Teaching Fellow           1998-1999
University of Utah                           Graduate Teaching Assistant        1995-1998
San José State University                    Graduate Teaching Assistant        1993-1995
Humboldt State University                    Assistant Forensics Coach           1992-1993

Courses Taught (* = taught at San Francisco State University)

Interpersonal Communication (upper division)*
Interpersonal Communication (upper division/writing emphasis)*
Interpersonal Communication (lower division)
Interpersonal Communication (graduate seminar)*
Interpersonal Communication Lab
Communication and Aging*
Family Communication*
Communication Theory *
Teaching Communication (graduate seminar)*
Language and Social Interaction
Communication, Self, and Society
Survey of Communication
Elements of Communication
Introduction to Argumentation
Public Speaking
The University as a Cultural Institution (emphasis: ethnography of communication)
Ways of Knowing in a University Setting (emphasis: writing in discourse communities)
Curricular Innovations and Certifications

Course Modification Proposal Created (submission on hold until freeze related to Peoplesoft conversion is lifted): COMM 321GW—Communication Theory (graduation Writing Assessment Requirement), San Francisco State University

Certification Proposed and Approved: COMM 544—Communication & Aging, certified for Lifelong Development (LLD) general education overlay, San Francisco State University, 2013

Certification Proposed and Approved: COMM 150—Fundamentals of Communication, certified for Oral Communication general education requirement, San Francisco State University, 2012

Course Modification Proposal Created and Approved: COMM 502GW—Interpersonal Communication (Graduation Writing Assessment Requirement), San Francisco State University, 2012

New Course Proposal Created and Approved: COMM 544—Communication & Aging, San Francisco State University, 2006

Journal Articles (Blind Review)


- “The Journal of Social Work in End-of-Life & Palliative Care...explores issues crucial to caring for terminally ill patients and their families.”
- The lead author (a former graduate student) identified the central problem guiding the research and collected the data.
- I helped analyze the data, then created codes to appropriately label what we were discovering. I wrote the vast majority of the method, findings, and discussion sections. I also contributed to the literature review, and edited and provided feedback on the overall manuscript.


- “Applied Nursing Research presents original, peer-reviewed research findings clearly and directly for clinical applications in all nursing specialties.”
- I initiated this research, collecting and analyzing the data. I solo-authored all aspects of the manuscript except the literature review.


- “OMEGA is a rigorously peer-refereed journal. Drawing significant contributions from the fields of psychology, sociology, medicine, anthropology, law, education, history and literature, OMEGA has emerged as the most advanced and internationally recognized forum on the subject of death and dying.”


- “Qualitative Research Reports in Communication is a scholarly, peer-reviewed annual journal sponsored by the Eastern Communication Association. The journal publishes brief qualitative and critical research essays of 2,500 words or less on a wide range of topics extending and enhancing the understanding of human communication.”


- “The Iowa Journal of Communication is a blind-review annual devoted to scholarship in all areas of communication studies.... An award winning state journal, the IJC publishes the highest quality of manuscripts on a variety of communication topics.”

- "With over 30 years of consistent, quality articles devoted to social work practice, theory, administration, and consultation in the field of aging, the *Journal of Gerontological Social Work* offers you the information you need to stay abreast of the changing and controversial issues of today's growing aging population. Peer Review Policy: All research articles in this journal have undergone rigorous peer review...."

- I initiated this research, collecting and analyzing the data. I wrote the bulk of the manuscript. Dr. Lund wrote elements of the introduction and conclusion to help me frame my work for a gerontology audience.


*note regarding publication date: This manuscript was completed, submitted, and accepted after my appointment at SFSU. It was published in 2008; the year on the journal volume reflects the journal being behind in its production schedule.

- "IJSHSC contains articles of a scientific character—presentations of theory and research on self-help, as well as notices of current literature and other materials of value in the field."

- I initiated this research, collecting and analyzing the data. I wrote the bulk of the manuscript. Dr. Lund assisted with introductory and concluding material to help me frame my work for a broad audience.


- I analyzed the collected data and wrote the method, findings, and appendix sections of this manuscript. I also contributed to the discussion and conclusion.

**Book Chapters**


*Authors are listed alphabetically and contributed equally to the manuscript


- This case study went through a multi-step blind-review process.
- An online “conclusion” to this case study is also available to adopting instructors and students.


- I created a chapter outline for this manuscript, then took the lead writing the sections regarding dementia, caregiving, culture, and cultural perspectives of dementia and caregiving. I also assisted in the overall editing of the manuscript.


- I analyzed the collected data and wrote the method, findings, and appendix sections of this manuscript. I also contributed to the discussion and conclusion.
Book Reviews


Instructor’s Manuals


Community-Service Publications


Conference Papers


Pullen, S., & Golden, M. A. (2010, February). I’ll never forget those cold words as long as I live: Memorable messages reported by patients during stillbirth diagnosis. Paper presented at the meeting of the Western States Communication Association, Anchorage, AK.
  * I worked with Suzanne Pullen, a graduate student in the Communication Studies department at SFSU, to analyze qualitative data, then took the lead in writing the method and findings sections for this manuscript. I also edited the manuscript for clarity and theoretical accuracy.


Golden, M. A. (2007, November). Dialectical contradictions experienced when a loved one is dying in a hospital setting. Paper presented at the meeting of the National Communication Association, Chicago, IL.


Invited Lectures

Communication in Caregiver Support Groups: Processes and Consequences, invited lecture for COMM 742—Seminar: Group Communication, San Francisco State University, Fall 2010

Social Support: Conceptual Frameworks and Health Outcomes, invited lecture for a course in Health Message Design, University of San Francisco, Fall 2009

Social Support and Dementia Caregiving: Messages, Interactions, and Impacts, invited lecture for a course in Health Message Design, University of San Francisco, Fall 2009

Expanding the Small Group Research Agenda: Communication in Caregiver Support Groups, invited lecture for COMM 742—Seminar: Group Communication, San Francisco State University, Fall 2008
Awards and Honors

Sabbatical, San Francisco State University, Fall 2013 & Spring 2014

Recipient, Vice President’s Assigned Time Award, San Francisco State University, Fall 2007

Recipient, Vice President’s Assigned Time Award, San Francisco State University, Spring 2007


International Communication Association Outstanding Teaching Assistant, awarded by the University of Utah Department of Communication, 1999

Nominee, Ramona W. Cannon Graduate Student Excellence in Teaching Award, University of Utah College of Humanities, 1999

International Communication Association Outstanding Teaching Assistant, awarded by the San José State University Communication Studies Department, 1995

Outstanding Student Coach, awarded by the Northern California Forensics Association, 1992-1993

Phi Kappa Phi (national scholastic honor society), membership presented by the Humboldt State University chapter, 1992

Omicron Delta Kappa (national leadership honor society), membership presented by the Humboldt State University chapter, 1991

Phi Kappa Delta (national forensics honor society), membership presented by the Humboldt State University chapter, 1990

Departmental Service

Basic Course Director, Communication Studies Department, San Francisco State University, 2009-2013

- This role involved teaching COMM 850—Teaching Communication each fall semester. Graduate students in Communication Studies must take this seminar if they want to apply to teach COMM 150 (Segment I GE, Oral Communication) as graduate teaching associates.
- I coordinated semester-long internships with experienced COMM 150 instructors for all students enrolled in COMM 850 (which requires simultaneous enrollment in COMM 851—Internship Teaching Communication).
- I observed all COMM 851 interns on a day when they lead class, providing them with extensive written feedback (i.e., 3-6 pages, single-spaced).
- I supervised all graduate teaching assistants in the Communication Studies Department, observing first-time GTAs twice during a semester (once on a lecture/discussion day and once on a student speech day) and returning GTAs on one lecture/discussion day during a semester. I provide extensive written feedback (i.e., 3-6 typewritten, single-spaced pages) regarding all observations.
- I recruited faculty mentors for all Communication Studies GTAs, follow up to ensure GTAs are communicating with their faculty mentors, and review faculty mentor observation reports.
- I prepared a confidential recommendation report for the Communication Studies HRT Committee regarding GTA applicants every semester.
- I coordinated adoption of a custom textbook to be utilized in all sections of COMM 150.
- I responded to questions and concerns voiced by all COMM 150 instructors.
Author, “The Faculty Experience,” 6th Cycle Graduate Program Review, Communication Studies Department, SFSU, spring 2013 (10-page summary of faculty demographics, teaching, grants/awards, culminating experience work, interdisciplinarity, and overall quality indicators for the five-year period 2007-2012)

**Department Representative, Sneak Preview @ SFSU, 2013**

**Member, Hiring, Retention, Tenure (HRT) Committee, Communication Studies Department, 2012-13**
- participated in annual review of TT faculty member
- conducted a peer review of teaching for TT faculty member
- conducted two peer reviews of teaching for department lecturers
- participated in departmental hiring process for lecturers and GTAs

**Member, Curriculum and Advising Committee, Communication Studies Department, San Francisco State University, 2006-2012**
- This standing committee is charged with planning the departmental class schedule and reviewing all new course proposals.

**Member, Assessment Committee, Communication Studies Department, San Francisco State University, 2011-2012**
- This standing committee coordinates and institutes assessment plans within the department.

**Undergraduate Advising Coordinator, Communication Studies Department, San Francisco State University, 2007-2009**
- In addition to my regular advising duties, I provided initial advising to students changing their major to Communication Studies or who transferred to SFSU as Communication Studies majors. This involved both GE and major advising after reviewing the student’s DARS report or transcripts and, if applicable, an ASE. I also responded to telephone and e-mail inquiries forwarded by our Administrative Analyst.
- I produced written advising materials in response to expressed faculty and staff needs and concerns.

**Advisor, Communication Studies Department, San Francisco State University, 2006-present**
- I meet regularly with undergraduate Communication Studies majors to review their degree progress and sign graduation applications.
- I signed over 50 graduation applications for the academic year 2008-2009 (26% of the department total).
- I signed 12% of Communication Studies graduation applications for the academic year 2009-2010.
- I signed approximately 15% (37 of 250) of Communication Studies graduation applications for the academic year 2010-2011

**Graduate Teaching Assistant Mentor, Communication Studies Department, San Francisco State University, 2006 (fall), 2007 (spring/fall), 2008 (spring), 2009 (spring)**
- I observed my GTA mentees on two occasions (once on a day they were leading lecture/discussion and once on a student speech day), providing extensive written feedback regarding each observation.

**Member, Hiring Committee, Communication Studies Department, San Francisco State University**
- Quantitative Methods position, 2006
- Rhetoric position, 2012
- Performance Studies position, 2013

**Department Representative, IDEA dinner, San Francisco State University, Fall 2006**

**College and University Service**

**Member, Professional Development Council, College of Liberal and Creative Arts Representative, San Francisco State University, 2012-13**

**Member, Professional Development Council, CTFD Advisory Committee Representative, San Francisco State University, 2011-2012**
Member, Center for Teaching Faculty and Development Advisory Board, College of Arts & Humanities Representative, San Francisco State University, 2011-13
  * Committee Co-chair 2011-2012
  * Committee Vice-Chair 2012-2013

Member, Student Research Competition Committee, College of Arts & Humanities, San Francisco State University, 2011-13

Member, Gerontology Interdisciplinary Faculty Council (GIFC), San Francisco State University, 2006-2008

Member, Gerontology Interdisciplinary Faculty Council Curriculum Committee, San Francisco State University, 2006-2008

Member, Faculty Hearing Panel, San Francisco State University, 2007-

Presentation Coach, CSU Student Research Competition, 2007; 2010; 2011
  • “The competition is held to promote excellence in undergraduate and graduate scholarly research and creative activity by recognizing outstanding student accomplishments throughout the twenty-three campuses of the California State University.”
  • The Political Science graduate student I coached in 2010 earned 2nd place in her division of the CSU Research Competition
  • The Business Administration graduate student I coached in 2011 earned 1st place in his division of the CSU Research Competition

Judge, CSU Student Research Competition in the area of Humanities and Letters, San Francisco State University, 2007

Disciplinary Service

Ad hoc Reviewer, Health Communication, 2011-

  • I co-founded the Bay Area Undergraduate Communication Research Conference in 2009.
  • I have created calls for submissions; received submissions; programmed papers and recruited panel respondents/chairs; created panel chair, panel respondent, and presenter guidelines; created “local host” materials for conference attendees; and participated in general decision-making and logistics regarding the conference.
  • I regularly serve as a panel respondent for the conference.

Panel Chair, Applied Communication Division, National Communication Association, 2008

Reviewer, Applied Communication Division Research Award Committee, National Communication Association, 2007
  • I read nominated books and journal articles, rating and ranking all nominations and providing written justification for my top-ranked selections.

Reviewer, competitive paper and panel submissions, Communication and Aging Interest Group, National Communication Association, 2007 convention

Panel Chair, Health Communication Interest Group, Western States Communication Association convention, 2007
Reviewer, competitive paper and panel submissions. Health Communication Interest Group, Western States Communication Association, 2007 convention

Reviewer, Communication Studies, 2003-2006

Reviewer, Communication Studies, special health communication issue, 2001

Legislative Assembly Representative, Health Communication Division, Western States Communication Association Convention, 1997 & 1998

Convention Coordinator, Northwest Communication Association Convention, 1997

Panel Chair, Communication Theory Division, Western States Communication Association Convention, 1997

Creative Project Committees (Communication Studies)

Evony Avlar, 2013
* I did not serve as a final committee member due to sabbatical, but worked intensively with Evony for five months to guide the literature review framing her project

Sylvia Cis, May 2012 (committee chair)
Couples living with ALS: Managing challenges and maintaining relationship

Suzanne Pullen, May 2010
Giving birth to death: An ethnographic performance exploring stillbirth memorable messages

Thesis Committees (Communication Studies)

Jennifer Hardy, August 2011 (committee chair)
Adult sibling communication after parental death: A relational dialectics approach

Holly Logan, August 2011
The unexpected diagnosis of Down syndrome: What communication behaviors produce satisfaction

Evan Young, May 2011
Attributes of recycling as an innovation and environmental knowledge, talk, and activism

Comprehensive Exam Committees (Communication Studies)

Interpersonal Communication/Organizational Communication—Kelly Sepich, 2013
Interpersonal Communication/Small Group Communication—Britney Stewart, 2013 (chair)
Interpersonal Communication/Small Group Communication—Ben Linzer, 2011
Interpersonal Communication/Quantitative Research Methods—Sanam Darougar, 2011
Critical Pedagogy/Coaching Forensics—Anthony Bernacchi, 2010 (chair)
Interpersonal Communication/LSI Research Methods—Rene Posey, 2010
Interpersonal Communication/LSI Research Methods—Monica Moffit, 2010 (chair)
Interpersonal Communication/Quantitative Methods—Shagundep Kaur, 2010 (chair)
Interpersonal Communication/Ethnography—Amber Kuipers, 2009
Interpersonal Communication/Intercultural Communication—Lisa Chen, 2008
Culminating Experience Committees (Gerontology)

Second Reader, Laura Guluzzy, May 2013  
*Intergenerational communication with aging & diversity for an age-integrated society*

Second Reader, Caroline Alcantara, May 2013  
*Dementia and the self within*

Second Reader, Geri Thomas, May 2012  
*Geriatric case management for persons with developmental disabilities*

Second Reader, Letty Wong, 2009  
*Communicating with patients with dementia: Hospice volunteer training*

Second Reader, Jennifer Cancino, 2008  
*Starting and developing a teleconference activity program for homebound older adults*

Second Reader, Betty Burr, 2007  
*Mid-term evaluation of the Get Up & Go Transportation and Socialization Program at the Peninsula Jewish Community Center in Foster City, CA*

Senior Project Committees

Rona Asuncion, Industrial Design, 2012  
*“Say Hi to Grandma”: Creating a Skype Interface for Older Adult Users*
CURRICULUM VITA

Frederick W. Isaacson
Associate Professor
Department of Speech and Communication Studies

Professional Education

Degrees

Ph.D.  University of Denver
Denver, CO  Speech Communication

M.A.  San Francisco State University
San Francisco, CA  Speech Communication

B.A.  San Francisco State University
San Francisco, CA  Speech Communication

Professional Experience

Teaching Experience

Associate Professor, Dept. of Speech and Communication Studies,

Visiting Associate Professor, Haas School of Business, MBA Program, University of California, Berkeley, 2009-present.

Lecturer, Dept. of Speech and Communication Studies,
San Francisco State University, 8/82-8/97.

Instructor, Business Administration, San Francisco Community College,
9/80-9/82.

University Professor, Department of Communication Science,
Governors State University, University Park, Illinois, 9/72-5/76.

Teaching Effectiveness

Courses Taught at San Francisco State University
COMM 150: Fundamentals of Oral Communication
COMM 160: Introduction to Speech and Communication Studies
COMM 250: Argumentation and Advocacy
COMM 351: Public Speaking
COMM 353: Speech for the Classroom Teacher
COMM 355: Management Communication
COMM 366: Persuasion
COMM 444: Rhetoric of the Media
COMM 444: Rhetoric of the Media (GWAR)
COMM 521: Group Discussion
COMM 522: Organizational Communication
COMM 695: Internship/Service-Learning in Speech Communication
COMM 698: Service Learning in Speech Communication
COMM 742: Group Communication Research
COMM 850: Seminar in Teaching Speech Communication
COMM 851: Internship in Teaching Speech Communication
COMM 852: Supervision of Teaching Speech Communication

Courses Taught at Governors State University

COMM 200: Communication Theory
COMM 350: Persuasion
COMM 400: Communication Trends and Futures
COMM 420: Organizational Communication
COMM 460: Mass Communication and Society
COMM 520: Interpersonal Communication
COMM 600: Advanced Public Speaking

Courses Taught at San Francisco Community College

Personnel Management
Communication for Supervisors

Student Evaluations of Teaching Effectiveness at San Francisco State University

A summary of teaching effectiveness is listed on the following page. The numerical information is presented in percentages of students who “Strongly Agreed” and “Agreed” on teaching effectiveness in courses taught from spring, 1992 to spring, 2000. From the fall, 2000, to the fall, 2012 semesters, course evaluations have been based on a five-point scale, a score of “1” representing the most favorable student rating. Over these semesters, my scores for all classes taught have averaged 1.11 (see WPAF for individual course scores).
Teaching Awards and Recognition (San Francisco State University)

- Meritorious Performance and Professional Promise Award (1989-90)
- Commendation for excellence in advising (1993-94)
- Student Recognition of Excellent General Education Teaching (1994-95)
- Commendation for excellence in Liberal Studies Teaching (1996-97)
- Student Recognition of Excellent General Education Teaching (1998-1999)
- Honoree at SFSU Celebration of Service 2000
- Certificate of Merit for faculty leadership of Communication Association (2000)
- Nominated by President Corrigan for the National Thomas Ehrlich Award, 2002 (for contributions to service-learning to department, university, and community)

Curricular Development

SPCH 355: Management Communication (co-developer).
This course provides training in public speaking, interviewing, interpersonal and group communication in a business/organizational context.

SPCH/CHS 695: Speech Communication/Humanities Internship.
This course allows students to augment and complement concepts learned in the classroom with applied communication skills gained through direct participation with an outside professional agency. Developed a Web site containing internship course materials that can be accessed by students and internship supervisors. Course now titled and combines “Internship/Service-Learning in Speech Communication.”

SPCH 698: Service Learning in Speech and Communication.
This course integrates volunteer community service with active, guided reflection into the speech communication curriculum. A balance between community service and reflection provides better community service and enriches student learning and application of communication skills and theory.

COMM 742: Graduate Seminar in Group Communication.
Analysis of group communication and research, identification and evaluation of group networks, leadership traits, communication and observational methodologies.

Graduate Supervisory Committee Service (completed in conjunction with the Master of Arts in Speech and Communication Studies.)


Rice, Donald (1999). Comprehensive Examination Committee Chair and Reader.

Anaya, Raquel (2000). Comprehensive Examination Committee Chair and Reader.


Kim Baylor (2002). Master’s Thesis Chair (Title pending).


Michelle Alfiere (2011). Comprehensive Examination Chair and Reader.


Britney Stewart (2013). Comprehensive Examination Chair and Reader.

Jing Xinyuan (2013). Comprehensive Examination Chair and Reader.
Professional Awards and Grants


San Francisco Urban Institute Community Service Learning Curriculum Development Award for faculty release time, student research assistance, and curriculum materials (Fall, 1998). Service Learning in Speech and Communication Studies (course scheduled for spring, 1999).


Office of Community Service Learning (spring, 2001). Development award for faculty release time, student research assistance, and curriculum materials for developing service learning curriculum for all performance courses.

Professional and Civic Activities

Service to the Campus and Community

A. Service to the Campus

University Committees

Campus Career Alliance, 1996 – present
Community Connections Project, 1997 – present
Colloquium on Community Service Learning, 1998-present

College of Humanities Representative to the University Interdisciplinary Council, (1999-2005). Elected for a second three-year term (2002-2005). Served as Chair of this committee (2002-2003 Academic Year). The Council reviews all university interdisciplinary programs and has developed a campus-wide assessment of student interdisciplinary analytic skills.

Grade Appeal Committee, College of Humanities (2007-2008 Academic Year).

Internship supervisor for students pursuing the culminating field experience for the University’s Conflict Resolution Certificate (2007 to present).

Departmental Committees and Other Work

Internship Director/Service-learning, August 1983 to present.
Responsibilities include:
1. developed new internship and service-learning placement opportunities (currently over 250 placements created—30 alums and former interns are now professionals who sponsor internships or service-learning opportunities for our program),
2. selected site visits to participating agencies,
3. providing three internship/service learning workshops each semester,
4. career development consultation,
5. supervising interns in the field,
6. negotiating internship responsibilities with participating agencies,
7. assessing student evaluation reports of internship/service-learning experiences,
8. helping students develop professional portfolios.
9. organize guest panels of communication professionals
10. maintain web site for internship and service-learning resources.
11. Developed and supervised internship/service-learning opportunities for students pursuing the Conflict Resolution Certificate.

Basic Course Director, August 1996 to August 1997 and August 2002-2005.
Responsibilities included:
1. teaching SPCH 850: Seminar Teaching Speech Communication.
2. monitoring graduate interns assigned to sections of SPCH 150: Fundamentals of Oral Communication; monitoring progress with “master” teachers during the semester; providing recommendations to the Department’s H.R.T.P. Committee for eligible interns who have applied to teach SPCH 150 as Graduate Teaching Assistants.
3. monitoring graduate teaching associates assigned to teach their own sections of SPCH 150, coordinating classroom visits with their faculty mentors (who are assigned by me), as well as providing one-on-one advice and support in relation to classroom situations that may arise during the semester.
4. evaluating SPCH 150 waivers for the G.E. Area I oral communication requirement.
5. coordinate listserv forum for all instructors of Speech 150 (exchange curriculum ideas, course logistics and issues).

This event features presentations on career development strategies presented by alumni of the Department of Communication Studies. Two hundred students typically attend this event. Annual Career Day resumed, October, 2001. Panel of six professionals represents a variety of communication career areas. Career panels continue as a regular event for internship workshops in both the fall and spring semesters.

Responsibilities include:
1. selection and coordination of alumni speakers,
2. event planning and promotion,
3. event evaluation,
4. master of ceremonies.

Textbook Selection Committee for the Basic Course, 1997

Chair, Curriculum/Advising Committee, 1997-98
(Re-elected 1998-2000, 2010-2012.)
Responsibilities include:
1. course scheduling,
2. advising scheduling and procedures,
3. curriculum evaluation,
4. new course approval.

Chair, Hiring, Retention, Tenure, and Promotion Committee, 2008-09 Academic Year appointment.
Responsibilities include (committee wide):
1. coordinating the hiring of new faculty,
2. assessment of probationary faculty,
3. assessment an hiring of graduate teaching assistants,
4. decisions on the promotion of faculty,
5. decisions on the granting of tenure,
6. decisions on the granting of retention of lecturers and probationary faculty,

Facilitated a variety of opportunities for Communication Studies majors to observe the day-to-day activities of a communication professional in the field.
Faculty Adviser for Communication Association (departmental student organization).


Helped develop the new Segment III cluster, “Media Literacy,” Rhetoric of the Media (Speech 444) included in the cluster and satisfies the Department of Communication Studies Breath Area 8, Rhetoric and Political Communication.

Successfully sponsored and mentored Eileen Pippin, winner of the Sally Casanova Pre-doctoral Scholars award. Received a commendation from President Corrigan. Sponsored the successful application of Jennifer McCrea-Steele for the Leon Panetta Congressional Internship.

Wrote a letter for the successful application of Shannon Phalen for the Eva Lockey student scholarship.

Serves as “SFSU Faculty Expert” on service-learning and media and political communication. Give interviews to various media broadcast and print outlets.

Student Advising

Adviser to Speech and Communication majors, 1991-92, 1997 to present- (75) official advisees. Assist an equal number of non-advisees each semester for career development and service-learning opportunities.

B. Service to the Community

Consulting/Advising/Volunteering

Developed a comprehensive public speaking/service-learning workshop for the Plus Program at the University of California Medical Center (U.C.S.F.) for pediatric medicine. The program focuses on prepared and impromptu methods of community advocacy. The mission of the program is to “train and inspire future leaders in pediatrics to identify and address the varied issues that affect the health of underserved children in the San Francisco Bay Area (2008-present, an ongoing workshop offered annually).

Co-developed a communication workshop for IT professionals at the Cisco Corporation. The course was designed for the company’s diverse multi-cultural professionals who wished to improve their presentational speaking, interpersonal, and group communication skills, essential skills for ascendance to higher echelons of management.

Advised numerous nonprofit agencies on the selection and use of student interns for nonprofit community service. A sampling of the organizational diversity of placements includes the American Red Cross, March of Dimes, Holocaust Project, KQED, World Affairs Council, Marin Women’s Abuse Center, Academy of Sciences, California Legal Aids Services, Humane Society, Center for Investigative Reporting, Greenpeace, Community Boards, Special Olympics, Newcomer Leadership Project, SF School Volunteers, Greenbelt Alliance, Project Open Hand, Breast Cancer Project, Leukemia Society of America, St. Anthony Foundation, Amnesty International, Laguna Honda Hospital, Volunteer Center of SF.

Serve as storyteller for various Marin County elementary schools. (See WPAF for original story entitled, “The Magic Museum.”) Narrative designed to promote integration of art, storytelling, and visual literacy.

Service-Learning

Developed service-learning opportunities with 60 different community service agencies (see self-statement on contributions to the community).

Developed service-learning texts (see publications) that supply a toolkit and communication theory applications for instructors and students.

Make regular site visits to current and potential service-learning and internship agencies.

Professional Organizations

National Communication Association

Western Speech Communication Association

International Association of Business Communicators

Commonwealth Club

Publications


Conference Presentations/Papers


Other Conference Participation


Chair, Humor and Work Culture (competitive papers, Organizational Communication Interest Group), Western States Speech Communication Association, Denver, CO, February, 1998.

Chair, Tales from the Trenches (competitive papers, Organizational

Works in Planning

CURRICULUM VITAE

Mercilee MacIntyre Jenkins

Communication Studies Department
282 Humanities Building
San Francisco State University
San Francisco, CA 94132
(415) 338-1433

EDUCATION

University of Illinois at Urbana-Champaign: Ph.D., 1983.
  Dissertation topic: "Stories Women Tell: An Ethnographic Study of Personal
  Stories in a Women's Support Group."

San Francisco State University, California: M.A. Speech Communication, 1972.
  Thesis topic: "The Effect of Fantasy in Interpersonal Communication."

University of Michigan, Ann Arbor: A. B. Psychology and Speech and Hearing
  Science, Honors, 1968.

TEACHING EXPERIENCE

  seminar on ethnographic methods in Media Studies Program

San Francisco State University, California: Professor, 1990-present; Associate
  Professor, 1986-1990; Assistant Professor, 1982-1986.

San Francisco State University, California: Lecturer, 1980-1982, 1976-1977;

University of Illinois at Urbana-Champaign: Teaching Assistant, 1977-1978.

Santa Rosa Junior College, California: Andrieni Chair in Speech Communication,

Oregon State University, Corvallis: Instructor, Fall 1972, Summer 1973.

Courses Currently Teaching:

Seminar in Gender and Communication
Seminar in Field Research Methods
Gender and Communication (part of team which designed course)
Sexual Identity and Communication (designed course)
Women and Words (co-designer of course)
Ensemble Performance Workshop (co-designer of course)
Performance Theory & Practice (seminar)
Qualitative Methods in Communication and Performance (designed course)
Performance of Literature (Introduction to Oral Interpretation)

CREATIVE ACTIVITY

Theater

Professional Productions:


Winning, One act play, presented at Writers with Attitude 8th Annual Festival of Short Plays, Mill Valley, February 2012.


The Two Bit Tango. Author of a play adapted from a novel by Elizabeth Pincus. Main stage production June, 1997 and November 1996 by Miracle Theatre at Josie's Cabaret and Juice Joint, San Francisco. Staged reading January 28, 1996. (Co-author of first stage adaptation with Sara Felder and Paoli Lacy)


You Belong To Me. Author and performer of a solo performance piece on being an Adult Child of an Alcoholic. Performed at The Marsh, San Francisco, August 1989; the New Playwrights Project, San Francisco, June, 1988; the New England Women's Studies Conference, May 1988; Writers on Writing: The Writer-
Performer, San Francisco State University, April, 1988; and Life on the Water, San Francisco, March 1987.

**Legacies/Feminist and Fit.** Two solo performance pieces performed at the Point Arena Theater, July 1986.


**Russia.** A new Antenna Theater production premiered at Theater Artaud, February 1985. Conducted interviews and research with assistance of two students who worked on this as a special study project. Produced at the Brooklyn Academy of Music, December 1985.


**Amnesia.** Member of cast, Olympic Arts Festival, Los Angeles, July 1984. Bay Area Playwrights Festival VI, 1983. Member of the workshop which wrote and performed Amnesia, an experimental theatre production under the direction of Chris Hardman, director of the Antennae Theatre. Cast member of San Francisco production, February 18 through March 31, 1984.

**University Productions:**

**Feminist Follies & Other Failures.** Directed original graduate student show. Communication Studies Department. SFSU. Humanities Auditorium, 2012.

**Californication.** Director original student show. Communication Studies Department, SFSU, Humanities Auditorium, 2010.


**The Found Project.** Director original student show. Department of Speech & Communication Studies, SFSU, Humanities Auditorium, 2005
Baggage Claim and Customs, Director original student show, Department of Speech & Communication Studies, SFSU, Humanities Auditorium, 2003.


Census and Sensibility. Director, original student show, Department of Speech & Communication Studies. Performed at the Humanities Auditorium, San Francisco State University, Monday Night at The Marsh and Caffe Soma, 2000.

The Revolution Will Be Televised. Director, original student show, Department of Speech & Communication Studies. Performed at the Humanities Auditorium, San Francisco State University and Monday Night at The Marsh, 1999.

The Vagina Monologs. Performer, McKenna Theatre, San Francisco State University, 1999.

The Things We Never Say. Director, original student show, Department of Speech & Communication Studies. Performed at Humanities Auditorium, San Francisco State University and Caffe Soma, May 1998.

Straight Up Or With A Twist: Conversations and Stories. Director, original student show, Department of Speech and Communication Studies. Performed at the Cantina, San Francisco State University and Caffe Soma, May 1994.


Telling Secrets: Performances of Conversations and Oral Histories. Director, original student show, Department of Speech and Communication Studies. Performed at the Cantina, San Francisco State University, May 1992.

Reader's Theater Presentation of Orwell's 1984. Member of Ensemble of Readers from the Department of Speech and Communication Studies, McKenna Theater, San Francisco State University, October 1984 at a Forum on the Politics of Language and the Language of Politics and Asilomar '85.

Individual and group oral interpretation performances, University of Illinois at Urbana-Champaign, 1977-1979.

Broadcast
**Communication Studies**

**Publications**


"Ethnographic Writing is as Good as Ten Mothers." *Qualitative Inquiry*, 16 (2), 2010, 83-89.

"Selected Excerpts from The Fabulous Ruins of Detroit." *Qualitative Inquiry*, 16(2), 2010, 90-103.


"Teaching the New Majority: Guidelines for Cross-Cultural Communication Between Students and Faculty." Feminist Teacher, 5 (1990): 8-14, 46.


Guidelines for Cross-Cultural Communication Between Students and Faculty. (Mimeograph) San Francisco State University, 1984 (second set of guidelines).


"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." In Cross-Cultural Perspectives in the Curriculum, edited by Deborah Rosenfeld. San Francisco State University, 1982.


Fiction, Poetry & Creative Nonfiction


Gerontology


Papers and Presentations:


"Ethnographic Writing is as Good as Ten Mothers," paper/performance presented at Qualitative Inquiry Conference, May 2009.


Dr. Trivia Rotwit’s Lecture on Humor. Performance as Master of Ceremonies for evening performances at the International Humor Conference, Oakland, CA, 1999.


She Rises Like a Building to the Sky. Performance of excerpts from my play for panel, In Our Own Write: Writers Performing Their Own Work, Speech Communication Association Convention, San Diego, 1996.


Performance of excerpts from Sally Gearhart's writing for panel honoring her "Feminist Vision of Communication" at the Western Speech Communication Association, San Jose, CA, 1994.


"Race and Gender in the Classroom." Guest Speaker at the Association for Educators in Journalism and Mass Communication Convention, Washington, D.C., 1989.


"Who Needs Internships?: Professional Benefits for Faculty." Chair of panel sponsored by the Field Based Learning Council at Asilomar '85, Faculty Conference of San Francisco State University.

Cross Cultural Communication Panel and Workshop, presented by Speech and Communication Studies Faculty, Asilomar '85.


"Toward a Nonracist and Nonsexist Curriculum." Paper presented at Asilomar '81: The Urban University - Action in the 80's. Sponsored by San Francisco State University, 1981.


**Administrative Positions**

San Francisco State University
Graduate Studies Coordinator, Communication Studies Department, 2001-2004, 2007-2010

University of Illinois,
Office of Women's Studies, Assistant to the Director, 1978-1980. Full responsibility for development of undergraduate curriculum in women's studies and advising all undergraduate students who elect a major or minor in this area. Designed a Teacher Education Minor in Women's Studies, approved 1980.

Santa Rosa Junior College,
Faculty Advisor of Women's Center and Co-ordinator of Re-entry Program for Women, 1973-1974. Responsible for running drop-in center including supervising paid and volunteer staff, working with other administrative units on campus and establishing program to encompass needs of range of women students.

PROFESSIONAL ACTIVITIES AND AWARDS

University Service

Chaired or served as a committee member on 14 theses committees, 15 creative projects, and 30 comprehensive exams in the Department of Communication Studies. Served on one master and two doctoral committees, one masters committee in Human Sexuality Studies, two doctoral committees in Speech Communication, and two creative projects in Inter Arts.

Coordinator, moderator and writer/performer for first annual SWAN DAY (Support Women Artists Now) as part of Women’s History Month, March 2008.

Faculty Advisor and performer for first annual Faculty and Graduate Student Performance Hour, December 2007

Member of Chair Review Committee 2007.


Member of San Francisco State University Oral Interpretation Festival Planning Committee, 1998-99.

Member of Academic Senate and Faculty Affairs Committee, 1998-1999.

Member of Multicultural Perspectives in the Curriculum Committee, School of Humanities Representative, 1992-1997.


Member, Performance Salary Step Increases Committee, School of Humanities, Fall 1997.


Judge for High School Speech Tournament, San Francisco State University, 1993 and 1994.


"From Private to Public Performance: Out of the Kitchen and Onto the Stage." Workshop. Pauline Nelson Oral Interpretation Festival, San Francisco State University, November 1990

Member, Search Committee for Women's Studies Faculty position, Spring 1990.

"Out of the Kitchen and onto the Stage: Performing Life Stories." Lecture/demonstration for the Humanities Club, San Francisco State University, December 1989.

Member, University Search Committee for Associate Dean of Faculty Affairs, 1989.

Member, Curriculum Committee, Department of Speech and Communication Studies, 1980 to 1986, 1995.

Member, Administrative Review Committee for Don Casella, Spring 1987.

School of Humanities Representative Field Based Learning Council, 1982-1987.

Presentation of Faculty/Student Relationships for Minority and Women Engineering Program, Spring 1986.
Workshop conducted on Faculty/Student Interaction in a Multicultural University. New Faculty Orientation, 1985.

Presentation on gender and Language for English 425. Video taped as part of a grant received by Sandy McKay.

Member, Faculty Development Committee, Spring, 1986.

Collegial Assistance: What You Fellow Faculty Can Do For You. Workshop conducted for Project on Effective University Teaching, San Francisco State University, May 1985.

Member of Resource Panel, Project on Effective University Teaching, 1985-1986.

Associate Chair, Department of Speech and Communication Studies, San Francisco State University, 1984-1986. Responsible for all curriculum and advising matters including scheduling classes and review of new course proposals.

Chair, Field Based learning Council, San Francisco State University. 1984-1986.


Mentor for the Office of Student Affirmative Action, San Francisco State University.

Guest lecturer two sections Management 405 on fundamentals of oral communication, Spring 1985.

"Sexism in the Classroom." Workshop conducted for the Music Department, San Francisco State University, March 27, 1984.

"Stories Women Tell: Cooperative Conversation Among Women." Lecture presented at the Humanities Club, San Francisco State University, October 1983.

Oral Interpretation guest lecture and performance for 150 sections Summer and Winter sessions, 1983.

Designed one unit Mentorship course, Speech 230, also listed as CHS 230. Participated in implementation of course for Spring 1983.

School of Humanities Representative, Field Based Learning Council, San Francisco State University, 1982-1984.

Chair, Curriculum Committee, Department of Speech and Communication Studies, San Francisco State University, 1983-1984.
The Workplace as a Course "Laboratory": The Value of Integrating Working and Learning. Exxon Grant, San Francisco State University, 1981. Faculty participant.

Member, Graduate Studies Committee, San Francisco State University, 1981-1982.

Community and Professional Service.

Dramaturg for Brian Freeman's new play, Here and There, reading presented by Magic Theatre, 2007.

Reviewer for Journal of Qualitative Inquiry, Text and Performance Quarterly and Sage Publications.

Member of Editorial Board, Kaleidoscope: A graduate journal of qualitative communication research. Department of Speech Communication, Southern Illinois University, 2002-present.


Dramaturg for Brian Freeman's new play, Civil Sex, produced in Washington, D.C. and San Francisco, 1997.

Reviewer of manuscripts for Journal of Homosexuality, 1995-present.

Member, History Committee, San Francisco Women's Building, 1995- to present.


Board of Directors, Tale Spinners Theater, 1993 - 1996.


"Cultural Diversity as a Resource in the Classroom." Workshop presented at Cabrillo Community College, Santa Cruz, CA August, 1992.


"Teaching the New majority." Workshop conducted for New Faculty Orientation, San Francisco Community College, August 1989.


"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop conducted for Humanities and Social Sciences Educational Equity Project, California State University, Fullerton, May 1988.

"Student-Faculty Communications." Lecture presented to the American Association of Women in Community and Junior Colleges in conjunction with the California Community College Chancellor's Office, San Francisco, May 1988.

"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop conducted at the California State University, Pomona, March, 1988.
"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop to be conducted for Women's Studies Faculty at California State University, Hayward, May, 1987.

"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop conducted at California State University, Fullerton, November 1984.


"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop conducted at California State University, Hayward, February 1984.

"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop to be conducted at California State University, Dominguez Hills, May 1984.

"Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." Workshop conducted at California State University, Humbolt, March 1984.

"Student-Faculty Communication: Cultural Diversity as a Resource." Workshop conducted at California State University, Chico, sponsored by the Chancellor's Grant for Mainstreaming Cross-Cultural Perspectives into the Teacher Preparation Program, the Bilingual Program, and the Department of Education, March 2, 1984.

"Faculty-Student Interactions in the Cross-Cultural Classroom." Workshop conducted at the Cross-Cultural Enrichment of the Curriculum Statewide Conference, California State University, San Francisco State University, February 1984.

Reviewed materials concerning employability skills of general studies students, Far West Laboratory, San Francisco, California, 1983.

Conducted a workshop on gender and communication in the classroom, Chico State University, Chico, California, March 1983.

Consultant, Cabrillo Community College, Faculty In-Service Training, Santa Cruz, California, 1980.

Conducted workshop with Cheris Kramarae on women in groups at Greening of Women's Studies Conference, Great Lakes Women's Studies Association: Chicago, January, 1987.

Guest Lecturer, University of California at Santa Cruz, journalism class; "Getting Established as a Free Lance Writer," March 1975.

Guest Lecturer, Sonoma State University, California, women's studies class; "Women in the Media," February 1974.

Awards and Grants

Outstanding Contributions to Performance Studies Award, Performance Studies Interest Group, Western States Communication Association, 2009.

Theatre Bay Area Showcase winner, excerpt presented at TheatreWorks, New Works Festival 2008.


Zellerbach Grant for production of She Rises Like a Building to the Sky, 2003.

Horizons Foundation Grant to finish collaboration with composer on She Rises Like a Building to the Sky, 1999.

California Institute of Contemporary Arts, Contest Winner for play, Dangerous Beauty, 1997.

Horizons Foundation Grant to produce a radio adaptation of A Credit to Her Country, 1997.

San Francisco Arts Commission Cultural Equity Grant for She Rise Like a Building to the Sky, a play based on the history of the San Francisco Women's Building, 1996.


Awarded Sabbatical 1995-1996 for Women Make History, theatrical presentation based on the oral histories of the founders of the Women's Building, San Francisco.

Horizon Foundation Grant for research and development of A Credit to Her Country, 1994.
Awarded 0.2 release time for Spring 1994 semester by the Research and Professional Development Committee for development of *A Credit to Her Country*.


Awarded 0.2 release time for Fall 1989 semester by the Research and Professional Development Committee.

Awarded Sabbatical Fall 1988 for *Presenting Mrs. Latamore*, play produced by Tale Spinners Theater.

Educational Equity Grant, April 1987. Co-recipient: Susan Shimanoff for research on gender and small group communication.


Recipient of a faculty Affirmative Action Grant, Spring 1984.


Faculty Consultant (.25 release time, Fall 1982), Cross-Cultural Perspectives in the Curriculum, second year of funding, Chancellor's Maxigrant. Responsible for research and development of three teaching modules designed to enhance faculty interactions with students of color in teaching and advising. Conducted workshops with San Francisco State University faculty in the Spring of 1983 using the materials developed.

Faculty Consultant, Cross-Cultural Perspectives in the Curriculum, 1981-1982. Funded by a Chancellor's Maxigrant. Researched and wrote "Student-Faculty Communication: Cultural Diversity as a Resource in the Classroom." San Francisco State University.

Field Test Director, Curriculum Analysis Project for the Social Sciences, 1980-1981. Funded by the Women's Education Equity Act Program, Department of Education. Revised curriculum materials on the basis of the evaluations of 18 faculty members at six institutions.

Graduate College Dissertation Research Grant, University of Illinois, 1980.
Summer Fellowship, Department of Speech Communication, University of Illinois, 1979.

Summer Grant for Interdisciplinary Studies, University of Illinois, 1978 with Marianne Ferber, Professor of Economics, to design introductory interdisciplinary women's studies course integrating social science material in this area.

Professional Organizations

The Association for Theatre in Higher Education
National Communication Association
Western Speech Communication Association
Organization for Research on Women and Communication
Theatre Bay Area
Dramatists Guild
The Artists Development Lab
Playwrights Lab
Curriculum Vitae

Amy K. Kilgard

Communication Studies Department
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-2245
akilgard@sfsu.edu

Education and Professional Experience

Education

Doctor of Philosophy, Southern Illinois University, Carbondale, IL (August 2004)
Department of Speech Communication
Specialization: Performance Studies
Secondary Areas of Study: Theatre Directing, Performance Art, Critical Cultural Studies, Critical Pedagogy
Dissertation Title: "Articulating Directing Performances: Viewpoints, Process, and Collage"
Dissertation Chair: Dr. Craig Gingrich-Philbrook
Award: Recipient of Delyte and Dorothy Morris Doctoral Fellowship (August 1997-August 2000)

Master of Science, Southern Illinois University, Carbondale, IL (August 1998)
Department of Speech Communication
Specialization: Performance Studies
Research Report Chair: Dr. Elyse Pineau

Bachelor of Art, University of North Carolina, Chapel Hill, NC (May 1995)
Majors: Dramatic Arts and Speech Communication
Honors Directing Thesis: A Piece of My Heart by Shirley Lauro
Thesis Chair: Nancy Lane
Graduated with Distinction and Highest Honors

Professional Positions

Associate Professor, Communication Studies Department, San Francisco State University
(August 2010-present)
Assistant Professor, Communication Studies Department, San Francisco State University  
(August 2004-August 2010)

Lecturer, Department of Speech and Communication Studies, San Francisco State University  
(August 2003-August 2004)

Graduate Assistant as Technical Director of the Kleinau Theatre, Southern Illinois University  
(August 2001-May 2002)

Graduate Teaching Assistant, Southern Illinois University (August 2000-May 2001)

Teaching Effectiveness

Courses Taught

San Francisco State University

SPCH/COMM 150: Fundamentals of Oral Communication
SPCH/COMM 362: Introduction to Oral Interpretation
SPCH/COMM 363: Oral Interpretation of the First Person Voice
SPCH/COMM 496: Performance Art: Aesthetic Communication Criticism
SPCH/COMM 503: Communication and Gender
SPCH/COMM 663: Qualitative Methods in Communication and Performance
SPCH/COMM 696: Ensemble Performance Workshop
SPCH 697/797: Performance Theory and Practice in Communication
COMM 697: Advanced Performance Studies
COMM 700: Introduction to Graduate Study
COMM 872: Field Research Strategies
SPCH/COMM 780: Seminar in Performance Art, Communication, and Culture

Southern Illinois University Carbondale

SPCM 101: Introduction to Oral Communication: Speech, Self, and Society
SPCM 201: Performing Cultures
SPCM 390F: Applied Communication: Performance Studies, Kleinau Theatre Production

Masters Degree Committee Membership

Chair

Allen Conkle, “Performing the Bunny: Disidentification, Interpellation, and Survival,” Creative Project (In progress)
Miranda Olzman, “Queering Fat,” Creative Project (In progress)
Erik Christiansen, “Labor Unions: Power and the People,” Creative Project (May 2012)
Vincent Chandler, “complicate(d) and trouble(d),” Creative Project (May 2009)
Nathan Steele, “Traversing the Taboo: Crossing Bridges and/or Making Connections,” Creative Project (August 2008)
Alexis Litzky, “Mourning Activism: Vanguard Politics After All the Words Have Been Said,” Creative Project (May 2008)
Eileen Pippins, “’Mama Use to Say...’ Explicit and Implicit Messages of Empowerment and Achievement from African-American Mothers to Their Daughters,” Creative Project (May 2007)

Committee Member

Joven Chacon, “Graphic Fiction as Communication Studies Method,” Creative Project (In progress)
Sylvia Cis, “ALS: A Look at the Heroic Couples that Face this Challenge Daily,” Creative Project (May 2012)
Marlon Burns, “Zombie Intervention,” Creative Project (May 2012)
Katelyn Willoughby, “Community Capacity Building through Social Media: A Case Study,” Creative Project (May 2011)
Michell Alfiere, Comprehensive Exams (May 2011)
Vince Alvarez, Comprehensive Exams (May 2011)
Angela Gregory, Comprehensive Exams (May 2011)
Kristi Pen Wilson, Comprehensive Exams (May 2011)
Crystil Turner, Comprehensive Exams (May 2011)
Mich Ganzerla Wells, Comprehensive Exams (May 2011)
Tony Bernacchi, Comprehensive Exams (May 2011)
Andre Echenique, Comprehensive Exams (May 2009)
John Ryan, Comprehensive Exams (May 2009)
Amber Kuipers, Comprehensive Exams (May 2009)
Songrui Liu, Comprehensive Exams (January 2009)
Crystal Ammari, Comprehensive Exams (January 2008)
Kat Arnolfo, Comprehensive Exams (May 2006)

Awards

Nominated, Thomas J. Pace Award for Excellence in Teaching, SIUC (April 2001)

Professional Achievement and Growth

Publications, Creative Work, Presentations

Invited Guest Artist Residencies and Performances

In Spring 2013, I was granted sabbatical to tour my one-person show Triskaidekaphobia: 13 Consumer Tragedies. I was invited to a number of universities and colleges to perform the show and to guest lecture in classes, conduct workshops, and meet and work with students.

University of Northern Iowa
  • Guest lecturer in two undergraduate performance studies classes
  • Performance, April 24, 2013, Sponsored by the Communication Studies Department

St. Cloud State University
  • Guest lecturer in one undergraduate performance studies class
  • Performance, April 18, 2013, Sponsored by the Communication Studies Department

Des Moines Area Community College (DMACC)
  • Guest lecturer in two undergraduate classes
• Performance, April 16, 2013, Sponsored by XXX

Sierra College, Sacramento, CA
• Performance, March 18, 2013, Sponsored by the Department of Communication Studies and HaveStoryWillTell

California State University, Northridge
• Guest lecturer in one undergraduate and one graduate performance studies class, March 12-14, 2013
• Performance, March 14, 2013, Sponsored by the Department of Communication Studies

Southern Illinois University, Carbondale
• Guest lecturer in two graduate performance studies classes, Feb. 25-26, 2013
• Workshop presented: “Collage as a Method for Devising Solo Performance,” Feb 27, 2013
• Office hours meetings with performance studies graduate students, Feb. 26-27, 2013
• Performance, March 1, 2013, Sponsored by the Department of Speech Communication and the Student Fine Arts Activity Fee

Florida Gulf Coast University
• Guest lecturer in three undergraduate communication studies classes and one undergraduate honors arts class, Jan. 16-17, 2013
• Performance, Jan. 18, 2013, Sponsored by the College of Arts and Sciences, the Honors Program, the Department of Communication and Philosophy, and the Department of Visual and Performing Arts

University of South Florida
• Guest lecturer in undergraduate performance studies class, Jan. 10, 2013
• Performance, Jan. 11, 2013, Sponsored by the Department of Communication

San Jose State University
• Performance, December 1, 2012, Sponsored by the Department of Communication Studies

Peer Reviewed Journal Articles


Chapter in Edited Book


Encyclopedia Entries


Externally Critiqued Directing Work

*Neighborhood Watch*, Director, San Francisco State University, Ensemble performance, Cast generated material (May 2006)

Non-Externally Critiqued Directing Work

*Dragons and Dresses and Ducklings, Oh, My!*, Adaptation of LGBTQ children’s books, Director, San Francisco State University and San Francisco Public Library, San Francisco, Adaptation of literature (May 2011)

*He Was Still Born*, Written and Performed by Suzanne Pullen, Director, San Francisco State University, San Francisco, New solo performance (April 2010)

*Fo/Faux!* Short works inspired by Dario Fo, Director, Eastenders Repertory Company, San Francisco, New play development (March 2010)


*complicate(d) & trouble(d)*, Written and Performed by Vincent Chandler, New Langton Arts, San Francisco, New solo performance (February 2009)

Help Wanted, Director, San Francisco State University, Ensemble performance, Cast generated material (May 2007)

20/20, by Paul Heller, Play Development Workshop, San Francisco, New play development (January 2006)

She Rises Like a Building to the Sky, by Mercilee Jenkins, Director, San Francisco State University, Ensemble performance, New play development (May 2004)

Splintering Civility, by John Pea, Director, Kleinau Theatre, SIUC, New performance, Viewpoints work, Collaborative process (October 2001)

Slippin’ Mickeys, Director/Author, Kleinau Theatre, SIUC, Ensemble production, Cast generated material, Viewpoints work (March 2001)

Break, by Marc Herb, Director, Lab Theatre, SIUC, New play, Play development with playwright and actors (March 2001)

Oh, For Art’s Sake!, Director/Author, Kleinau Theatre, SIUC, Ensemble production, Collaborative process, Viewpoints work (November 1999)

Little Shop of Horrors, by Ashman and Menken, Director, Carbondale Community Arts, Carbondale, IL, Musical production, Work with youth cast (August 1999)

Seeing Red, by Jill Hildebrandt, Director, Kleinau Theatre, SIUC, New performance, Ensemble work, Text development (February 1999)

The Attic, by Lynn Eaton, Director, Playwrights’ Workshop, Lab Theatre, SIUC, New play, Play development with playwright and actors (July 1998)

Figuring Form, by Pamela Christian, Assistant Director, Kleinau Theatre, SIUC, New performance, Text development (February 1998)

Leaning Towards Infinity and Leaving Queens, Directing/Production Intern, Women’s Project and Productions, New York, NY (February-March 1996)

Junior Directing Intern, New Jersey Shakespeare Festival, Madison, NJ (Summer 1995)

A Piece of My Heart, by Shirley Lauro, Director, Lab! Theatre, UNC-CH, Honors Thesis production, Ensemble cast (April 1995)
by Romulus Linney, Directed by David Hammond, Assistant to the Director, Playmakers Repertory Company, Chapel Hill, NC (March 1995)

22 and Never, by Rachel Gathercole, Director/Adaptor, Writers’ Showcase, UNC-CH, Short story adaptation, Text development (April 1994)

J.B., by Archibald MacLeish, Director, Lab! Theatre, UNC-CH, Thrust staging, Large ensemble cast (March 1993)

Externally Reviewed/Published Performance Work


Non-Externally Reviewed Performance Work


Kilgard, Amy K. “Seven Tragedies of Consumer Desire.” Solo performance, Performed at: San Francisco Theater Festival, San Francisco, CA (September 2012); and Words First at CounterPULSE, San Francisco, CA (March 2012)

Kilgard, Amy K. “Open on 13.” Solo performance, CSU Summer Arts, Monterey, CA (July 2012)

Kilgard, Amy K. “Ride Nazi and Other Epithets,” solo performance, Performed at: Welcome Days, SFSU (August 2009); Faculty and Graduate performance showcase, SFSU (May 2009); and Storytelling at Farley’s, San Francisco, CA (April 2009)


Kilgard, Amy K. “9/11 Miracles,” original solo performance, Mondays at the Marsh, Marsh Theatre, San Francisco, CA (June 2005)

Kilgard, Amy K. “Target Practice,” original solo performance, Mondays at the Marsh, Marsh Theatre, San Francisco, CA (March 2005)


“Hitting the Bull’s-eye,” original solo performance, An Evening of Graduate Student Performances, Kleinau Theatre, SIUC (September 2002)

dreadmachine, written/directed by Craig Gingrich-Philbrook, Sister Aesthetica, Kleinau Theatre, SIUC (February 2002)

“Electrocution,” original solo performance, An Evening of Graduate Student Performances, Kleinau Theatre, SIUC (September 2001)


Stain Upon the Snow, adapted/directed by John T. Warren, Narrator, Kleinau Theatre, SIUC (March 2000)

“The Cockroach Game,” original solo performance, Graduate Student Spotlight Hour, Kleinau Theatre, SIUC (September 2000)

“Disney Storybook,” original solo performance, Spotlight Performance Hour, Kleinau Theatre, SIUC (May 1999)

Contagion, adapter/directed by Craig Gingrich-Philbrook, Aunt Charlotte, Kleinau Theatre, SIUC (April 1999)

The Menstrual Show: A Period Piece, written/directed by Dacia Charlesworth, ensemble member, Kleinau Theatre, SIUC (April 1998)

“Hanging On,” original solo performance, Graduate Student Spotlight Hour, Kleinau Theatre, SIUC (September 1998)

Alias Grace, by Margaret Atwood, adapted/directed by Elyse Pineau, Lydia, Kleinau Theatre, SIUC (October 1997)
Kilgard, Amy K. Excerpt from *Triskaidekaphobia: 13 Consumer Tragedies*. Bay Area Performance Platform, Davis, CA (April 2012)


Kilgard, Amy K. Panelist. “Great Creative/Pedagogical Ideas in Theatre, Film and New Multi-Media from Artists and Educators that Celebrate COMMunity.” Panel presented at the National Communication Association conference, Orlando, FL (November 2012)


Kilgard, Amy K. “Tossing and Turning: An Intergenerational Consumer Tragedy.” Performance presented at the Eighth International Congress of Qualitative Inquiry, Urbana-Champaign, IL (May 2012)


Kilgard, Amy K. Panelist. “Spotlight on Mercilee Jenkins, Winner of the 2010 Outstanding Contributions to Performance Studies Award.” Panel presented at the Western States Communication Association conference, Anchorage, AK (March 2010)

Kilgard, Amy K. “The Last Time I Wore a Dress.” Performance presented at the National Communication Association conference, Chicago, IL (November 2009)


Kilgard, Amy K. “You Are Now or Turning (on) Autoperformance or Interventionist Performance Pedagogy or Chaos as Praxis.” Paper presented at the National Communication Association conference, San Diego, CA (November 2008)


Kilgard, Amy K. “Finding Freedom.” Performance presented as part of the Educational Policy Board panel at the National Communication Association conference, Miami, FL (November 2003)


Kilgard, Amy K. “Performing Pedagogue in the Check-Out Lane.” Performance presented at the Central States Communication Association conference, Omaha, NE (April 2003)


Kilgard, Amy K. Director of “Oh, For Art’s Sake: From Carbondale to Seattle.” Production performed at the National Communication Association conference, Seattle, WA (November 2000)


Invited Presentations

Isn’t it Queer? Guest on Radio Program, WDBX, Carbondale, IL (February 2013)

Greenhouse Revolution, Guest on Radio Program, WDBX, Carbondale, IL (February 2013)


Performing Asian American Studies, Workshop facilitator for AAS 372 and ETHS 210 (March and April 2009)

Performance Ethnography, Guest Lecture for graduate course in ethnography, San Jose State University (April 2009)

Incorporating Performance Pedagogy in COMM 150, Guest Facilitator, GTA Orientation, SFSU (August 2007)

Incorporating Performance Pedagogy, Guest Lecture for COMM 850: Teaching Speech Communication (April 2007)

Using Performance in Class Presentations, Guest Lecture for SPCH 542: Intracultural Communication, SFSU (Spring 2006)

Hitting the Bull’s-Eye: Women Performing the Service Economy, Lecture, Women’s Studies Lecture Series, SFSU (April 2004)

Embodying Personal Narrative, Guest Lecturer for undergraduate Communication Studies course, Gustavus Adolphus College (January 2003)

Whiteness and Culture, Guest Lecturer for graduate Educational Administration and Higher Education course, SIUC (March 2002, March 2001)

Staging Communication of Diversity, Forum Theatre Workshops for undergraduate Speech Communication courses, SIUC (October 2001)

Maskmaking, Guest Lecturer for undergraduate Storytelling course, SIUC (September 2001)

Staging Classroom Possibilities, Forum Theatre Workshop for graduate teaching assistants, SIUC (February 2001)

Viewpoints for the Beginning Actor, Workshop for Introductory Acting courses, SIUC (February 2001)

Voice and Movement Work for the First-time Performer, Workshops in undergraduate Speech Communication courses, SIUC (October 2000)

Disney as Spectacle, Guest Lecturer for graduate Theatre course, SIUC (February 2000)

Diversity in the Classroom, Forum Theatre Workshop for graduate Speech Communication course, SIUC (November 1999)

Staging Communication of Diversity, Forum Theatre Workshops for undergraduate Speech Communication courses, SIUC (October and November 1999)
Undergraduate Teaching Assistant/Performance lab staff for introductory undergraduate Performance Studies course UNC-CH (January-May 1995)

Professional Development Workshop Participation

Participant. “Solo Performance Workshop.” Workshop with Martha Rynberg, San Francisco, CA (Fall 2012)

Participant. “Solo Performance: Writing, Performing and Touring a Solo Show.” CSU Summer Arts, Monterey, CA (July 2012)

Participant. “Catalyze Your Creativity.” Writing and performance workshop, New Paltz, NY (August 2009)

Participant. “Viewpoints in Action.” Workshop with Mary Overlie and Anne Bogart, CSU Summer Arts, Fresno, CA (June-July 2004)

Workshop member. “Michael Chekhov Workshop.” SIUC (December 2001)


Workshop member. “Viewpoints Workshop.” SIUC (June 2001)

Group member. “Education and Social Theory Reading Group.” SIUC (August 1999-May 2001)


Curricular Innovations

Participation as Presenter in International Pedagogical Workshop focused on the Scholarship of Teaching and Learning:
Teaching and Learning Institute of the CSU Stanislaus/Phranakhorn Rajabhat University at Bangkok, Thailand (January 2008)

New Courses Added to the Curriculum:
SPCH/COMM 496: Performance Art: Aesthetic Communication Criticism
SPCH/COMM 696: Ensemble Performance Workshop
SPCH/COMM 780: Seminar in Performance Art, Communication, and Culture

Significant Course Revision:
COMM 697: Advanced Performance Studies
SPCH/COMM 363: Oral Interpretation of First Person Voice

Work Under Review

**Awards**

Vice President’s Assigned Time Award, San Francisco State University (Spring 2004)

Marion Kleinau Theatre Award (Award for outstanding graduate student in performance studies), Southern Illinois University Carbondale (May 2001)

**Service to Campus and Community**

**Contributions to Campus**

**Departmental Committees and Assignments**

Chair, Curriculum and Advising Committee. (August 2006-December 2012)

Member, Assessment Committee (August 2011-present)

Member, Hiring Committee. (August 2012-February 2013)

Chair, Hiring Committee for Rhetorical Communication position. (August 2011-February 2012)

Member, Hiring Committee. (August 2006-February 2007)

Chair, Hiring Subcommittee for Interpersonal Communication position. (August 2005-February 2006)

Faculty Advisor, Communication Studies Graduate Student Collective (September 2004-May 2006)

Undergraduate Advising Coordinator. (August 2004-August 2006)

Committee Member, Curriculum and Advising Committee. (August 2003-August 2006)

Committee Member, Hiring Committee. (August 2004-March 2005)

**College Committees and Assignments**

Technical Liaison for the College of Humanities. (Fall 2007-present)

University Committees and Assignments

Member, Baccalaureate Requirements Committee, SFSU (August 2011-December 2012)

Chair, University Academic Assessment Advisory Committee, SFSU (August 2010-December 2012)

Co-chair, University Academic Assessment Advisory Committee, SFSU (August 2009-May 2010)

Member, University Academic Assessment Advisory Committee, SFSU (August 2007-May 2009)


Advisor for Study Abroad Student, AU, (Fall 2008)

Other University Service Activities

Member. SFSU team at WASC seminar on student success. January 2011.

Member: “Interdisciplinary Seminar on Feminist Scholarship, Women, and Gender Studies.” Fall 2007-Spring 2010

Co-sponsor/technical director for guest performance. “PRIDE Open,” Eastenders Repertory Company, Women’s History Month. SFSU (March 2009)


Co-sponsor/technical director for guest performance. “The Mammy Project,” by Michelle Matlock, Women’s History Month and Black History Month. SFSU (February 2008)


Technical Director, Found, Directed by Mercilee Jenkins, SFSU. (May 2005)

Contributions to Community

Service as a Reviewer for Journals and Other Learned Publications

Member, Editorial Board. Text and Performance Quarterly. (October 2012-present)
<http://liminalities.net> (May 2006-present)


**Participation in Professional Organizations**


Respondent. “Bodies Per(Form) Identity and Community: A Look in the (Rearview) Mirror.” Panel presented at the Western States Communication Association conference, Monterey, CA (February 2011)


Member. Scholar Award Committee. Western States Communication Association. (February 2006-February 2008)


Member. Nominating Committee. Western States Communication Association. (February 2006-February 2007)


Chair and Program Planner. Performance Studies Interest Group. Western States Communication Association (February 2005-February 2006)


Co-Chair. Local Host Committee for Western States Communication Association conference 2005 (January 2004-February 2005)


Service to Public and Private Organizations

Member, Board of Directors, Eastenders Repertory Company (local theatre company), San Francisco (January 2008-December 2010)

Judge for “The Art of Parenting” Contest, Sponsored by Brighter Beginnings (April 2009)


Performance Lab Volunteer, SIUC (July 2000-May 2002)

Graduate Student Representative, Personnel Committee, Department of Speech Communication, SIUC (May 2001-May 2002)


President, Speech Communication Organization, SIUC (April 1998-April 1999)
Professional Affiliations

American Educational Studies Association
Association for Theatre in Higher Education
National Communication Association
Underscore Performance Collective
Western States Communication Association

Last updated: March 2013
Karen Elizabeth Lovaas, Ph.D.
Associate Professor, Communication Studies
Co-Director, Global Peace, Human Rights, and Justice Studies
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
E-mail: klovaas@sfsu.edu Office: HUM 352
Campus phone: 415.338.1713 Home phone: 510.834.6755

I. PROFESSIONAL EDUCATION

Fields: Social and Cultural Identity, Thought and Belief, Institutions, Environment and Society.


Master of Arts. Speech and Communication Studies. San Francisco State University, 1980.


Student Honors
University of Hawaii Foundation Scholarship 1984
SFSU Graduate Student Award for Distinguished Achievement in the Humanities 1980
Maryland State Senatorial Scholarship 1973-1974

Continuing Education: Intercultural Communication
Summer Institute for Intercultural Communication, 1994-99, 30-40 hour seminars
Alternative Methods of Intercultural Training, John Condon and Sheila Ramsey
Advanced Seminar: Diversity Training, Lee Gardenswartz and Anita Rowe
Consciousness and Culture, Milton Bennett
Advanced Seminar: Intercultural Conflict Resolution, Michelle LeBaron
Advanced Seminar: Development of the Multicultural Self, Lee Knefelkamp
Negotiating Intercultural Conflict, Mitch Hammer
Cultural Impacts of Space, Nature, and the Built Environment, John Condon and Richard Harris
The Psychology of Hate, Edward Dunbar

Continuing Education: Conflict Facilitation
Theatre of the Oppressed, July 26 & August 2, 2003, 10 hour workshop
Mediation Training and Certification
Conciliation Forums of Oakland, CA. Training for Trainers, 1990;
# II. TEACHING EXPERIENCE

**Positions and Courses Taught**

**Communication Studies**

<table>
<thead>
<tr>
<th>Institute</th>
<th>Position</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Francisco State University</td>
<td>Associate Professor</td>
<td>2006-present</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>2001-2005</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>1986-89, '91-2000</td>
</tr>
</tbody>
</table>

Graduate seminars:
- Introduction to Graduate Study
- Communication & Social Criticism
- Communication and Gender
- Communication and Culture
- Intercultural Communication Training
- Teaching Communication; Internship, Supervision of Teaching Communication

Undergraduate courses:
- Assessment in English Language Arts
- Communication for the Classroom Teacher
- Conflict Resolution
- Family Communication
- Fundamentals of Oral Communication
- Gender and Communication
- Group Discussion
- Intercultural Communication
- Intracultural Communication,
- Nonverbal Communication
- Rhetoric of Criminality and Punishment
- Rhetoric of Ecology-GWAR
- Rhetoric of Feminist Movements
- Sexual Identity and Communication
- Women and Words

- San Jose State University, Lecturer         | 1988-91                        |
- Group Communication                          |
- Public Speaking                              |

- University of San Francisco, Lecturer        | 1990-91                        |
- Dynamics of Public Speaking                  |

- University of Hawaii, Lecturer               | 1981-85                        |
- Personal and Public Speech                   |
- Public Speaking                              |
- Speech for Prospective Teachers              |
- Storytelling                                 |

- Political Science                            |
- San Francisco State University, Lecturer     | 1994                           |
Political Forum

American Studies
University of Hawaii, Teaching Assistant and Instructor
Introduction to American Civilization
Contemporary Social Issues

English and Intercultural Communication
International Academy for Youth, Sapporo, Japan, Instructor

Kansai Gaidai, Oahu, Hawaii, Instructor
American language and culture (college & adult students)

SFSU Presentations, Workshops, Trainings
10th Annual Human Rights Summit, Panel organizer and moderator, Prisons and Social Justice Education

9th Annual Human Rights Summit, Panel organizer and invited discussant, Prisons and Equitable Access to Higher Education

"Critical Pedagogy and Activist Scholarship," presentation on SFSU Interdisciplinary Activist Teaching and Scholarship Through A Gendered Lens panel as part of Women's History Month Public Lecture Series: Reading, Writing, and Reclaiming: Feminism(s) Empowerment and the Crisis in Public Education

Interdisciplinarity in Graduate Education sponsored by University Interdisciplinary Council; invited discussant

4th Annual Human Rights Summit sponsored by Anthropology Dept. Invited discussant, Panel on the Reproductive Rights of Women

3rd Annual Human Rights Summit sponsored by Anthropology Dept. Invited discussant, Panel on the Rights of Women and Children

2nd Annual Human Rights Summit sponsored by Anthropology Dept. Invited discussant, Panel on Prison Industry in California

Asilocampus, Presenter, Panel on Free Speech and Civil Discourse on Campus: Dialogue about issues of free speech and civil discourse in times of campus tension.

Asilocampus, Presenter, Panel on Preparing for Retention Evaluations: A panel of veterans of probationary retention reviews will talk about what they learned about and from the process.

Presentation on Hate Speech to FYE course, instructor Waldman
Humanities Forum: “Pedagogy of Hope”  
Women’s Lecture Series: “Gender, Emotion, and Pedagogy”  
Humanities Club: Workshop, Conflict Resolution Skills: The Nuts and Bolts  
Human Sexuality Colloquium: “Using a Relational Dialectics Perspective to Understand Communication in Asian American Families with Queer Members”  
CET Forum: “Multicultural Teaching Strategies: The View from Speech & Communication Studies”  
Testing Center: presented workshop on "Speaking in Class"  
Leadership program (Student Activities): presented workshop on gender & leadership  
Guest lecture on "Gendered Communication Practices" in Dr. Sarah Soh's Anthropology of Women course  
College of Extended Learning: Taught gender & workplace communication workshops  
Community Resource Center for Conflict Resolution: Directed trainings in mediation & diversity  
AsiloCampus and AsiloNapa retreats: Conducted workshops on white privilege in academia, intercultural conflict resolution; led film presentation/discussion on cultural diversity and students; participated in roundtable discussion on need for campus conflict resolution center. 1990s.  
Computer Science Laboratory: presented workshop on gender & communication in the workplace.  
Financial Aid: conducted workshop on dealing with organizational change.  
Human Resources: co-facilitated conflict resolution skills training.  

**Communication Studies Department**  
COMM 700, "Rhetorics of social change," Dr. Gerianne Merrigan, Fall 2011  
COMM 700, Summary of recent scholarship, teaching, & service, Dr. Christina Sabee, Fall 2010
COMM 700, “Social justice and communication,” Dr. Gerianne Merrigan, Fall 2009

COMM 700, “Commitments, critical theory, and communication,” Dr. Christina Sabee, Fall 2008

COMM 700, “A critical perspective on emotion and communication,” Drs. Susan Shimanoff and Lee Jenkins, Fall 2007

SPCH 700, “Critical pedagogy and research in communication,” Dr. Rudolph Busby, Fall 2006

SPCH 700, “Critical research on gender, sexual identities and communication,” Dr. Lee Jenkins, Fall 2004

SPCH 700, “Theory, Research, and Praxis in Communication,” Dr. Gust Yep [3 visits, most recently, Fall 2003]

SPCH 700, "Theory, Research, and Praxis in Communication," Dr. Rudolph Busby, Fall 2002

SPCH 700, "Intercultural Communication Training in Corporate and Nonprofit Settings," Dr. Gust Yep

SPCH 751, "Critical Issues in Intercultural Communication Training," Dr. Todd Imahori

SPCH 530, "Conducting Organizational Needs Assessments," Dr. Geri Merrigan

SPCH 444, "Gender Representations in Popular Media," Dr. Rick Isaacson [2 visits]

**Advising: Supervision of Master's Students [exam area?]**

Fall 2012-Spring 2013
Thesis Committee: Miranda Olzman
Creative Project Committee: Joven Chacon (Co-Chair)

Fall 2011 – Spring 2012
Thesis:
- Evan Young, *Attributes of recycling as an innovation and environmental knowledge, talk, and activism*, Spring 2011

Creative Project:
- Marlon Burns, *The Zombie Agenda: Ruptural Performance and Street Art*, (Co-Chair)

Fall 2010-Spring 2011
Comprehensive Exams:
- Vicente Alvarez
- Angela Gregory
- Kristal Pen
- Melissa Stevens
Crystil Turner  
Michelle Ganzerla Wells

Fall 2009 - Spring 2010  
Comprehensive Exams:  
Jennifer Chen  
Laura Marchini  
Shannon Whaley

Fall 2008 - Spring 2009  
Thesis:  
Hayley Cole, *Issue Ownership in the 2008 General Election* (Chair)  
Lise Hyon, *Sex Talk between Asian-American College Students and Parent(s): Communication and Sexual Behavior*, Spring 2009  
Creative Project:  
Vincent Chandler, *complicate(d) & trouble(d)*

Comprehensive Exams:  
John Ryan

Fall 2007-Spring 2008  
Thesis:  
Creative Project:  
Nicole Sandoval  
Crystal Ammari

Fall 2006-Spring 2007  
Thesis:  
Creative Project:  
Eileen Pippins, “*Mama Used to Say...*,” Spring 2007

Comprehensive Exams:  
Ulrike Seger

Fall 2005-Summer 2006  
Thesis:  
Creative Project:
Rebeca Moran, *A Workshop for Faculty: Mentoring Under-represented (Or Is it Unrecognized?) Students in Higher Education*, Summer 2006

**Fall 2004-Spring 2005**
Thesis:

Comprehensive Exams:
Jamie Sanchez
Chris Cook
Ne Teerada
Katie Goyette

**Fall 2003-Summer 2004**
Thesis:
Martha Lynn, *Defending Nations, Otherness, and Freedom: Normalizing State Disciplinary Power in the War on Terror*, Spring 2004 (Chair)
Maria Rogers Pascual, *Communicating Across Multiple Frontiers: Negotiating Discourses of Identity and Difference in an Immigrant Rights Organization*, Summer 2004 (Chair)

Creative project:

Comprehensive Exams:
Josie Koch
Kara Krause
Kyunghee Choi
Nicole Lee
Hui-Min Li

**Fall 2002-Spring 2003**
Thesis:

Creative project:
Haruna Araki, *A Workshop to Reduce Sexual Harassment in the Japanese Workplace*, Spring 2003 (Chair)

Comprehensive Exams:
Saira Qureshi

**Fall 2001 – Spring 2002**
Comprehensive Exams:
Jennifer Samonte
Angele Ehle
Fall 2000 - Spring 2001
Comprehensive Exams:
  Chris Johnson
  Philip Ho

Fall 1999 - Spring 2000
Thesis:
  Scott Schonfeldt-Aultman, *Day of Reconciliation: Site of Representation/Negotiation of South African Identities*, 2000
  Seiji Matsushita, *Yukio Mishima: Rhetorical Suicide that Reveals his Philosophical Argument about the Beauty of Ruin*, 2000
Mizuki Nagae,
Creative Project:
Comprehensive Exams:
  Michele Kamariotis
  Theresa LaPorte

Fall 1998 - Spring 1999
Creative Project:
Comprehensive Exams:
  Chieko Chambers
  Erin Hanson

Fall 1996 - Spring 1997
Creative Project:
  Albert Freitas, *Sexual Diversity Communication Training for Parents of Teens*,
Comprehensive Exams:
  Christina Davis

Projects in Teaching Communication (COMM 685, COMM 885)
2011: 885: Miranda Olzman; Xiomara Blanco
  685: Gian-Louis Hernandez; Mandy Alvarez, Tanya Bermudez, Sinclair King, Noel Sanchez
2009: 885: Vicente Alvarez
2008: 685: Mich Ganzerla Wells, Vicente Alvarez
2006: 685: Monica Munjal, Tristen Arce, Matt Slusarenko
2005: 885: Patrick Moe
  685: Shinsuke Eguchi, Veronica Dinehart, Christopher Lisciandro, Daniel Lum, Abby Weidner, Tanner Wyer
2004: 885: Mary Cressler, Victoria Talavera
685: Gabrielle Barnes, Dustin Buss, Spencer Goodman, Eve Gross, Paula Schwartz, Kristen Whisenand
2003: 885: Jacquelyn Horton, Marina Whitchurch
685: Jodi Pulliam
2002: 885: Saira Qureshi
685: Barbara Fetterly, Ryan Mclean
2001: 885: Jon Martin
685: Alexis Chapman, Brian Guerrero, Robin Luu

Independent Studies (COMM 899; COMM 699)
2012: 899: Xiomara Blanco
699: Kimberly Chatham, Nate Whitaker
2011: 699: Shawnte Watkins
2010: 899: Vicente Alvarez
2006: 899: Cherakah Cunningham
699: Emi Kojima, Dan Lum
2005: 699: Dustin Buss
2004: 899: Ruth Wynkoop
2003: 899: Paula Reilly
699: Maria Kanzakis, Khwaja Faisal
2002: 899: Jon Martin
2000: 899: Jon Martin
699: Lina Baroudi
1999: 899: Deirdre Donovan
1998: 899: Jean-Luc Chiamberro
699: Joyce Foong

Graduate Student Mentees
Fall 2009: Jennifer Hardy, Rebekah Stone
Fall 2007 – Spring 2008: Hayley Cole, Shagun Kaur

COMM 851, 852
Mentees
Fall 2011: Sylvia Cis
Spring 2011: Erik Christiansen
Fall 2010: Michell Alfierre
Spring 2010: Ruth Gildea
Fall 2009: Pamela Karch
Spring 2009: Miguel Barrera
Fall 2008: Hayley Cole
Spring 2008: Nicole Sandoval
Spring 2007: Olga Zaytseva
Fall 2006: Star Steers
Spring 2006: Cherakah Cunningham
Fall 2005: Patrick Moe, Kenza Oumlil
Spring 2005: Eileen Pippins
Spring 2004: Jennifer Dancy
III. PROFESSIONAL ACHIEVEMENT AND GROWTH

PUBLICATIONS

Books


Refereed Articles


**Book Chapters**


**Invited Articles**


**Invited Book Chapter**

Invited Encyclopedia Entries


Invited Glossary Entries


Online Bibliography
http://communication.wcupa.edu/glbt/bibliog2.htm

Work in Progress
Book: Prison pedagogies
Invited book chapter: Teaching Sexuality and Communication (with Lee Jenkins), in SAGE Handbook of Sexuality & Communication

Grants
Co-Sponsor (as Co-Director of Global Peace, Human Rights, and Justice Studies Program,) and member of organizing committee for R13 Scientific Conference Support Grant from NIH for the 8th Annual SFSU Human Rights Summit in 2011.

Conference Papers and Presentations
Lovaas, K. E., Co-Chair, Teaching Green: Environment Communication Education/s. 2013 Western States Communication Association, Reno, Nevada

Lovaas, K. E. Chair, WSCA 2012 Model Communication Program Award. 2012 Western States Communication Association, Albuquerque, NM

Lovaas, K. E., Presenter, Finding "Voice" in the Prison Abolition Movement. Sponsored by the Convention Theme Group. 2011 National Communication Association Annual Convention, New Orleans, LA

Lovaas, K. E. Presenter, Building Bridges in the Incarceration Nation: The Ethics of Prison Research and Pedagogy. 2010 National Communication Association Annual Convention, San Francisco, CA


Wingard, L., & Lovaas, K. E. Viewing Representations of Affect on 'Survivor: Samoa' from LSI and Critical Communication Perspectives. 2010 National Communication Association Annual Convention, San Francisco, CA

Alvarez, V., & Lovaas, K. E. Weighing Commensurability: An Examination of Online Responses to Restorative Justice. 2010 American Studies Association Annual Meeting, San Antonio, TX

Lovaas, K. E. Respondent, Top Papers Panel in Intercultural Communication, 2010 Western States Communication Association, Anchorage, AK

Lovaas, K. E. Chair, Racism in U.S. America: Contemporary and Historical Manifestations. 2009 National Communication Association, Chicago, IL

Lovaas, K. E. Chair, Refocusing the Lens: Centralizing Class Across the Discipline. 2009 National Communication Association Annual Convention, Chicago, IL

Lovaas, K. E. Chair, Top Papers, American Studies Division. 2009 National Communication Association Annual Convention, Chicago, IL


Lovaas, K. E., Respondent, Top Papers in Intercultural Communication. 2009 Western States Communication Association, Phoenix, AZ

Lovaas, K. E., Chair, Top Papers in American Studies. 2008 National Communication Association Annual Convention, San Diego, CA
Lovaas, K. E. Chair, Teaching in unConventional Contexts: Reflections on Communication Education in Prisons. 2008 National Communication Association, San Diego, CA

Lovaas, K. E. Chair, Committing to the Future: Critical Communication Pedagogy in the Basic Course. 2008 National Communication Association Annual Convention, San Diego, CA

Lovaas, K. E. Respondent, Top Papers in American Studies. 2007 National Communication Association Annual Convention, Chicago, IL

Lovaas, K. E. Respondent, Top Papers in Intercultural Communication. 2007 Western States Communication Association, Seattle, WA

Lovaas, K. E., Chair and Respondent, Communication Studies in Feminism, Media, and Celebrity, Undergraduate Scholars Research Conference. 2007 Western States Communication Association, Seattle, WA

Lovaas, K. E., Chair, GTA Experience as a Path to the Artistry in Teaching. 2007 Western States Communication Association, Seattle, WA

Lovaas, K. E., Panelist, Social Justice Pedagogy, or, Taking our Conference Theme Seriously. 2007 Western States Communication Association, Seattle, WA

Lovaas, K. E. Participant, Short Course on Creating Sites for Connection and Action in the Classroom through Critical Communication Pedagogy. 2006 National Communication Association Convention, San Antonio, TX


Lovaas, K. E. Presenter, Workshop on Teaching Sexualities and Communication. 2006 Western States Communication Association, Palm Springs, CA

Lovaas, K. E. Presenter on panel, Radicalizing Our Time Together: Linking Intercultural Communication and Social Justice. 2006 Western States Communication Association, Palm Springs, CA

Lovaas, K. E. Chair and Respondent on panel, Sexual Harassment and Sexual Assault: Perspectives on Disclosing, Coping, and Surviving (Feminist and Women’s Studies Division) 2005 National Communication Association Annual Convention, Boston, MA

Lovaas, K. E. Chair of panel, Communication Patterns & Styles in Organizations (International and Intercultural Communication Division). 2005 National Communication Association Annual Convention, Boston, MA

Lovaas, K. E. Chair, Queering Feminist Theory panel. 2004 National Communication Association Annual Annual Convention, Chicago, IL

Lovaas, K. E. Co-chair, Presenter, “Religious Fundamentalism in the Classroom” on Pedagogies of Violence panel. 2004 National Communication Association Annual Convention, Chicago, IL


Lovaas, K. E. Chair, Top Papers in Intercultural Communication. 2004 Western States Communication Association Convention, Albuquerque, NM


Lovaas, K. E. Respondent for panel: “Feminism, Queer Theory, and GLBT Activism.” 2003 National Communication Association Convention, Miami, FL

Lovaas, K. E. Co-chair, Presenter on panel: “Pedagogies of Silence.” 2003 National Communication Association Annual Convention, Miami, FL


Lovaas, K. E. Chair, “Constructing, Negotiating and Theorizing Identity.” 2003 Western States Communication Association, Salt Lake City, UT


Lovaas, K. E. Presenter: "Embracing and Resisting Anti-Gay Discourses and Counter Discourses" on panel, "In Search of a Counter Discourse: Responding to Invocatory Condemnations of Marginal Sexualities." 2002 National Communication Association Annual Convention, New Orleans, LA

Lovaas, K. E. Panelist: "Queering/Quaring the Communication Classroom." 2002 National Communication Association Annual Convention, New Orleans, LA


Lovaas, K. E. Chair, panelist: "Intersectionality in the Communication Discipline: Beyond the Additive Model of Social Identity." 2002 Western States Communication Association Convention, Long Beach, CA

Lovaas, K. E. Presenter: "Transcending Heteronormativity in the Classroom: Acknowledging and Affirming Transgenderism" on panel: "Breaking the Silence: Addressing Lesbian, Gay, Bisexual and Transgender Issues in the Classroom." 2002 Western States Communication Association Convention, Long Beach, CA

Lovaas, K. E. Chair: "Cultural Patterns, Politics, and Public Radio." 2002 Western States Communication Association, Long Beach, CA

Lovaas, K. E. Chair/Facilitator for panel: "Heterogeneity, hybridity, and multiplicity: Re-thinking Asian-origin collectivity in the U.S." 2001 National Communication Association Annual Convention, Atlanta, GA

Lovaas, K. E. Co-chair, Panelist: "From the Pedagogy of Pain to the Pedagogy of Hope." 2001 National Communication Association Annual Convention, Atlanta, GA


Yep, G. A., Lovaas, K. E., & Ho, P. "Communication in 'Asian American' Families with Queer Members: A Relational Dialectics Perspective." Paper presented at the 1999 National Communication Association Annual Convention, Chicago, IL


**Invited Presentations**

Lovaas, K. E., Presenter. Panel on social justice pedagogy honoring distinguished teaching award recipient Stephen John Harnett

Lovaas, K. E. Honoree and presenter: Master Teacher award from Comunication Instruction Division of the Western States Communication Association, 2008.


Lovaas, K. E. Presenter, “Queering Nonverbal Communication,” as part of “Lesbian/Gay/Bisexual/Transgender (LGBT) and Queer Theories in the Communication Discipline: Past, Present and Emerging Perspectives,” sponsored by the Table Talk Series. 2003 National Communication Association, Atlanta, GA
Merrigan, G., & Lovaas, K. "Assessment Strategies for a Required General Education Course in Oral Communication." Invited presentation at the California State University’s 2003 General Education Assessment conference in Fullerton, CA.

Lovaas, K. E. "Culture, Conflict, & Conflict Resolution." Panel presentation to meeting of Northern California Chapter of Society for Professionals in Dispute Resolution, San Francisco, CA, 1997

Lovaas, K. E. "Gender & Diversity Issues in Mediation." Panel presentation to meeting of Northern California Chapter of Society for Professionals in Dispute Resolution, San Francisco, CA, 1993

IV. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

SERVICE TO THE PROFESSION

2013-2014 Western States Communication Association: Member, Nominating Committee for Intercultural Interest Group

2012 Western States Communication Association: Reviewer of competitive papers for the Intercultural Communication Interest Group

2012 National Communication Association: Reviewer of competitive papers and panels, American Studies Division

2011-2012 Western States Communication Association: Member, Executive Council

2011 National Communication Association: Reviewer of competitive papers and panels, American Studies Division

2011 Western States Communication Association: Reviewer of competitive papers for the Intercultural Communication Interest Group

2010-2012 Western States Communication Association: Chair, Model Communication Program Committee; 2009-2010, Member

2010 National Communication Association: Reviewer of competitive papers and panels, American Studies Division

2010 Western States Communication Association: Reviewer of competitive papers for the Intercultural Communication Interest Group

2009-2010 National Communication Association: Member, Nominating Committee

2009-2010: National Communication Association: Member, Labor Committee
2009-2010 National Communication Association: Chair and Program Planner, American Studies Division

2009-2010 Western States Communication Association: Member, Nominating Committee for Intercultural Interest Group

2009 Western States Communication Association: Reviewer of competitive papers for Undergraduate Scholars Research Conference

2008 National Communication Association: Reviewer of competitive papers and panels, American Studies Division

2008, 2009 National Communication Association: Participant, Legislative Assembly

2008 Western States Communication Association: Reviewer of competitive papers and panels, Intercultural Communication Interest Group

2008 National Communication Association: Vice-Chair, American Studies Division

2007 National Communication Association: Reviewer of competitive papers and panels, American Studies Division

2007 National Communication Association: Reviewer of competitive papers and panels, Caucus on Lesbian, Gay, Bisexual, Transgender, and Queer Concerns

2007 National Communication Association: Participant, Legislative Assembly

2007 Western States Communication Association: Reviewer of competitive papers for Undergraduate conference

2007 Western States Communication Association: Reviewer of competitive papers and panels, Intercultural Communication Interest Group

2007 National Communication Association: Vice-Chair Elect, American Studies Division

2006-2007 Western States Communication Association: Member, Nominating Committee (elected by Legislative Assembly)

2006 Western States Communication Association: Reviewer of competitive papers and panels, Intercultural Communication Interest Group

2006 National Communication Association: Reviewer of competitive papers and panels, American Studies

2006 National Communication Association: Reviewer of competitive papers and panels, GLBT Division
2005-2008 Western States Communication Association: Member, Time and Place Committee (elected by Executive Council). Chair, 2006-2008

2005-2006 Western States Communication Association: Elected Representative-at-Large to the Legislative Assembly

2005 Western States Communication Association: Member, Planning Committee (co-coordinated pre-conference seminars); Co-Chair, 2005 Local Host Committee; Chair & Planner, The Intercultural Communication Interest Group

2005 CSU East Bay (Hayward) Rhetorical Criticism Conference: Critic

2005 National Communication Association: Reviewer of competitive papers and panels for International and Intercultural Division


2003-2005 National Communication Association: Reviewer of competitive papers and panels for GLBT Division

2002, 2003, 2005 Western States Communication Association: Reviewer of competitive papers and panel proposals for Intercultural Communication Interest Group

Professional Memberships
American Studies Association
National Communication Association
Western States Communication Association

Editorial Positions
Editorial Board of Liminalities: A Journal of Performance Studies 2007-present
Editorial Board of Journal of Homosexuality 2001-2012

Additional Reviews
Atlantic Journal of Communication, Special Issue on Race and Mass Incarceration

SERVICE TO CAMPUS
University
Faculty sponsor, co-organizer for student organization: Alliance for Change at SF State

Global Peace, Human Rights, and Justice Studies Program, Co-Director 2006-present

Faculty Commencement Marshal 2002,'03,'06, '07, '09

SFSU Interdisciplinary Seminar on Feminist Scholarship, Women and Gender Studies. Participant, presenter, member of planning committee 2007-2010

Special Recognition
Sabbatical Spring 2013

Invited discussant on gender & sexuality for German Fulbright Institute, "American Values -- Conflicting Values" Fall 2007

Received Faculty Affirmative Action Award for released time Spring 2003

Nominated as one of eight faculty resource persons on campus on issues related to free speech and civil discourse 2002

Recognized by the Undergraduate Advising Center for being one of the "inspiring General Education teachers," as identified by graduating seniors in the Spring semester 2002 2002

Invited applicant, one of three finalists for San Francisco State University Dean of Human Relations 1998

Committees
Chair, GE Overlay Subcommittee Fall 2012
Co-Chair (Spring 2012), member (Fall 2011), GE Overlay Subcommittee 2011-2014
Member, Tenure & Promotion Committee, Liberal Studies 2012
Member, Liberal Studies Council 2004-2011
Member, Liberal Studies RTP Committee 2010-2013
Co-Chair, Retention/Hiring/Promotion Committee, Liberal Studies 2008-2009
Co-Chair, Liberal Studies Council 2007-2009
Chair, Search Committee for Director of Institute for Civic and Community Engagement 2007-2008

Member, Liberal Studies Hiring Committee 2006-2007
Member, Presenter, Year of Civil Discourse Steering Committee 2002-2004
Curriculum Committee, Dept. of Human Sexuality 2000-2001
Instructionally Related Activities Committee, SFSU Academic Senate 1995-1996
Training Coordinator, SFSU Community Resource Center for 1994
Conflict Resolution

College
College Professional Development Committee 2008-2009
Represented College of Humanities at meeting with external reviewers Fall 2006
regarding social justice curriculum in general education
General Education Advisor 2002-2003

Department
Academic Committee Activities, SFSU
Graduate Coordinator Sp2010-2012
Graduate Advisory Committee 2008-2012
Basic Course Director 2006-2009
Committee exploring joint degree program with Oberlin College, Japan 2007-2008
Chair, 150 Textbook Selection Committee Fall 2006
HRTF Committee member 2006-2009, 2011
Chair, Hiring Committee for Language & Social Interaction position 2005-2006
Chair, Curriculum and Advising Committee 2003-2006
Curriculum & Advising Committee member 2001-2003, 2006-2010
Member, various hiring committees 2002-2013
Chair, Eva Lokey Scholarship Committee 2002, 2005

Academic Committee Activities, University of Hawaii
Initiator, Member, UH Task Force on the Status of Lecturers 1984-1986
Curriculum Committee, University of Hawaii, American Studies Department 1984-1985
Performing Arts Committee, University of Hawaii, Speech Dept. 1983-1985

SERVICE TO EXTENDED COMMUNITY
Volunteer Work
San Quentin State Prison
Member of Board of Directors, Co-Leader of Education Department 2009 - present
Alliance for C.H.A.N.G.E.
External sponsor, curriculum advisor, workshop facilitator, TRUST Fellows program 2007-2008
Instructor, Interdisciplinary Reading, Writing, and Research, Prison University Project Summer 2012
Instructor, Pre-College Writing, Prison University Project Summer 2010
Tutor, English, Communication, writing, Prison University Project 2005-present

Conciliation Forums of Oakland, CA (now SEEDS) 1988-2005
Vice-Chair of Board of Directors (through 2002), mediator, and trainer.
Mediate neighbor-neighbor, landlord-tenant, consumer-merchant, and family disputes. Developed curriculum. Assisted in planning and facilitating trainings in organization and Oakland on mediation, gender, diversity, white power and privilege, anger management.

Women's Needs Center of San Francisco, CA 1988
Worked as health educator and pregnancy counselor.

Neighborhood Justice Center, Honolulu, HI 1985-1986
Mediated variety of family and community disputes.

Institute for Human Services, Honolulu, HI 1985
Performed a variety of tasks serving the expressed needs of clients at a shelter/service center for homeless people.

Sample Pro Bono Presentations & Workshops, SF Bay Area 2009-2013
Alliance for Change (San Quentin): Facilitation skills; gender & justice
Aptos Middle School: Conflict Resolution Skills
Association of Bay Area Governments (ABAG): Gender & communication
California Office of Family Planning: Intercultural communication
Casa de las Madres (battered women’s shelter): Presentational skills
Holy Names College: Diversity Training
KPFA radio: Women on Television
Oakland Police Department: Anger management training
Santa Cruz Hospice: Conflict Resolution Skills
Sentinel Housing: Communication Skills for Conflict Mediation
UC Berkeley Extension: Communicating Across Cultures
University of San Francisco: Gender in the Workplace (also broadcast on KUSF & KQED radio)
Wu Yee Children’s Services: Intercultural Communication

Communication Consulting Experience
Consulting, curriculum development, and training in areas of gender and communication, cultural diversity, intercultural communication, white privilege, conflict resolution, anger management, and sexual harassment for corporations, nonprofits, and public institutions. Also offered coaching and mediation services. Corporate clients included: Hewlett Packard, NorthPoint Communications, Chevron, Mistui, Odwalla, Mervyn’s and Ross department stores.
Curriculum Vitae

Dr. Gerianne M. Merrigan
Tenured Professor, Communication Studies Department
San Francisco State University

Education

Ph.D. Speech Communication (1992)
University of Washington, Seattle, WA

M.S. Communication and Public Address (1988)
University of North Texas, Denton, TX

B.S. Radio-Television-Film (1981)
B.S. Elementary Education (1981)
Northwest Missouri State University, Maryville, MO

Professional Growth and Achievement

Publications


* My former name was Gerianne M. Johnson.


Presentations at professional meetings

Panelist (2012, Feb.). Graduate Student Workshop: How to apply and be successful in an M.A. program. Competitively-selected panel (invited panelist) presented at the Undergraduate Scholars Research Conference hosted in conjunction with the annual meeting of the Western States Communication Association; City, State.

*Vitae for Gerianne Merrigan, Ph.D. (May 2010)  Page 2*
Respondent (2011, Feb.). *Communication and spirituality in organizations.* Competitively-selected papers presented at the annual meeting of the Western States Communication Association; Alb., NM.


Invited panelist (2010, Feb.). *Preparing our students for transition from the community college to the university: Insights from both institutions.* Competitively-selected panel presented at the annual meeting of the Western States Communication Association, Anchorage, AK.

Respondent (2008, Feb.). *Dancing to the music of dialectics in organizational communication.* Competitively-selected panel presented at the annual meeting of the Western States Communication Association, Denver, CO.

Panelist (2007, Feb.). GTA Experience as a path to the artistry in teaching. Competitively-selected panel presented at the annual meeting of the Western States Communication Association, Seattle, WA.


Panelist (2005, Feb.). *Creating Third Spaces: Connecting with Our Students in an Era of Disconnect.* Competitively selected panel presented at the annual meeting of the Western States Communication Association, S.F., CA.

Merrigan, G., & Huston, C. (2004, Feb.). *Teaching research method as argument.* Competitively selected pre-conference workshop presented in conjunction with the annual meeting of the Western States Communication Association, Alb., NM.


Merrigan, G., & Lovaas, K. (2003, Mar.). *Assessment strategies for a required General Education course in oral communication.* Invited presentation at the California State University’s
Panel respondent (2003, Feb.). *Organizational communication in the HP-Compaq merger*. Competitively selected panel of five case studies presented at the annual meeting of the Western States Communication Association, Salt Lake City, UT.

Panel respondent (2003, Feb.). *Top Four Panel on Language & Social Interaction*. Competitively selected top papers presented at the annual meeting of the Western States Communication Association, Salt Lake City, UT.


Panel chair (2001, Feb.). *Translating scholarship into pedagogical practice: Teaching strategies for the organizational communication course*. Competitively selected panel presented at the annual meeting of the Western States Communication Association, Coeur d’Alene, ID.


Panel chair (1999, Feb.). *Competitive papers in organizational communication: Environments, ecologies, and society*, presented at the annual meeting of the Western States
Panel respondent (1999, Feb.). *Competitive papers in organizational communication: Organizational contradiction, chaos, and change*, presented at the annual meeting of the Western States Communication Association, Vancouver, B.C.

Panel chair (1998, Feb.). *Top Five Papers In Organizational Communication*, at annual meeting of the Western States Communication Association, Denver, CO.


Panel respondent (1997, Feb.). *Top Three Papers In Organizational Communication*, at annual meeting of the Western States Communication Association, Monterey, CA.


Panel respondent (1992, November). *Competitively selected student papers* presented at the meeting of the Speech Communication Association, Chicago, IL.


Johnson, G., Albrecht, T., & Hall, B. (1990, November). *In the eye of the beholder: Organizational identification and personal control in innovation networks.* Competitively selected paper presented to the Organizational Communication Division, Speech Communication Association, Chicago, IL.


Program planner and co-chair, (1990, April). *Discursive analyses of identity management,* presented at a meeting of the Northwest Communication Association, Coeur d'Alene, ID.


Program panelist, (1990, February). *Case studies in organizational analysis,* presented at the meeting of the Organizational Communication Interest Group, Western States
Communication Association, Sacramento, CA.


Johnson, G. (1989, April). The effects of communication and participation in extra-curricular activities on adjustment to freshman year. Competitively selected paper presented at the meeting of the Northwest Communication Association, Coeur d'Alene, ID.


Professional awards and recognition

New Directions in Group Communication, edited by L. R. Frey (and which included a chapter on ethnographic practices in group communication research by Dollar and Merrigan) received NCA's Bormann Award for the best monograph in group communication published during 2003.

San Francisco State University, Sabbatical leave with pay (Spring semester, 2000). Supported time for first authorship of an undergraduate text, Communication Research Methods, then under contract with Wadsworth Publishing Company.

San Francisco State University, Research and Professional Development Allocation Committee (RPDAC) Summer Stipend (1997, July). Supported time for transcription and qualitative analyses of audio-taped program evaluation interviews, "Students as ADA Trainers" Project.

SFSU Affirmative Action Grant for Research (1995). Released time from teaching to conduct research.


SFSU Affirmative Action Grant for Research (1994). Released time to study aligning communication strategies used by persons with spinal cord injuries in returning to work (w/Hammel).
SFSU RPDAC Summer Stipend (1993). Supported time to prepare research for publication.


Western States Communication Association, Debut Author Award (1989), Subordinates' perceptions of superiors' competence, based on superiors' use of compliance-gaining tactics elected by past Presidents as the best debut paper.

Professional service

External Program Reviewer, San Jose State University, Communication Studies Department (February 2010). Two-day visit; charged with evaluating program curricula, faculty, advising and assessment efforts.

Paper reviewer for the Organizational Communication Interest Group, Western States Communication Association (October, 2008). Read and ranked eight manuscripts submitted to competitive selection for the 2009 annual meeting in Phoenix, AZ.

Paper & Panel Reviewer for the Organizational Communication Interest Group, Western States Communication Association (September 2006). Read and ranked eight manuscripts and one panel submitted to competitive selection for the 2007 annual meeting in Seattle, WA.

External Program Reviewer, California State University, Los Angeles, Communication Department (October 2005). Three-day visit, with Lesley DiMare; charged with evaluating program faculty, advising, curricula and assessment.

Appointed representative to three state-wide initiatives for facilitating transfer to the CSU: (1) Course-Identification-Descriptors (2010) representative to approve course descriptions taken from LDTP; (2) Lower Division Transfer Pattern by Major (2004-10) representative for Communication Studies for SFSU at statewide meetings for committees charged with developing community college-to-CSU transfer agreements for all Communication majors; disciplinary facilitator for campus LDTP meeting with local community college representatives in March 2005; and course reviewer of 150 courses; (2) Disciplinary representative to Inter-Segmental Major Preparation Articulation Committee (IMPAC) from 2002-2006.

Representative at Large to Legislative Assembly of the Western States Communication Association (2004-05).

Vitae for Gerianne Merrigan, Ph.D. (May 2010)
Local host committee for the annual meeting of the Western States Communication Association (2003-05). One of three persons responsible for hotel selection, audio-visual equipment contract, selection and arrangements for special events, and registration of ~800 communication teacher/scholars at the Argent Hotel in S.F., CA.


Invited participant, California State University Transfer & Student Success Conference (Dec. 4-5, 2003). Radisson Hotel, Los Angeles, CA. One of 12-member team from SFSU to assist in identifying CSU “best practices” to facilitate transfer and degree completion across all 23 campuses.

Participant, California State University New Chairs South Training (Fall 2002). Also presented some ideas from this training workshop to SFSU new department chairs in April 2003.

Editorial Reviewer, _Kaleidoscope: A graduate journal of qualitative communication research_ published by the Department of Speech Communication at Southern Illinois University; Carbondale, IL (2003-present).

Participant, CSU Speech Communication Department Chairs’ Meeting, Los Angeles, CA (2003-05).

Presenter of Poster Session, _How are you managing your classroom? Human relations, human resources, and classical approaches_, at the Asilomar retreat for SFSU faculty and staff, Pacific Grove, CA (January 2003).

Chair, Organizational Communication Interest Group, Western States Communication Association (1997-98). Responsible for program planning for the division for the 1998 annual meeting.

Vice-Chair, Organizational Communication Interest Group, Western States Communication Association (1996-97).


Secretary, Organizational Communication Interest Group, Western States Communication Association (1995-96).

Volunteer at the annual meeting of Organizational Development Network, San Francisco, CA (March 1994).


Professional memberships
California Association for Professionals in Education & Disability (1996-98)
International Communication Association (1992-93)
International Network for Social Network Analysts (1993)
International Society for General Semantics, San Francisco Chapter (1995-present)
Northwest Communication Association (1989-94)
National Communication Association (1989-97 & 2002-present)
Society for Disability Studies (1995-97)
Western States Communication Association (1989-present)

Teaching Effectiveness

Courses taught at San Francisco State University, Communication Studies Department:
COMM 150 Fundamentals Of Oral Communication (fulfills General Education requirement in oral communication);
COMM 303 Communication & Human Interaction;
COMM 522 Organizational Communication;
COMM 530 Communication In Organizational Training;
COMM 531 Conflict Resolution (fulfills a core requirement for Global Peace Studies minor & a General Education Segment II requirement in Behavioral & Social Science);
COMM 533 Communication Empowerment In Organizations;
COMM 661 Undergraduate Communication Research Strategies;
COMM 685 Projects Teaching Speech;
COMM 688 Assessment in Language Arts (pre-credential req.);
COMM 700 Introduction to Graduate Studies
COMM 760 Organizational Communication Seminar;
COMM 850 Teaching Speech Communication Seminar;
COMM 871 Graduate Communication Research Strategies.

Course taught for SFSDU’s Educational Doctorate in Educational Leadership:
EDDL 945 Communication Techniques & Strategies for Educational Leaders

Courses taught at University of Washington, Department of Speech Communication:
SPCH 102 Speech, The Individual, And Society (as a graduate teaching assistant responsible for grading and clerical assistance. G. Philipsen, professor);
SPCH 140 Oral Interpretation Of Literature;
SPCH 270 Empirical Research Methods In Communication;
SPCH 301 Principles Of Interviewing;
SPCH 475 Organizational Communication (as a graduate teaching assistant responsible for
grading, and in-class assistance. T. Albrecht, professor);
SPCH 688 Internship (1989-92). Supervised research projects for undergraduate students and
evaluated performance.

Course taught at University of North Texas, Department of Communication and Public Address:
COMM 110 Introduction to Speech Communication (as a graduate teaching assistant
responsible for assisting in weekly lecture and facilitating twice weekly quiz
sessions for three sections per semester. H. T. Hurt, Professor).

Teaching awards and recognition

based on nominations from exit interviews with graduating seniors; conferred by the
Dean of Undergraduate Students' office.

SFSU Affirmative Action Grant for Curricular Innovation (1993). Released time to develop a
course entitled "Communication Empowerment in Organizations" (SPCH 533).

University of Washington, Department of Speech Communication, Chair's Excellence in
Teaching Award (1992).

Graduate thesis supervision for Master of Arts degrees in Communication at SFSU:


Young, E. (2011). Chair, Attributes of recycling as an innovation and environmental knowledge,
talk, and activism.

Hardy, J. (2011). Reader, Adult Sibling Communication after Parental Death: A Relational
Dialectics Perspective.

Kasian, M. (2010, May). Chair, Increased Media Choice and Self-Censorship: The Challenge of
Complacency.

Lawless, B. J. (2009, May). Reader, Moving up in class: A study of college students' transition to
academia.

learning principles to Power Point: Will learning increase?


Graduate creative work project supervision for Master of Arts degrees at SFSU:


Chandler, V. (2009, May). Reader, Complicate(d) and Trouble(d).


Borg, S. (1996, June). Chair, A handbook for graduate teaching assistant training at SFSU.


_Vitae for Gerianne Merrigan, Ph.D. (May 2010)_


Graduate comprehensive examination supervision for Master of Arts degrees in Communication at SFSU:

Darougar, S. (2011, May). Quantitative methods and XXX.
Linzer, B. (2011, May). Quantitative methods and XXX.
Critique of Brown and Levinson's Politeness Theory.

University Non-Teaching Activities

Administrative service

Chair, Communication Studies Department (2002-2011). Responsible for the academic programs, faculty, students, and administration of the department’s major, minor, and M.A. programs (i.e., ~105 courses, serving the equivalent of 844 full-time students each semester, including a General Education hybrid course in Oral Communication that is required for all SFSU graduates). The Chair supervises one staff person, and the equivalent of 40 full-time faculty positions (i.e., 17 tenured/tenure-track faculty, 2 full-time and 36 part-time lecturers, and 23 graduate Teaching Associates).

Speech 150 Program Director (2001-02). Conducted instructor meetings, vertical communications, oversaw internships and mentor program for ~15 Graduate Teaching Associates.

Committee service

Impaction Committee (2009-09). Eight-member task force charged with making recommendations to the Provost regarding potential campus impaction, and program impaction for three departments/programs.

College of Humanities Council Convenor (Jan. 2009 – present). Develop agenda for Council meetings in consultation with the Dean, facilitate meetings.

Search Committee, Associate Vice-President for Academic Resources (June-July, 2008). Six persons responsible for reviewing applications, selecting and interviewing candidates, and recommending to the Provost whom to hire.

Grant Administration Infrastructure Advisory Board (2006-08). Eleven-member board charged with implementing infrastructure changes and strengthening campus grant administration at SFSU.

Search Committee, Administrative Vice-President for Academic Assessment and Educational Effectiveness (2005-06). Ten persons responsible for reviewing applications, selecting finalists, and interviewing three finalists for newly-developed SFSU position.

University Research Council Member (2004-2007). Nine-person committee charged with
promoting activities necessary to the University’s research mission, recommending policy concerning the University’s research agenda, advocating and celebrating excellence in research.

College of Humanities Leave With Pay Committee (2003/04-2006/07). Five-person committee charged with reviewing and ranking applications for sabbatical leave and making said recommendations to the Dean of Humanities.

Hiring Committee Chair, Speech & Communication Studies, SFSU (Spring 1999, Spring 2001, Fall 2001, with G.Yep). Worked with Department Chair and Hiring Committee to select/interview candidates for tenure-track positions in Intercultural, Critical theory, & Interpersonal communication.

Hiring, Retention, Tenure & Promotion Committee, Speech & Communication Studies (1997-90). Worked with committee and department chairs to conduct hiring decisions for lecturer and graduate teaching associates.

Conflict Resolution Certificate Program (2000–2001). Worked with 10 other faculty members to develop a multi-disciplinary certificate program offered first in Fall 2002 at SFSU.

Human Resources Advisory Committee (Summer 2000). Invited to work with Manager of Benefits & Professional Development at SFSU to develop managerial human resource training directions for SFSU.

Department Chair Review committee, Speech & Communication Studies (Spring, 1999). Chaired committee responsible for collecting and summarizing data regarding the chair person’s effectiveness with academic programs, students, faculty, and administration.

FAR/FMI Review Committee (June, 1999). One of three faculty who to review 30 Faculty Activity Reports submitted by Speech faculty and make recommendations regarding Faculty Merit Increases to Dean of Humanities.

Integrated Teacher Preparation Program committee (1999-2001). Worked with a dozen faculty and administrators from SFSU to develop 4.5 year blended program in which students earn a bachelor’s degree and multiple-subjects teaching credential.

California State University multi-campus committee on Quantitative Learning Outcomes for the Bachelor of Arts Degree (Fall, 1998). One of five representatives from SFSU, 15 statewide, selected to develop standards for the mathematical reasoning skills to be required of graduating seniors in the CSU.

Search Committee, Dean, Undergraduate Studies (1997, Fall). Member of 12-person committee, responsible for interviewing and recommending candidates to the Academic Vice-President for this internal search.

_Vitae for Gerianne Merrigan, Ph.D. (May 2010)_

Page 16
Liberal Studies Council Chair, SFSU (1995-1998; LS Council member May, 1993 - present). This University-wide body supervises the Liberal Studies program and major, which currently serves ~800 students, ~600 of whom are involved in teacher pre-preparation at SFSU.

Quantitative Reasoning Task Force, SFSU (1996-97). Appointed by the campus General Education Committee to develop learning objectives and specific competencies for the courses that meet campus Quantitative Reasoning requirement.


Curriculum & Advising Committee Chair, Speech & Communication Studies Dept., San Francisco State University (1996-97).

Advising Coordinator, Speech & Communication Studies Department, SFSU (1994-96).

Graduate Advisory Committee Member, Speech & Communication Studies Department, SFSU (1993-94 to present).

Co-Chair, Graduate Student Association, Department of Speech Communication, University of Washington (1989-90).

Communication training, development, consulting activities


Workshop facilitator, Netiquette (March, 2004). Three-hour workshop for employees at Maatsco, a dental finance company in Oakland, CA (18 trainees).

Workshop facilitator, Conflict Management (August, 2004). Three-hour workshop for employees at Maatsco, a dental finance company in Oakland, CA (~25 trainees).

Workshop facilitator with B. Bray, Conflict Resolution (Feb. 17, 2004). A three-hour workshop for 25 staff members in the College of Education at SFSU.

Workshop facilitator with B. Bray, Assertiveness skills (April 02, 2004). A three-hour workshop for 25 staff members in the College of Education at SFSU.

Data analysis & organizational communication consultant for the Public Research Institute, Rufus Browning, Director (April, 2000). Read quantitative survey results & made recommendations regarding employee communication development at San Francisco Department of Public Works.

Vitae for Gerianne Merrigan, Ph.D. (May 2010)
Workshop facilitator, *Communication and teamwork* (September, 1999). Five-hour retreat for ~20 employees of the Finance Department at Catholic Charities Archdiocese of San Francisco.


Data analysis & communication skills consultant to START -- Solutions Through Advocacy And Resource Teams) Project at SFSU (1998-present). Project funded by SFSU's Disability Resource Center and U.S. Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE) - to assist students with disability on access and advocacy issues.

Workshop facilitator, *Communication and conflict resolution skills for effective supervision* (August and October, 1998). Two, three-hour, training sessions for supervisory staff in SFSU's College of Extended Learning (~12 trainees).


Workshop facilitator (w/C. Prince) *Conflict Resolution*, (June, 1997). Three-hour training for Resident Assistants in SFSU's Summer Bridge Program, an Educational Opportunity Program for entering students (~20 trainees).

Workshop facilitator, *Conflict Resolution* (February, 1997). Two-hour training at Section Four Spring Conference of Alpha Phi Omega Service Fraternity @ SFSU (~15 trainees).


Workshop facilitator, *TEAM: Together Everyone Achieves More*, (June-September, 1996). For three audiences, including SFSU Athletics Department Coaching Staff, women's soccer, and women's volleyball teams (~30 trainees/session).

Invited speaker, *Initiate! Don't Wait! Participate: Tips for successful students* (July, 1994-96). Orientation meeting for new transfer students at San Francisco State University; Karen
Kingsbury, Coordinator (~200 listeners).


Workshop facilitator, *Customer Service* (January, 1995). Eight-hour training for SFSU's College of Extended Learning and Downtown Center (~35 employees).


Guest lecturer, *Communicating With Your Staff* (1993, October). University of California, San Francisco, Dental Public Health & Hygiene 186.2 (Communication Skills In Dentistry); Ronald Yee, DDS, Professor.


**Address and Contact Information**
Communication Studies Department, Humanities Building, Room 252
San Francisco State University, San Francisco, CA  94132
Telephone: (415) 338-1813
Email: merrigan@sfsu.edu

*Vitae for Gerianne Merrigan, Ph.D. (May 2010)*

Page 19
CHRISTINA M. SABEE

EDUCATION

Northwestern University 1998-2001 PhD Communication Studies

Dissertation title: *Understanding Student-Teacher Grade Conflict Using theories of Attribution, Implicit Intelligence and Interaction Goals*, Directed by: Steven R. Wilson

Kansas State University 1996-1998 MA Speech Communication

Macalester College 1991-1995 BA Communication Studies

PROFESSIONAL POSITIONS AND RANKS HELD

San Francisco State University Associate Professor 2010-present
Assistant Professor 2007-2010

San Jose State University Assistant Professor 2002-2007

Macalester College Assistant Director of Forensics 1995-1996

Honors and Awards for Professional Development

- Certificate of Appreciation from Conflict and Common Ground, 2007
- Provost’s Assessment Award for Excellence in Educational Assessment Activities, 2007
- Provost’s Award for Excellence in Service Learning, 2006
- SJSU Center for Faculty Development and Support Award for Research on College Teaching, 2003
- International Communication Association Interpersonal Division’s Outstanding Dissertation Award, 2002
- Competitively selected for the National Communication Association’s Doctoral Honors Conference, 2000

PROFESSIONAL ACHIEVEMENT AND GROWTH

Peer Reviewed Articles


**Books**


**Book Chapters**


**Works in Progress**


**Conference Presentations**
Kim, K., Sabee, C. M. & Logan, H. (December, 2012). InTouch: Impact of and lessons learned from an mHealth intervention for overweight and obese youth. Presentation accepted for the 4th annual meeting of the mHealth Summit, Washington D.C.


Sabee, C. M., Bylund, C. L., Guegen, J., & Sonet, E. (2010, November). Framing Conversations: The Association of Patients' Primary Goals for Conversations about their Internet Health Research with Attributions for their Doctors' Responses. Presented at the annual meeting of the National Communication Association, San Francisco, CA.


**Grants**

**External Grants Received (total = $520,000)**


**Internal Grants Received (total = $81,933)**


Sabee, C. M. (2006). College of Social Sciences Grant Writing Stipend. Awarded $5,000 stipend for preparation of a major external grant proposal to the National Science Foundation.

Sabee, C. M. (2005). Managing boundaries during the mediation process: Junior Faculty Development Grant. Granted release from one course ($5,000) and $550.


Sabee, C. M. (2003). Development and implementation of a peer mediation curriculum and training materials for peer mediators. SJSU Center for Faculty Development and Support Professional Development Grant: Granted one course release (0.2) and $500.
**SA BEE, C. M.** (2003). *An inquiry into the types and methods of conflict and conflict resolution on the SJSU campus.* College of Social Sciences Professional Development Grant for research: Granted $2500.


**TEACHING EFFECTIVENESS**

**Courses Taught**

*Undergraduate*

**Zen and the Art of Conflict Management**  
Critical Decision Making in Small Groups  
Communication for the Classroom Teacher  
Introduction to Communication Studies  
Interpersonal Communication  
**Communication and Conflict**  
Health Communication  
**Mediation: Theory and Practice**  
**Mediation Theory and Practice (GWAR)**  
Quantitative Communication Research  
Communication Research Strategies  
**Senior Seminar in Communication Studies**

*Graduate*

Introduction to Graduate Studies  
Social and Behavioral Studies in Communication  
Communication Research Strategies  
Seminar in Social Influence

- *indicates a course taught at SJSU  
- **indicates a course that I developed and submitted for permanent listing in departmental offerings

**Curricular Innovations**

GWAR and Mediation:

*Developed a course in Mediation for the Communication Studies department and for the Conflict Resolution Certificate Program. Successfully taught the course with 40 students in Fall '08. Developed a version of the course that meets the Graduation Writing Assessment Requirement (GWAR) in Spring '09 that was approved for pilot offering in Fall '09.*

Senior Seminar in Communication Studies:

*Developed and taught the first cohort of students that took the “Senior Seminar” as a requirement for graduation in Communication Studies at San Jose State University. The course included development of electronic portfolios, resumes and career workshops, and major revisions of a large research or creative project.*

Conflict Management:
Developed and taught 3 courses relating to Conflict Management at San Jose State University. Taught Communication and Conflict 3 times (offered every fall, taught by another colleague in Fall 05), Mediation 2 times (offered every spring, taught by another colleague in Spring 05 and 07) and Zen and the Art of Conflict Management once (my last fall at SJSU).

Masters Degree Committee Membership (Thesis or Project)

<table>
<thead>
<tr>
<th>Date</th>
<th>Committee Member(s)</th>
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</thead>
<tbody>
<tr>
<td>May 2013</td>
<td>David Nalos, Chair</td>
</tr>
<tr>
<td>Dec. 2012</td>
<td>Jamie Foster, Chair</td>
</tr>
<tr>
<td>May 2011</td>
<td>Holly Logan, Chair</td>
</tr>
<tr>
<td>May 2010</td>
<td>Suzanne Pullen, Chair</td>
</tr>
<tr>
<td>May 2009</td>
<td>Lise Hyon, Chair</td>
</tr>
<tr>
<td>Aug. 2008</td>
<td>Jason Jocson, Chair</td>
</tr>
<tr>
<td>May 2007</td>
<td>Ling Lui, Reader</td>
</tr>
<tr>
<td>May 2007</td>
<td>Brandon Gainer, Reader</td>
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<tr>
<td>Dec. 2006</td>
<td>Ayumi Matsumura, Reader</td>
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<tr>
<td>May 2006</td>
<td>Shelley Medina, Reader</td>
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<tr>
<td>May 2006</td>
<td>Shannon Bravenac, Chair</td>
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<tr>
<td>May 2006</td>
<td>David Hamilton, Reader</td>
</tr>
<tr>
<td>May 2005</td>
<td>Ambica Dhanjal, Chair</td>
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<td>May 2005</td>
<td>Ian Rice, Chair</td>
</tr>
<tr>
<td>May 2005</td>
<td>Criss Sandoval, Chair</td>
</tr>
<tr>
<td>May 2004</td>
<td>Daniela Stevens, Reader</td>
</tr>
<tr>
<td>May 2004</td>
<td>Carolyn Parise, Reader</td>
</tr>
</tbody>
</table>
Masters Degree Committee Membership (Exams)

May 2010    Shagun Kaur
Dec. 2008    Lisa Chen
Dec. 2008    Songru Li

SJSU STUDENTS

May 2007    Scott Koppel, Reader
May 2006    Jessica Rodriguez, Chair
May 2006    Carolyn Pasquarella, Reader
May 2006    Jessica Sudduth, Reader
May 2006    Dary Yos, Reader
May 2005    Wiwan Isariameta, Reader

SERVICE TO THE CAMPUS AND COMMUNITY

San Francisco State University

Chair, Assessment Committee, Spring 2008- present
   Develop assessment plan for department program assessment and review. Collect and
   analyze data for department assessment. Write department assessment report.

Advising Chair, Curriculum Committee, Fall 2009 – Spring 2011
   Coordinate advising and materials for undergraduate students and faculty advisors. This
   fall, I created quick reference guides for advising changes due to Academic Senate policy
   for faculty advisors.

Academic Advisor, Fall ’07 – present
   Serve as an academic advisor for 50+ undergraduate students in the major.

Member, Curriculum Committee, Fall 2007-Spring 2008, Fall 2009-Spring 2010
   Develop the teaching schedule for the department, review course proposals, make
   recommendations about categorization of courses for our major.

GTA Mentor, Fall 2007-present
   Review syllabi and observe teaching for one graduate student associate each semester.
   Complete two reviews re: teaching effectiveness for GTA Coordinator and Hiring
   committee.

Member, Hiring Committee, Summer 2008
   Served on committee to hire Visiting Director of Forensics

University

Member, LLD Overlay General Education Review Committee (Fall 2011 – present)
   Review all initial applications for consideration in the GE program for upper division
   courses. A high workload committee as all courses need to be initially reviewed for the new
   GE program.

Workshop for Chairs’ and Directors’ Retreat (Fall 2010)
   Delivered a workshop on facilitating difficult or challenging conversations to the chairs and
   directors at their annual retreat.

Member, IRA Advisory Committee (2010-present)
Review budgets from student groups for instructional related resource allocation. Make recommendations to the provost regarding an almost $400K budget.

**Member and Interim Chair (9/08-11/08), University Research Council, Fall 2007 – 2010**

Review research activities and accessibility to research activities for faculty throughout campus. Support research activities by advising ORSP and Academic Senate policies regarding faculty research. In fall, 2008, I organized the first meeting of the term as an interim chair as well as met initially with newly hired AVP Turkkan to discuss agenda and initial goals. Given that I was about to take maternity leave, however, I was unable to continue being chair for the 2008-2009 year.

**Graduation Marshall, Spring ‘08**

Work with 4 other marshalls to direct student graduates throughout the graduation ceremony.

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**San Jose State University**

**Department**

**Communication Studies 041 G.E. Course Coordinator (Fall 02 – Spring 07)**

Directed instructors who taught this GE course in Critical Thinking, monitored compliance with GE learning objectives and principles, prepared assessments and reports to the university board of general studies.

**Assessment Committee Chair (Fall 04 – Spring 07)**

Directed assessment activities for all major core courses in the department (10 courses) and for all major GE courses in the department (7 courses), facilitated faculty assessment discussions, prepared reports to the College Assessment Committee and to the WASC representatives.

**Acting GTA Coordinator (Spring 07)**

Acted as coordinator for the department’s GTA program during the sabbatical leave of the usual coordinator. I met bi-weekly with the GTAs for staff meetings, supervised independent projects in teaching, and wrote annual evaluations for all of the GTAs.

**Faculty Student Affairs Committee: member (Fall '03 – ‘04), chair (Fall ‘04 – Spring ‘06)**

Acted as Faculty Advisor to the Communication Studies Club (weekly meetings) and Faculty Advisor for planning Department Graduation Ceremony and Reception (weekly meetings in spring), planned Department’s annual Career Fair (fall) and picnic (spring) and various colloquia throughout the year.

**Portfolio Assessment and Redesign of Core Major courses 101 and 199 with Dr. Deanna Fassett (Spring, '04 – Spring, '05)**

Worked with another colleague in Communication Studies to redesign the major with both an entrance and an exit course that centered around the building of an electronic portfolio for each student in the major. We both designed pedagogical tools for classroom work with portfolios and also assessment tools for program evaluation.

**Graduate Committee: member (Spring’03)**

 Evaluated all new student applications to the MA program and to the TA program. Also evaluated all student culminating experience proposals.

**Curriculum Committee: member (’02 – ‘03)**

 Evaluated new course recommendations and advising policies.

**Recruitment Committee: member (’02 – ’03, ’04 -’05)**

Participated in the recruitment of our assistant administrative coordinator and in two tenure track searches (resulting in 4 hires all together) by reviewing applications, scheduling and participating in interviews, making travel arrangements, and deliberating.
College

Assessment Committee Member
Represented department assessment efforts, collaborated on shared assessment strategies for the College, wrote timely reports and met on a monthly basis.

College Scholarship Committee, member (Spring '04)
Evaluated and deliberated about student applications for College scholarships.

University

Inclusive Excellence Retreat at Asilomar (Jan. 07)
Served as a member of the College of Social Sciences team to develop programs for “Inclusive Excellence” at San Jose State University. Dean Tim Hegstrom led the team and we created outlines for programs focusing on expanding international exposure and community outreach for COSS students.

Institutional Review Board Member (Spring 03 – Spring 07)
Reviewed expedited proposals for research (about 2 individual reviews per week), attended monthly meetings and chaired 2 meetings in the chair’s absence, served as an ad hoc member of the Academic Senate’s task force for HS-IRB review.

General Education Assessment Panel Chair (Fall 06 – Spring 07) (member Fall 04 – Spring 06)
Chaired meetings during which we reviewed and made recommendations about GE certification and continuing certification for courses in the Critical Thinking area. Wrote memos and recommendations regarding these courses to instructors and Undergraduate Studies office, assisted instructors in revision of courses to meet GE guidelines.

Conflict and Common Ground Advisor (Fall '02 Spring '07)
As a founding member of this committee, I helped develop and continued to serve as an advisor in the operation of the mediation center and in the creation of the Campus Civility Coordinator position, gave workshops on conflict management around campus and assisted with funding proposals.

Hiring Committee Member for IRB Coordinator
As the IRB faculty representative, reviewed applications, conducted phone interviews and campus interviews for this position.

Hiring Committee Member for Campus Civility Coordinator
Reviewed 3 rounds of applications, conducted three rounds of phone interviews and two rounds of campus visits to ultimately fill this new position on campus.

LARC Communication Training
Led session on constructive communication with students for tutors in the Learning Assistance Resource Center (Fall 2006)

RA Conflict Training
Led session on handling roommate conflicts for Resident Advisors at their annual pre-term training (August, 2006)

Committee for development of Faculty Expert Database: member (Spring ’05 – Spring ’06)
Consulted on platform and organization of the database of faculty experts with a team of faculty and administrators.

Committee to select the Who’s Who student representatives from SJSU: member (Spring ’03-’04)
Evaluated and deliberated on SJSU student applications to this national database with a team of faculty ad administrators.

Moderator of the SJSU Associated Students’ debates for general elections (Spring ’03, ’04, ’05)
Community Service

President of the Board, C5 Children’s School (Summer 09 – present)
Facilitate quarterly board meetings and sit as ex official member on all committees for this non-profit private school in San Francisco. In particular, during 2009-2011, this organization is working toward developing a companion public charter school in the San Francisco Unified district starting with Kindergarten and 1st grade and moving potentially up through 8th grade.

Campus Consortium (Spring 03 – present)
Founding member of this community organization that consists of individuals representing Universities, community organizations and governmental organizations that are interested in promoting conflict management on university campuses. As an example of my work with this group, I have included information from a retreat that I held in the summer of 2006. My current responsibilities include developing and maintaining the website, and planning for our Fall ’09 Career Fair.

ICA Paper Reader
Reviewed papers for acceptance into the Interpersonal Communication Division for the International Communication Association’s Annual Meeting.

NCA Paper Reader
Reviewed papers for acceptance into the Interpersonal Communication, Applied Communication and the Instructional and Developmental Communication divisions for the National Communication Association’s Annual Meeting. Also reviewed articles for potential awards in the Applied Communication Division.

Editorial Board Member, Southern Communication Journal
Served on the editorial board for this journal and review manuscript submissions (approximately one every 3 months or so).

Nominating Committee Member for the National Communication Association’s Interpersonal Communication division (2005)

Ad hoc reviewer for Journal of Social and Personal Relationships

Ad hoc reviewer for Communication Studies

Ad hoc reviewer for The International Journal of Personal Relationships

Volunteer mediator for Santa Clara County Dispute Resolution Program Services (2002-2007)

Volunteer for the Commonwealth Club of San Francisco Events Committee (2002-2005)

Colloquia/Guest Lectures/Workshops
**Managing Student Conflicts**: Workshop given to the SJSU Learning Assistance Resource Center Tutors (Spring 2006).

**Conflict in the Classroom**: Workshop given to the SJSU Center for Faculty Development and Support (Spring, 2005).

**Conflict 101**: Workshop given to the SJSU Center for Faculty Development and Support (Spring, 2005).

**Communication Skills and Conflict Management for Leaders**: Workshop given at the SJSU Leadership Conference (Spring 2003, Fall, 2004).

**Mediation Practice**: Workshop for the Communication Studies Lab and Resource Center (ongoing since Spring, 2005).

**Conflict and Conflict Resolution**: Workshop for the Communication Studies Lab and Resource Center (ongoing since Fall, 2002).

**Mediation Training**: Training in mediation for residential housing staff (Fall ’03)

Moderator and Panelist for an SJSU campus wide forum concerning the Israeli-Palestinian conflict (Fall ’02)

**Understanding Student-Teacher Grade Conflict through Attributions, Implicit Intelligence and Interaction Goals**: Department sponsored colloquia, SJSU. (Fall, 2002).

**Narrative and Conflict Resolution**: Guest Lecture in Dr. Wenshu Lee’s Interpersonal Communication graduate seminar, SJSU. (Fall, 2002).

**Conflict and the field of Interpersonal Communication**: Guest lecture in Dr. Phil Wander’s Introduction to Graduate Studies seminar, SJSU. (Fall, 2002).
SUSAN B. SHIMANOFF
Associate Dean, College of Liberal & Creative Arts
Professor, Communication Studies
San Francisco State University
San Francisco, California 94132
415-338-1541

EDUCATION

1978          PhD in Speech Communication, University of Southern California
1974          MA in Speech Communication, San Diego State University
1972          BS in Public Address, Northwestern University

PROFESSIONAL EXPERIENCE

07/11-present  Associate Dean, College of Liberal & Creative Arts (formerly College of Arts and Humanities)
01/10-07/11    Associate Dean, College of Humanities
8/02-present   Professor, Communication Studies
8/02-07/11    Graduate Coordinator, College of Humanities
8/99-8/02     Associate Dean, College of Humanities, SFSU
9/96-8/99     Chair, Department of Speech and Communication Studies, SFSU
9/94-8/96     Acting Chair, Women Studies, SFSU
9/94-8/96     Professor, Department of Speech and Communication Studies, SFSU
              Liberal Studies Coordinator for Area I: Comm., Lang., and Lit., SFSU
1/94-8-94     Professor, Department of Speech and Communication Studies
8/93-12/93    Professor, Department of Speech and Communication Studies, SFSU
              Assistant to the Dean of the School of Humanities, SFSU
              Liberal Studies Coordinator for Area I: Comm., Lang., and Lit., SFSU
8/90-8/93 Chair, Department of Speech and Communication Studies, SFSU
9/88-8/93 Associate Professor, SFSU
8/86-8/88 Assistant Professor, SFSU
9/79-7/86 Assistant Professor, University of California, Davis (UCD)
6/79-8/79 Visiting Assistant Professor
University of Southern California (USC)
9/78-6/79 Assistant Professor, California State College, Stanislaus (CSCS)
7/76-8/78 Editorial Assistant, Western Journal of Speech Communication
Graduate Teaching Assistant, USC
9/75-6/76 Graduate Teaching Assistant, USC
1/75-6/75 Instructor, Long Beach City College
Lecturer, San Diego State University (SDSU)
9/72-6/73 Graduate Teaching Assistant, SDSU

COURSES TAUGHT

Graduate Seminar in Gender and Communication at SFSU and UCD
Gender (Sex Roles) and Communication at SFSU, CSCS, and USC
Oral Interpretation of Children’s Literature at SFSU
Fundamentals of Oral Communication at SFSU, CSCS, USC, and SDSU
Introduction to Graduate Studies at SFSU and UCD
Small Group Communication at SFSU
Performance Evaluation in English/Speech at SFSU
Conversational Analysis at SFSU and UCD
Speaking Without Fear at SFSU
Work Study in Feminist Projects at SFSU
Graduate Seminar in Communication Theory at UCD
Graduate Seminar in Discourse Analysis at UCD
Rhetorical Research (research writing course) at UCD
Senior Thesis at UCD
Analysis of Message Systems at UCD
Group Discussion at Long Beach City College, CSCS, and UCD
Communication Strategies for Women in Management at UCD Extension
Graduate Seminar in Research Methods at CPCS
Language and Speech Development (language acquisition) at CPCS
Psycholinguistics at USC
Introduction to the Study of Women and Men in Society at USC

PUBLICATIONS


**PRESENTATIONS AT PROFESSIONAL MEETINGS**

Shimanoff, S. B. “From Research to Permissions to Performance” presentation on panel titled, Dragons and Dresses and Ducklings, Oh My! Performing LGBTQ Representations from Children’s Picture Books, at the National Communication Association convention, New Orleans, Louisiana, November 19, 2011.


Shimanoff, S. B. Responses to adjusting the social mirror. Western States Communication Association Convention, Monterey, California, February 17, 1997.


Shimanoff, S. B. Taking rules research both across and to the streets. Western Speech Communication Association Convention, San Jose, CA, February 1994.


Shimanoff, S. B. (1979). Identifying rule-related behavior. Western Speech Communication Association Convention, Los Angeles, California. (competitively selected)


Shimanoff, S. B. (1976). I don't remember. Were you the rib or me?: Portrayal of the women's movement in graphic humor. Western Speech Communication Association Convention, San Francisco, California. (competitively selected)


Shimanoff, S. B. (1976). The tyranny of politeness or how to get the fence white-washed. Western Speech Communication Association Convention, San Francisco, California. (competitively selected)


ELECTRONIC RESOURCES


Content consultant for Department of Speech and Communication Studies website (http://www.sfsu.edu/~speech/), 1999-2000. Website designed by Debra Blackstone in consultation with Susan B. Shimanoff.

AWARDS AND HONORS


Oceanside High School Hall of Fame in Academics. (September 16, 2006). Oceanside, California.


Runner-up Debut Award (1975) from the Western Speech Communication Association for "Defining social movements rhetorically: Another perspective."

Graduate Student Research Award (1974) from the Speech Communication Department at San Diego State University.

GRANTS

“Multicultural Curriculum and Pedagogy in Communication: Challenging Unexamined Privilege and Infusing the Intersections of Race, Class, Gender, Sexuality, and (Dis)ability.” 1999-2000. (Gust Yep was the project director on this grant. I work with him and others in writing the grant and I prepared materials on storytelling.)


Institute for Teaching and Learning Grant, California State University System, "Multicultural Perspectives on Public Speaking" (With Gail Auletta), Spring 1992.

Faculty Assigned Time Grant, SFSU, "Enhancing the Effectiveness of Positive and Negative Feedback." (research project)

Educational Equity Grant, SFSU, "The Role of Gender in Communication: A Comprehensive Bibliography for the 1980's". (With Mercilee M. Jenkins)

Faculty Development Awards, UCD, 1980-1986, various research projects

ADMINISTRATIVE TRAINING

2012-2013 Completed the following training sessions sponsored by the University: managing mental health issues (February 28, 2013), Employee Engagement (March 27, 2013)

2011-2012 Completed the following training sessions sponsored by the University: sexual harassment, active shooter awareness (October 19, 2011), conflict of interest (March 9, 2012), labor relations and contract changes (June 7, 2012), and civil treatment for managers (June 21, 2012).

2010-2011 Completed the following training sessions sponsored by the University: sexual harassment, managing change, and preventing violence.
CERTIFICATES

NIH completion certificate for online course on Human Participants Protection Education for Research Teams, January 13, 2004

“Best Practices in Assessment Award.” Certificate received at an event sponsored by Academic Planning and Assessment, the Center for the enhancement of Teaching, and Faculty Affairs and Professional Development at SFSU, November 7, 2003.

PROFESSIONAL SERVICE

External Reviewer for the Communication Studies program at California Polytechnic State University, Fall 2005.

Local Host Committee, Western Speech Communication Association, 2005.


State-Wide Steering Committee for the Discipline of Speech Communication in the CSU, April 1991-1993

SFSU Representative to Discipline Seminar in Speech Communication of the Institute of Teaching and Learning in the California State University (CSU) System, April 1991.

Member of CSU Chairs in Speech Council, November 1990-August 1993

Member of the Advisory Committee for the Selection of Editor for Communication Reports, 2/90-2/91.

Member of the Nominating Committee, Western Speech Communication Association, 2/90-2/91.

Chair of the Distinguished Service Award, Western Speech Communication Association, 2/89-2/90.

Executive Council, Member-at-Large, Western Speech Communication Association, 2/88-2/90.

Coordinator of Directory of Conversational Researchers and Transcripts, 8/81-9/83.

Chair of the Language Behavior Interest Group for the Western Speech Communication
Susan B. Shimanoff, Vita, Page 12

Association, 2/80-2/81.

Vice-Chair of the Language Behavior Interest Group for the Western Speech Communication Association, 2/79-2/80.


Editorial Service


Associate Editor, Western Journal of Speech Communication, 1/90-1993.


Evaluator, Theories of Human Communication, Wadsworth, Spring 1990


Referee, Western Journal of Speech Communication, 10/88.


Associate Editor, Human Communication Research, 11/85 - 11/88.

Associate Editor, Quarterly Journal of Speech, 11/82 - 11/86.

Editorial Assistant, Western Journal of Speech Communication, 9/76 - 8/78.
UNIVERSITY NON-TEACHING ACTIVITIES

(unless otherwise noted, references are to work at SFSU)

University Service

SF State’s Student Mental Health Initiative Advisory Committee, Spring 2013

Campus Representative, CSU Undergraduate Research Conference, Channel Islands, April 15, 2011


Chair of the Graduation Requirements Task Force, Fall 2006 – Fall 2009; College of Humanities Representative to the Task Force, Fall 2006 - 2009

Nominated for 2009-2010 for Excellence in Service Award (another person was selected).

Speech Coach for SFSU competitors in CSU Student Research Competition, 1995 – 2009 (coached one or more student in most years)


GEC representative to University Academic Assessment Advisory Committee (UAAAC), Fall 2004 – Spring 2006

GEC representative to the Writing Task Force, Spring 2004 – Fall 2006

Cluster Coordinator, Family Cluster, Fall 2002 – present.

Writing Task Force, 2004 - 2005

Business Communication Curriculum Task Force - 2004

Student Experience Planning Group, Commission on University Strategic Planning II, 2004


Commencement Marshall, 2001

Commission on University Strategic Planning (CUSP) - February 1995-May 1998
Voice-Over for Video about San Francisco State University, 1997

Commencement Announcer, May 1997, 1998

Faculty Representative to Cornerstone Conference, Spring 1997

CUSP Planning Group on Academic Excellence - 1995-1996
CUSP Planning Group on Teaching and Learning Success - 1995-1996
Core Group for Teaching and Learning Success - 1995-1996
Curriculum Group for Teaching and Learning Success - 1995-1996

Area IV (Humanities and Foreign Languages) Coordinator for Liberal Studies, Fall 2000.


Liberal Studies Advisor, Area I, 11/97-8/90, 8/93-12/93, 8/94-8/96.

Segment I Subcommittee for General Education Review, 1995-1996

GEC Liaison to Segment I Committee, 1995-1996

Service Learning Colloquium Member, 1995-1996

Coordinator of Speech Coaches for SFSU winners of the Student Research Competition, Spring 1988, Spring 1997 (typically coached one student a year, 1988-present)

Faculty Partnership Program, 1995-1996

Committee on Academic Planning, 12/93-12-94.

University Advising Committee, Spring 1993-Fall 1993.

Faculty Focus Group on Library Services, May 12, 1993.

Student Research Competition Committee, Spring 1988

Graduate Opportunity Fellowship Committee, UCD, 1982.

Committee on Committees, CSCS, 9/78-6/79.
Affirmative Action Committee, CSCS, 9/78-6/79.

**College Service**

Member of Humanities Council, 1990-1993, 1994-present

Coordinator of CSU Student Research Competition for the Humanities and Letters, 2004-present
Co-Coordinator, 2003

Sexual Harassment Advisor, College of Humanities, 1999-present

Represent College at Graduate Fair at SFSU, 1999, 2002, 2003 – present

College Representative to the University Advising Council, spring 2010 - present


Welcome, Ocha Zanmai Tea Ceremony Conference, November 10, 2012

College Graduate Coordinator, 1999-2011

Chair, Paper and Supplies Committee, fall 2009

Review Human Subject Protocol Documents for students in the College of Humanities, 2000-2009

HRTP Committee for Department of Philosophy, 2006-2009

College of Humanities Representative to General Educational Council, Fall 2002-present, Fall 1991-Fall 1993. Fall 1994-Spring 1998

College of Humanities Advisor in College Advising Center, Fall 2002-Spring 2004

Judith Anne Ott Scholarship Committee, Fall 2003

Assist Foreign Language Programs in preparing documents for the California Commission on Teacher Credentialing, German, Italian, Japanese, and French approved, 1999-2003.

Worked closely with a web consultant to create the College of Humanities Advising Site, person primarily responsible for content and information, 2000-2001.

College of Humanities Representative to General Education Segment II: Humanities and Creative Arts Committee, 2000-2001.

San Francisco City College Outreach Program, 2000-2002.


College Coordinator for First Year Experience Course in Humanities, Fall 2000.

College Representative to Electronic and Technological Advisory Committee (ETAC), 1999-2000.


College of Humanities Representative to Chairing the Academic Department, CSU meeting, San Diego, California, February 21-23, 1996.

Administrative Review Committee for Dean of the School of Humanities, 3/94-5/94.

School of Humanities Representative to University Committee on Computers and Technology, 8/93-12/93.

School of Humanities Representative to Segment III General Education Committee, 9/93-12/93.

Faculty Coordinator of Humanities Alumni Dinner, 9/93-2/94.

Coordinator of Speech Coaches for Humanities Entries in the Student Research Competition, Spring 1992 (also coached one student)

School of Humanities Travel Committee, Fall 1992.


School of Humanities Representative to the Graduate Council, SFSU, 2/89-2/90.

**Departmental Service: Communication Studies**

Speech 150 mentor – 1992 - present

HRTP 2004-2009 (Chair, 2007-2008)

PPI Committee (one of two such committees) 2009


Member of the Graduate Committee, 2003-2007

Member of Department Assessment Committee, Spring 2007

Member of the Business Communication Task Force, 2004

Participant in program review 2002

Department Chair, 1990-1993, 1996-1999

Department Alumni Chapter Liason – 1997-1999

Department Career Day Committee - 1996-1999


Speech 150 Workbook Committee, 1996

Program Review Response Committee, Speech - Fall 1995

Faculty Sponsor for Student Research Competition - Spring 1995

Eva Lokey Scholarship Committee, Fall 1993, Fall 1995

Department Coordinator, Career Day, Spring 1993.


Director of Basic Speech Course, 1/92-6/92

Coordinator for Bay Area Meeting with Community College Instructors of Speech, December 13, 1991
Department Ad Hoc Assessment Committee, 1991.

Chair of HRT, Department of Speech and Communication, 1989-1990.

Chair of Department Graduate Literacy Committee, SFSU, 1987-1990.

Advising Coordinator, Department of Speech and Communication Studies, SFSU, 11/87-1990.

Chair of Advising-Plan Sub-Committee, Department of Speech and Communication Studies, SFSU, 1987-1988.

Ad Hoc Computer Committee, Department of Speech and Communication Studies, SFSU, Spring 1987.


Director of Graduate Studies, Department of Rhetoric, UCD, 4/80-12/82.

**Departmental Service: Women Studies**

Acting Department Chair - 1994-1996

Stern Scholarship Committee - Fall 1994, Fall 1995

Women's Representative to College of Humanities Computer Committee, Spring 1996


Women's Studies Film Committee, USC, 1978.

**Program Service: Technical and Professional Writing**

Interim Director, Technical and Professional Writing 2009-2011

**Public Presentations and Facilitations**

Producer for Dragons & Dresses & Ducklings, Oh My!, May 6, 7, 14, 2011.

Facilitated classroom discussions and activities regarding 10,000 Dresses and performance
choices for Dragons & Dresses & Ducklings, Oh My!, April 7, 2011

Presentation on Advising, College of Humanities (3 presentations), November 2010

English Language Requirements and Critical Thinking for “All About Transferring to SF State”
Towers Conference Center, SF State, October 21, 2010

Presentation on Advising, College of Humanities (6 presentations), April 2010

Presentations to Academic Senate, Deans, Chairs and Directors, College Councils and Other
Units Regarding Work of the Graduation Requirements Task Force, 17 presentations, San
Francisco State University, March-December 2009.

College of Humanities Departments, Programs, and Other Activities, College of Humanities
Cohort in Resident Halls, December 2, 2009.

Presentation Regarding Work of the Graduation Requirements Task Force. Department Chairs
and Program Directors, San Francisco State University, February 6, 2009.

“Educating for the 21st Century: Help Design the New Baccalaureate Requirements at SF State”
Plenary Session, San Francisco State Faculty & Staff Development Retreat, San
Francisco, California, January 22, 2009.


Guest presentation in COMM 700: Introduction to Graduate Studies, most semesters when I am
not the instructor

Updates on the Work of the Graduation Requirements Task Force. Presentations to the Academic
Senate: September 11, 2007; March 11, 2008; October 21, 2008.

Human Subjects Protection and Informed Consent. Presentation in COMM 772: Field Research
Strategies, October 2, 2007.

Protect Connect Recruitment and Retention Center Campus-Wide Summit Facilitating
Graduation, April 12, 2006, conversation with students.

Electronic Resources for Graduate Students and Tips for Human Subject Documents.

Gender and Leadership: Communication Practices in Small Group Settings. Presentation in

The Role of the Humanities in an Undergraduate Education. First Year Experience Courses,

Majoring in Speech Communication at SFSU. Presentation to DeAnza Community College, June 1999.


Gender and Communication Styles. Guest Presentation in SPCH 331: Verbal and Nonverbal Communication, most semesters Fall 1997-present.


Summary of the 1995-1996 Review of GE, presented separately to: the Provost and the General Education Council (7/25/96), the Council of Academic Deans (8/19/96), the President and his Cabinet (10/10/96), the Commission on University Strategic Planning (10/24/96), and the Academic Senate (11/5/96).

Programmatic Research and Development of a Rationale for an Investigation. SPCH 700: Introduction to Graduate Studies, October 30, 1996.


Welcoming Remarks to Women's Lives, Women's Scholarship: Women, Gender, and Feminism at San Francisco State University. SFSU Guest Center, March 6, 1996.

A Preliminary Report from the Curriculum Committee of the Teaching and Learning Success Planning Group of CUSP. San Francisco State University, January 23, 1996.


Alternative Modes of Teaching and Learning: Sex Roles and Communication as a Case Study. Humanities Club for Elders, San Francisco State University, August 18, 1993.

Moderator for Cyberspace U: Visions and Concerns. San Francisco State University, April 30, 1993.


General Education Requirements. Transfer and New Students, School of Humanities, Advising Day, May 9, 1992.

Bag Lunch and Discussion with Speech and Communication Studies Majors and Other Interested Students, April 24, 1992.

The Role of Gender in Face-Work. Speech 880: Gender and Communication, April 6, 1992.


Steps to Successful Touch Tone. SFSU Students, School of Humanities, Advising Day, May 9, 1992.


Feminist Transformations of Communication Studies. SFSU Faculty Development Retreat,
Asilomar, California, January 19, 1989.


Do Gender Differences Make a Difference in the Classroom? Sponsored by UCD Teaching Resources Center, November 7, 1985.


Communication and the Sexes. UCD Network for Graduate and Faculty Women, January 13, 1982; Hammarskjold House, February 9, 1981; UCD Faculty Women's Research Support Group, March 11, 1980; and several classes as an invited lecture.


Male/Female Communication: Implications for the Classroom. University 7000, UCD Teaching Resources Center, October 28, 1980.


**Graduate Thesis, Creative Projects, and Dissertation Committees** (SFSU unless otherwise specified)


Miguel Ricardo Barrera, 2009, *Dialogue in Community Meetings* (creative project, chair)


Rebeca Moran, 2004-2006, *A Workshop for Faculty: Mentoring Under-represented (Or is it Unrecognized?) Students in Higher Education.* (creative project, chair)


Jennifer Dancy, 2004, (thesis, chair until she switch to examinations)

Haruna Araki, 2002-2003, *A Workshop to Reduce Sexual Harassment in the Japanese Workplace,* (creative project, member)


Charles Rope, 1996-1997, *Gays in the Workplace: A Workshop on Responding to a Coming Out Disclosure at Work,* (creative project, chair)


Steve Lipman, 1992-1993 (thesis, chair, until extensive take-home essays)

Sheryl Lindsley, 1990-1991 (thesis, member initially, student finished with a different committee)

Masami Nagayama, 1990-1991 (member)


Heather Smith, 1989-1991 (member)


Michael Quinn, 1988 (thesis, chair, student did not finish)

Marjorie Newton, 1986-1989, *A Woman's Place: Script for a Non-Sexist Television Show*, (creative project, member)

Bill Verducci, 1988-1989, *Persuasive Video on Safer-Sex Practices*, (creative project, member)

Ross MacDonald, PhD, UCD, 1981-88, (dissertation, member)

Eric Golanty, PhD, UCD, 1984-86, (dissertation, member)

Dawn Beam, UCD, 1985-86, (thesis, member)


Rebecca Hamilton, UCD, 1985-86, (thesis, member)

Ann Neiswanger, UCD, 1984-85, (thesis, member)

**Other Service to Students**

Advise for conflict resolution certificate, 2002-present.

CEEL Sponsor for Speech 150, Fall 1993, Fall 1994, Spring 1995, Fall 1999-Spring 2004
I have served on numerous comprehensive examination committees (I did not keep records on these committees, but in 2004, I attempted to acquire some information through department documents dated 1997-2004). I have been listed on the committees of the following students: Steve Lipton, Elizabeth Brinlee, Chieko Chambers, Julie Underwood, Kamami Uchida, Verdell Chriss, Ann-Marie LaPort, Roman Nouri, Yoko Nishihubo, Dee Dee Santel, Cara (Searver) Porchia, Lisa Elizade, Kara Krause, Nicole Lee, Kathleen Arnolfo, Cherakah Cunningham, Jacquelyn Horton, Susan Kashack, Zoe Stagg, Urika Seeger)

I was Alice Filmer’s sponsor in the California State University Forgivable Loan/Doctoral Incentive Program.

Named on several occasions by graduating seniors as an outstanding advisor.

**Community Service**

Oral Interpretation of Children’s Literature in Community Settings

(The following is a partial list of books that I have presented orally in a community setting. Some of these were presented when I was a monthly storyteller at White Elementary School from 1991-1996. Others have been told from ~2004 to the present. Many titles have been lost from memory as their recording began only in 2008.)

- *Amazing Grace*, by Mary Hoffman
- *Elijah’s Angel*, by Michael J. Rosen
- *Hershel and the Hanukkah Goblins*, by Eric Kimmel
- *I Want to Be*, by Thylias Moss
- *Molly’s Pilgrim*, by Barbara Cohen
- *My Brother Martin*, by Christine King Farris
- *Perfection at Home Plate*, by Rabbi Paysach Krohn
- *Somebody Loves You, Mr. Hatch*, by Eileen Spinelli
- *Tatterhood and the Hobgoblins*, retold by Lauren Mills
- *The Christmas Witch*, by Steven Kellogg
- *The Cook and the King*, by Maria Christina Brusca
- *The Different Dragon*, by Jennifer Bryan
- *The Duke Who Outlawed Jellybeans*, by Johnny Valentine
- *The Handsome Prince*, by Nancy Schimmel
- *The King’s Equal*, by Katherine Paterson
- *The Teddy Bear*, by David McPhail
- *The Wizards and the Monster*, by Bill Brittain
- *The Woman Who Flummoxed the Fairies*, by Sorche Nic Leodhas
- *Why Christmas Trees Aren’t Perfect*, by Richard Schneider
- *Wilfrid Gordon McDonald Partridge*, by Mem Fox
Children’s Literature Adapted for Orally Sharing by Children

*Thank You, Sarah: The Woman Who Saved Thanksgiving,* by Laurie Halse Anderson (I adapted the text for performance by children and directed them, November 2008.)

Wedding Anniversary, Re-Commitment Ceremony, Sean and Sarah McNamara, March 7, 2009

“The Importance of Quality Public School Education.” Presentation to the Oceanside Rotary Club, October 22, 1999.


President of Board of Directors, Excursions in Learning, 10/1989 - 10/1990.


Classroom presentation and project on emotional expressiveness. Excursions in Learning, August 24-30th, 1989.

Presentation to the San Francisco Chapter of the International Society for General Semantics, "Females and males communicating: Are the rules the same?" July 14, 1989.


Judge for the 1986 Speaker of the Year Award. Five-Thirty Club of PG and E, October 24, 1986.

Judge for the Bill of Rights Oratory Contest. Coast Savings, October 11, 1986.

Workshop on ways to express emotions effectively. Senior High School Group, October 27, 1982.

Communication Consultant, at the Davis Community Church, regarding oral presentations by worship leaders and storytellers, and the use of media, 1980-1982.
VITA

Shawn T. Whalen

Office of the President
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1097

363 Princeton Street
San Francisco, CA 94134
(415) 794-6145

EDUCATION

ABD, Department of Communication, University of Utah, Salt Lake City, UT.

M.A., Department of Speech Communication, San Diego State University, San Diego, CA, 1989.


EMPLOYMENT HISTORY

Deputy Chief of Staff to the President, San Francisco State University, San Francisco, CA 2011-present.
Serve as a member of the senior leadership team at a public university with 30,000 students and over 3,000 employees. Reporting directly to the President and assisting in establishing priorities, identifying important issues, and developing policy recommendations. Facilitate communication between the President and all campus constituencies with primary responsibility for presidential communications. Coordinate activities and ensure timely flow of information to and from the President's office. Track, monitor and follow the progress of projects, action items, and strategies emanating from the President and his Cabinet. Evaluate complex issues and make assessments in order to advise and assist the President on appropriate courses of action. Serve as President's liaison with a broad range of constituencies, frequently around sensitive matters of immediate concern, and coordinate responses with the President and appropriate university officers.

Director of Forensics, Department of Communication Studies, San Francisco State University, San Francisco, CA 1997-2012.

Assistant Professor, Department of Communication & Theatre Arts, Mercer University, Macon, GA 1993-1997.
Courses taught: Introduction to Communication and Theatre Arts, Public Speaking, Argumentation, Communication and Culture, Communication of Professionals, Contemporary Public Address. Also taught in the freshman experience program.

Teaching Fellow, Department of Communication, University of Utah, Salt Lake City, UT, 1989-1993.

Courses taught: Public Speaking, Argumentation.

FORENSICS DIRECTION AND COACHING EXPERIENCE

Director of Forensics, San Francisco State University, San Francisco, CA, 1997-present.
Directed a broad based and nationally competitive program participating in policy debate, parliamentary debate, and individual events. Administered, coached, and traveled a team of approximately sixty students per year. Managed a travel budget of approximately $37,000. Conducted a forensics outreach program directed at area high school and middle school students.

Faculty Lab Leader, Arizona Debate Institute, 2000-2003.
Conducted lectures and facilitated debate instruction for students attending an intensive two-week workshop. Directed the research, skills training, and preparation of students for debates on the upcoming season’s college debate topic.

Oversaw the curriculum, student training, and teacher training for a high school debate league funded through the Soros Foundation’s Open Society Institute. Coordinated college student mentor relationships with partner high schools. Administered student and teacher workshops as well as a summer institute for new students and teachers. Conducted tournament administration for all BAUD tournaments.

Director of Debate, Mercer University, Macon, GA, 1993-1997.
Rebuilt a nationally competitive NDT debate program. Administered, coached and traveled a team of about ten students. Managed a travel and expense budget of approximately $30,000 and a scholarship budget of approximately $25,000. Recruited high school students and students from campus. Qualified a team for the National Debate Tournament four consecutive years. Administered college and high school debate tournaments.

Interim Director of Forensics, University of Utah, Salt Lake City, UT, March - June 1992.
Managed the business of the forensic team during the director's leave.

Coached 15-25 students in NDT debate, CEDA debate, and individual events. Assisted in running the largest collegiate forensic tournament in the United States.

Directed the research, performance, and travel of approximately 40 CEDA debaters including debaters who qualified for elimination rounds at the CEDA Debate National Championship. Assisted in the
administration of high school and college tournaments.
Coached approximately 65-70 students in CEDA debate and individual events. Assisted in the administration of college and high school tournaments.

PUBLICATIONS


CONFERENCE PAPERS AND PRESENTATIONS

“Analyzing the Impact of Addresses by President Obama and Vice President Biden at the 2012 Democratic Party Convention,” panelist at San Francisco State University, September 6, 2012.

“Understanding the 2011 San Francisco Mayor’s Race,” panelist at San Francisco State University, November 16, 2011.


“A Warranted Life in the Era of Hyperbole,” the Honors Address presented at San Francisco State University’s Undergraduate Honors Convocation, May 19, 2011.


“The Arsenal of Shared Governance,” presented at San Francisco State University’s Annual Faculty Convocation, August 23, 2010.


“Arguments, Audiences, and Just Societies,” the Honors Address presented at San Francisco State University’s Undergraduate Honors Convocation, May 20, 2010.
"The Faculty: Custodians of Student Futures," presented at San Francisco State University's Annual Faculty Convocation, August 24, 2009.

"From Success to Greatness: Synthesizing Self and Community Interest," the Honors Address presented at San Francisco State University's Undergraduate Honors Convocation, May 21, 2009.

"Budget Advocacy Strategies – the Role of the Academic Senate," presented at the San Francisco State University Faculty and Staff Development Retreat, January 22, 2009.

"Disability ACCESS – an Overview," presented at the San Francisco State University Faculty and Staff Development Retreat, January 22, 2009.


With members of the SFSU debate team, analyzed George W. Bush's 2002 State of the Union Address for air on KPIX Television.


With Alfred "Tuna" Snider, Bill Shanahan, and Ede Warner, "Is Policy Debate on the Wrong Path?," A public debate at the 2000 Cross Examination Debate Association National Tournament.

Chair and Respondent, "Forensics Performances," Presented at the Western Speech Communication Association Convention, February 2000, Sacramento, CA.

“Advice to New Program Directors,” Presented at the Western Speech Communication Association Convention, February 1998, Denver, CO.

“Alleviating Forensics Stress,” Presented at the Western Speech Communication Association Convention, February 1998, Denver, CO.


"Trials as Social Drama: The Case of Sacco and Vanzetti," Presented at the 79th Annual Meeting of the Speech Communication Association, November 1993, Miami, FL.


"Arsenio Hall and Racism: Effects of Humor on Social Change," Presented at the 76th Annual Meeting of
the Speech Communication Association, November 1990, Chicago, IL.

"Effects of Debate Training on Critical Thinking Ability," Presented at the 60th Annual Meeting of the Western Speech Communication Association, February 1989, Spokane, WA.

**SELECTED DEPARTMENT AND UNIVERSITY SERVICE**

Serving as a member of San Francisco State University’s WASC Educational Effectiveness Review Steering Committee, 2011–present.

Serving as a member of San Francisco State University’s Vice President for Administration and Finance Search Committee, 2011–present.

Served three terms as Chair of San Francisco State University’s Academic Senate, 2008–2011.

Served as Chair of San Francisco State University’s University Planning Advisory Council, 2009–2011.

Served two terms as a member of San Francisco State University’s Academic Senate, 2005–2011.

Served as a member of San Francisco State University’s Enrollment Management Committee, 2006–2011.

Served as a member of San Francisco State University’s Provost Search Committee, 2008–2009.

Served as a member of San Francisco State University’s Faculty and Staff Development Retreat Committee, 2008–2009.

Served as a member of San Francisco State University’s Dean of Undergraduate Studies Search Committee, 2007–2008.

Served as Vice Chair of San Francisco State University’s Academic Senate, 2007–2008.

Served as a member of Dean Paul Sherwin’s Administrative Review Committee, Spring 2007.

Served as a member of San Francisco State University’s Faculty Honors and Awards Committee, 2006–2009.

Served as Chair of the San Francisco State University Academic Policies Committee, 2006–2007.

Served as Chair of the San Francisco State University Educational Policies Council, 2006–2007.

Served as a member of San Francisco State University’s Graduation Requirements Task Force, 2006–2007.

Serving as a member of the Communication Studies Graduate Advisory Committee, 2004–present.

Hosted a program for the Humanities Club for Elders which presented performances of the forensic team, Spring 2000.

Hosted the Forensics Showcase which presented performances of the forensic team to the campus Community each Spring 1998–2007.
Served as a member of Mercer University's Honor Council Committee, Scholarship Committee, and Admissions Committee, 1993-1997.

Hosted the British National Debate Team at Mercer, Fall 1994 and Fall 1996.

Served as President of the Communication Graduate Student Association at San Diego State University, 1988-89.

SELECTED PROFESSIONAL AND COMMUNITY SERVICE

Appointed by the Academic Senate of the California State University to serve as a member of the Communication Studies Faculty Discipline Review Group for the Course Identification Initiative collaboration between the California Community College and the California State University Systems), 2011 – present.


Served as outside reviewer for the Ohlone Community College Speech Communication Department’s program review, Spring 2003.

Served as President of the Cross Examination Debate Association, 2002-2003.


Served as the Vice President of the Cross Examination Debate Association, 2001-2002.

Served as Cross Examination Debate Association’s representative to the Council of Forensics Organizations, 2001-2002.

Served as the chair of the Cross Examination Debate Association's Awards Committee, 2001-2002.

Served as a member of the Cross Examination Debate Association's Topic Selection Committee, 2001-2002.


Served as the Second Vice President of the Cross Examination Debate Association, 2000-2001.

Served as the District I chair and member of the National Debate Tournament Committee, 1998-2001.

Served as a member of the Cross Examination Debate Association's Topic Selection Committee, 1999-2000.

Served as a member of the American Forensic Association’s District I Individual Events Committee, 1998-1999.

Served as the Northern California Forensics Association representative to the Cross Examination Debate Association, 1998-2000.

Served as a member of the American Forensic Association's Policy Caucus subcommittee on electronic research, 1994-1997.

SELECTED HONORS & AWARDS
Coached San Francisco State Debater, Alexis Litzky, who was selected as a "2004-2005 Academic All American" by the Cross Examination Debate Association.

Coached San Francisco State Debater, Allison Brownlow, who was selected as a "2004-2005 All American" by the Cross Examination Debate Association.

Received the Val Browning Award as the outstanding debate coach of the year, January 2004.

Received San Francisco State University commendations for excellence in general education teaching awards based on nominations from exit interviews with graduating seniors and conferred by the dean of undergraduate studies, 2003 and 2004.

Coached San Francisco State student, Marina Whitchurch, who was selected as a "2003 All American" by the American Forensics Association's National Individual Events Committee.

Coached San Francisco State Debaters, Tony Bernacchi and Julie Lu, who were selected as "2002-2003 All Americans" by the Cross Examination Debate Association.

Coached San Francisco State Debater, Mary Salazar, who was selected as a "2001-2002 All American" by the Cross Examination Debate Association.

Directed San Francisco State University's program that won the National Forensics Association's National Championship for Division II, 2001.

Selected as the "1998-99 Director of the Year" by the Northern California Forensics Association.

Selected as the "1997-98 New Coach of the Year" by the Northern California Forensics Association.

Received Mercer University's award for the "Outstanding Student Organization Advisor" 1994-1995.

Received Mercer University's award for "Outstanding Educational Achievements" for the Mercer Debate Society 1994-1995.

Received Mercer University's award for the "Most Improved Student Organization" for the Mercer Debate Society 1993-1994.

Received the International Communication Association award for outstanding teaching by graduate students, 1988.

Representing San Diego State University, received second place in the first Sino-US debate tournament in Xian and Shaanxi, China, 1989.
LEAH WINGARD

COMMUNICATION STUDIES DEPARTMENT, SAN FRANCISCO STATE UNIVERSITY
1600 HOLLOWAY AVENUE, SAN FRANCISCO, CA. 94132
WINGARD@sfsu.edu

EDUCATION

University of California, Los Angeles, June, 2006
Ph.D., Applied Linguistics
Dissertation: Homework as a Joint Accomplishment in Parent-Child Interactions

University of California, Los Angeles, 1998
Masters of Arts, Applied Linguistics and TESL
Master’s Thesis, Discourse Strategies for Teasing in the Late Night Interview

University of Copenhagen, Denmark, 1996
Bachelorgrad, Major: Linguistics, Minor: Minority Studies

University of California, Santa Cruz, 1991
Bachelor of Arts, Double major: Politics & Language and Culture
College Honors awarded

PROFESSIONAL APPOINTMENT

Assistant Professor, Communication Studies Department, San Francisco State University,
Fall 2006 - present

TEACHING EXPERIENCE

Courses taught
COMM 873 - Research Strategies in Language and Social Interaction (graduate)
COMM 664 - Research Methods in Language and Social Interaction
COMM 562 - Discourse in Interaction
COMM 561 GWAR - Social Semiotics - Writing Intensive
COMM 561 - Social Semiotics
COMM 515 - Family Communication
COMM 508 - Children’s Communication
SPCH 331 - Verbal and Nonverbal Symbols

AWARDS:

Provost’s Research Time Awarded for Spring 2012
Research Affinity Group for the Study of Language, Discourse and Social Interaction
(SOLDASI) awarded $12,500 from Office of Research and Sponsored
Program’s May, 2009
California State University Summer Stipend Award: Summer, 2007
PROFESSIONAL ACHIEVEMENT AND GROWTH

Publications


Wingard, L. and Lovaas, K. Analyzing discourses of emotion management on Survivor using micro and macro analytic perspectives. (accepted for publication in Pragmatics and Society)

Manuscripts in revision:

Wingard, L. & Willihnganz, H. Examining interactional practice of parent emotion work with children.


Refereed Conference Presentations


**Invited Speaker:**


**Invited Participant:**


**SERVICE TO CAMPUS AND COMMUNITY**

**Department**

Coordinator for implementing GWAR requirement in department 2008 - present

Representative to College of Humanities Technology Committee (HUMTECH) 2006, ‘07, Spring’09 (Fall’09, Spring’10 - present

Mentor for lecturers teaching Language and Social Interaction courses 2007 - present

Academic advisor to undergraduate communication studies majors 2006 - present

Graduate Advisory Committee member 2008 - present

Mentor for Graduate Teaching Associates 2006 - present

Primary organizer for new department website using Drupal Summer/Fall 2010

Member of department Curriculum and Advising Committee 2006 - 2010

Graduation Party planner 2006 - 2010

Faculty mentor for students presenting research at Bay Area Undergraduate Communication Research Conference Spring 2009, 2011

Member of ad-hoc assessment committee to evaluate student writing Spring 2007

Member department hiring committee Fall 2006
University

College of Humanities representative to Committee for Written English Proficiency (CWEP) 2010/2011, 2011/2012
College of Humanities representative for Educational Technology Advisory Committee (ETAC) Fall 2009 – present
Co-PI of Research Affinity Group for the Study of Language, Discourse and Social Interaction (SOLDASI) Spring 2009
Facilitator and leader of SOLDASI research project about doctor-patient interactions in diabetes consultations 2009/2010
Organizer of campus workshop “Exploring Qualitative Software and Virtual Lab” February 25th 2010
Member of Children’s Campus Research Subcommittee Fall 2009 - present
Consultant on Audio-Visual set-up at Children’s Campus Fall 2009
Judge for CSU Graduate Student Research Competition Spring 2011
Mentor for CSU Graduate Student Research Competition Spring 2007, 2008, 2009
Organizer of guest performance of “Marx in Soho” August 29th, 2008
Senator on Academic Senate representing the College of Humanities Fall 2008
Member of university Curriculum Review and Approval Committee Fall 2008
Mentor for Study Abroad Segment III student (AU694) Spring 2007
Member of CSU International Programs application evaluation Committee Spring 2007

Videography services:
“A Day of Dialog about Electronic Portfolios” workshop conducted by Kevin Kelly, Academic Technology, (3/7/08). “Workshop on Learners’ Lives as Curriculum” conducted by Gail Weinstein, English Department. (10/12/07)
Student performance rehearsal meetings for Amy Kilgard’s performance studies class, Fall, 2006

Community
Service to the profession

Service to professional organizations
Secretary and incoming planner for Language and Social Interaction division at Western States Communication Association annual Conference 2011
Local host chair for National Communication Association Summer/Fall 2010
Facilitator and data provider for data analysis session in Language and Social Interaction Division at Western States Communication Association meeting in Mesa, Arizona February, 2009
Organizer of competitive themed panel entitled: Language and Social Interaction Perspectives on Topics in Family Communication in the Family Communication division for National Communication Association annual meeting Fall 2007
Reviewer for Publishers

Reviewer for proposed textbook
“Family communicating with Children” Polity series “Key Concepts in Family Communication”  
Spring, 2010

Reviewer for special issue on communication in medical interaction
of Journal of Asian Pacific Communication  
Spring 2008

Reviewer of language and social interaction textbook for Sage Publications  
June 2008

Reviewer of family communication textbook proposal for Sage Publications  
July 2007

Service to the Language and Social Interaction community

Creator and curator of the Language and Social Interaction video archive  
2007 - present

Consultant on manuscript of chapter  
August, 2007

“Conversation & Discourse Analysis” for Gerianne Merrigan, for communication studies methodology textbook
CURRICULUM VITAE (August, 2012)

Gust A. Yep

Professor, Communication Studies Department
Core Graduate Faculty, Sexuality Studies Department
Faculty, Ed. D. Program in Educational Leadership

Editor (2006-2008)
National Communication Association, Non-Serial Publications Program

San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
(415) 338-2268 (Direct and 24-hr voicemail)
(415) 338-7030 (Office FAX—Leave voicemail when faxing)
gyep@sfsu.edu (E-mail)

I. PROFESSIONAL EDUCATION

Doctor of Philosophy
University of Southern California, 1990
Department of Communication Arts and Sciences
Outside Department: Sociology
Major Areas: Intercultural Communication; Communication Theory; Communication Strategies in Health Promotion
Cognate Areas: Health and Cross-Cultural Psychology; Health Education and Promotion
Minor Area: Research Methodology

Master of Arts
University of Southern California, 1985
Department of Communication Arts and Sciences
Outside Department: Sociology
Major Areas: Intercultural, Interpersonal, and Health Communication
Cognate Area: Family Theory
Minor Area: Research Methodology

Bachelor of Arts
University of Southern California, 1980
(with Outstanding Senior Recognition Award)
Major: Psychology
Emphasis: Social and Clinical Psychology; Research Methodology and Psychological Measurement
Minor: Speech Communication
Emphasis: Interpersonal Communication
II. TEACHING EXPERIENCE AND EFFECTIVENESS

1999-present San Francisco State University
Professor, Communication Studies Department
Core Graduate Faculty, Sexuality Studies Department (2010-present)
Faculty, Ed. D. Program in Educational Leadership (2010-present)
Director, Graduate Studies, Communication Studies Department (2004-2007)

Courses Taught
(1) COMM 150: Oral Communication (Summer 2002; Spring 2003; Fall 2003; Winter 2004; Spring 2009, 2010, 2011, 2012 [special sections of COMM 150 with a focus on health equity and social justice])
(2) COMM 502: Interpersonal Communication (Fall 1999, 2001; Spring 2004; Fall 2006; Spring 2008; Fall 2010)
(4) COMM 541: Intercultural Communication (Fall 1999; Spring 2001; Fall 2002; Spring 2003, 2004; Fall 2004; Spring 2005, 2006; Fall 2006; Summer 2007, 2008, 2009)
(5) COMM 321: Communication Theory (Spring 2000)
(6) COMM 525: Sexual Identity and Communication (Spring 2000, Fall, 2011)
(7) COMM 750: Graduate Seminar in Culture and Communication (Spring 2000, 2003, 2005; Fall 2009)
(8) COMM 700: Introduction to Graduate Studies in Communication (Fall 2000, 2003)
(9) COMM 772 (now 872): Graduate Seminar in Field Research Strategies (Fall 2000, 2001, 2004, 2007; Spring 2011)
(10) COMM 725/SXS 810: Graduate Seminar in Sexual Identity and Communication (Spring 2001; Fall 2002; Spring 2004; Fall 2005; Spring, 2007; Spring 2009; Fall 2010; Spring 2012)
(11) COMM 444: Rhetoric of the Media (Fall 2003, 2005)
(13) COMM 504: Communication and Masculinities (new course, Spring 2010; Fall 2010, 2011)

Workshops
(1) "Queer Theory and Communication" (Presented at the 89th Annual Meeting of the National Communication Association, Miami Beach, FL, November, 2003)
(2) "Teaching the 'Communication and Sexualities' Course" (Presented at the 91st Annual Meeting of the National Communication Association, Boston, MA, 2005)

Guest Lectures
(1) “Communicating Health at the ‘Outer Limits’: Addressing the Intersections of Gender and Sexuality” (Professor Teunis’ HMSX 300, Fall 1999)
(2) “Demystifying Heterosexism in Everyday Life” (Professor Lovaas’ SPCH 525, Fall 1999)
(3) “Living Healthy Lives: Stress Management” (Professor Goldsmith’s First-Year-Experience, Fall 2000)
(4) “Communication between Queers and their Families: A Relational Dialectics Approach” (Human Sexuality Studies Research Colloquia Series, Fall 2000)
(5) “Beyond the ‘Charmed Circle’” (Professor Lovaas’ SPCH 525, Spring 2001)
(6) “Civil Discourse in the Classroom” (First-Year-Experience, Spring 2003)
(7) “Heteronormativity as a Site of Violence” (Professor Sueyoshi’s HMSX 300, Fall 2003)
(8) “Heteronormativity” (Professor Sueyoshi’s HMSX 300, Fall 2004)
(9) “Heteronormativity” (Professor Bonem’s HMSX 300, Fall 2005)
(10) “Power, Politics, and Communication Theory” (Professor Shimanoff’s SPCH 700, Fall 2006)
(11) “Critical Research in Communication” (Professors Jenkins and Shimanoff’s SPCH 700, Fall 2007)
(12) “Communication and Social Justice” (Professor Merrigan’s COMM 700, Fall 2009)

Academic Advisor, Department of Speech and Communication Studies (undergraduate and graduate)

M.A. Thesis/Creative Project Director, Department of Communication Studies and Human Sexuality Studies Program

M.A. Thesis/Creative Project Committee Member, Department of Communication Studies, Ethnic Studies Program, Human Sexuality Studies Program, Women Studies Department

San Francisco State University
Associate Professor, Department of Speech and Communication Studies and Human Sexuality Studies Program

Courses Taught
(1) SPCH 542: Intracultural Communication (Fall 1995, Spring 1996)
(2) SPCH 772: Graduate Seminar in Field Research Strategies (Fall 1995, Fall 1998)
(3) SPCH 503: Sex Roles and Communication (Spring 1996)
(5) SPCH 502: Interpersonal Communication (Fall 1996, 1997)
Seminars and Workshops

1. "Using Experiential Group Activities in our Teaching" (College of Humanities Meeting, SFSU, January, 1996)
2. "Competent Conflict Resolution across Cultures" (1996 SFSU Faculty Development Retreat, January, 1996)
3. "Nonverbal Communication: Toward Greater Awareness, Sensitivity, and Skill" (Nursing Education Program, Metropolitan State Hospital, Norwalk, CA, May, 1996)
4. "Communication Skills: Identifying Abusive Types of Verbal Interaction" (Nursing Education Program, Metropolitan State Hospital, Norwalk, CA, May, 1996)
5. "Research, Service, and Community" (HIV Prevention Staff, Asian and Pacific Islander Wellness Center, San Francisco, CA, August, 1997)
6. "Integrating Research and Service Delivery" (Board of Directors, Asian and Pacific Islander Wellness Center, San Francisco, CA, September, 1997)
7. "Age-Appropriate Communication: Developing Greater Sensitivity to your Listeners" (Nursing Education Program, Metropolitan State Hospital, Norwalk, CA, June, 1998)
8. "The Power of Positive Communication: Toward More Effective and Satisfying Human Relationships" (Nursing Education Program, Metropolitan State Hospital, Norwalk, CA, June, 1998)

Guest Lectures

1. "Communication Techniques for Journalistic Interviews" (Journalism Department, SFSU, March, 1996)
2. "Gender and Intercultural Health Communication: My Current HIV/AIDS Research Program" (Professor Shimanoff’s Graduate Seminar on Gender and Communication, SFSU, April, 1996)
3. "An Introduction to Critical Pedagogy" (Professor Hunt’s Graduate Seminar on Teaching Communication, SFSU, April, 1998)
4. "Communication and Sexuality" (Professor Smith’s HMSX 300, SFSU, September, 1998)
5. "Different Ways of Looking at Culture" (Humanities Club for Elders, SFSU, October, 1998).

Academic Advisor, Department of Speech and Communication Studies (undergraduate and graduate)

M.A. Thesis/Creative Project Director, Department of Speech and Communication Studies and Human Sexuality Studies Program
M.A. Thesis/Creative Project Committee Member, Department of Speech and Communication Studies and Human Sexuality Studies Program

1995-1996
San Francisco State University
Assistant Professor, Department of Speech and Communication Studies

1995
California State University, Los Angeles
Associate Professor (with tenure), Department of Communication Studies

1990-1995
California State University, Los Angeles
Assistant Professor, Department of Communication Studies
Interim Director, Institute for Asian American and Pacific Asian Studies (1994-1995)

Courses Taught
(1) SPCH 150: Oral Communication (including a special version of this course designed for international, nontraditional, and language minority students)
(2) SPCH 350: Interpersonal Communication
(3) SPCH 371: Persuasive Communication
(4) SPCH 450: Communication Theory (undergraduate)
(5) SPCH 454: Prejudice in Talk and Discourse (Special Topics Seminar)
(6) SPCH 454: Intimate Communication: Interactional Processes in Close and Personal Relationships (Special Topics Seminar)
(7) SPCH 454: East-West Communication: Interactional Patterns across Cultures (Special Topics Seminar)
(8) SPCH 479: Sex Roles in Communication
(9) SPCH 487: Proseminar: Research Methods in Communication
(10) SPCH 489: Intercultural Communication
(11) SPCH 550: Graduate Seminar in Communication Theory
(12) SPCH 589: Graduate Seminar in Intercultural Communication Theory and Research

Seminars and Workshops
(1) “When Your Life Depends on it: Utilization of Message Strategies to Induce Partners to Practice Safer Sex” (AIDS Awareness Seminar, AIDS Intervention Team, Los Angeles, September, 1991)
(2) “Talking about Safer Sex” (Asian Pacific Island Men’s HIV Conference, Los Angeles County Department of Health Services, AIDS Program Office, September, 1991)
(3) “HIV/AIDS Education Videos” (AIDS Intervention Team, Los Angeles, November, 1991)
(6) "Cultural Issues in HIV/AIDS Education and Prevention for Hispanics" (CSULA Faculty Colloquium, November, 1992)
(7) "Cultural Sensitivity for Outreach Workers in Asian and Pacific Island Communities" (Asian Pacific Health Care Venture, Inc., December, 1992)
(8) "HIV/AIDS Sensitivity for Student Union Workers" (University Student Union, CSULA, January, 1993)
(9) "Intercultural Communication Sensitivity and Awareness Training" (Title VII Grant: Project Unique, Fullerton Union High School District, February, 1993)
(10) "Effective Intercultural Communication with Patients: A Framework" (Nursing Education Program, Metropolitan State Hospital, March, 1993)
(11) "Effective Intercultural Communication with Patients: A Follow-up" (Nursing Education Program, Metropolitan State Hospital, March, 1993)
(12) "Skillful Therapeutic Communication with Patients: A Relational Approach" (Nursing Education Program, Metropolitan State Hospital, April, 1993)
(13) "Bilingual HIV Education Through Performance: The 'Avance' Theater Concept" (CSULA AIDS Awareness Week, May, 1993)
(14) "Social Intercourse: Talking about Sex" (CSULA AIDS Awareness Week, May, 1993)
(15) "Communication with Multiethnic and Multilingual Asian/Pacific Islander Populations: Issues for Service Providers" (Asian Pacific Health Care Venture/Special Services for Groups, May, 1993)
(16) "Intercultural Communication Competence" (Metropolitan State Hospital, Quarterly Transcultural Meeting, Professional Education for Psychiatrists and Medical Staff, May, 1993)
(17) "Intercultural Communication Competence: Focus on Awareness and Skills" (Title VII Grant: Project Unique, Fullerton Union High School District, October, 1993)
(18) "Effective Communication Techniques" (Nursing Education Program, Metropolitan State Hospital, April, 1994)
(19) "Improving Interpersonal Relations between Patients and Staff" (Nursing Education Program, Metropolitan State Hospital, May, 1994)
(20) "Cultural Diversity in the Classroom: Implications for Teaching" (California State University, San Bernardino, May, 1994)
(21) "Psychosocial Issues and Cultural Sensitivity" (Buddy Training Program, Asian Pacific AIDS Intervention Team, August, 1994)
(22) "Working with Manipulative Clients" (Buddy Training Program, Asian Pacific AIDS Intervention Team, August, 1994)
(23) "Teaching Intercultural Communication: Feeling the Tapestry/The Case of Simulations" (Pre-Conference Workshop, Annual Meeting of the Western States Communication Association, Portland, OR, February, 1995)
(24) "Effective Communication with Patients and Staff" (Nursing Education Program, Metropolitan State Hospital, Norwalk, CA, April, 1995)

(25) "Effective Communication with Families of the Mentally Ill" (Nursing Education Program, Metropolitan State Hospital, Norwalk, CA, May, 1995)

Guest Lectures
(1) "Promoting Cultural Awareness" (ESL Development Seminar, Center for Effective Teaching, CSULA, March, 1991)
(2) "Developing More Satisfying Interpersonal Relations Through Communication" (CSULA Gateway to Leadership XI, Spring, 1991)
(3) "Becoming More Competent in Intercultural Relations" (CSULA Gateway to Leadership XI, Spring, 1991)
(4) "Principles of Communication" (CSULA University Orientation for EOP Students, Summer, 1991)
(5) "Conceptual and Methodological Issues in Interpersonal and Intercultural Communication Theory and Research" (Introduction to Graduate Studies in Communication Seminar, Fall, 1991, CSULA)
(6) "Cultural Issues in Health Promotion" (Asian Pacific Health Care Venture, Inc., July, 1992)
(7) "Persuasion and Social Influence Theories to Reduce Prejudice" (Senior Seminar in “Overcoming Prejudice,” Department of the Study of Women and Men in Society [SWMS], Fall, 1992, University of Southern California)
(8) "Effective Communication in the Multicultural Environment of the 90s" (CSULA Gateway to Leadership Conference, Fall, 1992)
(9) "Increasing Your Sensitivity to Nonverbal Communication" (CSULA Gateway to Leadership Conference, Spring, 1993)
(10) "A Community Case Simulation Model: The HIV/AIDS Epidemic" (CSULA Department of Nursing, Spring, 1993)
(11) "Culture, Stress, and Social Support" (Staff Training, Division of Student Affairs, CSULA, September, 1993)
(12) "Research Design" (Graduate Seminar in Communication Theory, CSULA, Spring, 1995)

Orientation Advisor, University Orientation Program (Fall 1990, Fall 1992)
Academic Advisor (1990-1995)
Graduate Teaching Assistant Coordinator (1993)
Basic Course (SPCH 150) Director (1993)
Summer Bridge Coordinator (SPCH Component), Educational Opportunity Program (1993 - 1995)

1983-1995
University of Southern California
Behavioral Research Consultant, The Learning Center
Areas of Instruction
(1) Research Design
(2) Statistical Analysis
(3) Proposal and Research Report Writing

1986-1990 California State University, Los Angeles
Lecturer, Department of Communication Studies

Courses Taught
(1) SPCH 150: Oral Communication (including Adjunct Courses with the American Culture and Language Program)
(2) SPCH 371: Persuasive Communication
(3) SPCH 479: Sex Roles in Communication
(4) SPCH 489: Intercultural Communication

Guest Lecture
(1) "Persuasive Speaking" (American Culture and Language Program)

1988-1990 California State University, Fullerton
Lecturer, Department of Speech Communication

Courses Taught
(1) SPCH 100: Introduction to Human Communication
(2) SPCH 102: Public Speaking
(3) SPCH 308: Quantitative Research Methodology
(4) SPCH 320: Intercultural Communication
(5) SPCH 324: Small Group Communication

1985-1989 University of Southern California
Lecturer, Communication Arts and Sciences

Courses Taught
(1) CAAS 102: Public Speaking for International Students
(2) CAAS 115: Health Care Communication
(3) CAAS 204: Interpersonal Communication
(4) CAAS 320: Small Group Communication
(5) CAAS 324: Intercultural Communication
(6) CAAS 495: Communication and the Sexes

Course Coordinator, Basic Course (CAAS 102)
Course Coordinator, Health Care Communication (CAAS 115)
Undergraduate Directed Research Advisor

1987 Children's Hospital of Los Angeles
Project Coordinator, Division of Psychosocial Research

Research Project
"Medical Risk Communication and Parents' Oncology Treatment Decisions"
1986
University of Southern California
Research Consultant, Risk Communication Institute
Department of Safety and Systems Management

Research Project
"Risk Communication: Assessment of the State of Knowledge"

1981-1985
University of Southern California
Assistant Lecturer, Communication Arts and Sciences

Courses Taught
(1) CAAS 102: Public Speaking
(2) CAAS 115: Health Care Communication
(3) CAAS 204: Interpersonal Communication
(4) CAAS 300: Theories of Human Communication

1980-1981
University of Southern California
Teaching Assistant, Communication Arts and Sciences

Courses Taught
(1) CAAS 204: Interpersonal Communication
(2) CAAS 300: Theories of Human Communication
(3) CAAS 302: Persuasion

President, PSI CHI, the National Honor Society in Psychology
Advisor, PSI CHI National Undergraduate Empirical Research Contest

1979
University of Southern California
Trainer, Leadership and Intercultural Awareness
Training Program, International Student Assembly

Lectures
(1) "Assertiveness and Culture"
(2) "Leadership Styles"

1978-1979
University of Southern California
Trainer, Interpersonal and Intercultural Training for Paraprofessional Counselors, International Peer Advocates, Office for International Students and Scholars

III. PROFESSIONAL ACHIEVEMENT AND GROWTH

PUBLICATIONS

Books and Book-Length Projects
*Nominated for the 2004 International Communication Association (ICA) "Book of the Year" Award and the 2004 National Communication Association (NCA) Applied Communication Division "Book of the Year" Award.


**Refereed Scholarly Journal Articles, Book Chapters, and Essays**

*Lead article for the issue.*


Intersection of Audiences and Production in Contemporary Theory (pp. 123-141). New York: Peter Lang.

Yep, Gust A. (2010). Rolando and Tatiana: Living at the Intersections of Race, Class, Gender, Sexuality, and Nation. In C. M. Noland, J. Manning, & J. MacLennan (Eds.), Case Studies of Communication about Sex (pp. 46-54). Newcastle, UK: Cambridge.


Gust A. Yep, Ph.D.
Faculty Curriculum Vitae

Remembering the AIDS Quilt (pp. 43-64). East Lansing, MI: Michigan State University Press, 2011


**Research and Technical Reports**


**PROFESSIONAL CONFERENCE PAPERS AND PRESENTATIONS**

**Competitive Papers and Presentations**

*Top Paper*

Yep, Gust A. (2011, November). *Politics Without Guarantees? The Discursive Construction of GLBTQ Research*. Presented to the "Emerging Voices in GLBTQ Scholarship: How Can We Create a Dissertation Award to Recognize their Work?" Panel at the 97th Annual Meeting of the National Communication Association, New Orleans, LA.


Gust A. Yep, Ph.D.
Faculty Curriculum Vitae


Annual Meeting of the Western States Communication Association, San Francisco, CA.


Yep, Gust A. (2003, November). *The Subject of Whiteness in the Communication and Diversity Curricula.* Presented to the 89th Annual Meeting of the National Communication Association, Miami Beach, FL.

Yep, Gust A. (2003, November). *Theorizing Silences in Classrooms without Boundaries: Toward a Pedagogy of Dangerous Knowing.* Presented to the 89th Annual Meeting of the National Communication Association, Miami Beach, FL.


Yep, Gust A. (2000, November). *Communication at the Nexus of Race, Class, Gender, and Sexuality: Notes for a Reconceptualization of Intercultural Communication Competence*. Paper presented to the 86th Annual Meeting of the National Communication Association, Seattle, WA.


Panel for the Annual Meeting of the Western States Communication Association, Monterey, CA.


Yep, Gust A., & Yoshimura, Steve (1996, November). "Do I Have to Explain This Again?": How People Living with HIV Manage their Communication Boundaries. Paper presented to the 82nd Annual Meeting of the Speech Communication Association, San Diego, CA.


Yep, Gust A. (1992, September). Assessing the Impact of a Community-Based HIV/AIDS Education Program in a Group of Gay/Bisexual Asian Men. Presented to the “AIDS Researchers and Community Based Organizations: Towards a Collaborative Partnership” Conference sponsored by the Center for Interdisciplinary Research in Immunology and Disease (CIRID) at UCLA, the UCLA Center for Clinical AIDS Research and Education (CARE), Los Angeles County AIDS Program Office, and the Universitywide Task Force on AIDS, Los Angeles, CA.

Yep, Gust A. (1992, September). Facing the HIV/AIDS Challenge in Asian Pacific Communities: Toward the Development and Evaluation of Community-Based Education Programs. Presented to the “AIDS Researchers and Community Based Organizations: Towards a Collaborative Partnership” Conference sponsored by the Center for Interdisciplinary Research in Immunology and Disease (CIRID) at UCLA, the UCLA Center for Clinical AIDS Research and Education (CARE), Los Angeles County AIDS Program Office, and the Universitywide Task Force on AIDS, Los Angeles, CA.


and Health Panel of the Intercultural Communication Interest Group for the Annual Meeting of the Western States Communication Association, Boise, Idaho.


Invited Presentations
*Keynote presentation
**Spotlight on Scholarship
***Spotlight on Teaching and Mentorship
****Spotlight on Teaching


Yep, Gust A. (2009, November). LGBTQ Activism and Scholarship: Some Historical Notes and Challenges for the Future. Presented to the “Spotlight Panel on the History (and

Yep, Gust A. (2009, November). Becoming a Successful Queer-Identified Faculty in the Communication Discipline. Presented to the "Changing Dynamics of Career Discourse; Finding Stability for LGBT Faculty" Panel at the 95th Annual Meeting of the National Communication Association, Chicago, IL.


Yep, Gust A. (2007, November). Meet the NCA Editors. "Office Hours for Editors" at the 93rd Annual Meeting of the National Communication Association, Chicago, IL.

Yep, Gust A. (2007, November). Producing Knowledge in the Communication Discipline: Some Suggestions. "Getting Published in NCA Journals and Annuals" at the 93rd Annual Meeting of the National Communication Association, Chicago, IL.


Yep, Gust A. (2000, November). *Interrogating Heteronormativity at the Intersections of Race, Class, and Gender*. Invited presentation for the “Pedagogy of Pain: Interrogating the Relationship between Marginality and Privilege in the Classroom” Panel for the 86th Annual Meeting of the National Communication Association, Seattle, WA.


Invited Contributions to Conference Panels

Yep, Gust A. (2011, November). Gender, Race, and Communication in Culturally Diverse Environments. Respondent for the panel presented at the 97th Annual Meeting of the National Communication Association, New Orleans, LA.


Yep, Gust A. (2006, November). *Critical Responses to Queer Theory and Communication: From Disciplining Queers to Queering the Discipline(s)*. Respondent for the panel presented at the 92nd Annual Meeting of the National Communication Association, San Antonio, TX.

Yep, Gust A. (2006, November). *Spotlight on GLBTQ Scholarship: Celebrating Professor Slag/e’s Contributions to the Communication Discipline and Beyond*. Chair of the panel presented at the 92nd Annual Meeting of the National Communication Association, San Antonio, TX.


Yep, Gust A. (2003, November). *Top Papers in Gay, Lesbian, Bisexual, and Transgender Communication Studies*. Chair of the panel presented to the 89th Annual Meeting of the National Communication Association, Miami Beach, FL.


Yep, Gust A. (2001, November). *"Top Three” Competitive Papers of the Asian Pacific American Communication Studies Division*. Respondent for the panel presented for the 87th Annual Meeting of the National Communication Association, Atlanta, GA.
Yep, Gust A. (2001, November). *Beyond Ellen and Babs: Discovering Gay and Lesbian Commonalities through the Performance of Coming-out Narratives.* Respondent for the panel presented for the 87th Annual Meeting of the National Communication Association, Atlanta, GA.


Yep, Gust A. (2000, February). *Centering Intercultural Communication: From the Community to the Classroom.* Respondent for the panel presented to the 71st Annual Meeting of the Western States Communication Association, Sacramento, CA.


Yep, Gust A. (1997, November). *La Raza Caucus: Top Two Competitive Papers.* Chair of the panel presented to the 83rd Annual Meeting of the National Communication Association, Chicago, IL.


Yep, Gust A. (1994, November). *Bakhtinian Approaches to Texts and Performances*. Chair of the panel presented to the 80th Annual Meeting of the Speech Communication Association, New Orleans, LA.


Yep, Gust A. (1994, February). *Other Perspectives on Intercultural Communication*. Chair of the panel presented to the Annual Meeting of the Western States Communication Association, San Jose, CA.


**PROFESSIONAL AWARDS**

*Awards, Honors and Recognitions*
Recipient, Distinguished Faculty Award for Professional Achievement (Researcher of the Year), San Francisco State University, 2011.


Nominee and San Francisco State University Representative, “U.S. Professors of the Year Award,” Carnegie Foundation for the Advancement of Teaching, 1999.

Visiting Scholar in Diversity and Multicultural Issues, University of North Texas, April 1999.


Founding Member, Gamma Psi Chapter of Phi Beta Delta, Honor Society for International Scholars, San Francisco State University Chapter, 1997.


"Top Four" Panel Award, Association for Communication Administration, Speech Communication Association Conference, Miami, FL, 1993.

Recipient, Certificate of Appreciation, Gateway to Leadership, Orientation and Leadership Office, Center for Student Life, California State University, Los Angeles, 1993.

Invited Faculty Participant for Project LEAP (Learning-English-for-Academic-Purposes), California State University, Los Angeles. Funded by the U.S. Department of Education, Fund for the Improvement of Postsecondary Education, 1992-93.

Recipient, Certificate of Appreciation, Gateway to Leadership, Orientation and Leadership Office, Center for Student Life, California State University, Los Angeles, 1992.


Honor Guest Lecturer, "Basic Principles of Communication," University Orientation Program, Orientation and Leadership Office, California State University, Los Angeles, Fall, 1991.

Grant Awards

Recipient of the 2004-2005 Vice-President Assigned Time Award, "Communication and Sexualities." Funded by San Francisco State University.

Recipient of the 2001-2002 Multicultural Task Force Grant, "Enhancing Multicultural Content in the Communication Curriculum: Infusing the Intersections of Race, Class, Gender, and Sexuality in Two General Education SPCH Courses." Funded by San Francisco State University.

Recipient of the 1999-2000 Multicultural Task Force Grant, "Multicultural Curriculum and Pedagogy in Communication: Challenging Unexamined Privilege and Infusing the Intersections of Race, Class, Gender, Sexuality, and (Dis)ability." Funded by San Francisco State University.

Recipient of the 1998-99 Universitywide AIDS Research Program Grant (Project C98-SFS-008), "Dialogue in the Frontlines: Exchanging Peer-Designed HIV Curriculum among Young Adults." Funded by the University of California, Universitywide Task Force on AIDS, Oakland, California.

Recipient of the 1996-1997 Affirmative Action Faculty Development Grant, "Cultural Communication in Group Psychotherapy for Asian Americans Living with HIV
Infection: A Qualitative Study." Funded by San Francisco State University. The products of this award were: (1) A "Top Paper" in Intercultural Communication at the Western States Communication Association, Monterey, CA, February, 1997, and (2) a manuscript accepted for publication in *Group Communication in Context* (edited by L. Frey, Lawrence Erlbaum).


Recipient of the 1995 City of Los Angeles Community Development Department Technical Assistance Funding, "Sociocultural Factors in HIV/AIDS Education and Service Delivery for Transgenders and Transsexuals: Toward an Integration of Theory, Research, and Practice." Funded by the City of Los Angeles, The Office of the AIDS Coordinator.


Recipient (as Co-Author and Chair of the Grants Committee of the Asian Pacific AIDS Intervention Team) of the "HIV/AIDS Education for Three Monolingual Asian Communities: Chinese, Korean, and Thai." Funded by the City of Los Angeles, AIDS Programs (funded at $50,000 for 1994-1995).

Recipient of University Auxiliary Services (UAS) Grant, California State University, Los Angeles (Fall, 1993).

Recipient (as Co-author and Chair of the Grants Committee of the Asian Pacific AIDS Intervention Team) of the "HIV/AIDS Outreach and Behavior Modification Program for Asian and Pacific Islanders." Funded by the Department of Health Services, State of California (funded at $234,000 for 1993-1995).

Recipient of the 1992-1993 Research, Scholarship, and Creative Activity Faculty Development Grant, "The Concept of 'Face' and its Implications for Health Research in Multicultural Environments: The Case of East-West Communication in Health Care Settings." Funded by the Research, Scholarship and Creative Activity Program, Office of Graduate Studies and Research, California State University, Los Angeles.

Recipient of the Universitywide AIDS Research Program Grant (Project C91APHC001), "Cultural Factors in HIV/AIDS Education and Prevention for Asians and Pacific


Recipient of Grant-in-Aid Funds, "When Your Life Depends on It: Message Strategies Partners Utilize to Induce Safe-Sex Compliance." Institutional Grants, Office of Graduate Studies and Research, California State University, Los Angeles (Summer, 1991).


Recipient of a Psychosocial Research Grant, “Medical Risk Communication and Parents' Oncology Treatment Decisions.” Funded by the Division of Research Program Funds / Biomedical Research Support Grant Funds, Childrens Hospital of Los Angeles (1987).

IV. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

CONTRIBUTIONS TO CAMPUS

University Governance and Committees

Committee Membership


Member and Representative of the College of Humanities, Academic Program Review Committee (APRC), San Francisco State University (2007-2008).


Member, Graduate Committee, Communication Studies Department, San Francisco State University (2007-2008).

Member, Hiring, Retention, and Tenure (HRT) Committee, Women Studies Department, San Francisco State University (2005-2006).

Member, Promotions Committee, Women Studies Department, San Francisco State University (2005-2006).

Member, All-University Civil Discourse Committee, San Francisco State University (2002-2005).
Member, All-University Committee on International Programs, San Francisco State University (Fall 2000).

Member, Task Force on Multicultural Perspectives in the Curriculum, San Francisco State University (1998-2001).


Member, Executive Committee, Human Sexuality Studies Program, San Francisco State University (1998-2000).


Member, Faculty Merit Increase (FMI) Committee, Department of Speech and Communication Studies, San Francisco State University (1999-2001).

Member, Humanities Council, College of Humanities, San Francisco State University (1996-1998).


Member, AIDS Coordinating Committee, San Francisco State University (1996-present).

Member, Research Subcommittee of the AIDS Coordinating Committee, San Francisco State University (1996-1998).

Member, Selection Committee, CSU Student Research Competition, College of Humanities, San Francisco State University (1997; 1998).

Member, Grievance Committee, College of Humanities, San Francisco State University (1997).

Member, Executive Director Selection Committee, Human Sexuality Program, San Francisco State University (1996-1997).


Member, SPCH 150 Workbook Ad hoc Committee, Department of Speech and Communication Studies, San Francisco State University (1995-1997).

Member, University AIDS Coordinating Committee, California State University, Los Angeles (appointed by President Rosser, 1991-1995).

Member and Arts and Letters Representative, AIDS Education/Curriculum Subcommittee, California State University, Los Angeles (1992-1995).

Member, University Planning and Executive Committee, Health Education Risk Reduction Project (HE-RR) for African Americans, Student Health Center, California State University, Los Angeles (1991-1992).

Member, Roybal Center for Applied Gerontology, Gerontology Research Institute, California State University, Los Angeles (1991-1995).

Member and School of Arts and Letters Representative, Educational Policy Committee, California State University, Los Angeles (1993-1994).

Member and EPC Representative, Continuing Education Subcommittee of the Educational Policy Committee, California State University, Los Angeles (1993-1994).

Member, Human Subjects At Risk Committee, California State University, Los Angeles (1993-1995).

Member, Grievance Committee, School of Arts and Letters, California State University, Los Angeles (1993-1994).

Member (Alternate), Educational Policy Committee, School of Arts and Letters, California State University, Los Angeles (1991-1993).

Member (Alternate), Graduate Council, School of Arts and Letters, California State University, Los Angeles (1992-1993).

Member, Faculty Affairs Committee, Department of Communication Studies, California State University (1993-1995).

Member, Fiscal Affairs Committee, Department of Communication Studies, California State University (1994-1995).

Member, Curriculum Committee, Department of Communication Studies, California State University (1994-1995).


Member, SPCH 150 Assessment Committee, Department of Communication Studies, California State University, Los Angeles (1994-1995).

Member, Departmental Chair Selection Committee, Department of Communication Studies, California State University, Los Angeles (1995).

Member, Basic Course (SPCH 150) Textbook Selection Committee, Department of Communication Studies, California State University, Los Angeles (1991-1992).

Member, Study Group for Linguistic Skills of non-native English speaking students, California State University, Los Angeles (1987-1989).

Member, Study Group for Funding Strategies for Linguistic Skills Research and Evaluation, Department of Engineering and Technology, California State University, Los Angeles (1987-1988).

Member, Basic Course (SPCH 150) Textbook Selection Committee, Department of Communication Studies, California State University, Los Angeles (1988).

Committee Leadership


Chair, Graduate Committee, Department of Speech and Communication Studies (2004-2007).

Co-chair, Interpersonal Communication Search Committee, Department of Speech and Communication Studies, San Francisco State University (2001).

Chair, Hiring, Retention, Tenure, and Promotion (HRTP) Committee, Department of Speech and Communication Studies, San Francisco State University (2000-2001).


Chair, Curriculum Committee, Institute for Asian American and Pacific Asian Studies, California State University, Los Angeles (1994-1995).


Chair, Curriculum Committee, Department of Communication Studies, California State University, Los Angeles (1990-1992).

University Administrative Assignments
Director, Graduate Studies, Department of Speech and Communication Studies (2004-2007).

Interim Director, Institute for Asian American and Pacific Asian Studies, California State University, Los Angeles (1994-1995).

Associate Director, Institute for Asian American and Pacific Asian Studies, California State University, Los Angeles (Spring 1994).

Coordinator, Summer Bridge, Speech Communication Component, Educational Opportunity Program, California State University, Los Angeles (1993-1995).

CONTRIBUTIONS TO COMMUNITY

Leadership in the Profession


Guest Co-editor, Special Issue (Theme: Sexualities and Genders in an Age of Neoliberalism), *Journal of Homosexuality* (appointed in 2009).


Service to the Profession

Associate Editor, *Women’s Studies in Communication* (2010-present)


Associate Editor, *Journal of Homosexuality* (1998-present).

Associate Editor, *Text and Performance Quarterly*, Special Issue: Bodies and Schooling (2010)


Associate Editor, *Communication Education*, Special Issue: Racial, Ethnic, and Gender Identities in Communication Pedagogy (2003).


Associate Editor, *Communication Research*, Special Issue: (Mis)Communicating Across Boundaries (1998).


Reviewer, Scientific Review Committee, Wayne Placek Award, American Psychological Foundation (1997).

Reviewer, Caucus on Gay and Lesbian Concerns of NCA for the 83rd Annual Meeting of the National Communication Association, Chicago, IL (1997).


Reviewer, Funds for the Improvement of Postsecondary Education (FIPSE) Proposals, February, 1994.


Reviewer, HIV/AIDS Prevention and Education Proposals for the 1993 Centers for Disease Control (CDC) HIV Prevention Funding for Los Angeles County.

**Professional Office**

Member, NCA Nominating Committee, National Communication Association, 2005-2006.

Member, NCA Legislative Assembly, National Communication Association, 2004-2006.

Member, Local Host Committee, Western States Communication Association Annual Meeting, 2004-2005.


Member, NCA Committee-on-Committee, National Communication Association, 2000-2001.

Member, WSCA Nominating Committee, Western States Communication Association, 2000-2001.


Member, NCA Nominating Committee, National Communication Association, 1998-2000.


Chair, La Raza Caucus of SCA for the 83rd Annual Meeting of the National Communication Association, Chicago, IL, 1996-1997.

Program Planner, Latina/o Communication Studies Division for the 83rd Annual Meeting of the National Communication Association, Chicago, IL, 1997.

Vice-Chair and Program Planner, La Raza Caucus of SCA for the 82nd Annual Meeting of the Speech Communication Association, San Diego, CA, 1995-1996.


President, PSI CHI, the National Honor Society in Psychology, University of Southern California Chapter (1980-1981).

**Professional Membership**

Member, National Communication Association (NCA) (1989-present).

Member, Western States Communication Association (WSCA) (1990-2005).

Member, Gamma Psi Chapter of Phi Beta Delta, Honor Society for International Scholars.

Member, The Society for Intercultural Education, Training and Research (SIETAR).


Member, Society for Public Health Education (SOPHE), Southern California Chapter (1990-1995).


**Committee Membership in the Community**

Member, San Francisco Gay Men’s Community Initiative (SFGMCI) (2005-2008)

Member, Planning Committee, Asian Pacific Wellness Center National Conference (2001-2002).


Member, Community Research Advisory Group, The Living Well Project (formerly the GAPA Community HIV Project), San Francisco (1995-1996).


Member, Program Committee, Pacific Clinics, Pasadena (1994-1995).

Member, Cultural Issues and Minority Health Committee, Society for Public Health Education (SOPHE), Southern California Chapter (1993-1995).


Member, Executive Committee, AIDS Intervention Team (AIT), Los Angeles (1991-1992).

Member, Planning Committee, Asian Pacific Island Men's HIV Conference (Funded by Los Angeles County Department of Health Services, AIDS Program Office, HIV/AIDS Education and Prevention Project 90-001), Los Angeles (1991).

**Committee Leadership in the Community**

Co-Chair, Scholarship Funds Committee, Yoga of the Breath, Quan Yin Healing Arts Center, San Francisco, CA (2009).

Chair, Community Research Advisory Committee, Asian and Pacific Islander Wellness Center (formerly the Living Well Project and Asian AIDS Project), San Francisco (1996-2000).

Interim Chair, Human Subjects Committee, Asian American Recovery Services, Inc., San Francisco (Fall Quarter, 1996; re-appointed, Summer Quarter, 1997-1998).

Co-Chair, Research Committee, Society for Public Health Education (SOPHE), Southern California Chapter (1994-1995).

Chair, AIDS Committee, Society for Public Health Education (SOPHE), Southern California Chapter (1993-1994).
Chair, Grants and Funding Committee, Asian Pacific AIDS Intervention Team (AP/AIT), Los Angeles, (1992-1995).

Chair, Survey and Assessment Subcommittee, Asian Pacific Island Men's HIV Conference (Funded by Los Angeles County Department of Health Services, AIDS Program Office, HIV/AIDS Education and Prevention Project 90-001), Los Angeles (1991).

**Membership in Community Governing Boards**

Member, Board of Directors, Pacific Clinics, Pasadena (1994-1995).

Member, Executive Board, Society for Public Health Education (SOPHE), Southern California Chapter (1993-1995).

Member, Advisory Board, Asian Pacific AIDS Intervention Team (AP/AIT), Los Angeles (1992-1995).


**Community Activities**

