The enclosed self-study report was sent to reviewers on November 2, 2017.
Self-Study: Criminal Justice Studies and Urban Studies and Planning programs

School of Public Affairs and Civic Engagement
San Francisco State University
Academic Program Review: Seventh Cycle
June 5, 2017
August 28, 2017 (revised)

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Table of Contents

EXECUTIVE SUMMARY 3

1. OVERVIEW OF THE SCHOOL AND ITS PROGRAMS 4
PACE INTEGRATION 4
CRIMINAL JUSTICE STUDIES 6
URBAN STUDIES AND PLANNING 7

2. PROGRAM INDICATORS 9
2.1: PROGRAM PLANNING 9
CRIMINAL JUSTICE STUDIES 9
URBAN STUDIES AND PLANNING 11
2.2: STUDENT LEARNING AND ACHIEVEMENT 12
CRIMINAL JUSTICE STUDIES 12
URBAN STUDIES AND PLANNING 17
2.3: THE CURRICULUM 21
CRIMINAL JUSTICE STUDIES 21
URBAN STUDIES AND PLANNING 26
2.4: FACULTY 29
TEACHING AND SERVICE ASSIGNMENTS 30
SCHOLARSHIP AND CREATIVE WORKS 31
TEACHING EVALUATION 32
2.5: RESOURCES 33

3. CONCLUSIONS, PLANS AND GOALS 34
CRIMINAL JUSTICE STUDIES 35
URBAN STUDIES AND PLANNING 36

4. REFERENCES 38

5. APPENDICES 39
APPENDIX 1: MISSION STATEMENTS 39
APPENDIX 2: PROGRAM ROADMAPS 43
APPENDIX 3: PROGRAM COURSES IN THE GENERAL EDUCATION CURRICULUM 45
APPENDIX 4: CRIMINAL JUSTICE STUDIES DRAFT ASSESSMENT RUBRICS 46
APPENDIX 5: STUDENT DEMOGRAPHICS 49
APPENDIX 6: CJS AND USP TEACHING AND SERVICE ASSIGNMENTS 51
APPENDIX 7: STUDENT-FACULTY RATIOS 54
APPENDIX 8: USP ASSESSMENT INSTRUMENTS 56
APPENDIX 9: SUMMARY OF USP ALUMNI DATA 60
APPENDIX 10: CJS & USP RETENTION AND GRADUATION 62
APPENDIX 11: PROPOSED NEW COURSES IN CRIMINAL JUSTICE STUDIES 67
APPENDIX 12: CRIMINAL JUSTICE STUDIES INSTRUCTOR GWAR GUIDELINES 68
APPENDIX 13: DRAFT CRIMINAL JUSTICE STUDIES CURRICULUM 69
APPENDIX 14: DESCRIPTION OF PROGRAMS REVIEWED BY USP 71
APPENDIX 15: PACE PROPOSED CURRICULUM: COURSE DESCRIPTIONS 74
APPENDIX 16: INVENTORY OF PACE RESOURCES 76
APPENDIX 17: USP CONCLUDING ACTION MEMORANDUM OF UNDERSTANDING, 5TH CYCLE 77
APPENDIX 18: PACE RTP POLICY 82
APPENDIX 19: FACULTY CURRICULA VITAE 92
**Executive Summary**

Over 2016-2017, faculty in the School of Public Affairs and Civic Engagement conducted a “self-study” of two programs: Criminal Justice Studies (CJS) and Urban Studies and Planning (USP). The major findings of this self-study are:

- PACE is still developing its governance mechanisms and considering the practices of integration across programs
- Criminal Justice Studies faces rapid enrollment growth that challenges its ability to retain, graduate, and provide a high-quality education to students
- Criminal Justice Studies students are very satisfied with their degree and note important gains in critical thinking, but the high number of majors (and the resulting flexible curriculum) meant that a strong contingent of students only reported “somewhat” increasing their competence in quantitative reasoning, writing and oral communication
- Urban Studies and Planning provides an applied education that emphasizes skill development and exposure to methods, but the ability to provide this is challenged by high course enrollment and the lack of faculty to both cover core courses and allow opportunities for more elective choices
- Urban Studies and Planning’s efforts to provide a high-quality education are undermined by the deteriorating literacy of students, the need for more remedial education in basic skills such as academic writing and the lack of systematic scaffolding of learning in elective courses

To address these findings, the self-study identified several goals, including:

- Adoption of a core PACE curriculum in undergraduate program curricula
- Addressing disparity between programs in terms of student-faculty ratios and workload assignments, and increasing faculty resources in high enrollment programs
- Development of school-wide plan for assessing School and program learning outcomes and harmonization of learning outcomes across curricula and the School
- Curricula and course revision in both CJS and USP to scaffold development of learning outcomes, such as written and oral communication, critical analysis, and methodological techniques
1. Overview of the School and its programs

The School of Public Affairs and Civic Engagement (PACE) was founded in 2011, after the reorganization of the University in order to eliminate colleges and redistribute programs to other administrative homes. During this time, several programs in the soon-to-be eliminated college, Behavioral and Social Sciences, were threatened with discontinuance given their small faculty sizes (defined as 5 or less tenure track faculty). Subsequently, four different degree programs merged into a single administrative home, the School of Public Affairs and Civic Engagement, known as “PACE”. When founded, PACE merged degree programs in Criminal Justice Studies (BA), Environmental Studies (BS & BA), Public Administration (MPA), and Urban Studies and Planning (BA). Since that time, a fifth program, Gerontology (MA), joined the School in Fall 2016.

At the time of the merger, all programs with departmental status (CJS, USP and MPA) were stripped of this status, and institutional support for administrative oversight at the degree level was eliminated. Programs, like CJS, USP and MPA, that had “chair” positions with release time, chair stipends, and official institutional appointments, were suddenly left with no institutional support for program oversight. Instead, a “Director” of the School was appointed for .6-time from outside the four programs. This position has subsequently been assumed by a PACE faculty member and is the primary faculty administrative position in the School.

Programs in PACE faced a unique challenge when merged. Institutionally, the School is regarded as a single department, with a single administrative head, a single budget, and with any institutional requests coming to and from the School overall (i.e. course augments, hiring lines, etc.). Yet, pragmatically, historically, and culturally, all four programs (the 5th program, Gerontology, came into the school in 2016) were separate entities, with very different degree programs, needs, opportunities and challenges. Additionally, PACE was placed in a new college, the College of Health and Social Sciences, with its own set of idiosyncrasies, cultural norms, and institutional history. For example, whereas budgets were kept at the college level in BSS, upon transfer into CHSS, PACE became responsible for managing its own budget, including payment for courses and instructors. As such, PACE was thrust into a new reality, with direct impacts on curriculum, faculty support, and program resources.

PACE Integration

Confronting these challenges as a faculty, PACE embarked in 2014, three years after it was formed, on a plan to consider integration of its faculty, curricula, and academic planning. Just two years in, PACE has created a common learning outcome for students across the curricula, a shared mission statement, and three PACE-specific undergraduate courses (see Appendix 1). Additionally, PACE has a school-wide retention, tenure and promotion policy and committee, and conducts faculty hiring as a School. Further, PACE has begun creating an administrative structure by outlining core responsibilities between the Director and program coordinators, developing school governance policies around the budget, decision-making, development endeavors, and faculty teaching observations. Currently, policies regarding faculty workload, teaching and service assignments, and curricula and program review processes are under development. As part of this collective endeavor, the self-study of two of PACE’s programs—Criminal Justice Studies and Urban Studies and Planning—was undertaken together and assessed, analyzed, and planned in a single report.

Recently, PACE convened a series of focus groups of alumni from the various programs to discuss the potentials of PACE collaboration, both for current students and alumni. Several key
findings emerged from these focus groups that spoke directly to the potential power of PACE integration. First, alumni noted that the School had the potential to create a powerful network, where voices could come together to confront complex problems by drawing on expertise from each program. As one participant put it, “we could learn a lot from one another.” Further, PACE alumni desired greater integration with students across the school, both as alumni and as students. Alumni reported feeling that there were not enough opportunities to engage in interdisciplinary learning across programs and noted the lack of infrastructure facilitating and encouraging interaction across programs and a greater sense of PACE community. From these groups, we learned that although PACE integration is valued and welcomed by students and alumni, too few opportunities for this integration exists currently.

Precedence exists for integration of the programs that currently exist in PACE. One of the most similar schools of this type is the School of Public and Environmental Affairs (SPEA) at Indiana University (both at the Bloomington and Indianapolis campuses). SPEA offers degrees in Environmental and Sustainability Studies, Criminal Justice, Public Affairs and Urban Planning and Community Development. University of Southern California’s Sol Price School of Public Policy similarly offers programs in Urban Studies and Planning, Public Administration, Law and Public Policy, and Urban Sustainable Planning. The School of Public Affairs at San Diego State University has degrees in Criminal Justice, City Planning, and Public Administration. Each of these schools prepares students in various ways, as San Diego State’s program puts it, for the “challenges of changing political and social environments.” Reflecting this ethos, PACE aims to build itself as a “collaborative interdisciplinary school” where students “are immersed in a problem-oriented learning environment” that prepares them with the “critical and analytical skills necessary to understand and address the issues and challenges of the twenty-first century” (see appendix 1).

In addition to public affairs oriented schools around the country, there is also a broader push for interdisciplinary education at the undergraduate level. Recent meetings held by the Association of American Colleges and Universities reveal institutions moving towards “integrative learning”, or “an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new complex situations within and beyond the campus” (AACU 2017). Similarly, institutions like Portland State University, require students to undertake an interdisciplinary capstone experience to “further enhance student learning while cultivating critical life abilities that are important both academically and professionally: establishing connections within the larger community, developing strategies for analyzing and addressing problems, and working with others trained in fields different from one’s own” (Portland State University 2017).

Both formal public affairs curricula and trends toward interdisciplinary learning provide guidance as PACE develops. Our major strengths as we embark on this path are our already interdisciplinary set of faculty and commitment across PACE programs to community service learning opportunities. The PACE faculty is comprised of scholars trained in a wide range of disciplines, including Geography, Law, Political Science, Sociology, City and Regional Planning, Education, Criminology, International Relations, and Biology. Having a dynamic group of faculty members with varied backgrounds has enabled us to work together on projects, and develop curricular innovations that foreground PACE as a collaborative, interdisciplinary unit. A group of PACE faculty are working towards fostering and supporting community service learning curriculum throughout PACE.

Together, these curricular innovations throughout the School provide an opportunity for faculty to further develop the San Francisco State University mission of “innovation”, “challenging
the status quo”, and “creativity.” PACE seeks to foster innovation in students by teaching students to be creative thinkers and to “challenge structures and assumptions” (see appendix 1). The SF State values of courage, life of the mind, equity, community and resilience can be found throughout all of our programs. The programs throughout PACE seek to educate students to use critical thinking, collaboration, ethical reasoning and outward engagement to create, change, and innovate for the advocacy and advancement of social justice and sustainability. PACE’s positioning provides context to the self-study and curriculum development discussed in the CJS and USP programs below.

Criminal Justice Studies

Like most four-year liberal arts criminal, law and justice oriented programs, Criminal Justice Studies fits at the intersection of traditional Criminal Justice/Criminology programs and broader, often more liberal arts oriented “Law and Justice” programs. Like programs often have a range of institutional statuses. Some are standalone departments (San Jose State University, San Diego State University, CSU Los Angeles), while others are housed in Sociology, Public Administration and Political Science programs (Sociology at CSU Fullerton, CSU Los Angeles (Law and Society minor), Public Administration at CSU Fullerton and CSU Dominguez Hills and within Political Science at CSU Chico). The SF State program envisions itself as “multidisciplinary”, emphasizing the “connections between law, crime, and justice” and teaching “critical thinking about criminal justice systems, the administration of justice, legal studies, and the political economy” (see appendix 1).

This approach reflects the broad range of careers that our students pursue upon graduation. In a recent survey of alumni by the Division of Undergraduate Education and Academic Planning at SF State, almost 50% of Criminal Justice Studies (CJS) graduates pursued careers others than those traditionally associated with criminal justice institutions. Only 20% of students pursued careers in law enforcement, 10% in social services, and 11% in law. Over 70% of our graduates’ work in either non-profits or government. Further, 36% of our students pursued graduate education, with a slight tendency towards law school or other legal education programs.

As the institutions of criminal justice are substantially shaped by issues of race, class, gender and sexuality, the Criminal Justice Studies (CJS) program contributes to the mission of SF State through its focus on critical approaches to crime, law and justice systems. Criminal Justice Studies is particularly invested in fostering academic inquiry into SF State values of equity, courage, and life of the mind, as it seeks to encourage students to challenge the assumptions and structures contained within current approaches to criminal justice policy and practice. Further, the program seeks to encourage students to approach crime, law and justice systems as opportunities for innovation both in how students think about the issues of crime and law, and in the approaches they might take toward ensuring safe and resilient communities. Through this self-study process, program faculty sought to assess ourselves with regards to this endeavor and seek to create opportunities and curricular revisions to ensure our students graduate with the expertise and competence to promote these values after they leave the university setting.

In doing so, Criminal Justice Studies, likely faces the largest challenge of the five programs in PACE: managing its enrollment. Prior to PACE formation, CJS enrollment rapidly grew, reaching almost 800 majors in 2012-2013 (see figure 1). Students in exit surveys and alumni in the alumni survey all noted that the availability of courses in the major posed the largest challenge in completing their undergraduate education. Upon declaring impaction, CJS was able to manage its enrollment by limiting the number of majors it took in each year, until it reached a low point of 450 majors in Fall 2016. At this time, CJS applications to the major were considerably lower than at the
time of impaction, and for the previous two years, CJS had accepted all majors into the program and still continued to lower its number of majors.

Given the universal acceptance of majors into the program and SFSU’s continuing enrollment declines, CJS decided in Fall 2016 to temporarily suspend impaction and allow all students to join the major. From a low of ~450 students in Fall 2016, CJS began Spring 2017 with almost 800 declared majors based on the roster query in Campus Solutions. CJS also has yet to undergo an admission cycle where the major is available to students applying to transfer in; as of yet, only on-campus students have openly been allowed into the major. Our enrollment is reflective of trends nationwide for criminal justice programs, which has seen considerable growth especially within the online and for-profit educational institutions (Moloney and Oakley 2010).

As will be discussed in greater detail below, these enrollment issues present challenges for curricular coherence and design. Curricular choices to date have been primarily assessed with regards to how they will impact student progress through the major rather than with regards to student learning. One of the main goals of program review is to more systematically address how student learning happens and to provide opportunities to articulate strategies for addressing student learning when and where resources permit.

During the same time of burgeoning enrollment, CJS faculty has not grown as rapidly and is currently staffed by only six tenure-track/tenured faculty members, one of whom is set to retire in August 2017. CJS will begin the Fall 2017 semester with only five tenured/tenure-track faculty members, three of whom are assistant professors and two associates. Lacking senior colleagues, the majority of program administration has fallen to the associate professors. CJS faculty are thus tasked with delivering a curriculum to one of the university’s largest majors without any formal administrative program support outside of the PACE Director.

In addition to issues of burgeoning growth and unstable faculty development, CJS is a relatively new program at the university, with few institutional legacies to guide its development. This is our first self-study review of the program, and our mechanisms for assessing student learning and overseeing student progress in the program are still under development. Consequently, in our self-assessment below, we often refer to practices in the progress of development, rather than institutionalized or ready for analysis.

Urban Studies and Planning

Unlike Criminal Justice Studies, Urban Studies and Planning (USP) is institutionally much older and has a much longer history of curriculum development, student assessment, and program development. Currently, USP has a healthy, stable (see figure 4 below) student body, with around ~120 majors currently. Since its last program review in 2001, USP has been actively implementing the results of its “concluding action memorandum” throughout its curriculum and seeking to develop itself in line with the latest developments in the field.

Since USP’s last concluding action memorandum (see appendix 17), the program has instituted mechanisms to address most of the CAM recommendations. The program sought to expand attention to global and international perspectives through the development of USP 470: Cities in a global society, intentional redesign of courses to include an international perspective, and certification of the “global perspectives” SF State Study requirement for several courses (see appendix 3). The program created USP 200: Changing Cities to provide an introductory and gateway course in the program. The program made a good faith effort to develop a three-campus
graduate program in city and regional planning with Cal Poly San Luis Obispo and San Jose State University but due to distance and other logistical issues this did not prove feasible.

The program also updated the core requirements of the degree and revised the curriculum to reflect current trends in the discipline. These changes resulted in the revision of the programs name from Urban Studies to Urban Studies and Planning. This also resulted in the creation of USP 401: Seminar in Urban Studies and Planning, which provides both an introduction to Urban Studies and Planning and instruction in disciplinary writing (SP State GWAR requirement). With support of an NSF grant, the program incorporated GIS technology into its two-semester research methods sequence.

USP also improved its learning outcome assessment program. It standardized the assessment of courses to include both instructor and client or internship supervisor feedback (USP 603/604, 680, and 681). Assessment considers whether students are proficient in written and oral communication, as well as other program learning goals. In a review of the course sequencing, USP created a roadmap for a two-year path to graduation upon assuming upper division status (see appendix 2).

In the last CAM, the university recommended ensuring timely replacement of retired faculty. At this time, USP was at 5 faculty members, but now it has only 4. Given the loss of a fifth faculty member, the program is still unable to create a graduate program, another CAM recommendation. Faculty however continue to expand by participating in the hiring of faculty in associated departments, such as when Dr. Raquel Pinderhughes participated in the hiring of a new environmental studies director.

Faculty have continued to expand their scholarly agendas to an international context, with Dr. Jasper Rubin publishing articles in French and attending a conference in Portugal and Dr. Ayse Pamuk publishing in the International Journal of Urban and Regional Research, collaborating with university colleagues in Turkey and Sweden, and writing a book titled Mapping Global Cities. Dr. Raquel Pinderhughes has been conducting research in Cuba since 1991 and her textbook on Alternative Urban Futures: Planning for Sustainable Development in Cities Throughout the World is used internationally.

To increase recruitment in the program, after the last review, USP faculty met with city college counselors and provided information on the program. The program also created an advising handbook for students, and fostered student organizations. In 2013, Dr. Tony Sparks facilitated the revival of the student organization, Students For Planning and Urban Affairs.

To protect resources in the program, USP faculty secured permission from the then Dean to allow small courses in the program. Currently, internship, senior seminar, the research methods sequence and GWAR are all small classes.

Since 2007, the expertise of the “Urban Studies” faculty decidedly shifted toward urban planning, to meet the needs of students interested in a planning education. Program faculty unanimously voted to add “Planning” to the title of the B.A. and minor degrees in 2008 and the university approved our request in 2009. Changing the degree title to “Urban Studies and Planning” better reflects the program’s curriculum content and faculty expertise.

In our curriculum revision proposal in 2009, we identified precedent for the precise degree title we proposed within the CSU system at Cal State Northridge. Similar degree titles were offered at the following schools:

Planning Accreditation Board (PAB) unaccredited
- Cal State Northridge: BA in Urban Studies and Planning
- State Univ. of New York at Albany: BA in Urban Studies and Planning
SF State’s Urban Studies and Planning program is recognized by students and scholars locally and worldwide as a center of excellence in urban studies and planning. Organizations throughout the San Francisco Bay Area seek our students to work as interns and to take on their projects in the USP senior seminar course. The project-based learning pedagogy employed by faculty has propelled our graduates into a diverse range of careers in government, non-profit, and the private-sector. Our graduates have been remarkably successful. The Program’s curriculum, reputation, and faculty attract excellent students who go on to make important contributions to the urban community. Our alumni are working in city and regional planning agencies throughout the Bay Area, including: federal government agencies (e.g., US Dept. of Housing and Urban Development), local government agencies (e.g., City of South San Francisco, City of Burlingame, SF Planning Department), and community-based nonprofits (e.g., Bay Area LISC). We also send our graduates to some of the most respected graduate planning programs in the country.

2. Program Indicators

2.1: Program planning

Given the emerging status of PACE, procedures in the School related to planning are still under development. Currently, there is no institutionalized structure for review of program review, school-wide assessment, or the School guidelines for the development of programs in PACE. Over the next year, PACE faculty are undertaking the development of a comprehensive school-wide assessment plan. Already, planning for this has begun and during this year, we plan to align program learning outcomes with the School learning outcome, identify overlapping assessment objectives, create a plan for assessment of particular learning outcomes in the School, and develop an assessment schedule. At varying times, we will assess both particular school-wide and program learning outcomes. Given this nascent undertaking, assessment plans in both CJS and USP are currently under development. Further, this year we are also undertaking policies related to the development of curricula in the School, and identifying mechanisms for governing curricular changes such as new course proposals, program revision, or new program development. Both CJS and USP used the self-study opportunity to begin this work by reviewing our current mission statements and learning outcomes and taking steps to align with PACE broader goals and directions.

Criminal Justice Studies

Criminal Justice Studies (CJS) revised both its learning objectives and mission statement in ways that reflect the current composition of faculty and direction of program, and the broader development of PACE learning outcomes. Currently, nearly all tenured/tenure-track faculty explicitly research the intersection between crime, law and justice systems and the experience of race, class, gender, sexual, and age inequity in the U.S. Given that the most recent new courses
prepared by faculty emphasize critical and social justice oriented approaches to the study of crime, law and justice, our new mission and learning objectives reflect this orientation more explicitly than they did in the past (see appendix 1). Further, alumni in the survey noted that writing, analytical reasoning, methodological reasoning and research were the most important skills used in their careers.

Given this orientation, it was also natural to integrate the PACE oriented learning outcomes and aspirational mission within the CJS program. In particular, CJS included explicit learning outcomes related to critical thinking about crime, law and justice systems and the ability of students to challenge structures and assumptions (see Appendix 1). Further reflecting PACE’s emphasis on social justice, Criminal Justice Studies also revised its mission statement to emphasize the role of the program in “how ideas and systems of crime, law and justice shape broader issues of social justice, especially those related to the experience of race, class, gender, sexuality, and age inequity in the U.S.”

CJS: Assessment

To date, Criminal Justice Studies has submitted five assessment reports, with the last one covering the 2011-2012 academic year. Our assessment reports reveal a program attempting to create a valid assessment of student learning, a process that is ongoing. In our first few years of assessing our program, we primarily relied on a multiple-choice pre- and post-test of student learning, with a handful of open-ended questions about student experience in the program. Based on feedback from the university assessment committee, we recognized that a multiple-choice test did not adequately measure the most important aspects of student learning in the program—the ability to apply their knowledge to the current state of crime, law and justice systems. As such, we redesigned our assessment strategy to include an assessment of a multiple student capstone papers pulled from the various capstone courses for the year under review. We then compared these papers to our current learning outcomes to determine how and whether students met these.

Under advisement from the Associate Dean of Academic Planning in 2016, CJS undertook a redesign of its assessment strategy and has used the 2016-2017 academic year and the self-study process to develop this plan. First, the Associate Dean recommended the use of “value rubrics” produced by the Association of American Colleges and Universities (AAC&U) to more specifically measure particular learning objectives of the program. Based on this advice, program faculty reviewed the AAC&U value rubrics for potential measures of student learning germane to our program.

Based on this review, we highlighted several learning outcomes in the critical thinking, written communication, ethical reasoning, civic engagement, information literacy, inquiry and analysis, and integrative learning rubrics that applied to our programs. These were then used to develop 3 different rubrics to assess learning in two of our current required courses: CJ 330GW: Research Methods in Criminal Justice and CJ 680: Field Course in Criminal Justice (see appendix 4). CJ 680 has two different rubrics, one for students who complete the internship option and another for students who complete the research methods option.

Faculty then pulled papers from current CJ 680 courses, graded these papers with the rubric and met again as a faculty to discuss our reviews of the paper. We immediately recognized several key lessons from our assessment:

(1) Our assessment of student learning reflected inadequate preparation in our curriculum
Our rubric assessed some items multiple times, and failed to incorporate other important aspects of our program learning goals; and,

Future assessment would be done verbally in groups to ensure that we all defined the same meaning to the rating system

We are now working to refine the rubrics for adoption in Fall 2017. Throughout this process, all faculty in the CJS program were invited to be a part of the program planning process, but due to structural constraints, almost all program review meetings were attended exclusively by tenured/tenure-track faculty. Course materials from lecturer faculty teaching required courses, however, were used for assessing the types of learning currently underway in the CJS program, as were informal conversation, email responses, and other types of input from lecturer faculty.

As we plan for the future of our curriculum, we will continue to depend on a range of information sources. This self-study process took into account students through an assessment of student learning, evaluation of student exit surveys, and the alumni survey conducted by the Division of Undergraduate Education and Planning. Our lecturer faculty reflect the concerns of criminal justice agencies, community members, employers, community based organizations, and legal institutions. In the future, we plan to strengthen our planning process outside the formal program review schedule by following the lead of another program in PACE, the Master’s in Public Administration program, and periodically surveying our alumni on how their education prepared students for their eventual careers. As we do this, we plan to consider our mission statement and learning outcomes every few years in order to ensure they are accurately reflecting the preparation our students receive.

**Urban Studies and Planning**

The Urban Studies and Planning Program offers an interdisciplinary curriculum in urban planning and policy. The major provides a social science education with an applied, problem solving focus, training in research methods, and practical hands-on experience in a carefully supervised internship and a practicum (senior seminar). Core courses integrate social science perspectives into the study of cities, develop the research and analytic tools necessary for urban planning and urban policy analysis, and offer hands-on applied research experience. Elective courses are designed to apply the basic core course content to urban planning and urban policy areas of interest. Cities have always been the locus of change and innovation in society, continuously generating new possibilities and opportunities for human experience while at the same time giving rise to new problems requiring public attention. As critical nodes in global processes, cities play a critical role in responding to these new challenges. Processes of globalization have brought enormous new challenges to urban areas. Global politics, investment decisions, and trade policies affect jobs and economic opportunities, quality of life, population movements, and environmental change, among many other areas of urban life.

Nowhere are these changes, and public efforts to respond to these changes, more evident than in the San Francisco Bay Area with its integral connection to the global economy. Rapid population growth, continuous economic restructuring, and sprawling development patterns have combined to produce a dynamic and ongoing process of urban transformation and an ongoing agenda for public policy. New organizations have emerged to demand new policy initiatives focusing on both global and local needs: environmental sustainability and social justice at the global level require “smart growth” and regional equity at the local level.
A fundamental mission of the Urban Studies and Planning at San Francisco State University is to prepare students to address issues of urban planning and policy in cities throughout the world. Our program is founded upon the conviction that urban universities have a unique opportunity as well as a responsibility to work with their communities both in educating future urban professionals and in developing innovative approaches to critical urban issues.

The Urban Studies and Planning faculty carefully reviewed the current USP and PACE mission statements. After doing so, we concluded that the current USP mission statement reflects the Program’s current goals and strengths, but that it is important to revise the mission statement for three reasons. (1) We want to update the USP Program mission to: (a) reflect the interdisciplinary nature of programs in the PACE College; (b) communicate that we prepare students to understand, analyze, and address critical urban issues and problems; (c) communicate that we encourage students to use their knowledge and skills as informed and engaged citizens; (d) we did not want to limit this engagement to a particular geographic area. (2) We want the USP mission statement to reflect the larger PACE mission statement. (3) We want the USP mission statement to read as a coherent statement rather than a series of bullet points. As a consequence of our discussion and reflection, we revised the USP mission statement as shown in appendix 1.

USP faculty conclude that the newly revised USP mission statement reflects key elements of the university mission that include: preparing students to connect and contribute to their home city; creating opportunities for each student to discover their unique path in life; preparing and supporting students to be engaged with the world’s economies, cultures and politics and, to improve the world we live in.

The courses we offer in our curriculum prepare students to understand and address the most pressing urban issues of our time. These include substantive area courses on: Land Use Planning, Poverty, Housing and Community Development, Health Policy, Politics and Law, Sustainable Development, and Environmental Justice as well as research and methods courses that prepare students to collect and analyze information, data and evidence to inform urban planning and policy. USP alumni are known throughout the Bay Area region as activists, leaders, and agents of change.

2.2: Student Learning and Achievement

PACE has worked over the past few years to identify the specific student learning and achievement outcomes for all PACE students (see appendix 1: PACE Student Learning Outcome). To this end, CJS and USP both used the self-study experience to assess how program learning was reflected within the broader PACE learning outcome.

Criminal Justice Studies

Criminal Justice Studies program learning goals emphasize critical thinking, advocacy, and analytical reasoning skills (see appendix 1). As of yet, we have not engaged in regular assessment of these learning goals other than what is contained in prior assessment reports. Over the last four years, CJS has not engaged in any assessment at the program level. Given these deficits, and as part of the self-study, CJS, in consultation with the Division of Undergraduate Education and Academic Planning, undertook a process to develop a long-term, sustainable assessment plan for the program, which is described above.
CJS: Learning outcomes

To formulate the above plan, we first reflected on the program learning outcomes for the major, and decided that they did not adequately reflect the type of education our students received. We found several learning outcomes failed to adequately cover the range of topics we address in our curriculum, and others were not sufficiently covered in required courses to ensure that all students would graduate with these outcomes. Specifically, previous learning outcomes #1 and #3 did not encompass the broad range of topics that we teach in our curriculum, such as broader practices of social control or institutional cultures (see appendix 1). For this reason, we shortened these learning outcomes to the more all-encompassing identification and critical thinking about crime, law and justice systems.

The second previous learning outcome is not adequately covered in all of our courses. In order to “apply the rudiments of legal briefs”, students must take one of two elective courses: CJ 335, “Legal writing and research” and CJ 501, “Criminal Law”. Students only elect to take these two courses, and the legal brief is not routinely covered in any of the three required courses in the curriculum. Further, CJ 335 is rarely offered as the lack of institutional resources for legal research (legal library, full access to legal portions of LexisNexis) make instruction in legal research difficult and onerous for students (who have to travel to the UCSF law library). For these same reasons, previous learning outcome #6 was also jettisoned as the issues of rights and fairness are not necessarily covered explicitly in any required courses.

Finally, we sought to reconstruct our learning outcomes to reflect the broader PACE learning outcomes. We felt that this adequately reflects the goals we have for student learning in the program. To that end, the remaining learning outcomes were either jettisoned or combined into the final two newly adopted learning outcomes #4 and #5. These emphasize both methodological and analytical reasoning skills necessary for all PACE graduates, and provide an opportunity for students to demonstrate these skills prior to graduation through field experiences. Student surveys reveal that students would also welcome increased research and practical experience opportunities, and these goals are designed to facilitate the formation of courses that would provide such experiences.

CJS: Enrollment

Based on our number of majors, we suspect that students do indeed share these goals. Our enrollment trend shows a peak with 788 majors in 2012-2013, and then a steady decline in majors as a result of declaring impaction. At the beginning of Fall 2015, CJS had 499 majors, according to Academic Institutional Resource. In response to enrollment concerns at the university, CJS faculty elected to temporarily suspend impaction in Fall 2016. As a result, our enrollment has swollen (as a result of both open admissions and “pre-CJS majors” who were not counted in the CJS major totals previously being reassigned as majors), and as of the most recent major query in Campus Solutions, the number of declared CJS majors is now at 793 (pulled on 5/8/2017, unduplicated count, see figure 1).

Between 2010 and 2015, CJS graduated an average of 230 majors per year, with a high of 254 in 2012-2013, and 246 in the most recent year of AIR data (see figure 2). Students’ progress to degree at about the same rate as the university average. On average, SF State students take 14 semesters to achieve their degree; CJS’s average over the last five years was 13 semesters (see figure 3). In the most recent year of reporting, 2015-2016, over 61% of CJS student body were under-
represented minorities and the student body was almost evenly split between “males” and “females” (see appendix 5). On a recent alumni survey, 42% entered as freshman and 58% as transfer students.

The most significant trend that can be deduced from our major enrollment is that CJS is a major in demand by many students. This presents significant issues for the CJS program, and PACE overall. While faculty are eager to meet the growing demand for the major, the number of full-time tenured/tenure-track faculty (5 in Fall 2017) remains small, and lecturer funding is increasingly unstable. Part of the impetus for the PACE curriculum development is to achieve broader efficiencies such that the entire PACE faculty could assist in meeting the needs of all PACE students, until time as sufficient resources are provided at the program level. As of yet, this has not come to fruition, and the CJS program continues to need development of CJS-specific faculty in order to meet its enrollment demands.

Figure 1: Criminal Justice Studies enrollment
Source: Official Census Enrollment, compiled by Academic Institutional Research, 9/16/2016
For the five years of retention and graduation rate data provided by the Division of Undergraduate Education and Academic Planning (Fall 2005-Fall 2009), Criminal Justice Studies graduation rates reflect the struggles with enrollment faced by the program (see appendix 10). The Fall 2006 and Fall 2007 entering full-time first-time freshman cohorts each experienced lower graduation rates than the Fall 2005 cohort. However, the Fall 2008 and 2009 cohorts saw graduation rates increase, with only a slight dip in 4th year and 6th year rates between 2008 and 2009. Fall 2009 rates are nearly identical to the university overall rates for 5 and 6-year graduation (e.g., 51.3% for
CJS versus 50.5% for SFSU), and 4-year graduation rates were slightly higher than the university overall (22.4% for CJS versus 18.3% for the university). These rates were all above by at least 4.5 points the College of Health and Social Science rates. More recent data from the CSU “student success dashboard” shows graduation rates for cohorts beyond 2009. In a cohort of 82 first-time full-time freshmen in 2010, 22% graduated in 4 years and 59% graduated in 6 years. In a cohort of 138 Fall entering transfers in 2012, 57% graduated in 2 years and 78% graduated in 4.

Our ability to improve our graduation rates came about as a result of both impaction and an internal decision to informally alter our curriculum. Currently, our official curriculum mandates that students complete a total of eleven courses—three courses are required (CJ 300, either CJ 323 GW or CJ 330 GW, and CJ 680), and eight are electives. Officially, students are required to complete two electives in each of our four different elective categories. Through advising and discussion with students, it became clear to faculty that students had incredible difficulty getting two courses in each elective section. Further, this often prevented students from taking courses in their area of interest. As such, we now allow students to take any eight electives from any of the four sections. This has substantially eased the burden on students, and allowed many to graduate much sooner than they may have otherwise.

CJS: Pedagogical challenges and opportunities

Though CJS faculty have been instrumental in ensuring that students continue to progress to graduation in a timely manner despite limited instructional resources, we continue to face challenges related to student learning. First, our pedagogical innovations are limited by our average class size. Academic Institutional Research data show that CJS has on average larger class sizes than both the College of Health and Social Sciences and the University overall. In 2015-2016, for instance, the average undergraduate course size was 30 at the University, 24 in the College, and 32 in CJS. Average class size amongst full-time faculty ranges from 32.9 to a high of 51.7, with a median class size of 42.4 (see appendix 6). This is also reflected in the high student-faculty ratio that CJS maintains (see appendix 7). This severely limits the ability of faculty to provide more intensive training with students on key learning outcomes, the kind of training that is necessary in order for students to meet our program learning outcomes. Several faculty, for instance, due to the high course enrollments, limit the amount of instruction and feedback on writing in their courses although this is a key program outcome.

Second, given our flexible curriculum designed to facilitate high enrollment, we can only guarantee that all of our students take two courses: CJ 300, an introductory CJS course, and CJ 680, the field course that students take in their senior year. CJ 680 is a supervisory course, so we are often dependent on CJ 300 to instill the bulk of learning outcomes for the CJ major, with the hope that students are able to build on these in the range of courses taken across the university. As we found in the development of our assessment plan during the self-study, our graduation rates may be increasing, but our student learning is not necessarily meeting the outcomes of the program. More about this will be discussed below in the section on curriculum.

Our final challenge related to student learning is the integration of high-impact practices. Given both course size and the flexibility of curriculum, students are only guaranteed to practice active learning and the high-impact practice of capstone courses. Active learning techniques are one form of high impact practices used prolifically throughout the curriculum, but these are limited by our high enrollment in courses. Despite this, students routinely participate in field observations of criminal justice practices, mock trials, debates, and other legislative processes, and applied research.
For instance, Professor Viola’s CJ 501: Criminal Law course asks students to reproduce important criminal justice trials, while Professor Snipes’s course of the same name has recently acquired service-learning status. Active learning is present throughout the curriculum, and used by every single faculty member—including lecturers.

Our preliminary assessment of the current state of student learning demonstrates that we need to integrate high impact practices other than active learning and capstone experiences throughout our curriculum. Furthermore, given the large number of lecturer faculty in our program, we must also develop a plan to integrate particular high-impact practices across our courses.

Urban Studies and Planning

Urban Studies faculty carefully reviewed the program’s student learning goals and outcomes. We concluded that our existing learning goals remain relevant and that we still value the distinction between subject area knowledge, research methods/basic skills, and applied professional objectives. We also concluded that we need to revise and update our student learning objectives to: (1) reflect our assessment of the knowledge and skills our students need to possess while they are in school and after they graduate (2) reflect our integration into PACE, and (3) address redundancy across the goals. The revised SLOs can be found in appendix 1.

The USP program regularly assesses student-learning outcomes. Faculty are directly involved in assessment and planning, collecting information and data for us to review, participating in discussions about what we are learning from our assessment and making decisions together about how we will use what we learn from assessment to improve our curriculum. We used this program review to begin a process for using assessment data collected at the course level to more systematically and rigorously analyze our program-level goals.

We do this through data we collect from supervisors who work with students in our internship course (603/604) and from clients and advisors who work with our students in our capstone courses (680 and 681). The assessment measures we currently use are listed below (see appendix 8 for examples of each):

- Internship and 680 capstone courses use instrument that measures individual student performance and our student learning outcomes directly.
- Supervisors evaluations for each individual student in 603/604
- Self-reflections and client feedback in 680
- Grading rubric for 681 measures SLOs directly

In the USP internship and 680 seminar, the assessment tools take the perspectives of community stakeholders and employers into account. Information from supervisors and clients provide us with evaluations about how students are applying what they are learning in individual classes and in curriculum as a whole. Currently however, we have not undertaken a systematic analysis of how courses other than our capstones are meeting and contributing to program and student learning objectives. Over the coming year, we plan to better align course and program learning goals to identify weaknesses and build upon our strengths in these areas.

In the future, the program would like to include the perspectives of students and alumni in assessment and planning processes. We would like to expand the information we collect from alumni using the Alumni Exit Surveys that PACE has created. In addition, we want to review our assessment measures and instruments to more directly measure our learning goals. Finally, the
program also plans to consider the PACE development of assessment and program planning policies as it refines its assessment and planning processes.

**USP: Enrollment, retention and graduation trends**

As indicated by enrollment, demand for the Urban Studies and Planning major has remained essentially constant for the period between 2010 and 2015, with a low of 109 in 2010 and a high of 116 in 2015 (see figure 4). The data do not reveal any significant trends. However, enrollments have not increased. Thus, one challenge is to consider how to attract new students, and whether the program has the capacity to ensure that a larger enrollment will not impede retention or time to graduation, or satisfaction with the program.

USP is essentially a pre-professional degree. Most graduates pursue the degree in order to begin careers in the many fields related to urban studies and planning. Currently, as evidenced by the most recent alumni survey, graduates are very happy with their experiences in USP (see appendix 9). Indeed, 65% of respondents said that they work in the field, or that their degree prepared them for the field in which they are employed. Strikingly, however, 47% of the respondents indicated that they pursued a graduate degree. The data do not reveal how long individuals waited to do so. Of those, 40% (11) took graduate degrees in urban studies or related fields. That 60% of those who pursued graduate degrees outside of the field attests, at least a little, to the broader usefulness of the USP degree program and of the skills developed therein. This is borne out by the fact that the vast majority (83%) of respondents were satisfied or very satisfied with the quality of instruction and coursework in the USP program, and 76% felt that the program prepared them ‘very well’ or ‘quite a bit’ for work.

This may be partly the result of the program’s size and the linear structure of our curriculum, which enhance the ability of students and faculty to interact and connect in meaningful ways. Our student to faculty ratio for upper division courses for Fall 2016, the most recent semester data were available (18) is not significantly lower than that of the College (20) or the university (21) (see appendix 7). It has been lower in previous semesters (see figure 5). Additional descriptive statistics about the USP student body are contained in appendix 9.

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1 USP teaches only one lower division course, USP 200.
Figure 4: Urban Studies and Planning enrollment
Source: Official Census Enrollment, compiled by Academic Institutional Research, 9/16/2016

Figure 5: Average time to degree, Criminal Justice Studies, in semesters
Source: Academic Institutional Research, 9/16/2016
Figure 6: Urban Studies and Planning degrees awarded by academic year
*Source: Academic Institutional Research, 9/16/2016*

Some data for retention rates are not entirely pertinent as provided because USP only offers upper division courses. Retention data is compiled for entering Freshmen and Sophomore transfers from community colleges. Between 2004 and 2015, the average time to degree tracks for the most part with the college and the university. Some earlier years were significantly longer for USP students. For the last three years, USP students were graduating one semester more quickly (figure 5). The number of degrees granted for the period between 2004 and 2015 (figure 6) reveals no discernable pattern. However, the number of degrees granted in 2015 was the lowest since 2005.

From the period of 2005-2009 retention and graduation rates for CHHS were generally on par with the university as a whole. USP varies somewhat from college and university rates for freshmen, but more or less parallels those rates for transfer students. This may be explained by the fact that USP teaches only upper division classes, with one exception, and thus the path to the major only starts when students are juniors (or sophomores who will have sufficient credits at the end of semester to be juniors). As may be common for SFSU students, graduation and retention rates (see appendix 10), and time to graduation, are likely influenced by conditions affecting students outside of the university – for instance many USP students (the actual number is not tracked) work significant hours per week and/or are older students who have a plethora of responsibilities outside of school.

Additionally, the USP curriculum is fairly structured with a number of courses required, and several have prerequisites. Nevertheless, while this may present difficulties for some students in terms of time to graduation, the curriculum is also not rigid. It also reflects significant efforts to craft a pedagogically robust curriculum and one that is excellent preparation for students entering the field. However, we have recently introduced a new capstone course (USP 681 – Senior Thesis) that provides more flexibility to students, and have added USP 402 (Introduction to the History and Theory of Planning) to our roster of electives. It is worth noting that, while the questions do not directly address time to graduation, 83% of respondents to the alumni survey (see Appendix 9) reported that the degree required the right number of courses/units.

Over the last five years, with the exception of 2011-12, the program has maintained the average time to degree and students have graduated with GPAs above 3.0. No significant
improvements have been made. Given sufficient resources the program might be able to decrease time to graduation. As indicated above, the primary question is whether the program can increase enrollment and at the same time reduce time to degree. Faculty should consider the possibility of adding a lower division course (that would supplement USP 200) geared to exposing students to the field earlier on in their careers at SFSU, in order to support recruitment. A review of the curriculum may reveal ways to make it easier for students to progress through the major. However, to do this without jeopardizing the structure and strength of the curriculum would likely be resource-dependent. Again, the most pressing needs are related to issues raised above: the potential need for a new lower division course and for additional resources to speed the path to graduation.

2.3: The Curriculum

As part of our efforts towards PACE integration, over the past year faculty developed three different PACE courses that could potentially cut across all three PACE undergraduate programs (see appendix 18 for description of courses). These courses would provide several opportunities within PACE. First, they would support student retention by building a lower division course sequence into the mostly-upper division undergraduate majors. Second, these courses would provide students an opportunity to learn in an interdisciplinary environment, much like they will be confronted (if they are not already) upon leaving university. Understanding the commonalities between public affair majors will further contribute to the depth and breadth of their degrees. Third, these courses were also designed to achieve curricular and resource efficiencies, such that faculty from across programs could support and instruct all of PACE students. These efforts are still ongoing, and part of the self-study process examined how this set of courses could fit within the CJS and USP undergraduate degrees. Beyond this conceptualization and course development, no formal PACE stand-alone curriculum exists at this time.

Currently, PACE is undergoing a process of alignment between school learning outcomes and program learning outcomes, and as a part of this, is also considering the integration of PACE core courses. Programs are differently situated relative to the benefits and challenges these core courses present. For all programs, these core courses would provide the benefit of greater interdisciplinary instruction and immersion. For CJS in particular, this would complement the largely interdisciplinary curriculum that draws on courses around the university. For USP, however, PACE core courses could potentially overlap considerably with urban studies specific courses, and thus integration may dilute the focused urban studies education that the current curriculum provides. Further, equalization of School resources in terms of curriculum and faculty would positively impact CJS which has one of the higher student-faculty ratios, while negatively impacting USP, which has one of the lower ratios in the School, while still maintaining a comparatively large workload when viewed across campus. Given these benefits and challenges, the School is working over the next year to further consider integration of core courses in USP.

Criminal Justice Studies

The CJS curriculum encourages an interdisciplinary understanding of crime, law and justice issues. Traditional criminal justice curricula often train students in one of two ways: criminology, which emphasizes knowledge production about crime and criminality, or administration of justice, where internal institutional dynamics are explored. Many community colleges have lower-division
programs of the latter under the moniker “Administration of Justice”; university programs with upper division coursework often include a more explicit focus on criminology.

These types of programs contrast with legal studies programs that provide students a broader sociological examination of the operation of law and legality in society. Law and society type programs are often found at more research-oriented universities. For instance, not a single University of California campus has a degree in criminal justice, and only one campus has a degree with the term “crime” in it: UC Irvine’s Criminology, Law and Society program. By contrast, there are departments devoted to the study of law at UC Santa Cruz (in Feminist Studies), UC Davis (in Philosophy and Sociology), and at UC San Diego (in Sociology). Over 200 schools with programs like this exist, and are organized through the Consortium for Undergraduate Law and Justice programs.

Our program is based at the crossroads of these traditions and combines traditional criminal justice curricula with legal studies, providing students with an interdisciplinary approach to the study of crime, law and justice systems. Instead of focusing on formal legal systems (such as courts and the history of precedence, as many legal studies programs do), our focus is the field of criminology, the production of knowledge about crime, and the practices of crime, law and justice institutions and actors. These sites act as important places from which to understand broader social trends, and thus, our curriculum emphasizes understanding the social, political, and economic consequences of particular crime, law and justice configurations. Moreover, our curriculum examines traditional topics in criminal justice, such as police, prisons, and the courts, in relationship to other areas that are often considered unrelated, but nonetheless critical to understanding the outputs of criminal justice institutions, such as schools or urban planning. Given this interdisciplinary and holistic approach, we meet the call for criminal justice education to “serve as the infrastructure for a high-quality undergraduate liberal education program” (Flanagan 2000: 1).

This call for an interdisciplinary liberal arts education for critical justice students serves our students in their professional careers. Studies of employers, including those in the criminal justice field, identify critical thinking and communication as the most important skills to teach future practitioners (Hart Research Associates 2015; Garland and Matz 2017). A recent survey showed that practitioners particularly valued communication and critical thinking about issues of race and gender in the system over other learning objectives (Jones and Bonner 2016). New courses reflect this orientation, such as CJ 570: Urban Violence, CJ 605: Criminalization of Gender and Sexuality, and CJ 471: Issues in Juvenile Justice, all courses developed over the past two years (for a fuller list of courses proposed over the past decade, see appendix 11). The CJS curriculum is designed to facilitate this broader approach to the study of crime, law and justice by providing students a cross-disciplinary introductory course (CJ 300) and elective courses in administration of justice, crime and delinquency, legal studies, and working with diverse communities. CJS further facilitates student learning through its GWAR and culminating experience courses. With such a large student body, the flexibility of the curriculum enables us to facilitate graduation, ensure transfer students can graduate in under 60 units, and avoid bottleneck issues.

CJS: GWAR, Culminating experience and GE

Our GWAR courses emphasize writing in a liberal arts context, as the communication required for a criminal justice professions ranges from short reports to traditional academic papers. Students are prepared for a range of careers from law enforcement officer to public policy analyst to even university professor (as some of our former students currently are), and as such, we emphasize
preparing students in the tradition of liberal arts education (see appendix 12 for CJS GWAR guidelines for instructors). Our GWAR courses do this in a range of ways. CJ 323: Ethics asks students to communicate their ethical reasoning in a written form by analyzing key issues in the field, such as “stop and frisk”, racial profiling, and the death penalty. CJ 330: Research Methods emphasizes written communication through the development of a research proposal or project. We have not conducted any formal assessment of student as a consequence of GWAR courses at this time.

The CJS culminating experience is CJ 680: Field Course in Criminal Justice. This course has one of two options for a field project: an 8-10 hour/week internship or a primary research project. This option is intended to serve the diversity of career paths of our students. Some of our students will end up working in traditional service occupations (law enforcement, probation officer, case worker) and thus, an internship provides necessary professional development. Others are headed for careers as policy analysts, researchers, and management and administration for which familiarity with social science research techniques is appropriate.

The culminating experience project asks students to choose a topic either related to their internship (e.g., police stress for SFPD internships) or an area of interest. Students’ choice of topic is based on their coursework in major, general education, and other courses. Students are required to conduct both library and primary research on the topic. For those completing internships, this means either using the internship as a place for participant observation or conducting short interviews or surveys with participants at the site. In some exceptional cases, students are able to do case history analysis or other types of research, but most internship sites do not provide robust primary research opportunities. Thus, the assessment rubric for internships emphasizes connections between experience and scholarly analysis, rather than original knowledge production. The final product for both options is a 20-25-page paper.

Criminal Justice Studies is oriented mostly towards providing its major curriculum and teaches few courses within the SF State General Education curriculum. Currently, we have three courses that are certified as upper-division general education social-science courses: CJ 300: Cross-disciplinary approaches to criminal justice, CJ 435: Race, crime and justice and CJ 485: Latina/o youth, crime and justice. Each of these courses also meets the “social justice” SF State study requirement. These courses were selected because they were part of the previous general education system, segment III, and already encompassed many of the learning outcomes of the new GE curriculum. All of these courses are accessible to non-majors, as they take a broad view of crime, law and justice systems and seek to understand how broader social issues of race, class, gender, sexuality and age result in the issues of crime, law and justice we see today. Currently, we undertake no departmental wide assessment of these courses, but based on anecdotal evidence, we do think they are successful. Several students have mentioned these courses as critical to their decision to shift their majors to CJS.

CJS: Facilitating student progress through the curriculum

All CJS students complete their lower division curriculum before they are able to take major courses (see roadmap in appendix 2). Transfer students can complete up to six units towards the major through either completing several different transfer model curricula (TMCs) or completing two specific lower division courses—AJ 2: Introduction to Administration of Justice and AJ4: Concepts of Criminal Law. Currently, CJS allows students who complete the Administration of Justice to count 6 units towards the degree. As part of program review, CJS has decided to also allow students
who complete the Social Justice, Sociology and the Law, Public Policy, and Society TMCs to count six units towards the degree. Once transferred, students with these course or pathways will have only 29-38 units left to complete the major.

As stated previously, the CJS curriculum is quite flexible as there are only three required courses, one of which provides a choice between two courses. Other departments offer none of our required courses, though a substantial portion of our elective offerings depend on other departments. The only program we regularly communicate with regarding scheduling and planning of courses is Latina/o Studies. We both offer CJ 435/LTNS 430: Race, Crime and Justice and CJ/LTNS 485: Latina/o Youth, Crime and Justice and we attempt to offer it each in alternative semesters from LTNS. We do not teach any “service courses” for other departments.

Currently, only our required courses present bottleneck issues. To remedy, we declared impaction and increased the number of sections of these four courses offered. At this point in time, we are meeting our capacity needs as evidenced by a few remaining seats each semester in these courses. To ensure that all students’ needs are met, we plan our required courses to be offered both during the day and at night. For the past three years, we have offered morning, afternoon and night sections of our introductory and GWAR required courses. In developing the schedule each semester, we ensure that students can take both the introductory and a GWAR course without overlap.

Further, we try to ensure that no more than two courses overlap in the same time slot, and that most time slots are filled before we add a second class to any particular time slot. We offer required courses every semester to ensure that students starting at any point have access to the courses necessary to embark on their elective coursework. If a class fails to meet our high student demand due to the time schedule, we reassess when it is offered. This was the case for courses routinely meeting on Saturday afternoon. While these were highly enrolled during our enrollment surge, now that we have more moderate numbers of majors, they are often under enrolled relative to our other classes (they still have upwards of 25-30 students). To remedy, we switched this course to Friday for the Fall 2017 semester in an attempt to ensure it meets student needs.

Both electives and required courses are taught by lecturers and tenure/tenure track faculty. For the past three years, however, both CJ 300 and CJ GWAR courses have been taught exclusively by lecturer faculty. This results in part from long-term lecturer and CJ program founder Professor Ken Walsh’s excellent shepherding of the CJ 300 curriculum. The use of lecturer faculty for GWAR courses has been motivated by a strategy to increase instructional resources, since Academic Resources historically provided augments for GWAR courses taught by lecturers, but in Fall 2017, a tenure-track faculty will again teach CJ 330.

CJS: Lessons from curriculum review

Our culminating experience course served an important part of our self-study. After discussing our student learning outcomes, we developed rubrics (discussed above) for our culminating experience course (see appendix 4). We developed two different rubrics, one for internships and the other for research papers. We then pulled a sample of papers from the previous semester representing a range of grades. Each tenured/tenure-track faculty member reviewed and graded these papers based on the rubric. From this, we found that even our most successful students often struggle to meet our program learning outcomes related to methodological reasoning. Students were far stronger in critical thinking, and could often consider multiple perspectives, but this did not translate into the analytical and research skills necessary to complete a culminating field experience.
From this exercise, we then assessed our curriculum to understand how CJ classes prepare students for their culminating experience. In doing so, we were forced to acknowledge that we had only one class—that not even all students take—that thoroughly prepares students for their culminating experience. Students who are prepared for CJ 680 tend to be students who have taken CJ 330, Research Methods in Criminal Justice Studies, in addition to electives with key methodological experiences that prepare them to undertake a research project on their own. While we found our students to be well prepared in a number of ways, we found that we failed to adequately prepare them to meet our expectations in the areas of research and methodological reasoning. This led us to determine that our curriculum necessitates revision to provide greater instruction in methodological reasoning.

In the future, we plan to revise our curriculum to facilitate greater student learning, retention, and graduation (see draft curriculum Appendix 13). This curriculum revision will be based on several goals. First, to take greater advantage of the broader faculty in PACE, we have integrated a PACE introductory course and a PACE research methods course. These courses will also serve as a retention strategy by being placed in the lower division and thus providing an opportunity for CJS majors to take courses towards the major prior to achieving upper division status. Further, these courses will be designed to meet lower division GEs and the SF State study requirements, thus providing students an opportunity to place their introductory knowledge within a broader context, a key goal of the CJS program.

CJS curriculum will build on the knowledge and skills developed in PACE courses through a redesign of its curriculum and courses. Our introductory CJ 300 course will become the GWAR course. Our current GWAR courses will become electives (CJ 323: Ethics) or will be banked in favor of the PACE methods course (CJ 330: Research methods). Our elective courses structure will also be rearranged to emphasize the three different skill sets with which we hope students will graduate: critical thinking about systems of inequity, methodological reasoning that allows them to challenge structures and assumptions, and an ability to describe and identify major issues within criminal justice institutions. A fourth category will serve as general electives from which a student can choose in order to direct their learning towards a desired career path. Three of these elective categories will be built from the current range of courses offered in the curriculum. Faculty will redesign existing courses and develop new courses to serve in the methodological reasoning section. Courses in each section will need to meet the learning outcomes for those sections. Finally, we will also draw upon the proposed PACE capstone course to provide students flexibility as to how to complete their field experience requirement.

These revisions will allow us to ensure that our curriculum remains responsive to student needs by emphasizing the development of particular skills: methodological reasoning and critical thinking, while at the same time ensuring the various content necessities of the curriculum are met. Further, it will ensure that students are all prepared with the same skills necessary to successfully complete the degree, as it will increase the number of required courses from 3 to 4, increase the number of explicitly methodological courses from one elective to one required course and one required methodological reasoning elective, and provide more targeted electives. Finally, it will also ensure that students are retained and succeed by explicitly developing this curriculum around the integration of high-impact practices at particular stages in the curriculum (see draft curriculum appendix 13). Over the next year, we plan to vet this curriculum revision across the university and develop the necessary courses for a planned submission in Spring 2018.
Urban Studies and Planning

The Urban Studies and Planning Program at SF State provides a high quality liberal arts education and, rigorous preparation for professional careers in planning and public policy. Drawing upon the complementary perspectives of the basic social science disciplines, it develops a broad-based understanding of the historical evolution and current condition of urban areas. Applied research and data analysis using cutting-edge information technology are emphasized, as are essential analytical and conceptual skills for planning, policy-making, and evaluation. Critical contemporary issues are addressed through substantive courses focused on policy areas such as sustainable urban development, housing and community development, land use, health policy, poverty, transportation, environmental justice, and social policy. Hands-on practical experience and community engagement are given particular emphasis through carefully supervised internships, course-based opportunities for applied and engaged work, a capstone practicum in which teams of student consultants produce projects for local agencies and organizations, and a capstone thesis course, in which students engage in research and writing on specific topics of interest and importance.

The curriculum provides a broad-based foundation in social science perspectives and methods and prepares students for a wide variety of careers in urban life. Recent graduates are employed throughout the Bay Area and other regions in planning departments, private consulting firms, housing and community development agencies, employment development programs, transportation planning bodies, social service organizations, banks, real estate and other private sector organizations (usually in their research, planning, or public affairs divisions) and a variety of nonprofits and community-based groups.

The faculty are strongly committed to providing information and assistance to our students as they explore job and graduate school opportunities. We maintain a wide network of regular contacts with alumni, internship supervisors, and other sources of employment information. We receive numerous job and internship announcements that are posted and circulated. Alumni forums are held annually, with alumni invited back to share employment experience and advice with current students. We publish an alumni directory with information about recent alumni who are willing to be contacted by current students: the most recent directory (Spring 2010) included more than four hundred alumni. All of this allows us to provide useful information to current students regarding job opportunities, suggestions regarding people to talk to about job possibilities and graduate schools, and specific referrals for job openings. Currently, alumni development is undergoing redevelopment as we seek to create efficiencies in the School, and engage our alumni as members of the larger PACE student body.

The curriculum provides a solid foundation for graduate study in a wide range of disciplines and fields. Alumni of our program have gone on to graduate work in schools of city and regional planning (Cornell, Harvard, U.C. Berkeley, U.C. Los Angeles, Columbia, New York University, University of Texas, Pratt Institute, San Diego State, and San Jose State), schools of public policy and administration (U.C. Berkeley, Georgetown, the Kennedy School at Harvard University, University of Washington, Cornell, SF State), schools of law (Boalt, Hastings, U.S.F., and Golden Gate), and other graduate fields including architecture, journalism, public health, education, social work, and business administration.

A review of related programs shows that we embody the standard urban studies and planning curriculum with some unique features (see appendix 14). A review of similarly interdisciplinary undergraduate programs offered in urban public universities, suggest that common curricula include: foundational courses in urban studies history/theory/methods and electives in policy or planning with
particular emphases on the areas of sustainability, housing, social difference, and global perspectives (see appendix 14 for comparable programs chosen). Apart from those standard foci, USP at SFSU offers a unique two course methodology sequence (492,493) a required internship (603-604 and capstone (680/681) and, perhaps most importantly, deep connections and partnerships with community partners in city government, as well as non-profit and private sectors combined with courses that offer numerous opportunities for outside engagement and applied learning.

USP curriculum contains a number of pedagogical innovations and development since the last program review. We have incorporated spatial analysis with GIS and hybrid/online teaching techniques into our research methods and data analysis sequence, redesigned USP 480, 560 and 570 courses to incorporate community service and project-based learning into the curriculum, created a disciplinary writing course, an urban planning history and theory course and developed a new capstone course. Additionally, we have substantially revised a number of courses to reflect new developments in the field of urban studies as well as changing urban dynamics.

**USP: Incorporation of GIS and hybrid/online teaching**

One pedagogical innovation the USP program has stimulated is our integration of technology into our Research Methods (USP 492) and Data Analysis (USP 493) course sequence. A National Science Foundation grant (2003-2008) led to the development of new curriculum materials to integrate spatial analysis with Geographic Information Systems (GIS) into research methods and data analysis for USP majors. Step-by-step exercises allow students to complete exercises at their own pace. Integration of iLearn and video capture technology has also facilitated student access to course materials remotely and at anytime from anywhere. We work closely with SF State’s Institute of Geographic Science to expand our repertoire of teaching tools with GIS and Academic Technology to incorporate hybrid and online teaching techniques, and anticipate further future innovative developments to emerge to benefit our students.

**USP: Graduate Writing Assessment Requirement (GWAR)**

Our program responded to the new GWAR requirement by creating a new course: USP 401 (Seminar in Urban Studies and Planning) that exposes students to classic theories and contemporary debates by planners and social scientists who study cities. This course was approved by SF State’s CWEP committee as a GWAR designated course in spring 2009. USP 401 meets the disciplinary needs of our majors and minors and allows USP students to take their introductory course together and move through the curriculum as a cohort. We have been offering USP 401 GWAR each semester.

Faculty teaching the GWAR course report that student evaluations provide evidence of improved writing. Three short assignments throughout the semester allow students to improve their writing and by the third draft writing has improved. Faculty discussed implementing an assessment tool (for brand new students and seniors) to measure improvement in writing throughout the curriculum. GWAR faculty is participating in monthly writing pedagogy workshops offered by WAC/WID and participate in the GWAR mentoring program as a mentee in order to help further develop and incorporate established writing education practices into the USP GWAR course.

Faculty teaching the GWAR course also report benefitting from the services of the Learning Assistance Center (LAC) College Assistance Lab where an initial assessment about writing skills is carried out. Based on the initial assessment four writing workshops are organized. Topic covered
include, developing an academic voice, writing a thesis statement, using evidence, writing for synthesis, effectively quoting, and peer review of writing. Faculty also deploy peer-mentoring where better writers mentor weaker writers. The employment of these skills is observed in the capstone courses and in the production of our program’s student-run journal: Urban Action.

**USP: Culminating Experience**

USP now offers two capstone culminating experiences to our graduating seniors: 1) USP 680 (Senior Seminar); and 2) USP 681 (Senior Thesis). We are able to offer one of these courses each semester to facilitate graduation.

The Urban Studies and Planning Senior Seminar (USP 680) is a practicum in urban planning and policy. In collaboration with community clients, the course teaches students to solve urban planning and policy problems by combining theory, substantive knowledge, and analytical skills in the context of a client-serving project. The course provides Urban Studies and Planning students an opportunity to practice working in a team and prepare a written report. The students present their findings to a professional jury including clients and faculty using PowerPoint slides. The course has been designated by SFSU as a Community Service Learning (CSL) course (since spring 2005). Projects are selected through an RFP process. The range of projects adopted in the context of the Senior Seminar can be viewed at the following address: [http://online.sfsu.edu/pamuk/SFSU_Senior_Seminar.htm](http://online.sfsu.edu/pamuk/SFSU_Senior_Seminar.htm).

We have created the new “Senior Thesis” course (USP 681) recently to give graduating seniors who wish to work on a semester-long original research project. Drawing upon student and faculty feedback, faculty determined that the professional/group model does not meet the needs and goals of all of our students. This course enables students to undertake an in depth individual research project of their choice based on intensive individual study, with directed guidance from faculty, on a topic or problem related to urban studies, policy and/or planning. Course requires data gathering, analysis and presentation (oral and written) of original research leading to the completion of a 6,000-8,000-word research paper.

**USP: Other Course Innovations and additions**

In addition to these courses a number of courses have been substantially revised to include developments and innovations in the field. USP 560 (Urban Poverty and Policy) and USP 570 (Urban Health Policy) have incorporated community service learning opportunities that allow students to critically reflect on course material through real-world engagement with community partners. 570 was also significantly revised to reflect the growing role of planning and Health Impact Statements in developing urban health policy. In order to better prepare students for both the 680 capstone course and a team-based working environment, USP 480 has been redesigned as a practicum in which student teams research, analyze and formulate recommendations on contemporary policy issues and then present them to community and government stakeholders.

Additionally, a new course, USP 402 (Introduction to Planning History and Theory) was introduced in Spring 2017. The course responds in part to the evolving emphasis on planning in the program, as reflected in the changed program name, and expands offerings of electives. It is also open to students outside of the major. Development of this course allowed a substantial update to USP 658 (Land Use Planning) to better reflect the depth and breadth of land use topics, including legal issues and historic preservation.
USP: General Education (GE) Courses

Many of our USP courses were offered with GE designation before the adoption of SF State’s new GE program in the fall of 2014. We decided to participate in the new GE program with fewer courses. For example, we preferred to keep our foundational courses USP 658 (Land Use Planning) and USP 480 (Introduction to Policy and Analysis) cross-listed with GEOG and PLSI, respectively and not to open it up as GE courses.

We successfully obtained GE certification and overlay designation for the following courses in the USP curriculum (taught by USP faculty): USP 400 Dynamics of the American City (UDD), USP 560 Urban Politics and Policy (UDD). Through these courses, we reach out to non-majors and spark their interest to pursue a minor in USP. In addition, these and several other courses have received overlay designations (see appendix 3 for a complete list of courses and designations) that attract non-majors into USP courses.

2.4: Faculty

The PACE faculty as a whole contains five Full Professors (two additional FERP faculty, one of whom retires in August 2017), eight Associate Professors, and six Assistant Professors (one of whom will retire in August 2017). In Criminal Justice Studies, the distribution of rank is two Associate Professors and four Assistant Professors (one retiring in August 2017), while in Urban Studies and Planning, the distribution is two Full Professors, one Associate Professor, and one Assistant Professor. CJS faculty is 40% female and 60% male, 66% white, 17% black and 17% Latino. USP is 50% female and 50% male; 75% white and 25% Latina.

Since the last program review, USP faculty numbers have declined and they have not been able to replace previous resignations and retirements. As of Fall 2017, USP will have only four tenure-track/tenured faculty members, two of whom are Full professors, one associate and one assistant. The previous concluding action memorandum called for attention to upcoming retirements and succession planning, yet lack of resource allocation to USP in the form of faculty members has limited their growth. Further, when USP joined PACE, it entered an environment of disparate resource allocations. Given its relative resource position to two impacted programs in PACE (CJS and ENVS—210 majors, 3 tenure-track/tenured faculty members), it has been difficult for USP to secure a faculty member devoted entirely to USP students. While other recently hired PACE faculty members can contribute to the USP program through the field of urban studies, a faculty member who specifically works in the techniques of urban design has yet to materialize.

As a consequence of PACE strategic planning processes, we developed several goals for hiring requests going forward:

1. Address disparities in student-faculty ratios in the school and target hires in units with high enrollment demands.
2. Further PACE integration by hiring faculty who can serve multiple programs
3. Contribute to good-will and morale in the School by considering the history of hires
4. Ensure relevance of curriculum to career development in public affairs

Through each of these goals, PACE seeks to increase the capacity of the School to address issues of student success, enrollment, and the time to graduation, while balancing workload issues and faculty
equity across programs. Based on these goals, PACE has developed a hiring plan that aims to hire in units with high demand, while also serving other units. To do so, PACE seeks to hire interdisciplinary scholars whose research and pedagogical training cuts across traditional disciplinary boundaries and reflects the mission and goals of PACE. Our current hiring request—and potential future hiring requests—are all premised on the development of positions that target scholars who can teach in more than one program area. Our current slate of hiring authorizations for 2017-2018 are positions that would service most programs in the School, while also developing content areas in the two most impacted programs: CJS and Environmental Studies.

Retention, tenure and promotion (RTP) in PACE is carried out as a school, and there is a single PACE RTP committee overseeing tenure and promotion of all faculty (see appendix 19 for PACE RTP policy). As part of the RTP process in PACE, RTP committee members and School Director meet periodically with assistant professors to discuss their progress towards tenure and promotion. Currently, PACE does not have a standing RTP committee for promotion to full professor, and this committee is constituted on an as needed basis.

**Teaching and service assignments**

Teaching and service assignments for the CJS and USP faculty are contained in appendix 6. Currently, there is very little movement between programs in terms of faculty teaching assignments in PACE, and teaching workloads are primarily dependent on program history. One goal for PACE is to achieve teaching efficiencies by assigning faculty, when able, to teach classes across the programs. As of yet, this has primarily been only the assignment of faculty in CJS and USP to teach in the graduate MPA (one faculty member from MPA is assigned to teach a course in CSJ in Fall 2017).

CJS teaching assignments are well-balanced across the faculty, with most tenured/tenure-track faculty teaching a combination of elective and required courses for the major. With the exception of new faculty and the current PACE director, all CJ faculty have taught from 3-4 course preparations over the past five years. General education courses in CJS are taught by both lecturers and tenure/tenure-track faculty.

In USP, prior to Spring 2017, three out of the four faculty taught four different USP courses each for the past five years and two faculty started teaching a graduate course in the MPA program (every three semesters). The fourth faculty member taught eight different USP courses. Three out of four faculty also have course preparations that are duplicated from semester to semester. To remedy this imbalance, the program encouraged one faculty member to develop a new course (USP 402), raising the total of possible course preparations for that faculty to 5 and allowing the faculty member with the most number of courses to teach a required core course (USP 401).

PACE faculty in CJS and USP are involved in a range of service assignments, including program, department, college, university and community (see appendix 6). Two faculty members (one in CJS and one in USP) work with the Coalition on Homelessness, while two other faculty members in CJS work with a local anti-violence coalition, the Roadmap to Peace. Faculty serve as student advisors for the student-run journal, Urban Action, and for student groups, such as the Criminal Justice Students Association and Students for Planning and Urban Affairs. Faculty participate in university level service, though the Academic Senate, University Interdisciplinary Council, the Willie Brown Fellowship Program, and serving on university hiring committees. At the college level, faculty are members of the College Scholarship and Teaching Task Forces, Leave with Pay committee, and LGBTQ Institute Advisory committee. Finally, all faculty do service at the
program and departmental level, though committees on curriculum, retention, tenure and promotion, hiring and election.

Scholarship and Creative Works

Over the past five years, the scholarly and creative energy of CJS and USP faculty has flourished (see appendix 20 for faculty curricula vitae). Dr. George Barganier, who joined the faculty in Fall 2014, is currently working on several publications from his dissertation exploring the connections between the Black Panther Party and the rise of Crips and Bloods in Los Angeles. His dissertation is currently being revised into book form for submission to University of Minnesota Press. His work has earned him the distinction of serving as affiliated faculty for the Summer School on Black Europe at the International Institute for Research and Education in the Netherlands. Finally, he is working with Dr. Elizabeth Brown on a book on race and crime for the University of California Press (submission for publication date September 2017).

In addition to the co-authored book with Dr. Barganier, Dr. Brown has published in a range of outlets on the intersections between juvenile justice policy and urban space, with publications in the peer-reviewed journals *Theoretical Criminology, British Journal of Criminology, Geographica Helvectica, Punishment and Society, Journal of Adolescent Research*, and *Children’s Geographies*. In addition, she has lectured at a range of conferences, including regular attendance at the Law and Society Association meetings, as well as speaking at a number of local venues on topics of current importance.

With Dr. Jeff Snipes, Alex Gerould (retiring August 2017) published the book *The Valley of the Shadow of Death: A tale of tragedy and redemption* and the 7th edition of *Vold’s Theoretical Criminology*.

Over the past five years, Dr. Ayse Pamuk has been a visiting scholar in the Department of City and Regional Planning at Izmir Institute of Technology in Izmir, Turkey. She has created the International Affordable Housing Image Collection at San Francisco State University. Further she has served on the editorial board of the *Journal of Planning Education and Research* and has attended the Urban Affairs Association conference regularly. Additionally, she has done several invited lectures in Izmir Turkey, at San Francisco State University, and to delegations of visiting Chinese government officials. She has engaged her undergraduate students in her recent SFSU-funded research grant on the integration effects of San Francisco’s inclusionary housing and has attracted external funding for our new applied housing research center at PACE.

Dr. Raquel Rivera Pinderhughes was recently named faculty affiliate of the Health Equity Institute and is Director of the Willie Brown Fellowship program at San Francisco State University. Her publications over the past five years include a co-authored book chapter in *Earth Ed: Rethinking Education on a Changing Planet* and a report commissioned by Tom Torlakson’s Environmental Literacy Task Force titled *Blueprint for Environmental Literacy*. She has presented at the North American Association for Environmental Education Conference, the American Prisons Association, the Sustainable Cleveland Conference, American Sociological Association, SXSW Eco, among others. She serves as an advisory board member for Youth SEED and is president of the board of directors for The Ecology Center.. The environmental literacy and work readiness curriculum she developed to serve youth and adults that have been failed by the education system, called “Roots of Success” is used in prisons, jails, juvenile facilities, reentry programs, job training programs, high schools and youth programs throughout the United States, as well as in Hawaii, South Africa and the U.K.
Dr. Cesar Rodriguez has published a co-authored refereed book chapter in *Young Men in Uncertain Times*, and continues to develop publications from his dissertation completed in late 2014 on racial capitalism in Oakland and the Oscar Grant “moment.” He has presented at the Tukwut Talks at CSU San Marcos, at the 24th Annual McNair Scholars Symposium, the Urban Affairs Association, and the Latin American Studies Association.

Dr. M. Jasper Rubin has served as a member of the Waterfront Land Use Plan Update Advisory Group and the Central Waterfront Advisory Committee, both for the Port of San Francisco. He recently published a second edition of his book *A Negotiated Landscape* about the transformation of San Francisco’s waterfront. He has further published book chapters in *North American Odyssey*, *Les Etas-Unis*, and *The Fixity and Flow of Waterfront Change*. He has presented his work at the World Congress on Environmental History, the American Society for Environmental History, and the Association of American Geographers, and was invited to speak in Simon Fraser University’s gentrification and the city lecture series.

Dr. Jeff Snipes, as stated above, has published two books, along with a co-authored peer-reviewed publication in *Journal of Forensic Science*. He has been invited to speak at the State Bar of California, the Bay Area Law Enforcement Summit, and the San Francisco State University Rights Conference.

Dr. Tony Sparks has published on his work on homeless encampments and public policy in the peer reviewed journals of *Antipode*, *Urban Geography*, and *Environment and Planning A*. He has additional work under review at *Urban Studies*. He has been invited to speak at the Relational Poverty Network Annual Conference and the Washington Low Income Housing Alliance 25th Annual Conference on Ending Homelessness, and regularly presents at the Association of American Geographers conference. He has further merged teaching and scholarship through his development and integration of a service learning component into two of his courses.

Dr. Dilara Yarbrough has received the UC Berkeley School of Law Human Rights Fellowship and the Sociological Initiatives Foundation Award for Participatory Action Research. Publications from her research on the experiences of poverty management regimes in San Francisco are under review at the *Journal of Contemporary Ethnography* and in preparation for submission to *Punishment and Society*. She has also authored policy reports on the criminalization of homelessness, and published in local news media such as *Street Sheet*. She has lectured on her work at the American Studies Association, the American Sociological Association and the Pacific Sociological Association.

**Teaching evaluation**

All faculty in PACE are evaluated with student evaluations for all courses (except supervisory), and Assistant, Associates and non-3 year lecturers are observed by a peer in their courses once per year. Additionally, the Director reviews all student evaluations of teaching and discusses their results with each individual faculty member at least once per year. Review of faculty teaching is based upon a standardized rubric (see appendix 15) that assesses the syllabus, overall course design, learning goals, instructional methods, and interaction between instructor and students. Evaluators further write a longer narrative articulating areas of success and those needing improvement. Evaluators and instructors are also encouraged to meet both before and after the observation to discuss the evaluation.

Upon assuming a position in PACE, all faculty are provided with the PACE written RTP guidelines and meet with the RTP committee. Further, the Director periodically meets with each
new faculty member to assess their transition, consider how the department can further support the faculty member, and discuss plans for research and scholarly activities. New faculty are further supported by providing mentors if desired and through a system of mentoring lunches that will begin in Fall 2017. PACE has also developed post-tenure review guidelines as an opportunity for associate and full faculty to articulate their needs for professional development. All PACE tenured/tenure-track and 3 year appointed lecturer faculty are provided with professional development funds each year, budget permitting.

2.5: Resources

PACE resources on the main campus consist mainly of its faculty and staff, its faculty offices, and until May 2017, a single office used as the administrative home (see Appendix 16). Most faculty in PACE share offices with at least one other faculty member, and those who do not share with another full-time tenure-track member, often share with multiple lecturers. PACE does not control any other spaces, and is entirely dependent on academic resources for scheduling courses and on the college office for allocation of faculty and administrative office space. Given the sharing of faculty offices, these spaces are in use at least four days/week, from morning until evening. No policies currently exist for scheduling and allocating space, but the practice is to provide faculty members with as much private access to the office on their teaching days as possible.

Given our small amount of space, we learned to use space incredibly efficiently, with the Director’s office doubling as storage and the administrative office (~100 square feet) providing space for three different work-stations, the copier, faculty mailboxes, a color printer and fax machine and supplies. Recently, CHSS allocated additional office space for a three-room administrative office that will be more able to handle the large number of visitors the administrative office gets each day, and the Director’s office will be attached. This represents an increase of two offices. This also will allow us to house our copier away from the main office to prevent any adverse health impacts on staff.

We currently have three courses in CJ and USP that routinely instruct with data technologies, including CJ 330: Research Methods, USP 492: Research Methods and USP 493: Data analysis. All of these courses are subject to the availability of CHSS-owned labs for instruction. Most other faculty use technology in their instruction through the use of iLearn.

All tenured/tenure-track faculty are advisors and hold at least two hours of office hours per week. These office hours are used for general advising on the major, questions related to coursework, and general career and professional development guidance. Faculty regularly refer students to campus general advisors, CHSS Student Resource Center, and the learning assistance center. Currently, there is no uniform mechanism of advising in PACE, but both USP and CJS accept advisees on a drop-in basis during office hours. Students are routinely encouraged through email and in class to seek advising, but are not assigned to specific advisors in order to allow students to choose an advisor that meets their schedule and interests. Over the next year, as part of the development of a School student success plan, PACE will be considering how advising might be improved to facilitate retention and time to degree.

Staff are the backbone of the School, and currently, PACE has two different Academic Office Coordinators and one Administrative Support Coordinator (all full-time). Each staff person is provided with a professional development fund each year, which supplements the CHSS staff funds. Their performance is evaluated each year through the university performance review process. Staff
are asked to complete a self-evaluation form, and then the Director in consultation with the staff member, completes the performance evaluation.

3. **Conclusions, Plans and Goals**

As a School with five differently situated programs, the review of program indicators above reveals the opportunities and challenges presented by just two of the Schools’ programs. To this end, our conclusions, plans and goals reflect on the opportunities and challenges in the future for each program and consider this in the context of developing both School-wide and program goals.

**PACE**

PACE’s primary challenges are confronting the integration and development of the school overall. As part of this self-study process, a number of challenges emerged. First, the School is still developing and as such, it is still yet unclear how programs and the School should be governed together. When we first began, we operated primarily as stand-alone departments. As part of the integration process, we have sought to act cohesively as a School, but more work remains to be done articulate the lines between programs and School. Second, another challenge of the School has to do with managing our high enrollment, while also allowing for growth throughout the school. If CJS enrollment trends were to continue on an upward fashion, for instance, it is conceivable that resources allocated to the School could be targeted primarily at this program, leaving others to languish. This would potentially create both atrophied programs and negative morale amongst faculty.

To confront these challenges, PACE has three primary goals:

**Immediate**

1. Consider integration of undergraduate curricula and standardization of curricula and learning outcomes across the School. In strategic planning, PACE identified integration of School process as one of its four goals. During the 2017-2018 academic year, PACE faculty are working to develop a school wide assessment plan, policies for curricular governance, a school-wide student success plan, and a broader civic engagement curriculum. Additionally, PACE plans to consider the role of its graduate programs in the School and their relationship with the undergraduate curricula.

**Midterm**

2. Develop mechanisms for addressing program disparity and promoting equity across faculty workloads. Already, PACE has begun working on this goal by creating a hiring plan that emphasizes increasing faculty in the two most highly-enrolled programs. Using this approach, over the midterm we hope to reach a midterm goal with the disparity between programs is cut in half, and with the disparity fully eliminated over the long-term.
Long-term

3. Over the long-term, the primary goal of PACE is to develop itself into a collaborative school of interdisciplinary public affairs scholars. This will necessitate further integration and development of the School as a whole.

Criminal Justice Studies

Through the self-study process, CJS faculty found three primary challenges. First, enrollment continues to present a challenge, even as the faculty size has grown significantly over the past five years (from 3 → 6). Second, this means that students also face issues with course availability, the number one category chosen by students in response to the exit survey question “choose the category of the one thing that, if changes were made, would have improved your overall SF State experience the most.” 37% of students in 2014 and 35% of students in 2015 chose this option, reflecting that even as we are provided funding “augments” for our required courses, students still face reduced access to CJ-offered elective courses. Further, 30% of students on the exit survey indicated they did not graduate on time, and over half of these chose course availability as the main reason why in both 2014 and 2015.

Given these challenges, we find our third challenge to be ensuring students meet our learning outcomes upon graduation. A strong contingent of students on the exit survey reported that their learning increase “somewhat”: 27.7% of students report this for quantitative reasoning, 24.5% for writing, and 22.3% for oral communication. Alumni respondents to an open-ended question on skills and competencies that should be increased also noted that research, internships, methods, writing and oral communication should all be increased.

Despite these challenges, our program review also revealed several key strengths. First, both the alumni survey and student exit surveys reveal that students find CJS faculty available, engaged, and intellectually stimulating. The vast majority of students reported being satisfied or very satisfied on 2014 and 2015 exit surveys with: academic advising (78% in 2014, 83% in 2015), quality of teaching (89.3% in 2014, 93.2% in 2015), accessibility of faculty (86.2% in 2014, 86.5% in 2015), faculty interest in student economic success (78.7% in 2014, 82.4% in 2015), and academic rigor of courses (80.8% in 2014, 83.8% in 2015). Alumni report similar satisfaction, with almost 90% reporting very satisfied or satisfied with the quality of instruction in courses and from faculty members. Second, students rated themselves both on the exit and alumni surveys as competent in critical thinking. Third, our degree is clearly relevant to a wide range of careers, including legal, non-profit, government and law enforcement employment.

Using these strengths to address our challenges, we have four primary priorities:

Immediate

1. Further integration of PACE in order to capitalize on the broader faculty resources. PACE is currently developing three different courses that would instruct students in the fundamentals of a public affairs education: theory, method, and practice. With future PACE integration of faculty, CJS would be able to draw upon a wider array of resources in order to serve our growing enrollment.
2. Develop an on-going and sustained assessment plan for the program. Based on our review of CJ 680 papers, we aim to spend the next year creating and planning a robust process of internal assessment to guide our curricular development over the years to come.

Mid-term

3. Develop new and revise existing courses to emphasize written and oral communication, critical analysis, and methodological reasoning. These courses would address students who only “somewhat” increased their skills in written and oral communication and methodological reasoning. Further, many of these courses would be designed to provide more primary research and service-learning opportunities for students, thus providing increased opportunities for students to practice their skill development and gain research experience. To do so, this would require achieving smaller class sizes and/or hiring program teaching assistants in order to offer more time intensive service learning and primary research opportunities.

4. Curriculum redesign. One of our mid-term goals is to redesign the criminal justice studies major to take greater advantage of resources in PACE, more easily facilitate and scaffold student learning, and increase our offerings in the lower division to facilitate retention of lower division students. Our curriculum would continue to be flexibility designed to facilitate student learning, with only the capstone course having more than one prerequisite.

Long-term

5. Increase faculty resources in program. One goal of PACE hiring more generally is to achieve greater equity in student-to-faculty ratios across programs. As we do this, we also hope to facilitate greater PACE integration though the hire of faculty who can teach in multiple programs. This goal would benefit CJS by providing greater faculty resources throughout PACE who can advise, instruct, and guide students majoring in criminal justice studies.

With these five priorities, we hope to achieve several goals as we build the criminal justice studies degree. First, we hope to build a curriculum that delivers rigorous and engaging instruction in a manner that facilitates student learning and achievement. This will consist of a curriculum that is regularly assessed, revised, and responsive to emerging trends. Second, we hope to more effectively and efficiently use the broad range of faculty resources at the university—both in terms of the broader SF State courses that are electives in our current and draft curriculum, and PACE-wide faculty. Finally, we hope to continue to grow our faculty to a point where we have stable constituencies at all academic ranks, and program processes and practices are in place and replicable from year-to-year.

**Urban Studies and Planning**

The signature strengths of the USP program include:

- its focus on applied research with external clients
- internship opportunities
• preparing students well for the urban field
• diverse faculty with a mix of perspectives
• skills and exposure to ideas and methods
• doing project, based applied community engaged learning
• instruction in planning at the undergraduate level
• design of a linear cohort-based curriculum which scaffolds learning

With these strengths, the programs pressing challenges include:

• ability to sufficiently cover courses and offer faculty opportunities to teach electives
• overloaded courses
• deteriorating literacy of students and the need for more remedial education in basic skills such as academic writing
• continuing to provide high quality internship opportunities
• lack of systematic way to scaffold learning in non-required courses

Based on these strengths and challenges, the goals of the program are as follows:

Immediate

1. Reinforce skills learned in introductory courses (such as writing learning in the USP GWAR course) in other courses
2. Harmonize and align student learning goals across curriculum

Mid-term

3. Consider integration of PACE curriculum

Long-term

4. Expand the number of majors if resources are provided to match

USP plans to accomplish these goals through several processes. First, over fall 2017 semester, USP faculty plan to harmonize and align student learning goals across the curriculum, while also identify courses where introductory skills can be reinforced. Second, USP faculty plan to consider the PACE curriculum in the context of integration through School-wide processes. Finally, USP seeks to work with PACE faculty to gain additional teaching resources, and as it does so, can expand its capacity for serving majors.
4. References


5. Appendices

Appendix 1: Mission Statements

Mission statement and learning outcomes: PACE

PACE is a collaborative interdisciplinary school of public affairs oriented scholars that delivers degree programs in Criminal Justice Studies, Environmental Studies, Public Administration, and Urban Studies and Planning. Students in these programs are immersed in a problem-oriented learning environment that extends beyond the classroom and into the community, the public arena, and the world. Building on an ethos of social justice and sustainability, faculty prepare PACE graduates with critical and analytical skills necessary to understand and address the issues and challenges of the twenty-first century.

PACE Big LO: Students use critical thinking, communication, collaboration, ethical reasoning, and outward engagement to study/research, challenge structures and assumptions, change/create/innovate for advocacy and advancement of social justice and sustainability with passion, dedication, commitment, and leadership.

Mission statement and learning outcomes: CJS

Adopted April 2017:

The multidisciplinary program in Criminal Justice Studies explores the conception and implementation of law, crime and justice systems and ideas. The program emphasizes critical thinking about law, crime and justice systems and their entanglement with larger political economic processes. In particular, the program explores how ideas and systems of crime, law and justice shape broader issues of social justice, especially those related to the experience of race, class, gender, sexuality, and age inequity in the U.S. The program teaches students the skills of critical analysis and ethical reasoning such that students can challenge structures and assumption and innovatively contribute to the assessment of alternative solutions to problems associated with the identification control and prevention of crime and delinquency.

1. Identify major social issues that shape crime, law and justice systems.
2. Develop critical thinking skills that enable analysis of crime, law and justice issues.
3. Learn about the role of class, race, age, sexuality, and gender in shaping criminal justice systems.
4. Develop methodological reasoning skills that enable the challenging of assumptions and structures, including assessment of alternative solutions to problems associated with the identification, control, and prevention of crime and delinquency.
5. Apply critical analysis, methodological reasoning and ethical reasoning to field experiences.

Previous

Positioned within a rich urban atmosphere, the multidisciplinary Department of Criminal Justice Studies explores the connections between law, crime and justice. The curriculum emphasizes critical
thinking about criminal justice systems, the administration of justice, legal studies, and the political economy. It includes a culminating field experience for majors and minors. The program is intended for a diversity of students whose interests range from the local to the global, from street crime to terrorism, from municipal policing to international courts.

1. Identify major social issues that shape and are shaped by crime, criminals, terrorism, prevention and control, incarceration, and victimization.
2. Acquire an ability to apply the rudiments of the legal brief, be competent consumers of case law and social science research specific to criminal justice policy and administration.
3. Develop critical thinking skills that enable assessment of alternative solutions to problems associated with the identification, control and prevention of crime and delinquency.
4. Gain perspectives of scale about issues of crime, law and justice from the local to the international, the individual to the community, the urban center to the border.
5. Learn about the salience of wealth, class, race, culture, age and gender to criminal justice systems, processes and employment.
6. Understand the importance of rights, law and fairness to the formulation and implementation of criminal justice policy.
7. Apply criminal justice knowledge to field experiences.

**Mission statement and learning outcomes: USP**

Adopted April 2017

The mission of the Urban Studies and Planning Program at San Francisco State University is to prepare students for professional and civic involvement to improve the quality of urban life. We do this by offering an interdisciplinary curriculum that helps students understand, analyze, and address the dynamics of cities and evolving urban issues and by encouraging them to be informed and engaged citizens.

- To prepare students for professional and civic involvement to improve the quality of urban life.
- To offer a curriculum which is responsive to changing urban problems and policies.
- To contribute to the body of knowledge regarding the dynamics of urban life.
- To help Bay Area communities through applied research and other faculty and student activities.

1. Subject area student learning objectives

   a. Understanding the basic evolution and development of cities, the field of urban studies, and planning and the tools and approaches practitioners in these fields uses to address urban issues;

   b. Be familiar with a range of perspectives and methods used to understand and analyze the dynamics of urban life;
c. Demonstrate the knowledge and skills necessary to analyze and critically evaluate urban issues;

d. Understand the interactions between cities, metropolitan regions, and global forces;

e. Be sensitive to and knowledgeable about the importance of equity and ethics in the fields of urban studies and planning.

2. Research methods/Basic skills student learning objectives

a. Demonstrate competence in writing about the dynamics of cities informed by urban theory and practice; demonstrate skills such as critical thinking and oral presentation,

b. Demonstrate research and analytic skills used in urban studies and planning fields, including the ability to think critically, design and execute research, collect, analyze and interpret relevant evidence, and formulate evidence-based and reasoned conclusions;

c. Be familiar with basic spatial and statistical analyses of urban data

3. Applied professional learning objectives

a. Apply subject area knowledge and skills in a wide range of professional settings;

b. Have an ethical and proactive stance towards solving urban challenges;

c. Demonstrate critical thinking, research, writing, presentation, and teamwork skills.

Previous Mission Statement and learning objectives

- To prepare students for professional and civic involvement to improve the quality of urban life.
- To offer a curriculum which is responsive to changing urban problems and policies.
- To contribute to the body of knowledge regarding the dynamics of urban life.
- To help Bay Area communities through applied research and other faculty and student activities.
- To play a central role in SF State efforts to serve the Bay Area community.

A fundamental mission of the Urban Studies and Planning Program at San Francisco State University is to prepare students to address issues of urban planning and policy in cities throughout the world. Our program is founded upon the conviction that urban universities have a unique opportunity as well as responsibility to work with their communities both in educating future urban professionals and in developing innovative approaches to critical urban issues.

The Urban Studies and Planning curriculum provides both a high-quality liberal arts education and rigorous preparation for professional careers in planning and public policy. Drawing upon the complementary perspectives of the basic social science disciplines, it develops a broad-
based understanding of the historical evolution and current condition of urban areas. Applied research and data analysis using cutting-edge information technology are emphasized, as are essential analytic and conceptual skills necessary for planning, policy-making and evaluation. Critical contemporary issues are addressed through substantive courses focused on policy areas such as sustainable urban development, housing and community development, land use, health policy, poverty, transportation, environmental justice, and social policy. Hands-on practical experience is given particular emphasis through carefully supervised internships and a practicum in which teams of student consultants produce projects for local agencies and organizations.
Appendix 2: Program Roadmaps

Criminal Justice Studies Roadmap

<table>
<thead>
<tr>
<th>Junior Year – First Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>Foundation Course – CJ 300 (also a UD-D, SJ course)</td>
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<tr>
<td>University Writing Requirement/GWAR – CJ 323 or CJ 330</td>
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<tr>
<td>Course in Administration of Justice</td>
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<tr>
<td>Upper Division GE course</td>
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<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>Course in Legal Studies</td>
<td>3-4</td>
</tr>
<tr>
<td>Course in Crime &amp; Delinquency</td>
<td>3-4</td>
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<tr>
<td>Upper Division GE course</td>
<td>3-4</td>
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<tr>
<th>Senior Year – First Semester</th>
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<td>See CJ Advisor to check graduation progress (bring DARS report/unofficial transcript)</td>
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<tr>
<td>Course in Administration of Justice</td>
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</tr>
<tr>
<td>Course in Legal Studies</td>
<td>3-4</td>
</tr>
<tr>
<td>Upper Division GE course (if needed)</td>
<td>3-4</td>
</tr>
<tr>
<td>Additional course to meet 120 units (if needed)</td>
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<th>Senior Year – Second Semester</th>
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<tbody>
<tr>
<td>Apply for Graduation – see CJ website for procedure &amp; deadlines</td>
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<tr>
<td>Course in Crime &amp; Delinquency</td>
<td>3-4</td>
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<td>Course in Working With Diverse Communities</td>
<td>3-4</td>
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<td>Culminating Experience – CJ 680</td>
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<td>Additional course to meet 120 units (if needed)</td>
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Total # Units Required for Major 35-44
**Urban Studies and Planning Roadmap**

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<td>Course Units</td>
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<tr>
<td>USP 401 – Seminar in Urban Studies and Planning-GWAR 3</td>
<td>USP 493 – Data Analysis 4</td>
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<td>USP 492 – Research Methods 4</td>
<td>Cross-disciplinary requirements course 3-4 units</td>
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<tr>
<td>USP 480 – Intro to Urban Policy Analysis 4</td>
<td>Major Elective 3-4</td>
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<td><strong>OR</strong></td>
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<tr>
<td>USP 658 – Land Use Planning 4</td>
<td>Major Elective 3-4</td>
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<td><strong>SENIOR YEAR</strong></td>
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<td>USP 680 – Senior Seminar 4</td>
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<td>USP 604 – Internship Seminar 1</td>
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<td>Cross-disciplinary course 3-4</td>
<td>USP 681 – Senior Thesis 4</td>
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<td>Major Elective 3-4</td>
<td>Major Elective (if needed) 3-4</td>
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Appendix 3: Program courses in the general education curriculum

Criminal Justice Studies:

1. CJ 300 (UD-D, SJ)
2. CJ 435 (UD-D, SJ)
3. CJ 485 (UD-D, SJ)

Urban Studies and Planning:

1. USP 200 (D1, SJ)
2. USP 400 (UD-D, SJ)
3. USP 514 (ES, SJ)
4. USP 515 (ES, GP, SJ)
5. USP 560 (UD-D, SJ)
6. USP 580 (UD-D, AERM, GP, SJ)
**Appendix 4: Criminal Justice Studies draft assessment rubrics**

Rating guidelines:
1— Barely or not all present; 2—Minimally accomplishes; 3—Accomplishes goals of the assignment, meets some of the grading criteria but not all; 4—Meets grading criteria and accomplishes goal of the assignment; 5—Exceptional demonstration of the criteria

**CJ 330: Research methods**

| **Determine the extent of information needed:** Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. |  |
| **Accessing needed information:** Accesses information using effective, well designed search strategies and most appropriate information sources. |  |
| **Evaluate information and its sources critically:** Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). |  |
| **Uses information effectively to accomplish a specific purpose:** Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth |  |
| **Access and use information ethically and legally:** Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |  |
| **Ethics of knowledge production:** Student recognizes ethical issues in research, is able to understand the ethical implications of particular research questions and designs, and is able to consider the implications of particular research projects for those researched, the community, and social justice more generally |  |
**CJ 680: Internships**

| Explanation of topic/problem/issue: | Issue/problem/topic is stated clearly, described comprehensively, and all relevant information is delivered for full understanding |
| Evidence: | Information is taken from sources with enough interpretation/evidence to develop a comprehensive analysis or synthesis; Viewpoints of experts are questioned thoroughly and competently. |
| Thesis development: | Thesis is imaginative, taking into account complexities of issue. Perspectives are evaluated based on evidence and developed systematically from analysis of internship experience. Thesis is developed and reinforced throughout. |
| Evaluation of different perspectives/concepts: | Student can state a position and the objections, assumptions and implications of this position. Limits of position are acknowledged, other points of view are synthesized within thesis, and own and other's assumptions are analyzed systematically and methodically. Can reasonably defend against these objections. |
| Connection to experience: | Meaningfully synthesizes connections between internship and classroom experience to deepen understanding of field of study and broaden own viewpoint; demonstrates ethical engagement with fieldsite. |
| Conclusions and analysis: | Conclusions and analysis are logical and reflect students' informed evaluation of evidence. Conclusions and analysis are developed from sustained engagement with data analysis and pertinent scholarly literature. Conclusions and analysis contribute to practice/scholarship/interventions, etc. |
**CJ 680: Research Projects**

<table>
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<th></th>
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<td><strong>Evidence:</strong> Information is taken from sources with enough interpretation/evidence to develop a comprehensive analysis or synthesis; Viewpoints of experts are questioned thoroughly and competently.</td>
<td></td>
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<tr>
<td><strong>Thesis development:</strong> Thesis is imaginative, taking into account complexities of issue. Perspectives are evaluated based on evidence and developed systematically from analysis of research data. Thesis is developed and reinforced throughout.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation of different perspectives/concepts:</strong> Student can state a position and the objections, assumptions and implications of this position. Limits of position are acknowledged, other points of view are synthesized within thesis, and own and other's assumptions are analyzed systematically and methodically. Can reasonably defend against these objections.</td>
<td></td>
</tr>
<tr>
<td><strong>Data analysis:</strong> Data is systematically and methodically analyzed; paper thesis emerges from analysis of data. Scholarly literature is used to place data in larger context and provide insight and analysis as to why the data appears in the form it is.</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusions and analysis:</strong> Conclusions and analysis are logical and reflect students' informed evaluation of evidence. Conclusions and analysis are developed from sustained engagement with data analysis and pertinent scholarly literature. Conclusions and analysis contribute to practice/scholarship/interventions, etc.</td>
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Appendix 5: Student demographics

Criminal Justice Studies

URM VS. NON-URM, CJS

Source: Official Census Enrollment, compiled by Academic Institutional Research, 9/16/2006

GENDER, CJS

Source: Official Census Enrollment, compiled by Academic Institutional Research, 9/16/2006
Urban Studies and Planning

URM VS. NON-URM, USP

Source: Official Census Enrollment, compiled by Academic Institutional Research, 9/16/2006

GENDER, USP

Source: Official Census Enrollment, compiled by Academic Institutional Research, 9/16/2006
## Appendix 6: CJS and USP Teaching and Service Assignments

**Criminal Justice Studies**

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<thead>
<tr>
<th></th>
<th>George Barganier</th>
<th>Elizabeth Brown</th>
<th>Alex Gerould</th>
<th>Cesar Rodriguez</th>
<th>Jeff Snipes</th>
<th>Ken Walsh</th>
<th>Dilara Yarbrough</th>
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<tr>
<td><strong>Spring 2017</strong></td>
<td></td>
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| Required/Core courses | 1 | 1 | 0 | 0 | 1 | 2 | 0 |
| Electives            | 3 | 2 | 4 | 2 | 2 | 0 | 2 |
| Course preps         | 4 | 3 | 4 | 2 | 3 | 2 | 2 |
| Average enrollment   | 38.9 | 32.9 | 51.7 | 43 | 44.4 | 42.4 | 35.7 |
### Urban Studies and Planning

<table>
<thead>
<tr>
<th></th>
<th>Ayse Pamuk</th>
<th>Raquel Pinderhughes</th>
<th>Jasper Rubin</th>
<th>Tony Sparks</th>
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<td>3</td>
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<td><strong>Course preps</strong> &amp;</td>
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<td><strong>Average enrollment</strong> &amp;</td>
<td>27.5</td>
<td>26.1</td>
<td>26</td>
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*Both Prof. Pamuk and Pinderhughes teach courses in the MPA program every third semester, and Prof. Pindherhughes teaches AU 600 for the Willie Brown Fellowship program each semester. The grid only represents faculty member contributions to the USP scheduled, as advised by DUEAP.
<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Service assignments, 2016-2017</th>
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<tbody>
<tr>
<td>Ayse Pamuk</td>
<td>• PACE RTP Committee Chair&lt;br&gt;• Urban Action Journal Advisor&lt;br&gt;• Merritt Community Capital Scholarship Coordinator</td>
</tr>
<tr>
<td>Raquel Pinderhughes</td>
<td>• Director, Willie Brown Fellowship Program&lt;br&gt;• Step to College Program&lt;br&gt;• Affiliate Faculty, Health Equity Institute</td>
</tr>
<tr>
<td>Jasper Rubin</td>
<td>• PACE election/director review committee</td>
</tr>
<tr>
<td>Tony Sparks</td>
<td>• PACE Curriculum Committee&lt;br&gt;• PACE CSL Grant&lt;br&gt;• GERO Hiring Committee&lt;br&gt;• University Interdisciplinary Committee, Chair&lt;br&gt;• CHSS Teaching Task Force&lt;br&gt;• CSL representative to Professional Development Council</td>
</tr>
<tr>
<td>George Barganier</td>
<td>• PACE Curriculum Committee&lt;br&gt;• Criminal Justice Student Association Advisor&lt;br&gt;• LGBTQ Institute Advisory Committee&lt;br&gt;• Athletics Advisory Committee</td>
</tr>
<tr>
<td>Elizabeth Brown</td>
<td>• PACE Director&lt;br&gt;• PACE Curriculum Committee&lt;br&gt;• PACE CSL Grant&lt;br&gt;• CHSS Website working group&lt;br&gt;• CHSS Online Education Committee&lt;br&gt;• University Lower Division Curriculum Committee&lt;br&gt;• Academic Senate/Faculty Affairs Committee&lt;br&gt;• CJ Graduation Advisor</td>
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<td>Alex Gerould</td>
<td>• CHSS Scholarship Task Force</td>
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<td>Cesar Rodriguez</td>
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<td>Jeff Snipes</td>
<td>• PACE RTP Committee&lt;br&gt;• CHSS Leave with Pay Committee&lt;br&gt;• University Police Chief Hiring Committee</td>
</tr>
<tr>
<td>Ken Walsh</td>
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<tr>
<td>Dilara Yarbrough</td>
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Appendix 7: Student-Faculty Ratios

AVERAGE STUDENT-FACULTY RATIO, 2014-2016

- University
- CHSS
- CJS
- USP
<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th></th>
<th>Spring 2015</th>
<th></th>
<th>Fall 2015</th>
<th></th>
<th>Spring 2016</th>
<th></th>
<th>Fall 2016</th>
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<td>FTEF</td>
<td>SFR</td>
<td>FTES</td>
<td>FTEF</td>
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<td>University</td>
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<td>546</td>
<td>22</td>
<td>11,984</td>
<td>548</td>
<td>22</td>
<td>12,133</td>
<td>530</td>
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<td>25</td>
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<td>803</td>
<td>27</td>
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<td>CHSS</td>
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<td>22</td>
<td>2,195</td>
<td>99</td>
<td>22</td>
<td>2,119</td>
<td>86</td>
<td>25</td>
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<td>33</td>
<td>242</td>
<td>8</td>
<td>32</td>
<td>273</td>
<td>7</td>
<td>42</td>
<td>250</td>
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<tr>
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<td>8</td>
<td>33</td>
<td>242</td>
<td>8</td>
<td>32</td>
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<td>7</td>
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<td>89</td>
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<td>23</td>
<td>87</td>
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<tr>
<td>Ugrd Div.</td>
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<td>21</td>
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<td>4</td>
<td>23</td>
<td>91</td>
<td>4</td>
<td>21</td>
<td>85</td>
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Appendix 8: USP Assessment instruments

Urban Studies and Planning Student Learning Outcome Assessment Evaluation Form for Clients of the Senior Seminar (USP 680), Fall 2014, San Francisco State University

The following broad categories identify the general sets of knowledge and skills that we would like our students to develop. Please rate your student team with regard to these categories and then provide a more detailed explanation of your assessment.

Clients provide comments and possible ratings of: Excellent-very good -good –fair-inadequate

Categories

1. General knowledge of the urban context: general knowledge about the urban situation, current urban trends, issues, etc. Ability to develop a multi-disciplinary perspective on issues relevant to the project.

2. Analytical skills: ability to understand the project and its requirements, ability to develop a systematic analytical framework for addressing the project:

3. Research and data analysis skills: Ability to locate data, knowledge of research methods, ability to analyze data.

4. Presentation skills: Ability to prepare a clear, well-written, well-organized written report.

5. Oral presentation: ability to present ideas clearly with Power Point slides.

6. Professional working skills: Ability to work with the client and members of the organization and the community. Ability to work with other members of the team. Ability to meet deadlines; reliability and effort

7. Professional ethics: Development of a positive, ethical, and pro-active stance toward solving urban problems.

8. Finally, based on your experience with our students, do you have any general suggestions for strengthening our curriculum so as to better prepare them for professional work?
Urban Studies and Planning Senior Seminar/Pamuk
Oral Project Presentation (w/ PowerPoint) Evaluation Form

Evaluation Criteria for the final presentation to jury (10 % of course grade= total 65 points)

1. Articulation of your approach to client’s problem
   1  2  3  4  5

2. Articulation of research methods used
   1  2  3  4  5

3. Concise summary of your findings and recommendation
   1  2  3  4  5

4. Explanation of how you envision your findings serving client’s and overall community needs;
   1  2  3  4  5

Total score = _______/20

Oral Communication Scores: On a scale of 1 (lowest) to 5 (highest)

1. The extent to which project team was clear in oral presentation w/ PowerPoint slides
   1  2  3  4  5

2. The extent to which project team was interesting and engaging in their oral presentation
   1  2  3  4  5

3. The extent to which project team was well organized
   1  2  3  4  5

4. The extent to which project team was attentive to their audience
   1  2  3  4  5

5. The extent to which project team delivered their oral presentation in a professional manner?
   1  2  3  4  5

6. The extent to which project team demonstrated originality and creativity in their presentation
   1  2  3  4  5

7. The usefulness and appropriateness of handouts used in the presentation (if applicable)
   1  2  3  4  5

8. The extent to which project team used their time well (including did not exceed their allotted time)
   1  2  3  4  5

9. The effectiveness and appropriateness of PowerPoint slides?
   1  2  3  4  5

Total score = _______/45
Thank you supervising an Urban Studies and Planning student this semester. Now that this student’s internship is nearing completion, we need your written evaluation of this student’s performance. This information informs our understanding of the internship experience as well as this student’s performance in the Internship class. Please answer all of the questions below and make sure to answer question #10, in which you are asked to assign a letter grade for this student. We will keep is information confidential unless you explicitly give us permission to share your feedback with the student. Please email our completed evaluation to me at raquelp@sfedu within three weeks of receiving it from your intern. I cannot submit the student’s final grade for this course without your evaluation and grade for this student.

Supervisor’s Intern Evaluation

DATE: ____________________

AGENCY NAME: _______________________________________________________________

AGENCY ADDRESS: ____________________________________________________________

SUPERVISOR’S NAME: __________________________________________________________

SUPERVISOR’S PHONE ________________________ EMAIL __________________________

INTERN’S NAME: _________________________ ______________________________________

Please feel free to use a computer to respond to these questions.

I rated “Excellent    Very Good    Good      Fair       Poor” with space for comments.

Over all, how would you rate the intern’s performance?

Please rate the intern and comment on her/his performance relative to the following qualities:

   a) Ability to learn: How quickly and effectively did the intern learn what was required to do the job?
   b) Initiative and creativity: Did the intern demonstrate initiative and creativity? Was the intern able to develop creative suggestions for approaching the work?
   c) Reliability, follow through, sense of responsibility: could you count on the intern to follow-through on commitments, complete tasks on time, keep you informed about changes or problems.
   d) Teamwork, ability to work constructively as a team player: Did the intern demonstrate the ability to work constructively as part of a team?

Do you think the intern made the most of the learning opportunities available in this internship? Did s/he demonstrate initiative in asking questions, seeking out supplementary information, attending meetings, asking for new responsibilities?

What do you think were the most important things that the intern learned from this internship?

What were the most important contributions of the intern to the work of your organization?

How would you rate the intern’s overall qualifications for the job she/he was asked to do?

Would s/he be a serious candidate for job openings within your organization?
If you answered “no”, what additional skills, education and/or general qualifications would s/he need in order to be a serious candidate for a job in this field?

What is your assessment of the educational preparation of the intern in the following general areas:

a) General research skills: knowledge of how to organize a research task, how to obtain information
b) General analytic skills: knowledge of how to organize and analyze information
c) General presentation skills: writing, speaking, graphic
d) Specific knowledge of the substantive area within which your organization is working
e) In what areas do you think the intern’s educational preparation could be strengthened?

1. If you were asked to assign a letter grade for this intern, what would it be? Please circle the grade you would sign to this student.

   A   A-   B+   B   B-   C+   C   C-   D   F

. If you have experience working with other interns, how would you rate this intern relative to others?

1. Have you discussed this evaluation with this student?   Yes _______ No __________

1. May I show this evaluation to this student?            Yes_____  No __________

\[\text{Thank you for taking the time to fill out this evaluation.}\]
Appendix 9: Summary of USP alumni data

Summary of the most recent Alumni Survey
Some questions did not lend themselves to summary. Most of the figures below are compilation/summary statistics derived from likert scale questions.

- 17 (29%) began as Freshman at SFSU, 41 (71%) began as Transfer Students.
- 47% pursued a graduate degree. Of those who pursued a graduate degree 7/27 were in planning or urban affairs, 4 were in MPA programs (only 1 indicated SFSU).

Employment by field/sector:

- 65% of respondents indicated that their field of employment was “other.” Of those respondents, many are in fields related in some way to USP, but there is significant variation (aside from 6 who indicated they were retired).
- 19% indicated employment in Nonprofit
- 32% in Local Government
- 9% in State Government
- 4% in Federal Government
- 36% in Private

USP preparation for field of employment:

- 65% of respondents said that they work in the field or the degree prepared them for the field in which they work.
- 14% said the degree did not prepare them for the field in which they are working/or they are not work in the field
- 21% responded “sort of” or along similar lines.

Quality of instruction and coursework

- 83% of responses to quality of instruction were Very Satisfied or Satisfied
- 7% were Dissatisfied or Very Dissatisfied
- 10% were Neutral
- 77% of responses to quality of course work were Very Satisfied or Satisfied
- 9% were Dissatisfied or Very Dissatisfied
- 14% were Neutral

How well the program prepared them for work:

- 76% of respondents felt very or quite a bit prepared
- 19% felt somewhat or a little prepared
- 5% felt not at all prepared
Questions regarding the program:

- 83% reported the right number of courses/units
- 5% reported too many
- 12% reported too few
- 80% were Very Satisfied or Satisfied with faculty efforts
- 7% were Dissatisfied or Very Dissatisfied
- 13% were neutral

In response to questions regarding the overall quality of the program (e.g., I would recommend this dept/program to prospective students, the intellectual climate in the dept/program is stimulating)

- 80% Strongly Agreed or Agreed
- 11% were Neutral
- 8% Disagreed or Strongly Disagreed
- 1% responded N/A
- 76% of respondents indicated they would choose this major/department (strongly agree and agree)
- 12% indicated they would not (disagree and strongly disagree).
- 12% were neutral
## Appendix 10: CJS & USP retention and graduation

### Table 1: CJS & USP Retention & Graduation rates (first time freshman)

<table>
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<th></th>
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<th>Graduation Rates</th>
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<tbody>
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<td>Entering Average SAT Comp</td>
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Table 2: CJS & USP Retention & Graduation rates (transfer students)

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<th>Graduation Rates</th>
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<td></td>
<td></td>
<td>1st Yr</td>
<td>2nd Yr</td>
</tr>
<tr>
<td><strong>Criminal Justice Studies</strong></td>
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<td>2.80</td>
<td>77.6%</td>
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Table 3: CJS & USP Retention & Graduation rates (Underrepresented minority (URM) vs. Non-URM, first time freshman)

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<td><strong>Graduation Rates</strong></td>
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<td><strong>Average SAT Comp</strong></td>
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<td><strong>2nd Yr</strong></td>
<td><strong>3rd Yr</strong></td>
<td><strong>4th Yr</strong></td>
<td><strong>5th Yr</strong></td>
<td><strong>6th Yr</strong></td>
<td><strong>1st Yr</strong></td>
<td><strong>2nd Yr</strong></td>
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<td>30.6%</td>
<td>38.9%</td>
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<td>954</td>
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<td>68.2%</td>
<td>27.3%</td>
<td>50.0%</td>
<td>54.5%</td>
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<td>59.4%</td>
<td>71.9%</td>
<td>18.8%</td>
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<td><strong>Average SAT Comp</strong></td>
<td><strong>1st Yr</strong></td>
<td><strong>2nd Yr</strong></td>
<td><strong>3rd Yr</strong></td>
<td><strong>4th Yr</strong></td>
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Table 4: CJS & USP Retention & Graduation rates (URM vs. Non-URM, transfer)

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Table 5: Enrollment and degrees awarded

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<td>107</td>
<td>28</td>
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Appendix 11: Proposed new courses in Criminal Justice Studies

CJ 515: Extremism as Crime
CJ 525: Restorative Justice in Global Context;
CJ 530: Geographies of Social Control;
CJ 570: Urban Violence;
CJ 525: School Violence and Discipline;
CJ 600: Youth Gangs in Community Context
CJ 605: Criminalization of Gender and Sexuality
Appendix 12: Criminal Justice Studies Instructor GWAR Guidelines

Criminal Justice Studies supports academic freedom and as such, these GWAR standards are meant as a guide to faculty as to the skills students are expected to have if they pass GWAR courses. The mechanisms through which these skills are taught are the purview of the faculty.

GWAR Guidelines:

- Meaning of peer-reviewed or scholarly articles, how these types of sources differ from other sources, and how to locate and determine if something is a peer reviewed article
- Thesis statements: how to develop a thesis statement, the elements of a strong versus a weak thesis statement, and the role of a thesis statement in shaping all elements of an essay
- Proper construction of an essay, with an introduction, conclusion, body paragraphs with introduction, concluding and transitional sentences
- How to use evidence to support an argument, including use of quotes from other authors
- Proper training on what plagiarism is, how to avoid it, and the proper way to paraphrase
- How to write a strong paragraph, using evidence, and connecting to larger thesis/argument
Appendix 13: Draft Criminal Justice Studies Curriculum

(I)=Introduce learning outcome  
(D)=Develop learning outcome   
(M)=Master learning outcome  
HIP=High impact practice  

Per Academic Senate:

- HIPs are: (1) first-year seminars and experiences, (2) common intellectual experiences, (3) learning communities, (4) writing-intensive courses, (5) collaborative assignments and projects, (6) undergraduate research, (7) diversity/global learning, (8) service learning, community-based learning, (9) internships, and (10) capstone courses and projects  
- BA degrees must be between 24-45 units

Required foundation courses (13 units)

PACE 200: (3)

(I) Challenge structures and assumptions  
(I) Outward engagement  
(I) Social Justice  
(I) Critical historicization of social sciences and services, idea of the public and the state

PACE 250: (3)

(I) Data literacy  
(I) Ethics and politics of knowledge production  
(I) Fundamentals of research design

*HIP: First year seminars and experiences, common intellectual experiences

CJ 300 GWAR: (4)

Prereq: upper divisions standing, PACE 200 (can be taken concurrently)

(D) Challenge structures and assumptions as it relates to CJ and definition of crime  
(I&D) Understand structure and components of CJ system  
(D) Critical historicization of CJ system components  
(D) Social justice understanding of  
(D) Outward engagement in CJ spheres  
(I,D&M) Making ethical decisions in CJ

*HIP: Common intellectual experience, diversity global learning, community based learning

Electives (22-28)

1. Methodological reasoning courses (4-6)

Prereq: PACE 250; CJ 300—can be taken concurrently
(D) Ethics and politics of knowledge production in CJ
(D) In depth understanding of particular research design and methodology
(D) Outward engagement as researcher and scholar

*HIP: learning communities, undergraduate research, collaborative assignments

2. Systems of inequality course (3-4)
   (D) Challenging social structures and assumptions that create CJ based systems of inequality
   *HIP: diversity/global learning

3. Criminal justice systems course (3)—can be met with community college course work
   (D) Understanding of legal reasoning, structures and systems

4. General electives in CJ: 12-16 units (up to 6 total units can be used from community college course work; if used 3 for section 2, 3 for this section)
   Any additional course in sections 1, 2, 3 or from additional list of courses
   (D) Challenging structures and assumptions
   (D) Understanding of legal reasoning, structures and systems
   (D) Understanding of how systems of inequality are created through CJ
   (D) Ethics, politics and practices of knowledge production in CJ

**Capstone course (4 units)**

*prereq—CJ 300, CJ GWAR, CJ methodological reasoning course, senior standing*

CJ Thesis
PACE Interdisciplinary capstone project—Undergraduate research lab courses

(M) Challenging structures and assumptions
(M) Demonstrating methodological reasoning
(M) Understanding of how systems of inequality are created through CJ
(M) Demonstration of data, library literacy
(M) Ethical approach to practices of knowledge production
(M) Ethical outward engagement

HIP: Undergraduate research, capstone course and project, internships

**Total units: 36-42**
Appendix 14: Description of programs reviewed by USP

USP faculty used the following four criteria to select programs to compare our program to:

- Undergraduate programs
- Located in large cities
- Public institutions
- In a public policy or social sciences context, rather than architecture

Using these criteria, we selected eight programs to review.

- Portland State University
- University of California, Berkeley
- Temple University
- Rutgers University
- USF
- UCLA
- USC
- University of Wisconsin, Milwaukee

We discussed adding Northridge and University of California, San Diego but did not get to these programs. We describe each of these programs in appendix 14 and compare them to our Urban Studies and Planning Program and degree at SF State.

Portland State University
B.A/B.S. in Community Development, School of Urban Studies and Planning, located in the College of Urban and Public Affairs. Students can customize their focus of study, drawing from disciplines and departments within PSU’s College of Urban and Public Affairs. Students engage in field research working with agencies and organizations in the Portland metro area.

This program is similar to our program at SFState. Although we offer a different degree, we are also located in School of Urban and Public Affairs; we also allow students to customize their focus of study; we also draw from other disciplines and departments; and our students engage in field research working with agencies and organizations in the greater Bay Area.

University of California, Berkeley
B.A. in Urban Studies, College of Environmental Design. Introduces students to the following bodies of knowledge: (1) historical and contemporary analysis of American and global urbanization, urbanism, urban societies and urban political economies. (2) Conceptual tools, analytical methods, and theoretical frameworks to understand urban environments, such as economic analysis, social science theory, and visualization technologies. (3) Forms, functions, and practices of urban planning and design, metropolitan governance, and social movements and social justice, including issues of transportation planning, community development, and housing. (4) Ways of providing more humane, equitable, environmentally sensitive and efficient settlements and to lead change for better urban futures.

This program is similar to our program at SF State. Although we have a much smaller
number of core faculty, we introduce students to the same bodies of knowledge, and we focus on issues of human settlements, housing, community development, transportation planning, sustainable development, environmental and social justice. A significant difference is their location in a College of Environmental Design, which strengthens their capacity to provide students with a focus on design and to visualization technologies.

Temple University
B.A. in Geography and Urban Studies, Department of Geography and Urban Studies, College of Liberal Arts. Combines the analytical frameworks of the discipline of geography with the study of urbanization and environment, in both U.S. and international settings. Students can choose courses that focus on human geography, multi-method approaches to urban problems, spatial approaches to urban problems, spatial approaches to human-environmental relations, and methods of spatial analysis and geo-visualization.

This program is different than ours in that their focus is centrally on human geography, spatial approaches to urban problems, spatial approaches to human-environmental relations, methods of spatial analysis and geo-visualization. Despite these differences, this program has some similar elements to our program. With two geographers on our faculty, many of our courses explicitly integrate analytical frameworks of the discipline of geography with the study of urbanization and environment, although primarily in U.S. settings. Two of our courses are cross listed with Geography (Land Use Planning and Environmental Justice) and both of these courses explicitly provide students with an understanding of spatial approaches to urban problems, spatial approaches to human-environmental relations, and methods of spatial analysis.

Rutgers University
B.S. in Urban Planning and Design, School of Planning and Public Policy. The major in Urban Planning and Design provides students with a focus on city design, community development, GIS and graphic communication, and planning practice.

This program is less similar to ours in that it focuses heavily on urban design and geographic information and spatial analysis communication and tools. We would like to strengthen our capacity to provide students with urban design and spatial analysis knowledge and skills, as students consistently express interest in learning more about urban design, visualization tools and this knowledge and these skills are in great demand in the planning and policy sectors.

University of Washington, Tacoma
B.A. in Urban Studies, with formal options in Global Urbanism/Community Development and Planning. The degree starts with an introduction into the discipline of urban studies with course topics on exploring cities, world development, and urban studies “in practice”.

This program is similar to ours with the exception of its focus on world development, which we do not offer to our students.

University of San Francisco
B.A. in Urban Studies, College of Arts and Sciences. Explores the city as an idea, process, and living organism, with San Francisco as its guide. The interdisciplinary curriculum examines how a city’s planning, politics, economy, social classes and diverse populations impact the successes and failures of modern urban environments.
University of California, Los Angeles
Undergraduate minor in urban planning, no major available.

University of Southern California
B.S. in Urban Studies and Planning, School of Public Policy

University of Wisconsin, Milwaukee
B.S. in Urban Studies, College of Letters and Science
The program draws from five UWM schools and eleven departments in the affiliated areas of Africology, Architecture, Criminal Justice, Educational Policy and Community Studies, Geography, History, Political Science, Nonprofit and Public Administration, Public Health, Sociology, and Urban Planning.

This program draws from a much broader range of departments and disciplines that our program. But it shows the value of drawing from these disciplines, with immediate opportunities for us to do so in Criminal Justice and Public Administration.
Appendix 15: PACE Peer observation rubric

School of Public Affairs and Civic Engagement
Peer Teaching Evaluation Form

Peer teaching evaluations are intended as a collegial and helpful tool for instructors to document their pedagogical development over time at San Francisco State and make improvements as needed. To facilitate evaluations, the Observed Instructor and Reviewer should discuss prior to the evaluation the course aims, content and assignments and context of the portion of the course to be observed. Course evaluations can take a number of forms depending on the structure of the course—i.e. classroom observation, computer lab activity, online module review, etc., but should be specified on the evaluation form below. The Observed Instructor should provide Reviewer with course syllabus, and any other relevant course material (including access to ilearn). Reviewers should complete this form (please type) and distribute both a signed and electronic copy to the instructor, and an electronic copy to the Director for inclusion in faculty personnel files. Additional confidential comments may also be provided solely to the instructor.

Instructor: _______ Course: ________
Date: __________ # of students present (if applicable): ________ Course level: _______________
Course required for degree/university requirement/degree elective/GE: __
Course structure (i.e. hybrid, online, in person): _______________
Structure of module observed (i.e., online, in person): _______________
Reviewer: _______________________ Signature: _____________________

Please check the box that best reflects your observation when:

HE = Highly Effective, A clear area of strength, excellent, exemplar
E = Effective, the characteristic well met, above average
A = Adequate, The characteristic was met – improvement would strengthen teaching skill
NI = Needs Improvement, Improvement is needed in this area
NA = Not applicable

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<td>Clear student learning objectives</td>
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<td>Assignments help achieve goals of the course</td>
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<td>Rigorous and up to date reading assignments</td>
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<td>Range of different engaging and effective assignments</td>
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<td><strong>CLASS STRUCTURE &amp; CONTENT</strong></td>
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<td>Goals and significance of the class or online module were clearly conveyed</td>
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<td>Presentation of class material (e.g., lecture, activity, online exercise) was well organized</td>
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<td>Content was consistent with goals</td>
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<td>Amount of content presented was appropriate</td>
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<td>Instructor demonstrated knowledge of the content area</td>
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<td>Content reflected current work in the field</td>
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<td>Methods supported goals for the session</td>
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<td>Methods were appropriate to the size of the class</td>
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<td>Methods introduced new ideas in a planned and creative way</td>
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<td>Use of media (board, ilearn, projector, etc.) is effective</td>
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<td><strong>INSTRUCTOR/STUDENT INTERACTION</strong></td>
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<td>Instructor engaged the students in the learning episode</td>
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<td>If applicable, instructor facilitated interaction among the students</td>
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<td>Instructor responded to developments in the class session</td>
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<td>Answers questions effectively</td>
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<td>Instructor responded to cues that clarification was needed</td>
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<td>Instructor conveyed material in a clear, understandable manner</td>
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Please provide further comments and recommendations on attached PACE letterhead.

Approved by PACE faculty on March 4, 2015.
Appendix 16: Inventory of PACE resources

1. Space
   a. 10 faculty offices
   b. Single administrative office

2. Accounts
   a. General fund
   b. CEL
   c. RRT
   d. Ucorp program funds
   e. Ucorp scholarship funds
   f. Applied housing development fund
Appendix 17: USP Concluding Action Memorandum of Understanding, 5th cycle

MEMORANDUM OF UNDERSTANDING
Subsequent to the Fifth Cycle of Academic Program Review
SAN FRANCISCO STATE UNIVERSITY
URBAN STUDIES

Introduction

The San Francisco State University Urban Studies Program offers a BA degree in Urban Studies. The curriculum is interdisciplinary and focuses on urban policy and planning. Although the program prepares students for graduate study as well as for professional careers, most graduates take professional positions. The program faculty are committed to expanding the curricular focus on global/international issues, implementing a faculty hiring plan that will provide the best future for the program, and developing a coordinated recruitment strategy. The program faculty are recognized for the high quality of instruction and are applauded for their leadership of the SFSU Urban Studies Program at Delancey Street.

Action Plan

Based on the outcome of the fifth cycle of academic program review, the College of Behavioral and Social Sciences and the Urban Studies Program will take the following actions:

Curriculum

1. Continue to expand attention to global and international perspectives while maintaining the applied, community-serving focus of the major.

2. As resources permit, revise General Education offerings to include an introductory or gateway course which will attract and accommodate high enrollments.

3. As resources permit, continue to work with the faculty at Cal Poly San Luis Obispo and San Jose State University to find ways to develop a graduate program in city and regional planning at SFSU that will draw upon the faculty and curriculum from all three campuses and benefit students from all three campuses.

4. Review and update the core requirements of the degree and revise the disciplinary perspectives requirement, as appropriate, to include perspectives and/or courses from other areas which might enrich the curriculum.

5. Continue to incorporate new uses of information technology into the curriculum.

6. Improve the learning outcome assessment program.

7. Review course sequencing and revise as necessary to improve student scheduling.
Faculty

8. Ensure timely replacement of senior Urban Studies faculty who will retire in the near future, being especially careful to maintain faculty strength in city planning, social policy, and oversight of internships.

9. Highlight and promote faculty research and other activities in the international context.

10. Meet with the faculty of associated departments, especially those with whom courses are cross-listed, to maintain clear expectations regarding course offerings.

11. Seek to participate in the hiring of new faculty in associated departments teaching cross-listed courses.

12. Encourage and, as resources permit, support larger faculty membership and greater participation in the Urban Affairs Association.

Students

13. Intensify recruitment efforts by revising program descriptive materials and reaching out to students and college counselors in neighboring community colleges.

14. Increase efforts to encourage student organizations and other student gatherings.

15. Continue the hands-on work and programmatic flexibility needed to shepherd the Delancey Street cohort through to graduation.

Resources

16. Between the program and the College Dean, clarify the program’s FTES and student-faculty ratio expectations taking into consideration both (a) that Urban Studies courses are typically cross-listed with other departments/programs and (b) that enrollments must be limited in the internship and senior seminar courses.

17. Create an external program advisory board.

Resource Needs

The Dean and Provost acknowledge the following resource requests from the Urban Studies Program. These requests will be considered as part of the standard budget process:

1. Replacement positions, one in city and regional (land use) planning and one in social policy, for the two senior faculty members who will retire in the next few years.
2. A new faculty position to allow expansion of the curriculum to include additional courses, including graduate courses, in city and regional planning, with an emphasis on policy and planning responses to globalization.

3. Additional lecturer FTEF to help accommodate increased enrollment in certain core courses such as research methods and the internship, and to offer a new, large-enrollment gateway course.

4. University support to continue planning a joint graduate program with Cal Poly San Luis Obispo and San Jose State University.

5. University recognition in HRTIP reviews of the importance of applied community-serving research and of teaching the internship and other applied courses in Urban Studies.


7. Access to “smart” classrooms and more computer lab space.

8. A permanent commitment of regular office staff time to support recruitment and outreach efforts and maintain the data bases for these efforts.

**Statement from Academic Affairs**

The following statement from the Office of Academic Affairs is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in nearly all areas of the curriculum, yet the campus will not be able to grow to meet this demand. Furthermore, given the current fiscal setting we do not expect that overall funding for programs will increase appreciably beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of BSS and the Urban Studies Program must look at their ability to offer the full array of current programs and emphases over the next several years in light of the need for reallocation of resources within the College and across the campus.”
Appendix 18: PACE Proposed Curriculum: Course descriptions

PACE 200: Introduction to Public Affairs

This course introduces students to the fields of public affairs and civic engagement by providing a critical historical account of the development of the public and civic spheres, including their roles in democratic societies. Starting with the colonialist founding of the Americas, this course examines foundational ideas related to the concepts of public, civic, and democratic society, including their relationship to social inequality, social justice, and democratic justice. Building upon these foundational ideas, this course traces the development of key public institutions and their transformation as a result of political power, practice, agitation, and negotiation. The course then turns to an examination of contemporary topics in the field of public affairs and civic engagement.

The learning objectives for this course are:

- Understand and analyze how the emergence and reproduction of socio-political structures (such as racism, sexism, and capitalism) have shaped the state, public policy, and democratic practice.
- Understand how individuals and groups wield power in the political process in various spatial and historical contexts, the opportunities and constraints of the political process, and the role of public policy in social change and the advancement of social justice.
- Understand the importance of environments, structures and institutions in framing and informing the human experience and impacting the natural environment.
- Understand the construction of knowledge especially as it relates to the state, social scientific practices, and the continuing problems of inequality.
- Demonstrate awareness of students’ own subjectivity/positionality through ethical engagement with others across scales.

PACE 250: Research for the Public Good

This course provides students an overview of the basic components of research design, applied in the contexts of public affairs and civic engagement. It targets students majoring in Criminal Justice Studies, Environmental Studies, and Urban Studies & Planning, the three undergraduate majors in the School of Public Affairs & Civic Engagement (PACE). It brings together the common contents of the program-specific research methods courses in those majors, such as literature review, research design, and basic quantitative and qualitative data analysis. Specialized methods for each major will still be offered by each major program (e.g., GIS for USP majors).

This course is one of three PACE courses that these majors will share (including an introduction to PACE course and a PACE senior capstone course). These courses will eventually be required of students in all three majors, as part of PACE’s curricular reviews and revisions. In the meantime, this course will be offered as an elective to fulfill the research methods course in each major. This, and the other two proposed PACE courses, not only promote integration among those majors, but also present efficiencies of scale that aim to improve course availability for students.
This course introduces students to research literacy and comprehension, various research methods and designs, and the production and communication of research. It also requires students to situate themselves in the research process. The student learning outcomes, listed in the course outline form, support PACE’s program learning outcome by focusing on the practice of research and its application in issues of public affairs and civic engagement. Course assignments will scaffold the major tasks in the production of research, and students will have the opportunity to apply them toward relevant issues in public affairs.

The learning objectives for this course are:

- Demonstrate and discuss the roles of data and research in public affairs and civic engagement
- Use methodological frameworks to interpret social problems they confront and are confronted with; differentiate research method for different public issues and contexts
- Synthesize knowledge with literature reviews; differentiate tacit and explicit knowledge
- Analyze data and interpret findings; identify and visualize patterns in data; use data as evidence to inform arguments and decisions
- Be a critical consumer of research; differentiate facts and opinions, and evaluate claims
- Apply research methods and develop researchable hypotheses; construct knowledge through research

**PACE 680: Interdisciplinary capstone**

The purpose of this course is to provide students with an opportunity to take what they have learned in core classes and apply and synthesize them in a professional context. The course is designed to empower students to address contemporary issues across PACE programs by combining theory, methods, substantive knowledge, and analytical skills in the context of a client-serving project. Students have an opportunity to practice working in a team and prepare a written professional report. The students also have an opportunity to present their findings to a professional jury at the end of the semester in order to learn how to deliver a professional report. In addition, there are brief and frequent individual writing assignments (see deadlines under “grading”) that will help in preparing the final written report.

Students who successfully complete the requirements of this course should, at the end of the semester, be able to:

- **Apply theory** learned through core PACE and program courses in addressing contemporary issues;
- **Apply methods** (qualitative and quantitative) learned through core PACE courses in analyzing contemporary issues
- **Apply substantive area knowledge** gained through elective courses to conduct cross-disciplinary analysis
- **Apply communication skills** (e.g., PowerPoint presentation with Microsoft PowerPoint);
- **Combine** theory, methods, substantive area knowledge and skills in the preparation of a report or publishable manuscript based upon original research
- **Communicate** findings in the form of a written manuscript and oral presentation.
Appendix 19: PACE RTP policy

School of Public Affairs and Civic Engagement (PACE)
Retention, Tenure and Promotion Criteria

Background

This document provides guidelines for retention, tenure, and promotion in PACE. These guidelines are designed to establish clear PACE expectations for retention, tenure, and promotion consistent with the University criteria specified in Academic Senate Retention, Tenure and Promotion Policy #F11-241.

“The criteria for retention, tenure, and promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. For teaching faculty, excellence in teaching is required. For faculty whose primary assignment is other than teaching, excellence in the primary assignment is required. To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University.”

Teaching in PACE is organized to deliver the following degree programs:

- B.A. in Criminal Justice Studies,
  Minor in Criminal Justice Studies,
- B.A. in Environmental Studies,
- B.S. in Environmental Studies,
- B.A. in Urban Studies and Planning,
  Minor in Urban Studies and Planning,
- M.A. in Gerontology, and
- Master of Public Administration.

Faculty research and scholarship in PACE is interdisciplinary and applied in the fields aligned with the degree programs of Criminal Justice Studies, Environmental Studies, Urban Studies and Planning, Gerontology and Public Administration.

Documentation for RTP evaluation

Academic Senate Retention, Tenure and Promotion Policy #F11-241 encourages faculty to write a self-statement introducing and providing context for the candidate’s materials contained in the three areas of RTP review. Academic Senate Policy #F11-241 recommends each statement for teaching, professional development and service not exceed 750 words.

The candidate is responsible for providing the following documentation to the department’s Retention, Tenure and Promotion Committee:
• an up-to-date Curriculum Vitae,

• supplementary materials along with an index (including copies of course materials and evaluations, publications and funded grants, evidence of professional service), and

• a self-statement of his/her activities, that includes the candidate’s assessment of the significance of these activities.

Further guidelines regarding preparation of the WPAF is found at http://facaffairs.sfsu.edu/retention-tenure-and-promotion-policies-and-resources.

General Principles
There are several general principles which apply through the entire tenure and promotion process. These are:

• Probationary faculty shall be considered for tenure at the same time as promotion. In rare cases, candidates may elect to apply for promotion at an earlier date than tenure, and should consult with the Dean of Faculty Affairs, Dean of College of Health and Social Sciences, Director of PACE, and the Chair of the PACE RTP committee in making this determination.

• Candidates for promotion to Professor are judged according to more rigorous standards and are expected to show higher levels of professional, pedagogical and/or service growth and development after achieving the rank of Associate Professor and tenure.

• Growth and development can be demonstrated in a number of ways, such as significant research and publication outputs, service leadership positions (internal and external), and/or curriculum innovations, and is expanded upon in greater detail below.

Teaching Effectiveness
Academic Senate Retention, Tenure and Promotion Policy #F11-241 states: “For teaching faculty, excellence in teaching is required.”

Like all faculty, probationary and tenured faculty are expected to be effective teachers in the classroom. This means that they engage their students and provide an appropriate mixture of both theory and practice. Given the fast pace of the changes within PACE disciplines, it is important to ensure that course structure and materials in the classroom are frequently updated. Candidates for promotion from Associate Professor to Professor should demonstrate continued achievement and pedagogical growth, through consistent or improved student evaluation of teaching effectiveness (SETE) scores, curriculum leadership roles, and other curriculum innovations.

To be recommended for tenure and promotion in PACE, the candidate’s overall pattern of teaching evaluations should indicate they are effective teachers. To measure teaching effectiveness in the PACE classroom, the following methods are appropriate:
**Review of course materials**: Course materials are required in the WPAF and must include the most recent syllabus for each course taught. Other materials may include: learning objectives and assessment rubrics, statement of pedagogical approach, bibliographies, guidebooks, film lists, lab exercises, assignments, examinations, and copies of online course materials. Course materials included in the WPAF should demonstrate the candidate’s efforts to provide additional resources and clarify expectations for students.

**Student evaluations of teaching**: Quantitative and qualitative student evaluations of teaching effectiveness (SETEs) for all courses taught are required. Candidates should also provide a summary table of courses taught, SETE ratings earned, number of students enrolled in each class, number of responses and program mean scores for each semester. Qualitative student evaluations are analyzed for themes and recurring issues in one’s teaching and provide an opportunity for professors to respond and adjust pedagogical goals accordingly. RTP reviewers are not concerned with an outlier comment in the qualitative reviews, but rather use qualitative reviews to get a fuller picture of the reasons for a particular quantitative score. Quantitative reviews are judged on a 1-5 scale, with lower scores reflecting more effective teaching. Scores of:

1-1.49 will be considered “exceptional,”
1.5-2.0 will be considered “highly effective,”
2+ will be considered as “needs improvement.”

In general scores better than 2 or comparable or better (lower) than the program mean score are considered indicators of effective teaching. However, PACE takes a holistic approach to assessing teaching effectiveness, and considers syllabi, pedagogical innovations, peer evaluations, and other course materials as indicators of teaching effectiveness. It is recognized that elective courses may receive better evaluation scores than required or quantitative subjects. Scores should be judged in the context of the subject matter, recognizing that some subjects – especially required and quantitative ones – can sometimes result in scores greater (worse) than others. In addition, the size and nature of the class will be considered. Program-mean scores are generated by Academic Technology by degree program per semester (e.g. average of all Criminal Justice Studies courses for Fall 2014) and will be considered for comparative purposes.

**Review of peer class visitation reports**: Class visitations by fellow faculty members are vital for assessing the level of the instructor’s presentation, organization and ability to generate student engagement. Probationary faculty seeking tenure and/or promotion must have at least one peer visitation each year; two are recommended and desired. Associate professors shall be reviewed at least once per year.

The Director of the School will schedule the classroom evaluations. Observations should be arranged in the first month of the semester and all faculty members should receive at least two weeks of time between the announcement of an observation and observation. Observers are asked to stay for the entire class (especially for a twice or three times/week course). All classroom evaluators must be tenured faculty. Ideally, every course a faculty member teaches will be evaluated prior to seeking tenure and promotion.
Peer teaching evaluations are intended as a collegial and helpful tool for instructors to document their pedagogical development over time at San Francisco State and make improvements as needed. Peer observations can include: review of syllabus, online instructional management system (i.e. iLearn or DIVA), classroom visit, review of assignments, review of reading materials, and/or review of course activities. To facilitate evaluations, the observed instructor and reviewer should discuss the course aims, content and assignments and context of the session to be observed prior to the observation date. Course evaluations can take a number of forms depending on the structure of the course—i.e. classroom observation, computer lab activity, online module review, etc., but the forms utilized should be specified by the reviewer on the evaluation form. The observed instructor should provide the reviewer with the course syllabus and any other relevant course material (including access to iLearn) prior to the observation date.

Advising and maintenance of office hours. Since candidates are expected to engage actively in advising and maintain regularly scheduled office hours of at least one hour per class per week, they should discuss their advising work in the self-statement that accompanies their WPAF.

Review of additional activities. Additional activities to be considered during the evaluation process include new course development, program assessment, substantial course revision/innovation, curriculum development, mentorship of students, and active engagement with students in their research and career development, including their participation in field experiences.

Innovations in the classroom are encouraged and fully recognized as important, and sometimes risky, efforts. Non-traditional teaching methods are also encouraged and fully recognized as important. PACE considers online instruction to be an appropriate vehicle for learning. Faculty should be supported for taking risks in trying new techniques, schedules, and other innovative and different methods in teaching their courses, including online and hybrid courses and the use of other technologies. No candidate should be adversely affected by forays into non-traditional methods of teaching and these methods should be discussed and considered in the candidate’s narrative.

All candidates seeking tenure or promotion are expected to demonstrate consistency and/or improvement in SETE scores and teaching quality. The final determination of teaching performance will be based on the RTP committee evaluation of the above factors.

Teaching effectiveness and promotion from Associate Professor to Professor

Candidates for promotion to Professor are expected to continue to excel in their teaching. Further, they are expected to provide leadership in curricular innovation and development or mentoring to enhance the teaching activities of junior faculty.

Professional Achievement and Growth

PACE faculty have substantive knowledge and practical skills for problem-solving and
capacity-building at local, state, national, and international levels. PACE values applied scholarship responsive to real-world public policy problems or issues. PACE also recognizes that professional growth can be achieved in a variety of ways and will consider alternative methods of scholarship.

PACE expects candidates for tenure and promotion to publish on issues related to their fields and to maintain a robust research agenda. The School requires significant contributions through traditional refereed journal and scholarly book publications, applied research products, and other research outputs such as monographs and technical reports, participation in conferences, and other professional activities. However, applied research output, monographs and technical reports, conference participation and other professional activities may not entirely take the place of traditional refereed journal and scholarly book publications.

PACE values both single authored and co-authored publications; both types of publication count towards professional achievement and growth. Faculty members are encouraged to collaborate and develop peer research networks. Collaborative research and publication (including with students) are valued; in these instances, candidates should elaborate on their role in these publications in the self-statement that accompany their WPAF. Any publications co-authored with colleagues should be given a numerical assessment of the faculty member’s contribution. The WPAF should include letters from co-authors attesting to the candidate’s contribution to co-authored work when possible. Co- or multi-authored publications are evaluated relative to the contribution of the faculty member, though PACE recognizes that co- or multi-authored publications, especially when someone is the lead author, may require more work than a single-authored publication. When those instances are determined to be present, the reviewing committee may elect to assign numerical value consistent with (but not greater than) a single authored publication.

Candidates seeking tenure and promotion to both Associate Professor and Professor will be externally evaluated regarding their professional development and growth by at least three external reviewers (more if the candidate desires) chosen in consultation with the PACE RTP Committee. During the year prior to seeking tenure and promotion, the candidate in consultation with the PACE RTP Committee should identify several individuals who have senior standing in the professional field of the candidate, but who have not worked with or collaborated with the candidate closely, to provide an external review of the candidate’s professional growth. Candidates for Professor must notify the RTP committee by the beginning of the spring semester prior to the year seeking tenure and promotion in order to facilitate the external review process. The candidate and the RTP committee are responsible for generating a list of names that meet these criteria, but the choice and solicitation of external reviewers is the responsibility of the Committee. This should be accomplished in spring semester of the year prior to application for tenure and promotion. The Chair of the RTP committee will be responsible for contacting the external reviewers. Candidates should not in any way contact the external reviewers.

Opportunities for publication and forms of presentation of research vary within the fields represented in PACE, and we emphasize quality rather than quantity of work. Additionally, PACE values the contributions of critical and innovative scholarship. Since many in PACE conduct interdisciplinary and applied research, we recognize that impact factors are not
necessarily a good indicator of quality. Instead, we rely on a range of factors to evaluate the quality of published work, including: journal or publication; degree to which work engages the community; contributions of article to advancing knowledge in the field; editorial board members; impact on the community or professional field; indicators of wide reach or recognition; and assessment by external reviewers.

The general expectation to achieve promotion to Associate Professor and tenure is:

- The peer-reviewed publication of an original book-length manuscript in a scholarly or university press; or,

- Three peer reviewed articles in respected journals or peer-reviewed book chapters of a candidate’s substantive field (traditional or electronic in nature) that illustrate the professional growth of the faculty candidate in making a contribution to the discipline and the development of a full research agenda.

A comparable combination of peer-reviewed articles and alternative methods of scholarship is acceptable. Comparable activities are acceptable if the candidate is able to document that these activities carry the same professional weight as traditional peer-reviewed publications.

Documentation of alternative methods of scholarship other than traditional peer reviewed journal articles or university/scholarly press published books are expected to show how the scholarship: (1) contributes to moving the field forward; (2) communicates the scholarship to peers through publications and (3) is recognized and reviewed by peers in the field.

Alternative methods of scholarship may undergo alternative methods of review at the time of publication (e.g., non-blind peer/editor review, applied professional review, or community review). In addition, candidates should include a statement in the WPAF narrative addressing how these alternative activities connect to their more traditional scholarly activities.

If a candidate is considering an alternative, comparable demonstration of professional achievement, s/he should consult early in the process with the Chair of the PACE RTP Committee and the Director of PACE.

Comparable scholarly activities which could be justified to be included as partial completion of the requirements include:

- Publications. For the following categories of publications, a faculty candidate may make the case for its inclusion as equivalent to a peer-reviewed article. In each case, the candidate should state the exact nature of their role in the process of research, analysis, writing and/or editing and disseminating the manuscript in question. In addition, these materials will be included in the WPAF packet sent out for external review. Subsequently, the RTP committee will evaluate the evidence and make a decision as to equivalence for each item. Tenure and promotion cannot be granted solely based upon having publications in the following categories.
o Editing an anthology, books or journal symposia, where the candidate has taken a leadership and scholarly role in shaping the outcome of the publication could count as one alternative publication, but only if the faculty member is able to justify the scholarly contribution of the efforts. Situations in which the candidate has contributed primarily editing activities, and not scholarly outputs, should be considered professional service.

o Authoring textbooks.

o Editor-reviewed or invited publications. The criteria to be considered are whether or not the process through which the author was asked to contribute had adequate rigor and whether or not the other contributing scholars are reputable scholars in the subfield.

o Authoring for other reputable outlets such as for governmental agencies (e.g., contracted technical reports), research centers, NGOs, professional publications, foundations, or non-peer reviewed journals.

Attendance at professional conferences and engagement in the professional field is expected. Papers and posters given at conferences are not considered with the same weight as peer-reviewed publications, but they do lead directly to publications and are therefore crucial to a candidate's professional development and so, should be fully supported by the department. Candidates are encouraged to attend scholarly and professional conferences during each year under review.

Professional engagement in the field is necessary but insufficient, on its own, to allow for the granting of tenure or promotion. Professional engagement includes:

 o Conference papers delivered at major national or international conferences.

 o Invited presentations at specialized conferences.

 o Achieving recognition of professional accomplishment in the form of honors and appointments.

 o Receipt of award of applied or basic research grants

Evidence of professional achievement and growth will be determined through an evaluation of documentation provided by the candidate to demonstrate professional achievement and growth, including but not limited to publications, other scholarly activities, and review of external letters of evaluation.

Professional Achievement and Growth for Promotion from Associate Professor to Professor
The normal expectation for establishing significance in professional achievement and growth for purposes of promotion to Professor is continued professional growth in the discipline, whether in a more focused fashion or in several different research areas, and the ability to clearly illustrate their substantial impact upon the discipline. Adequate development can be documented through recognition of scholarly achievements by others, which should be noted and taken into account by PACE.

Further, the research agenda for candidates for Professor should illustrate a continuing extension of research or applied skills and applications and a continued contribution to the discipline. More rigorous contributions mean that in addition to the above, candidates are expected to have additional peer-reviewed articles, book chapters or books. The impact of the work could be evidenced by such measures as the extent to which a candidate’s work is cited, whether the candidate’s work has been cited outside of academia, through the evaluation of respected scholars in the field, or even through the volume of work published in respected academic outlets.

More specifically, candidates seeking promotion to Professor are expected to publish one scholarly book in a scholarly or university press since achieving the designation of Associate Professor or three additional peer-reviewed articles in major academic journals. While substitutions as noted above will be considered, candidates for Professor are expected to fulfill the primary criteria of scholarly books and refereed journal articles for promotion to Professor. The evaluation of the significance of the contribution hinges on the quality and impact of the publications.

The final determination of professional achievement will be based on the RTP committee evaluation of the above factors.

Contributions to Campus and Community
Given the applied nature of PACE fields, the faculty emphasizes community service as well as professional service and service to the department/school, program, college and University.

Community service may include, but is not limited to the following:

- Service on the board of directors of local organizations and/or agencies.
- Service on the boards of directors of local non-profit organizations or other service to non-profit organizations
- Major work with a community or nonprofit organization that uses one’s professional expertise or brings credit to the university.
- Service to federal, state, or local governments
- Professional services and consultations rendered to community organizations, advocacy organizations, NGOs, and public or private sector agencies.
- Contributions to the media, including newspapers, radio and TV.
- Workshops and talks geared toward community groups or educational institutions.
- Major activities in support of K-12 education within one’s field of academic expertise.
• Consulting within one’s field of academic expertise.

Professional service may include, but is not limited to the following:

• Service to professional committees, boards, or other units of professional associations, including holding offices in professional societies.
• Service as discussant or session chair (may also be considered as a part of Professional Achievement and Growth).
• Book reviews and publications in professional magazines and newsletters are considered to be part of professional service.
• Editing books or journal symposia, where the candidate has taken a leadership and scholarly role in shaping the outcome of the publication. In each case, the candidate should state the exact nature of their role in the process. Tenure and promotion cannot be granted solely based upon having editing books or symposia. Editing can also be considered professional achievement and growth. These activities cannot be included in both areas (professional achievement and growth and service).
• Serving on editorial boards of academic presses and/or journals.
• Refereeing manuscripts for professional journals or presses.

Campus service may include, but is not limited to the following:

• Coordinating, chairing or directing a department/school, program, center, or other division of the University.
• Serving in a special advising role (for example, Major Advisor, Graduate Advisor).
• Serving on a departmental committee (for example, curriculum review, Hiring Committee).
• Mentoring faculty colleagues in WPAF preparation or technical skill development.
• Serving on an active College or University committee.
• Sponsoring a student organization.
• Advising a student publication.
• Writing a grant to support department or student programs or facilities.

The RTP committee expects that all faculty, including probationary, will do service to PACE. Candidates for tenure and/or promotion to Associate Professor should also have served on college level or university committees.

Contributions to Campus and Community for Promotion from Associate Professor to Professor

Candidates for Professor must have served on departmental, college and university-wide (including Academic Senate or university-wide special groups) committees. Candidates for Professor are also expected to have moved into leadership roles in at least several of their service activities. The candidate should provide evidence of these contributions relying, wherever possible, on third parties.

Contributions can be documented in a range of ways, including: chairing committees; helping to develop novel or innovative university initiatives; leading departmental innovations;
etc. Letters from other participants, particularly organizational leaders, in these activities shall be used to evaluate university, community and professional service.

The final determination of service contributions will be based on the RTP committee evaluation of the above factors.

Approved by PACE faculty, November 3, 2014;
Revisions approved: May 20, 2015;
Revision approved: February 17, 2016.
Revisions approved: March 16, 2016.
Minor revisions by RTP committee: May 4, 2016
Approved by Provost: May 5, 2016
Appendix 20: Faculty Curricula Vitae
Curriculum Vitae
(abbreviated)
George Barganier
gbarg@sfsu.edu
Department of Criminal Justice Studies, San Francisco State University
1600 Holloway Dr. San Francisco, CA 94132

EDUCATION

PhD University of California, Berkeley
Graduate School of Education, Policy Organization Measurement and Evaluation, 2011

Dissertation: Fanon’s Children: The Black Panther Party and the Rise of the Crips and Bloods in Los Angeles

BS Grambling State University
Social Science Education, 1999

ACADEMIC APPOINTMENTS

Assistant Professor, San Francisco State University, Criminal Justice Studies, Fall 2014 – Present

Affiliated Faculty, International Institute for Research and Education, Summer School on Black Europe, Amsterdam, The Netherlands, Summer 2016 – Present

Assistant Professor, University of Wisconsin-Milwaukee, Department of Africology, 2012-2014

UNIVERSITY TEACHING

San Francisco State University, Criminal Justice Studies
Criminal Justice 435: Race, Crime, and Justice
Criminal Justice 570: Urban Violence
Criminal Justice 600: Youth Gangs in Community Context
Criminal Justice 680: Field Course in Criminal Justice

University of Wisconsin-Milwaukee, Department of Africology
Graduate Courses
Africology 706: Decolonizing Political Economy
Africology 818: Government and Politics in Latin America
Africology 836: Comparative Social Institutions
Undergraduate Courses
Africology 344: Political Movements and Organizations

University of California, Berkeley, Graduate School of Education
Graduate Courses
Education 283F: Urban Education
Education 284A: Philosophy of Education

University of California, Berkeley, Ethnic Studies Department
Undergraduate Courses
Ethnic Studies 190: Black Political Thought
Chicano Studies 165: Cuba, the United States and Cuban Americans

University of California, Berkeley, Gender & Women’s Studies Department
Undergraduate Course
146A: Reading African American Queerness

RESEARCH EXPERIENCE
Research Fellow, Thelton E. Henderson Center for Social Justice, Berkeley Law 2013

Research Assistant, University of California, Berkeley, Office of Recruitment and Retention 2003-2005

Research Assistant, University of Minnesota, Minneapolis American History Grant 2001-2002

Research Assistant University of Minnesota, Hennepin County African-American Male Project 200-2001

PUBLICATIONS


WORK UNDER PREPARATION
With Elizabeth Brown. Policing the City: Race, and the Emergence of Mass Incarceration. Under contract with University of California Press

“We Ain’t Goin For It!: Lovelle Mixon and the Struggle Against Non-Being” Preparing
submission for Hands Up Don’t Shoot: Collected Essays/Stories on the Racialization of
Murder

SELECTED CONFERENCE PAPERS AND INVITED PRESENTATIONS
2015 “Thug International: Black Consciousness, the Crips and The Hague.” Inside
Black Europe: Racial Configurations in the Post-9/11 Era, International Institute
for Research and Education, Amsterdam, Netherlands. June 30

2013 “Consolidated: A Dusselian Analysis of C.R.I.P. Violence” Voices from the
African Diaspora” Museum of the African Diaspora, San Francisco, CA. February

2011 “Fanon’s Children: The Black Panther Party and the Rise of the Crips and Bloods
in LosAngeles” Caribbean Philosophical Association: Shifting the Geography of
Reason. Rutgers University, New Brunswick, NJ. October.

FUNDING (last 5 years)
2015 Faculty Travel Award, San Francisco State University

2014 Faculty Research Award, Center for Latin American and Caribbean
Studies, University of Wisconsin

2013-2014 University of Wisconsin Research Growth Initiative, $82,620

2011-2012 University of California President’s Postdoctoral Fellowship, $84,000
Curriculum vitae

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Criminal Justice Studies Program
School of Public Affairs and Civic Engagement
San Francisco State University
1600 Holloway Dr. (HSS 210), San Francisco, CA 94132

EDUCATION

Ph.D. Geography, University of Washington, June 2006. Dissertation Title: Culture, Crime, and the City: Political geographies of Seattle’s juvenile court. [Committee: Steve Herbert (chair), Katherine Beckett, Mark Ellis, Alexes Harris, Michael McCann, Nikhil Singh and Matthew Sparke]

Graduate Certificate in Law, Society, and Justice

M.A. Cultural Studies, Claremont Graduate University, May 2002
Thesis Title: Criminalizing Identity: Policing the Boundaries of ‘Race’ and ‘Class’ [Committee: Antonia Darder and Ranu Samantrai]

B.A. Women’s Studies, University of California, Davis, June 1998

PROFESSIONAL EXPERIENCE

Director, School of Public Affairs and Civic Engagement, San Francisco State University, Fall 2014-present.

Senior Researcher, César Chávez Institute, San Francisco State University, Fall 2015-present.

Associate Professor, San Francisco State University, Department of Criminal Justice Studies, Fall 2011-present.

Assistant Professor, Fall 2006-Spring 2011.

Courses include: Race, crime and justice, Cross-disciplinary approaches to criminal justice, Constructions of crime and justice, Geographies of social control and urban diversity, Culminating field experience.

Visiting Professor, University of California, Berkeley, Department of Legal Studies, Summer 2012-present

Courses include: Punishment, Culture and Society; Juvenile Delinquency and Juvenile Justice; Policing and Society; Youth Justice and Culture

PUBLICATIONS


(2017, with Amy Smith). Challenging mass incarceration in the City of Care: Punishment, community, and residential placement. Theoretical Criminology, 1362480616683794.


(2007). ‘It’s urban living, not ethnicity itself': Race, crime and the urban geography of high risk youth. *Geography Compass, 1/2: 222-245.*


**PAPERS UNDER REVIEW**

(with Michael Musheno). Confronting criminological constructions of urban youth. *Journal of Criminology and Criminal Justice*

**PAPERS UNDER PREPARATION**


Rehabilitation and scale jumping: The ‘will to change’, and the spatial regulation of incarcerated youth. *Law and Social Inquiry.*

‘The place that race makes’: On the connection between the social control turn in juvenile justice and mass incarceration in US prisons. *Social and Cultural Geographies.*


Institutionalizing home: Urban renewal, the discourse of family, and the transformation of the juvenile court. *Punishment and Society.*

**BOOK MANUSCRIPT UNDER CONTRACT**


**BOOK MANUSCRIPT UNDER PREPARATION**


**INVITED AND PEER REVIEWED PRESENTATIONS**


(2010, March). Comments on Sunbelt Justice by Mona Lynch. The Ann Lucas Lecture Series in Law and Justice, San Jose State University, Department of Justice Studies, San Jose, CA.

(2010, March). 100 Girls: A look at the strengths, challenges and outcomes for young women in the system 2010 CMHS National GAINS Center Conference in Orlando, FL


CONFERENCE PAPERS AND PRESENTATIONS

(2016). ‘Madness and civilization’ revisited: Punishment, psychological evaluations, and colonizing the body, Law and Society Association, New Orleans, LA.


(2015). Care and carcereality in the juvenile court. Law and Society Association, Seattle, WA.


(2014). Governing through the ‘community voice’: Delinquency, community and remaking mass incarceration in the city of care. Law and Society Association, Minneapolis, MN.


(2013, April). Carceral geographies from the body to the nation: The ‘will to change’, and the spatial regulation of incarcerated youth. Association of American Geographers Meeting, Los Angeles, CA.


(2010, May), with Michael Musheno. “Inhabiting two places.” Presented at the Annual Meeting of the Law and Society Association, Chicago, IL.


(2007, July). “A nation of good homes is always a nation of strength”: Responsible parents and the geography of juvenile delinquency”. Annual meeting of the Law and Society Association in conjunction with the Research Committee on the Sociology of Law, Berlin, Germany.

(2007, April). ‘You can judge a civilization by the treatment of its children’: State power,


(2005), with Matthew Sothern. “Disliberalism.” Presented at the International Critical Geography Conference, Mexico City, Mexico


(2001). “Appropriating Youth: Rave Culture in the Pomona Arts Colony.” Presented at the Claremont Graduate University’s annual Cultural Studies Conference, Claremont, CA.

RESEARCH EXPERIENCE

Research Assistant, Department of Women and Gender Studies and Department of Latino and Latin American Studies, University of Illinois, Chicago, Prof. Elena Gutierrez, Fall and Spring, 2001-2002.

Research Assistant, Department of Cultural Studies, Claremont Graduate University, Prof. Ranu Samantrai, Fall and Spring, 2001-2002.

Research Assistant, Department of Ethnic Studies and Department of Sociology, University of California, Berkeley, Elena Gutierrez, Ph.D., Postdoctoral Fellow, Summer, 2001.

Research Assistant, Department of Cultural Studies, Claremont Graduate University, Prof. Elazar Barkan, Spring 2001.

Research Assistant, Cultural Studies Program, University of California, Davis, Prof. Judith Newton, Winter and Spring 1998.

HONORS AND AWARDS

San Francisco State University Provost Assigned Time Award, Fall 2011
San Francisco State University Presidential Award, Fall 2009

California State University Summer Stipend, July 2008

California State University Summer Stipend, June 2007

BSS Diversity Curriculum Development Award, 2006

Howard G. Martin Grant, Dissertation Research, $650, 2004

Graduate School Fund for Excellence and Innovation International Travel Award, $500

Graduate Fellowship, Department of Cultural Studies, Claremont Graduate University, Claremont, California, 2001-02.

Graduate Fellowship, Department of Cultural Studies, Claremont Graduate University, Claremont, California, 2000-01.

PROFESSIONAL AFFILIATIONS

Association of American Geographers
Law and Society Association
Law and Geography Collaborative Research Network, LSA
Punishment and Social Control Collaborative Research Network, LSA
Socio-legal Justice Project Collaborative Research Network, LSA

JOURNAL REFEREE

ACME
Annals of the Association of American Geographers
Antipode
Canadian Journal of Law and Society
City, culture and society
Environment and Planning A
Geography Compass
GeoJournal
Geoforum
Journal of Contemporary Criminal Justice
Journal of Housing and the Built Environment
Justice Policy Journal
Justice Quarterly
New York University Press
Pearson Education
Progress in Human Geography
Punishment and Society
Race and Social Problems
Social and Cultural Geographies
Social Problems
Theoretical Criminology
SERVICE

External Reviewer, Dr. Joaquin Villanueva, Gustavus Aldophus College, Spring 2017.

CHSS Online Education Committee, Spring 2017.

CHSS Website working group, Summer –Fall 2016.

SF State, Teagle Selection Committee, Spring 2016.

SF State Constitution Day Organizing Committee, Fall 2015-Spring 2016.

SF State Academic Senator, January 2015-present.

SF State Lower Division Curriculum Committee, January 2015-present.

Board Member, Youth Justice Institute (501©3), September 2010-2015

Community Co-Chair, Youth Forum, San Francisco Police Department, June 2010-June 2013, San Francisco, CA

Academic Advisory Board Member, Oakland Police Department, January 2010-January 2012, Oakland, CA

Advisory Board Member, Youth Justice Institute, a project of Tides, January 2009-August 2010, San Francisco and Oakland, CA

Co-Editor, Justice Policy Journal, Center on Juvenile and Criminal Justice Policy, January 2007-present, San Francisco, CA

Member, Law and Geography Collaborative Research Network, Law and Society Association, May 2008-present

Assessment Committee, Department of Criminal Justice Studies, Fall 2006-present

Orientation Coordinator, Department of Geography, University of Washington, Fall 2003.

Editor, Department of Women’s Studies Newsletter, University of California, Davis, 1997-98.

CREDENTIALS AND RECOMMENDATIONS

Available upon request.
CURRICULUM VITAE
Ayse Pamuk
Professor of Urban Studies and Planning (tenured)
San Francisco State University, HSS 210
1600 Holloway Avenue
San Francisco, California 94132-4155, USA
Tel: 415/338-7045
Fax: 415/338-2391
Email: pamuk@sfsu.edu

EDUCATION
1994 Ph.D. City and Regional Planning, University of California, Berkeley
1989 M.C.P. City and Regional Planning, University of California, Berkeley
1987 M.S. Computer Sciences, Aegean University
1984 B.C.P. City and Regional Planning (Honors), Middle East Technical University

ACADEMIC APPOINTMENTS
2010-pres. Tenured full Professor of Urban Studies and Planning, San Francisco State University
2008-2011 Department Chair, Department of Urban Studies and Planning [name change], SFSU
2007-2008 Program Director, Urban Studies Program, San Francisco State University
2005-2010 Tenured Associate Professor, Urban Studies Program, SFSU
2004-2005 Associate Professor, Urban Studies Program, San Francisco State University
2000-2004 Assistant Professor, Urban Studies Program, San Francisco State University
1994-2000 Assistant Professor, Dept. of Urban & Environmental Planning, University of Virginia
1988-1994 Graduate Student Instructor, Department of City and Regional Planning, University of California, Berkeley
1992-1993 Research Associate, Fisher Center for Real Estate and Urban Economics, University of California, Berkeley
1988-1992 Graduate Student Researcher, Institute of Urban and Regional Development, University of California, Berkeley

VISITING RESEARCH APPOINTMENTS
Fall 2013 Visiting Scholar, Department of City and Regional Planning, Izmir Institute of Technology, Izmir, Turkey (SFSU sabbatical, 2 months residence in Turkey)
2003-2008 Visiting Scholar, Institute of Urban and Regional Development, University of California, Berkeley
Fall 2006 Visiting Scholar, Institute for Housing and Urban Research, Uppsala University, Sweden (SFSU sabbatical, 2.5 months residence in Sweden)
1997 Faculty Associate, Lincoln Institute of Land Policy, Cambridge, Massachusetts
1995 Summer Research Fellowship, Institute for Housing and Urban Research, Uppsala University, Sweden (3 months residence in Sweden)
1985-1986 Junior International Fellow of Urban Studies, Institute for Policy Studies, Johns Hopkins University (10 months residence in Baltimore, Maryland)

CONSULTING APPOINTMENTS
1999 Consultant, The World Bank, World Bank Institute, Washington, D.C. Developed an urban land and housing market diagnosis toolkit for city managers in developing countries (1/2 month)
1993 Land and Housing Market Study Field Director (Trinidad and Tobago), Planning & Development Collaborative International Inc. (PADCO), Washington, D.C. (7 months residence in Port-of-Spain)

HONORS, AWARDS, FELLOWSHIPS, GRANTS

National Science Foundation grants

2003-2008 “Space, Culture, and Urban Policy: Integrating Geographic Information Systems (GIS) into Social Science Research Methods Courses” (Co-PIs: R. LeGates & A. Pamuk) National Science Foundation Award# 0228878, ($430,000) (one of 120 proposals funded nationwide) (original grant 2003-06; no-cost extension granted thru 4/30/08)

2005 Spatial Perspectives on Analysis for Curriculum Enhancement (SPACE) Workshop grant (Co-PIs: R. LeGates & X. Liu) ($30,000), funded by University of California, Santa Barbara’s National Dissemination grant from the National Science Foundation.

2001 National Science Foundation Adaptation & Implementation grant to develop two GIS exercises with ArcView 3.2. (Co-PIs: R. LeGates & R. DeLeon) Award # 9950335 ($75,000)

Campus awards, fellowships, and grants

Fall 2016 Development of Research and Creativity (DRC) Grant ($8,000)
Spring 2014 Faculty Travel Award (March), Faculty Affairs and Professional Development
Fall 2013 SFSU sabbatical award
2008 Faculty Travel Award (July), Faculty Affairs and Professional Development
Fall 2006 SFSU sabbatical award
2005 Faculty Travel Award (Oct.), Faculty Affairs and Professional Development
2003-2004 SFSU Presidential Fellowship (one of 8 faculty selected campus-wide)
2003 Faculty Travel Awards (March, July), SFSU Office of Research and Sponsored Programs
2003 Research Grant, Office of Faculty Affairs, San Francisco State University (course release + $900)
2002-2003 Mapping The Children Project II for the San Francisco Head Start (PI: A. Pamuk) (supplemental grant: $3,000), SFSU Public Research Institute
2001 Research Grant, Office of Faculty Affairs, San Francisco State University (course release + $890)
1995-1996 Multiple grants: Summer Research Grant, Office of the Vice Provost for Research, Faculty Summer Research Grant, School of Architecture, Dean’s Forum Grant, School of Architecture, University of Virginia

Other fellowships, awards, and grants

1997 Research Grant, Formal and Informal Mechanisms in Housing Production in Developing Countries, Lincoln Institute of Land Policy ($10,000) (PI: A. Pamuk)
1993-1994 Dissertation Fellowship, Center for Real Estate and Urban Economics, University of California at Berkeley ($10,000)
1987-1993 Tuition Scholarships and International House Grants, University of California at Berkeley

Past awards and honors

1989 Outstanding Graduate Student Instructor Award, University of California at Berkeley
1984 Kent-Koop Award (a major housing cooperative in Turkey)
1983 The Aga Khan Award for Architecture with the Turkish Chamber of Architects, honorable mention
1980-1984 Academic honors at Middle East Technical University
**RESEARCH**

**Interests**

Housing policy and planning, community development, urban policy, quantitative methods, Geographic Information Systems (GIS), land and housing markets in developing countries, nonprofit housing development in the United States, immigrant clustering patterns in global cities.

**Publications**

**Books**


Reviewed in

**Book Chapters**


Pamuk, Ayse (1991), Housing in Developing Countries: A Select Bibliography and Field Statement. CPL Bibliography 273. Chicago: Council of Planning Librarians. (Journal of Planning Literature)


Encyclopedia Entries


Applied Research Reports

Pamuk, Ayse (Sep. 2003) Data for Modules, Space Culture, and Urban Policy: Integrating GIS into Social Science Research Methods Courses (NSF grant DUE-0228878), Public Research Institute, SFSU.

Pamuk, Ayse (January 2003), Children in Poverty in San Francisco. Prepared for the San Francisco Head Start Program. Public Research Institute, SFSU.


Pamuk, Ayse (Spring 2001) “Regional Highlights” Bay Area Economic Pulse, Bay Area Council, San Francisco, California. [Economic editor for the issue]


Monographs


Working Papers


Book Reviews


Creative Work

Pamuk, Ayse (2014), *International Affordable Housing Image Collection*, San Francisco: Digital Information Virtual Archive (DIVA), Academic Technology, San Francisco State University (diva.sfsu.edu)


TEACHING

Interests

Housing policy and planning, community development, urban theory, data analysis and GIS for urban planners and public policy researchers, policy analysis, urban administration, comparative urban development, international planning

Courses Taught

2008-pres. Urban Studies and Planning Program (name change), San Francisco State University

undergraduate level (new course prefixes and title changes since fall 2009)
USP/PLSI 493: Data Analysis (core course)
USP/PLSI 580: Housing Policy and Planning (elective)
USP 680: Senior Seminar (core capstone course)
USP 400/HIST 489: Dynamics of the American City (elective)

2014-pres. Public Administration Program, San Francisco State University (Downtown Campus)

graduate level
PA 783: Urban Housing Policy (elective)

2000-2008 Urban Studies Program, San Francisco State University

undergraduate level
URBS 400/HIST 489: Dynamics of the American City (core course)
URBS/PLSI 480: Policy Analysis (core course)
URBS/PLSI 493: Data Analysis (core course)
URBS/PLSI 580: Urban Housing (elective)
URBS 680: Senior Seminar (core course)
URBS 686: Fieldwork in Urban Studies (Urban Action) (elective)

Fall 2001 Public Administration Program, San Francisco State University

graduate level
PA 780: Policy and Organization Analysis (elective)

1994-2000 Department of Urban and Environmental Planning, University of Virginia
(Charlottesville and Northern Virginia)

undergraduate level
PLAN303 Urban Theory: Neighborhoods, Communities, and Regions (core course)

graduate level
PLAN605 Methods of Planning Data Analysis (core course)
PLAC544/849 Community-Based Housing Workshop (elective)
PLAC838 Neighborhoods, Communities, and Planning Workshop (elective)
PLAN540/840 Housing & Community Development: Markets, Institutions, and Planning (elective)
PLAN546 International Housing (elective)
PLAN508 Master’s Thesis Forum (core course)
1988-1994  Department of City and Regional Planning, University of California at Berkeley  
(Graduate Student Instructor)

**undergraduate level**
- CP113  Microeconomics and Public Policy (elective)
- CP111  Introduction to Housing: An International Survey (elective)
- CP110  Introduction to City Planning (core course)

**graduate level**
- CP215  Planning and Analysis for Urban Development Projects (elective)
- CP211  Urban Land Economics (elective)
- CP204A  Methods of Planning Data Analysis (core course)
- CP204B  Research Methods for Planners (core course)

**PROFESSIONAL ACTIVITIES**

**Workshops Hosted and Taught**

- **Jan. 2009**  Program Director, Urban Studies and Planning Lecture Series (13 days) for University of Seoul students (coordinated by SFSU Office of International Programs), San Francisco, CA ($53,000 contract)
- **Jan. 2008**  Program Director, Urban Studies and Planning Lecture Series (13 days) for University of Seoul students (coordinated by SFSU Office of International Programs), San Francisco, CA ($50,000 contract)
- **Oct. 2005**  SPACE Academic Conference Courses to Enhance Spatial Science (ACCESS) sponsored roundtable and drop-in workshops at the ACSP conference, Kansas City
- **Aug. 2005**  Spatial Perspectives on Analysis for Curriculum Enhancement (SPACE) GIS workshop at SFSU “Introducing GIS for Undergraduate Social Science Courses” funded by the National Science Foundation.
- **July 2004**  GIS workshop at SFSU funded by the National Science Foundation Grant #: 228878.
- **April 2004**  Organizer and speaker at “Applying for NSF Curriculum and Laboratory Improvement (CCLI) grants: Strategies for Success” Workshop for SFSU faculty, Office of Research and Sponsored Projects

**Service to the Profession**

- **2006-pres.**  Member, Editorial Board, *Journal of Planning Education and Research* (JPER)
- **2014-2016**  Member, Selection Committee, Chester Rapkin Award for Best Paper in JPER, Vols 33 & 34
- **2012-2013**  Member, Urban Affairs Association Annual Conference Local Host Committee, San Francisco
- **April 2013**  Organizer, Affordable Housing Innovations Tour, Urban Affairs Association Annual Conference San Francisco
- **2004-2012**  Member, Association of Collegiate Schools of Planning (ACSP) Faculty Mentoring Committee
- **2011-2013**  Chair, national selection committee for the ACSP McClure Award for the best master’s student paper
- **2009-2011**  Member, national selection committee for the ACSP McClure Award for the best master’s student paper
- **2009-2012**  Member, ACSP Institutional Governance Committee
- **2006-2008**  Chair, national selection committee for the ACSP Student Travel Scholarships
- **2003-2005**  Member, national selection committee for the ACSP-Fannie Mae Foundation Student Travel Scholarships (selected PhD. students for funding to travel to the 2003 joint ACSP/AESOP conference in Belgium and 2004 ACSP conference in Portland, Oregon)
1995-1996 Member, National Preparatory Committee Advisory Group to U.S. Dept. of Housing and Urban Development (HUD) for the HABITAT II Conference.

Ad Hoc Reviewer for Scholarly Journals, Government Agencies, and Book Publishers


Professional Affiliations

Association of Collegiate Schools of Planning (ACSP)
Global Planning Educators Interest Group (GPEIG) of ACSP
American Planning Association (APA)
San Francisco Planning + Urban Research Association (SPUR)
European Network for Housing Research (ENHR)
International Urban Fellows Association of Johns Hopkins University

CONFERENCES PRESENTATIONS

April 2017 Urban Affairs Association (UAA) Conference, Minneapolis, MN
Oct. 2009 Association of Collegiate Schools of Planning (ACSP) Conference, Crystal City, VA.
Oct. 2008 Speaker at the ACSP Leadership Conference and New Chairs School on “Student Learning Assessment” Bethesda, Maryland.
July 2008 Joint Conference of the Association of Collegiate Schools of Planning (ACSP) and Association of European Schools of Planning (AESOP), Chicago, IL.
Oct. 2007 Association of Collegiate Schools of Planning (ACSP) Conference, Milwaukee, WI.
Apr 2007 Association of American Geographers (AAG) Conference, San Francisco, California
Nov. 2006 Association of Collegiate Schools of Planning (ACSP) Conference, Fort Worth, Texas
Aug 2006 International ESRI Users Conference, San Diego, California (Meet the author events)
Oct 2005 Association of Collegiate Schools of Planning (ACSP) Conference, Kansas City
March 2005 American Planning Association (APA) National Conference, San Francisco, California
April 2004 Urban Affairs Association (UAA) Conference, Washington, DC.
July 2003 Joint Conference of the Association of Collegiate Schools of Planning (ACSP) and Association of European Schools of Planning (AESOP), Leuven, Belgium.
March 2003 Urban Affairs Association (UAA) Conference, Cleveland, Ohio.
Nov. 2002 Association of Collegiate Schools of Planning (ACSP) Conference, Baltimore, Maryland.
Nov. 1998 Association of Collegiate Schools of Planning (ACSP) Conference, Pasadena, California.
July 1996 Joint Conference of the Association of Collegiate Schools of Planning (ACSP) and Association of European Schools of Planning (AESOP), Toronto, Canada.

July 1991 Joint Conference of the Association of Collegiate Schools of Planning (ACSP) and Association of European Schools of Planning (AESOP), Oxford, United Kingdom.
INVITED PRESENTATIONS

Oct. 2014  Lecture on “Transformation of Housing in Turkey: Reflections” at the Workshop on “The Role of Turkey in World Affairs” San Francisco State University


Nov. 2012  Two two-hour lectures on GIS and Housing Policy for a statistics delegation of 20 administrators from the City and District offices in Chongqing City, China (coordinated by SFSU Office of International Programs), San Francisco, CA

Oct. 2012  Two two-hour lectures on GIS and Housing Policy for a statistics delegation of 20 administrators from the Hubei Province, China (coordinated by SFSU Office of International Programs), San Francisco, CA

Mar. 2012  Lecture on GIS in Public Policy and Planning. 3rd year planning studio, Izmir Institute of Technology, Izmir, Turkey.

Dec. 2011  Lecture on Housing Policy for a delegation of 12 government officials from the Tianhe District Government, Guangzhou, China (coordinated by SFSU Office of International Programs), San Francisco, CA

Oct. 2011  Two two-hour lectures on GIS and Housing Policy for a delegation of 15 government officials from the Chongqing Statistics Bureau, China (coordinated by SFSU Office of International Programs), San Francisco, CA

Sep. 2011  Lecture on Nonprofit Housing Development in San Francisco for a group of 6 government officials from the Beijing Housing Fund Management Center (coordinated by Fisher Center for Real Estate and Urban Economics, Univ. of California, Berkeley)

Dec. 2010  Two two-hour lectures for a group of 20 government officials from the Chongqing Statistics Bureau, China and a group of 22 government officials from the Chaoyang District in Beijing, China (coordinated by SFSU Office of International Programs), San Francisco, CA

Nov. 2007  Visiting Scholars Roundtable, Institute of Urban and Regional Development, University of California at Berkeley.

Oct. 2007  Institute of Social Studies “Cities of Extremes” conference presentation, The Hague, Netherlands

July 2007  A four-hour interactive session on housing and community development for a group of 16 senior city managers, policy makers, and directors of leading institutions from Anshan, China (coordinated by SFSU Office of International Programs), San Francisco, CA

Oct. 2006  Public Policy Institute of California lunchtime lecture on GIS in public policy, San Francisco, CA

July 2006  Faculty workshop participation on the fiscal dimensions of planning (municipal finance), Economic and Community Development Program, Lincoln Institute of Land Policy, Cambridge, MA

June 2006  Johns Hopkins University International Urban Fellows Conference, Barcelona, Spain

Nov. 2004  Ph.D. Research Colloquium, Department of City and Regional Planning, University of California at Berkeley

Sep. 2004  Guest computer lab instruction/lecture for master's data analysis course at Department of City and Regional Planning, University of California at Berkeley

June 2004  Johns Hopkins University International Urban Fellows Conference, Padua & Venice, Italy.


Nov. 2002  Institute for Policy Studies fall lecture series, Johns Hopkins University, Baltimore, Maryland.


July 2001  Guest lecture for undergraduate Urbanization in Developing Countries course at Department of City and Regional Planning the University of California at Berkeley.

Jan 2000  Urban Studies Program, San Francisco State University, San Francisco, California.
May 1999  A two-hour interactive session at the World Bank Urban and City Management core
course for a group of 40 senior city managers, policy makers, and directors of leading
training institutions from large Latin American cities, Toronto, Canada.

Dec 1998  Dept. of City and Regional Planning, University of Pennsylvania, Philadelphia.
July 1998  International workshop: “Comparative Policy Perspectives on Urban Land Market
Reform in Latin America, Southern Africa and Eastern Europe.” Lincoln Institute of
Land Policy, Cambridge, Massachusetts.
April 1998  Center for Housing Research, Virginia Polytechnic Institute, Blacksburg, Virginia.
April 1997  Department of Urban Studies and Planning, Virginia Commonwealth University,
Richmond, Virginia.
March 1997  University of Sao Paulo, School of Architecture and Urbanism, Sao Paulo, Brazil.
Dec. 1996  Workshop on Urbanization and Urban Policy in the Caribbean, jointly organized by the
University of the West Indies and McGill University, Port of Spain, Trinidad and
Tobago.
Sept. 1996  Seminar on informal land and housing markets jointly organized by MIT and the
Lincoln Institute for Land Policy, Cambridge, Massachusetts.
Nov. 1995  International Symposium on the Housing Question of the “Others” organized by the
Chamber of Architects of Turkey, Ankara.
Aug. 1995  Institute for Housing Research, Uppsala University, Sweden.
April 1994  Department of Urban Studies and Planning Colloquium on Sustainable Development
in the Third World, MIT, Cambridge, Massachusetts.
Feb. 1994  Department of Urban and Environmental Planning, University of Virginia,
Charlottesville, Virginia.

SFSU CAMPUS SERVICE

University level

Spring 2016  Member, Academic Program Review 7th cycle planning cohort for SFSU Division of
Undergraduate Education and Academic Planning
Spring 2009  Member, SFSU Department Chairs Retreat Planning Committee
Spring 2009  Member, Senior Associate Vice President, Physical Planning & Development Search
Committee
Aug. 2008  Speaker at the New Chair Orientation Program, Faculty Affairs and Professional
Development
2000-2008  Member, SFSU Public Research Institute Faculty Advisory Board
2002-2011  Coordinator, SFSU GE Segment III Cluster (Planning for the Urban Environment)
2003-2005  Member, SFSU Engaged Scholarship Collaborative committee
2001-2004  Speaker at the New Faculty Orientation Program, Center for Enhancement of Teaching
(CET), SFSU

College level

2007-2011  Member, Behavioral and Social Sciences College Council
Fall 2010  Member, BSS College Sabbatical and Leave with Pay Committee
2007-2009  Member, Behavioral and Social Sciences College Strategic Planning Committee
2004-2006  Chair, Behavioral and Social Sciences College Methods and Technology Committee
2002-2004  Member, Behavioral and Social Sciences College Methods and Technology Committee
Aug. 2003  Luncheon speaker at the Behavioral and Social Sciences College New Faculty
Orientation Day
Department level

2014–17 Chair, School of Public Affairs and Civic Engagement (PACE) Retention, Tenure and Promotion (RTP) committee
2014-pres. Founding Member, Merritt Community Capital Student Scholarships in Public Administration Committee (awarded three students totaling $25,868 scholarship)
2009-pres. Founding Chair, Merritt Community Capital Student Scholarships in Urban Studies & Planning Committee (awarded 16 students totaling $103,000 scholarship)
2016-17 Faculty Advisor for Urban Action (Urban Studies & Planning Program’s student run journal)
2012-13 Faculty Advisor for Urban Action (Urban Studies & Planning Program’s student run journal)
2008-2011 Department Chair, Department of Urban Studies and Planning [name change]
2007-2008 Program Director, Urban Studies Program
2005-2006 Chair, Faculty search committee (City and Regional Planning Master’s Program, (MCRP search)
2003-2004 Member, Faculty search committee (City and Regional Planning Master’s Program (MCRP search)
Fall 2005 Member, URBS post-tenure review committee
2007-2008 Member, Retention, Tenure, and Promotion committee, Dept. of Public Administration
2005-2006 Member, Retention, Tenure, and Promotion committee, Public Administration Program
2002-2003 Member, Faculty search committee, Public Administration Program (MPA Public Policy search)
Member, Faculty search committee, Geography Department (Land Use Planning search)
2003 Member, Mid-appointment review committee of Urban Studies Program director
2000-03, 07 Faculty Advisor for Urban Action (Urban Studies Program’s student run journal)
2004, 07, 08 Organizer & moderator of Alumni Panel at Urban Studies Alumni Events
2000-pres. Academic Faculty Advisor for SFSU Urban Studies and Planning majors

COMMUNITY SERVICE (San Francisco Bay Area)

2015-pres. Distinguished Visiting Fellow, Berkeley Circus, College of Environmental Design, University of California, Berkeley.
2000-pres. Worked collaboratively with over 80 community clients (5-6 annually) in the context of the “Urban Studies and Planning Senior Seminar” class.
2008-2009 Co-convener of DUSP/PA Alumni Brown Bag Talk Series at SFSU Downtown Center
2001 Economic Editor, Bay Area Economic Pulse (Spring 2001 issue) for the Bay Area Council, San Francisco (www.bayareacouncil.org).
Jan. 2001 Speaker representing Ph.D. alumni of Dept. of City and Regional Planning at the Advisory Board meeting of the Dean of College of Environmental Design, UC-Berkeley (invited by Dean of CED, UC-Berkeley).
Nov. 2000 Diversity Recruitment Day Speaker for Dept. of City and Regional Planning, UC-Berkeley (invited by “Students of Color in Planning” committee at UC-Berkeley)
2000-2008 College of Environmental Design Alumni Association (CEDAA) Mentor, UC-Berkeley

Raquel Rivera Pinderhughes  
Professor, Urban Studies and Planning/PACE  
raquelrp@sfsu.edu

EDUCATION

1979  BA  City University of New York  Psychology  
1987  Ph.D.  Graduate Center of New York  Sociology

ACADEMIC APPOINTMENTS

2016-present  Associate Faculty, Health Equity Institute, San Francisco State University  
2015-present  Director, Willie L. Brown Fellowship Program, San Francisco State University  
2011-2013  Chair, Department of Urban Studies & Planning, San Francisco State University  
2007-2012  Director, Willie L. Brown Fellowship Program, San Francisco State University  
2007, 2008  Faculty, Urban Planning Seminars for International Students, SFSU  
2004-2007  Director, Urban Studies Program, San Francisco State University  
2001  Full Professor, Urban Studies and Planning/PACE, San Francisco State University  
1999-2008  Director, SFSU/Delancey Street College Program  
1998–2001  Director, Urban Studies Program, San Francisco State University  
1998–2001  Director, Urban Studies Program, San Francisco State University  
1995  Associate Professor, Urban Studies Program, San Francisco State University  
1992  Assistant Professor, Urban Studies Program, San Francisco State University

AWARDS FOR EXCELLENCE IN TEACHING

2003  SFSU Nominee for Carnegie Foundation U.S. Professor of the Year  
2000  Recognition of Excellence in Teaching, Center for Enhancement of Teaching, SFSU  
1999  Student Recognition of Excellence in Advising and General Education, SFSU  
1998  Student Recognition of Excellence in Advising and General Education, SFSU  
1997  Student Recognition of Excellence in Advising and General Education, SFSU  
1996  Inspiring General Education Teacher Award, SFSU  
1996  Excellence in Teaching Award; Phi Beta Kappa Northern California Association  
1995  Student Recognition of Excellence in Advising and General Education, SFSU

PUBLICATIONS


Pinderhughes, R. Roots of Success Environmental Literacy and Work Readiness Curriculum, 2009.


Pinderhughes, R. and Miner, J. Good Farming, Healthy Communities: Strengthening Regional Sustainable Agriculture Sectors and Local Food Systems, 2002.

Pinderhughes, R. Murphy, C. and Gonzalez, M. “Urban Agriculture in Havana, Cuba”. In Down to Earth, Centre for Science and the Environment, New Delhi, India, Spring 2001.


PRESENTATIONS


Keynote Speaker, “Inspiring Challenged Students”, Sustainable Cleveland Conference, 2015


Panelist, “Green Job Creation: Path to Community Empowerment”, SXSW Eco, Austin, TX, October 2014

Presenter, “Greening Corrections: Empowering Environmental Education Programs in Secure Facilities”, American Correctional Association Conference/144th Congress of Correction, Salt Lake City, Utah, August 2014

Presenter, “Creating Enduring Educational Partnerships with Schools” Green California Summit Sacramento, CA, April 2014

Panelist, “Roots of Success: Preparing Individuals for Environmental Careers and Leadership”, California Community College Association for Occupational Education Conference, Oakland, March 2013


Panelist. Education for Sustainability, Partnerships for Transformation: Moving Students to and Through College, United Negro College Fund (UNCF) Institute for Capacity Building, Atlanta, Georgia, November 2011.


Presenter. “Roots of Success Environmental Literacy Curriculum” Visiting Delegation from United Kingdom (UK) focused on green jobs and green job training, 2011

Keynote Speaker. “The Importance of Environmental Literacy for Re-entry Populations”, Marin County Re-entry Conference, January 2011

Keynote. “Green Pathways out of Poverty and into Prosperity for through Youth and Adults with Barriers to Employment”, Department of Urban Studies, University of Wisconsin, Milwaukee.

Presenter. “Pathways out of Poverty through Green Collar Jobs”, BACD Presentation at LGBT Center, San Francisco, November 2010

Presenter. “Roots of Success Environmental Literacy Curriculum.” San Francisco Public Utility Commission (PUC), 2010

Member, Technical Advisory Committee. STAR Program. ICLEI Local Governments for Sustainability (international association of local governments and national and local government organizations that have made a commitment to sustainable development), Washington, D.C., February 2010.


Participant, Applied Research Center, Meeting to establish a tool kit on green collar job development, Oakland, CA, February 2009.

Keynote Luncheon Speaker, Pathways out of Poverty through Green Collar Jobs: The Role of Community Colleges in Emerging Job Training Programs and Workforce Development. Association of California Community College Administrators. San Diego, California, February 2009


Moderator and Panelist, Green Policy and Practice: The Intersection of Business and Government, Leadership San Francisco, PG&E Energy Center, San Francisco, January 2009


Presenter, Pathways out of Poverty through Green Collar Jobs: Pinderhughes Training Model, Cayahuga Community College, Cleveland, Ohio, September 2008.


Keynote Speaker, Improving Quality of Life for Urban Residents: Green Collar Jobs, International Honors Institute, Phi Theta Kappa, San Francisco, California, June 2008.


Panelist, Economic Development in Low-income Communities of Color, Annual Forum on Environmental Justice, Boalt Law School, April 2008

Panelist, Working in the Green Economy: Green Collar Jobs in the Bay Area, California Studies Conference, April 2008

Keynote Speaker, Community Prosperity, Design by Dialog Gatherings, San Francisco, April 2008


Speaker, Green Collar Jobs, Berkeley Sustainability Summit, Ecology Center, September 2007

Convener & Moderator, Green Collar Jobs Training Program Solutions Salon, Ella Baker Center, March 2007


Presenter, Preparing Your Application for Graduate School, Equal Opportunity Program, San Francisco State University, March 2007


Panelist, Green Collar Jobs in the San Francisco Bay Area. Conference on Building a Resilient Bay Area Economy, Sponsored by Business Alliance for Local Living Economy and Oakland Mayor’s Office, Oakland, California, May 2006.


Guest Lecture, Historical Analysis of Urban Environmental Planning in Cuba, Centro de Ecologia, Habana, Cuba, Spring 2002.

Presenter, Poverty Reduction, Environmental Protection, and Environmental Justice: The Urban Agriculture Connection, Ford Foundation Conference on Democratizing Environmental Ownership. Sponsored by the Political Economy Research Institute at U Mass Amherst, January 2000.


Presenter, Food System Assessment in West and South Berkeley, Northern California Food Systems Alliance, 1999.

Presenter, Lessons from the Field: Conducting Community Based Research, Faculty Brown Bag Series, University California San Francisco, Social and Behavioral Sciences Program, 1999.


Presenter, How to Conduct a Community Food System Assessment, Just Food Conference, 1998.


Keynote Speaker, Socioeconomic Inequality in San Francisco: Environmental Hazards in the City, Hastings Northwest Journal Conference on Environmental Hazards in the Bay Area; San Francisco, California, March 1996.


Guest Lecture, Social-Psychological Impacts of Exposure, or Threat of Exposure, to Environmental Hazards. The Environmental Law Clinic, Golden Gate Law School, San Francisco; February 1994.

Panelist, Race, Poverty and Environmental Equity. California Studies Conference VI, Oakland, California; February 1994.


Panelist, Is There a Hispanic Underclass? Annual Meeting of Black Political Scientists; San Francisco, California; March 1993.


Convener and Moderator, In the Barrios: Latinos and the Underclass Debate. Author Meets Critics Session, Annual Meeting of American Sociological Association; Miami, Florida; August 1993.


Panelist, Community Control of Environmental Quality. Super-cities: Environmental Quality and Sustainable Development Conference; San Francisco State University; October 1992.


PROFESSIONAL LEADERSHIP AND SERVICE

2016-present Member, Advisory Committee, San Francisco Children in Nature Initiative (CCNN), League of Cities

2015-2016 Faculty Advisor, Urban Action, Annual Journal of the Urban Studies and Planning Program/PACE


2015-2016 Member, HRT Search Committee, Faculty in Environmental Studies, SFSU

2014-present Director, Willie L. Brown Fellowship Program, San Francisco State University (program was on hold between 2012 and 2014 due to lack of funding)

2014-2015 Member, Advisory Board, Blueprint for Environmental Literacy, Convened by State Superintendent of Public instruction, Chief Tom Torlakson

2014-2015 Co-chair, Diversity Subcommittee, Blueprint for Environmental Literacy, Convened by State Superintendent of Public instruction, Chief Tom Torlakson

2013-2014 Member, RTP Committee, Urban Studies and Planning, SFSU

2011-2013 Chair, Department of Urban Studies & Planning, San Francisco State University

2009-2010 Member, RTP Committee, Urban Studies and Planning, SFSU

2009-2012 Member, National Working Group on Green Jobs, Green For All

2009-2010 Member, Green Assets Working Group, Greenlining Institute

2009-2010 Member, RTP Committee, Urban Studies and Planning, SFSU
2008-present  Founder, Environmental Literacy Curriculum Project/Roots of Success

Fall 2008  Chair, Urban Studies & Planning RTP Committee, SFSU

Fall 2008  Member, Urban Studies & Planning RTP Committee, SFSU


2008-2009  Host Committee Member and Technical Advisor, Bay Area Center for International Trade Development

2008-2012  Director, Willie L Brown Fellowship Program, SFSU.

2008-2010  Designed and Implemented Public Service Internship and Fellowship Program and Seminar for Willie Brown Leadership Institute, SFSU.

2008-2009  Member, Selection Committee, Oakland Green Job Corps, City of Oakland, CA

February 2008  Member, REVISION Jury, San Francisco, CA.

2008-2009  Member, Advisory Committee, Workforce and Economic Development (WED) Conference Green Policy and Green Jobs Track

2008-present  Faculty Advisor, Concentration in the Urban Environment, Environmental Studies, SFSU

Fall 2008  Member, College of BSS Sabbatical Review Committee, SFSU

Spring 2008  Member, University Sabbatical Review Committee, SFSU

2006-2007  Developed National Model for a Green Collar Job Training Program

2007-2008  Convener and Chair, SFSU/City College Alliance for Green Careers, ISSC, San Francisco State University.

2007-2009  Member, Institute for Community Leadership Steering Committee, San Francisco State University

2007-2011  Consultant, Ella Baker Center Initiative to Develop Green Business Council to Support the Oakland Green Jobs Corp.

2007-2008  Member, SFSU/City College Alliance for Green Careers

2007-present  Member, Steering Committee, Institute for Community Engagement

Spring 2007  Member, University Sabbatical Review Committee, SFSU
2006-2008  Developed model for the Oakland Green Job Corps with staff at Ella Baker Center and Apollo Alliance

2006-2007  Chair, RTP Committee for Faculty in Urban Social Policy, Urban Studies Program, SFSU.

2006-2007  Chair, RTP Committee for Faculty with expertise in Urban Social Policy

2006-2013  Director, Department of Urban Studies & Planning Internship Program

2006-2007  Member, RTP Committee, Urban Studies and Planning, SFSU

Fall 2006    Member, RTP Committee, Department of Geography, SFSU

Fall 2006    Presenter, Equal Opportunity Program (EOP), Workshops on Applying to Graduate School, SFSU

Fall 2006    Moderator, Panel on Green Collar Jobs, San Francisco Green Festival.

2005-2006  Member, RTP Search Committee, SFSU

Fall 2005    Reviewer, SFSU-UCSF CCC U56 Partnership Program Applications

Fall 2005    Presenter, Equal Opportunity Program (EOP), Workshops on Applying to Graduate School

Fall 2005    Member, College of BSS Sabbatical and Leave without Pay Proposals, SFSU

Fall 2005    Author, “Benefits of Green Design Report” for BSS Council of Chairs, for proposed new BSS Building, SFSU

2004-2007  Director, Urban Studies Program, San Francisco State University

2004-2007  Member, Council of Chairs, College of Behavioral and Social Science, SFSU

2004-2006  Member, RTP Committee for Director of Environmental Studies Program, SFSU

2004-2009  Coordinator, USP Committee to establish a Masters in City & Regional Planning Program (MCRP) at SFSU with colleagues at Cal Poly, San Luis Obispo, SFSU

2004-2007  Director, THE ADOBE PROJECT, San Francisco, California

2004-2006  Member, Provost’s Task Force on the Urban Institute, SFSU

2004-present  Member, Steering Committee, Environmental Studies Program, SFSU

2003-2004  Faculty Advisor, Urban Action, Annual Journal of the Urban Studies Program, SFSU
2003-present  Faculty Advisor, Environmental Studies Concentration in the Urban Environment, SFSU

2003-2004  Chair, HRT Committee for Director of Environmental Studies Program, SFSU


1999-2001  Member, University Sabbatical Review Committee, SFSU

1999-2005  Member, USP Committee to Establish a Masters in City and Regional Planning Program at SFSU with colleagues at Cal Poly, San Luis Obispo

1999-2000  Co-author, FIPSI Grant for SFSU/Cal Poly MCRP Program, SFSU

1999-2006  Member, Advisory Board; Marian Wright Edelman Institute, SFSU

1999-2007  Presenter, Faculty Workshops on How to Prepare a WPAP for Promotion, SFSU

1999-2007  Director, SFSU/Delancey Street College Program, San Francisco, SFSU

1999-2000  Author, Self-Study/Program Review for Urban Studies Program, SFSU

1999-2000  Coordinator; Student Learning Outcome Assessment, USP Program, SFSU

1999-2000  Member, Faculty Search Committee, Urban Studies Program, SFSU

1999-2000  Member; Ford Foundation; Democratizing Environmental Assets Project

1998-1999  Member, Academic Plans Committee, Presidents Group on Strategic Plan Implementation and WASC Self-Study, SFSU

1998-2003  Presenter, (EOP) Equal Opportunity Program, Workshops on Applying to Graduate School, SFSU

1998-2001  Director, Urban Studies Program, San Francisco State University, SFSU

1998-1999  Advisory Board, Sustainable Development Leadership Institute, Urban Habitat.


Sept. 1998  Member, San Francisco Bay Area Metropolitan Regional Community Dialogue; convened by Urban Habitat Sustainable Development Leadership Institute

1996-1998  Member, Executive Committee; Center for the Enhancement of Teaching

1996-1998  Faculty Advisor, Urban Action, Annual Journal of the Urban Studies Program, SFSU
1996-1997 Member, School of BSS Committee on the Evaluation of Teaching, SFSU

Fall 1996 Reviewer; Journal of Urban Affairs, Sage Publications

1996-1997 Member, San Francisco Environmental Commission's Sustainable San Francisco Project; Environmental Justice Circle.

1995-1996 Reviewer; Russell Sage Foundation Census Series; Analysis of the Puerto Rican Census.

1995, 1996 Presenter; Putting Together a Competitive Application for Graduate School; Equal Opportunity Program, SFSU

1995-1996 Vice Chair; CUSP, Community Responsibility Subcommittee, SFSU

1995-present Environmental Studies Major Curriculum Committee, SFSU

1995-1997 Committee to Design the ENVS Urban Environment Concentration, SFSU

1994-1998 Advisory Board: Cesar Chavez Center for Public Policy Research, SFSU

1994-1998 Research Committee: Cesar Chavez Center for Public Policy Research, SFSU

1994-1999 Board of Directors; Center for the Enhancement of Teaching, SFSU

1994-1995 Member. Committee to Establish an Environmental Studies Major, SFSU

1994-1998 Member, Community Advisory Board, Urban Habitat, San Francisco, CA.

1994-1995 Writer; Magic Theater. Wrote part of the curriculum for high school teacher’s on poverty in the U.S. to accompany Magic’s Fall theater production, San Francisco.


1993-1997 Member, Human Subjects Review Committee, SFSU

1993-1994 Member, Faculty Review Committee for the David Jenkins Fellowship, SFSU

1993-1995 Member, Advisory Committee; Environmental Hazardous Materials Technology Program, City College of San Francisco.

1993-1994 Convener; American Association for the Advancement of Science Pacific Meetings, Interdisciplinary Panel on Race, Poverty and the Environment
1993-1994  Community Liaison Consultant; Community Development Block Grant Project, Public Research Institute

1993-1995  Member, California Environmental Protection Agency (CAL-EPA) Comparative Risk Project; Environmental Justice and Social Welfare Subcommittees; California

1992-present  Member, Advisory Board: Labor Studies Program, San Francisco State University.

1992-1996  Chair; Network of SFSU Faculty Engaged in Social Science, SFSU Research on the Environment

1992-1994  Member, Environmental Justice Committee and Social Welfare Committee of the California Environmental Protection Agency Comparative Risk Project; Co-authored the Environmental Justice Committee’s report to CAL-EPA

1993-1995  Designed and conducted Training and Research Seminar on Demographic Research on Social Inequality and Urban Poverty for SFSU students in College of BSS and Ethnic Studies

Summer 1993  Expert Witness, Written Testimony on the Social Psychological Effects of Living Near a Hazardous Facility; for Law Suit Brought by Citizens for a Better Environment and the West County Toxics Association Against Chevron; San Francisco.


Summer 1992  Facilitator; Grant Writing Workshop for Latino Scholars. ICPSR, University of Michigan.

1992-1996  Founder and Chair, Network of Faculty Engaged in Social Science Research on the Environment; San Francisco State University

Summer 1992  Co-Facilitator; Proposal Writing Workshop for Latino Scholars, University of Massachusetts, Boston

COMMUNITY SERVICE

2015-present  Member, Advisory Board, Youth Social Entrepreneurship for Equal Development (Youth Seed), Oakland

2007-2015  Member, Board of Directors, Clean City San Francisco
2005- present  President, Board of Directors, The Ecology Center, Berkeley, CA
2005-2012  President, Board of Directors, Rising Sun Energy Center, Berkeley, CA
2005- 2006  Reviewer, Children’s Environmental Press
2004-2007  Member, Advisory Committee, Terrain Magazine
2004-2005  Member, Board of Directors, Rising Sun Energy Center, Berkeley, CA
2004-2005  Coordinator, Berkeley Youth Alternatives Community Garden Project
2003-2006  Chair, Ecology Center Subcommittee on Ecohouse, Berkeley, CA
2003-2004  Member, Advisory Committee, Farm Fresh Choice, Berkeley, CA
2003-2005  Member, Advisory Committee, Building Bridges Project, Prevention Institute, Oakland, CA
2003-present  Member, Board of Directors, Ecology Center, Berkeley, CA
2002-2005  Member, Advisory Board, SF Food Systems Council, SF Department of Public Health
2001-2003  Member, Board of Directors, Urban Habitat, Oakland, CA
1998-2000  Environmental Commissioner, City of Berkeley, Environmental Commission
1998-2001  Member, Board of Directors, Ecology Center, Berkeley, CA
1994-2003  Member, Advisory Board, Urban Habitat, San Francisco, CA
1993-2000  Founder and Co-Chair, Residents Concerned about Toxics in West Berkeley
1993-present  Co-Chair, Bancroft Way Neighborhood Block Association, Berkeley, CA

LANGUAGES

English/Spanish (fluent)

*Updated May 2017*
Curriculum Vitae

César Rodríguez, Ph.D.

Assistant Professor - 1st Year
Health and Sciences (HSS) Building, Room 210
Criminal Justice Studies
School of Public Affairs & Civic Engagement
San Francisco State University
San Francisco, California 94132
crodrig@sfsu.edu

Education

Ph.D Sociology University of California at Santa Barbara
Awarded: September of 2014
Emphasis: Race, Ethnicity & Nation, Transnational Global Capitalism, Urban Studies
Dissertation: The Oscar Grant ‘Moment’ - The Principal Contradiction of Racial Capitalism, Extrajudicial Police Murders, and Popular Self-Activity
Advisor: William I. Robinson, Ph.D.
Abstract: This dissertation demonstrates racial capitalism as the principal contradiction that negates human dignity and life by reviewing the development of racial capitalism in Oakland, the contemporary forms of premature death it produces, as well as naming some of the contemporary projects and agents that are profitably repressing and antagonizing popular social bodies through gentrification and saturation policing. Furthermore, using grassroots and independent media as an archive, this dissertation examines the popular self-activity that condensed into and produced the Oscar Grant “moment”. This demonstrates the robust condensation of popular self-activity from a multitude of different groups and traditions - from radical political traditions of anarchism and marxism, to those active in the cultural production of hip hop – as well how people from seemingly apolitical networks and active in seemingly apolitical pursuits contributed to this moment of intensified struggle.
M.A.  Sociology  University of California at Santa Barbara
    Awarded:  December of 2010
    Thesis:  *A Regime of Abandonment: The School to Prison Pipeline and Young People of Color in the East Bay*
    Advisor:  Avery F. Gordon, Ph.D.
    Abstract:  This Master’s thesis, based on ethnographic interviews with 34 young women and men of color, from Asian, Black and Chicano/Latino communities in the East Bay, investigates how one particular regime of abandonment, the school to prison pipeline, works in the lives of young people of color. In doing so, this thesis updates the literature on reproduction to explain how youth are no longer ‘learning to labor’, but ‘preparing for prison’ by taking a multi-institutional, multi-spatial, and micro-level perspective. This thesis illuminates the spaces where the school to prison pipeline operates by looking at the school in relation to other sites (i.e. the public street, the mall, the park, and transit stations). I argue that the school to prison pipeline is produced by the synergistic accumulation of subtle practices of abandonment, as well as practices of punitive exclusion and punitive enclosure, employed by the hands of authority figures. While any given incident or practice of abandonment is not egregious in of itself, these practices accumulate and synergize with each other in the lives of youth, enough to begin to ‘track’ them out of schools and into the criminal justice system.

B.A.  Sociology & Psychology  University of California at Berkeley
    Awarded:  May of 2005; *Honors Graduate in Sociology*

A.A.  Social Sciences  College of San Mateo
    Awarded:  May of 2002; *High Honors Graduate*
Instruction

As Instructor of Record

San Francisco State University

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California State University at San Marcos

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University of Hartford

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<td>TOPICS: The School to Prison Pipeline</td>
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<td>SOC 274</td>
<td>Sociol. Analysis of Prisons &amp; Corrections</td>
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Other Teaching Activities

Service on Masters Thesis Committees

- Taelani Camacho
- Ricardo Guzman
- Erendira Hernandez
- Angela Moretti
- Daisy Resendiz
Other Teaching-Related Activities

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<td>Pro-Seminar in Sociological Practice</td>
<td>“Career Advice to New Graduate Students”</td>
<td>September 29, 2014</td>
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<td>September 14, 2015</td>
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<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>“Prisons, Public Safety, and Alternatives”</td>
<td>November 17, 2014</td>
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Other Teaching Experience

2011-12  Program Coordinator and Writing Tutor
Cañada College  TRI Student Support Services  Redwood City, CA
Description: Created the Financial Literacy and Economic Justice Program to teach first-generation, working class students of color about money management in higher education; spearheaded the planning, budgeting and marketing of ten campus-wide workshops designed to teach community college students from underrepresented backgrounds about college level writing and applications; organized visits to university campuses and prepared students to evaluate each campus according to their own needs and the campus’ strengths; served on the social justice committee which enhanced the college environment by hosting scholar-activists to speak on local issues; mentored over 40 students as staff advisor for the student club, the TRI Student Advisory Council. Also includes all responsibilities and accomplishments listed under “Writing Tutor”.

2008  Lead Graduate Student Instructor
UCSB  Department of Sociology  Santa Barbara, CA
Description: Collaborated with instructor to resolve logistical issues; trained fellow instructors in online course management; operated as liaison between instructor and team of teaching assistants to ensure smooth operation for a 500-student course. Includes all responsibilities and accomplishments listed under “graduate student instructor”.

2006-11  Graduate Student Instructor
UCSB  Department of Sociology  Santa Barbara, CA
Description: Led three discussion sections to train 70+ students in course content, cultivated working relationship with students to train them in university-level reading, presentation, and writing skills, designed weekly system to facilitate discussion through student-led presentations and collaborative summaries, connected contemporary political and popular cultural developments to course content for a culturally relevant pedagogy. Includes all responsibilities and accomplishments listed under “Course Reader”.
2007-11  **Graduate Student Instructor**

**UCSB**  
Department of Sociology  
Santa Barbara, CA

**Description:** Led three discussion sections to train 70+ students in course content, cultivated working relationship with students to train them in university-level reading, presentation, and writing skills, designed a weekly system to facilitate discussion through student-led presentations and collaborative summaries, connected contemporary political and popular cultural developments to course content for a culturally relevant pedagogy. Includes all responsibilities and accomplishments listed under “Course Reader”.

2007-11  **Course Reader**

**UCSB**  
Department of Sociology  
Santa Barbara, CA

**Description:** Read and mastered all course materials; held regular office hours to provide face-to-face mentoring of students in course material and provide in-depth feedback on course assignments; introduced students to extra-curricular campus based resources, such as library programs and tutoring services; revised course assignments and provided constructor criticism upon professors’ request; generated custom grading rubrics for each assignment and communicated basic expectations to students; worked with a variety of professors across all levels of ability and experience.

**Courses served, by area, as Lead, Graduate Student Instructor, or Reader:**

- **Race:** Theories of Race & Ethnicity; Theories of Race & Gender; White Privilege
- **Immigration:** Immigration & Justice.
- **Globalization:** Development and Social Change in Latin America; Global Inequalities
- **Qualitative Methods:** Field Research Methods; Methods of Cultural Analysis
- **Criminology:** Sociology of Crime and Punishment; Sociology of Drug Use; Sociology of Deviance
- **Intro to Sociology:** 5 quarters served.
- **Intro to Justice Studies:** 2 Semesters served.
2010  Writing Tutor

Santa Barbara City College Writing Center  Santa Barbara, CA

Description:  Counseled community college students, mostly from underrepresented communities and from a broad spectrum of ability levels, through intensive one-on-one tutoring sessions on any stage of the writing process; Acquired proficiency in all stages of the writing process – from deconstructing assignment prompts, developing thesis statements, outlining and paragraph structure, to major style guides; produce an arsenal of teaching tools to train students in various skill sets necessary through the writing process; rapidly assess a student’s writing to identify the most critical area in need of improvement; formed working relationship with a number of students who specifically requested my services.
Research Activities

Book Chapters - Refereed


Journal Articles - Refereed


Non-Refereed Publications


Grants - Internal

2015  **Social Justice and Equity Project**  
The Faculty Center, The Office of Diversity, Educational Equity, and Inclusion  
$500  
Awarded for the Guest Lecture, “The Dignified Fight for Homes in Mexico City and Beyond”

**Faculty Award for Graduate Assistants**  
Instructional Support  
Awarded for Support with Soc 105, Introduction to Justice Studies in Fall of 2015

**Faculty Development Fund Award**
The Department of Sociology, CSUSM
$500
Awarded for Travel & Participation at the 45th Annual Conference of the Urban Affairs Association

Faculty Award for Graduate Assistants
Instructional Support
Awarded for Support with Soc 490, Immigration and Justice in Spring 2015

2014 Social Justice and Equity Project
The Faculty Center, The Office of Diversity, Educational Equity & Inclusion
$1,000
Awarded to Martha Gonzales, Rafael Hernandez, & Cesar Rodriguez for the “Being a Man and a Feminist Mini-Conference”

CHABSS Faculty Development Grant
$1,000
Awarded for Travel & Participation in the Urban Affairs Association’s 45th Conference

Faculty Center Professional Development Grant
$750
For Travel & Participation in the National Association for Chicana and Chicano Studies 2015 National Conference

CHABSS Engaging Diverse Dialogues Initiative (EDDI)
$1,000
For the “Being a Man and a Feminist Mini-Conference”, organized by Martha Gonzales, Rafael Hernandez, and Cesar Rodriguez

Conference & Workshop Presentation

2016 Tukwut Talks
“My Mind’s My 9, My Pen is My Mac-10”: Insurgent Learning & Teaching in the Struggle for Social Justice”
CSU San Marcos
January

24th Annual McNair Scholars Symposium
“The McNair Scholars Program, the Decolonization of the Academy, and the Fight Against Fascism”
Berkeley, CA
August
2015  
**#BlackLivesMatter: An Essential Discussion on Activism, Policing & Black Lives Matter**  
Whiteness as Authoritarian Populism  
UC San Diego  
February

**Bindis, Blackface, Cholos, and Cornrows: Exploring Stereotypes & Cultural Misappropriation**  
Sincere Fictions & White Fragility  
CSU San Marcos  
March

**2015 PSA Annual Meeting**  
What are Our Students Teaching Us? Reflections on Theatre as a Pedagogical to Facilitate “Conversations that Matter”  
Long Beach, CA  
April

**The 45th Annual Conference of the Urban Affairs Association**  
The Not-So-Quiet Encroachment of the Carnivalesque - Automobile Stunts, Moral Panics, and the Insurgency of Pleasure in a Revanchist City  
Miami, FL  
April

**The 42nd Annual Meeting of the National Association of Chicana and Chicano Studies**  
Roundtable Discussion: What does Israel have to do with Chicana/o Studies? The BDS Debate and NACCS  
San Francisco, CA  
April

**New Faculty Institute**  
What I know now, I Wish I Knew Then  
CSU San Marcos  
September

2012  
**30th International Congress of the Latin American Studies Association**  
“Contested Regimes of Abandonment: Youth, the School to Prison Pipeline, and the Revanchist City”  
San Francisco, CA  
May

**The Santa Barbara Global Studies Conference on Crisis**
“The Revanchist City and Popular Uprisings in Oakland – From Sydeshows to Occupy Oakland”
Santa Barbara, CA
February

2010  37th Annual Meeting of the National Association of Chicana and Chicano Studies
“Reproducing Incarcerable Subjects: Youth in the Crucible of Neoliberalism and Neoconservatism”
Seattle, WA
April

Annual Meeting of the Pacific Sociological Association
“Punitive Investments Amid Neoliberal Abandonment: The School to Prison Pipeline”
Oakland, CA
April

2009  49th Annual Meeting of the Council of Graduate Schools
“Successful Graduate Pipeline Programs in Times of Budgetary Austerity”
San Francisco, CA
December

104th Annual Meeting of the American Sociological Association
“Youth of Color Navigating Terrains of Abandonment and Punitivity”
San Francisco, CA
August

2008  UC Diversity Initiative for Graduate Study in the Social Sciences
“Oakland: From the ‘Detroit of the West’ to the ‘City of Dope’”
Santa Barbara, CA
August

Annual Meeting of the Pacific Sociological Association
“Getting into Graduate School & Surviving/Thriving in Your First Year”
Portland, OR
April

2007  3rd Annual Chican@ Graduate Student Colectiva Conference
“Goin' Dumb in the Town': Oakland Youth in the Crucible of Neoliberalism and Neoconservativism”
Santa Barbara, CA
August

2nd Annual Social, Behavioral and Economic Sciences Alliances for Graduate Education and the Professoriate (SBES/AGEP) Meeting
“Guest Speaker: Successful Graduate Student Pipeline Programs”
Santa Barbara, CA
January

2005  14th Annual National Ronald E. McNair Scholars Research Conference
“Inactive Gang Members and Community Empowerment – Street Credentials and Legitimacy”
Delavan, WI
November

13th Annual McNair Scholars Symposium
“Inactive Gang Members and Community Empowerment – Cultural Capital’s Potential for Social Change”
Berkeley, CA
August

Annual Meeting of the Pacific Sociological Association
“Gangs and Community Empowerment: Gangs and Ideal Community Empowerment Organizations”
Portland, OR
April

Service

Department

2015-6 MASP Committee
Member

2014-5 MASP Committee
Member

College

2015-6 Ethnic Studies Program (CSUSM)
Affiliated Faculty

2014-5 Ethnic Studies Program (CSUSM)
Affiliated Faculty
Community

2016  **Homie UP (Universidad Popular)**
    Grant Advisor
    National Latino Research Center

    **CSUSM MEChA**
    Faculty Advisor
    CSUSM

    **MEChA’s 18th Annual High School Conference**
    Guest Speaker
    CSUSM
    March 5th

    **The Dignified Fight for Homes in Mexico City and Beyond**
    Lead Organizer
    CSUSM
    October 23rd

2015  **Homie UP (Universidad Popular)**
    Grant Advisor
    National Latino Research Center

    **CSUSM MEChA**
    Faculty Advisor
    CSUSM

    **Being a Man and a Feminist: A Mini-Conference**
    Organizer
    CSUSM
    March 12th, 2015

    **MEChA’s 17th Annual High School Conference**
    Guest Speaker
    CSUSM
    March 7th

2014  **Faculty Mentoring Project**
    Working with Ms. Ciara Walker
    CSUSM

    **“Risking Our Forbidden Narratives”**
    Lecturer & Discussant
    CSUSM
    November 20th

    **“This Time We Call it Ferguson: Racial Shooting, The State, and Resistance”**
    Presenter
Professional Membership & Service

2015  American Sociological Association
       Member

       Faculty Center - Power Writers Faculty Learning Community
       Member

       National Center for Faculty Development & Diversity - Faculty Success Program
       Member

       Urban Affairs Association
       Member

       National Association for Chicana and Chicano Studies
       Member

       Pacific Sociological Association
       Member

2014  American Studies Association
       Member

2013  Law & Society Association
       Member

2011  Latin American Studies Association
       Member

2009  American Sociological Association
       Member

References

William I. Robinson, Ph.D.
Full Professor | Department of Sociology | SMSS 3310 | UCSB | Santa Barbara, CA
93106-9430
O: (805) 893-5607 | wirobins@soc.ucsb.edu

Victor M. Rios, Ph.D.
Associate Professor | Department of Sociology | SMSS 3012 | UCSB | Santa Barbara, CA
93106-9430
Avery F. Gordon, Ph.D.
Full Professor | Department of Sociology | SMSS 3405 | UCSB | Santa Barbara, CA 93106-9430
M: +44 (0)75 6286 8407 (UK mobile) | averygordon@soc.ucsb.edu | Available for Skype appointment upon request

Roberto D. Hernández, Ph.D.
Assistant Professor | Department of Chicana/o Studies | AL388 | SDSU | San Diego, CA 92182-6034
O: (619) 594-8447 | rhernandez@mail.sdsu.edu
M. Jasper Rubin  
Associate Professor of Urban Studies and Planning

San Francisco State University  
1600 Holloway Avenue, HSS 210  
San Francisco, California 94132-4155, USA

EDUCATION
2003 University of Maryland - College Park, Ph.D. Urban Geography  
1995 University of Maryland - College Park, MA Urban Geography  
1988 University of Wisconsin - Madison, BA Geography

ACADEMIC EXPERIENCE  
San Francisco State University
8/13 to 8/16 Program Director, Urban Studies and Planning  
8/13 to 8/14 Interim Director, School of Public Affairs and Civic Engagement  
6/13 to Present Associate Professor, School of Public Affairs and Civic Engagement, Urban Studies and Planning Program.
8/07 to 6/13 Assistant Professor, Department of Urban Studies and Planning

Courses:
USP 400 - Dynamics of the American City  
USP 402 - Introduction to Planning History and Theory (new course for Fall 2017)  
USP 401 - Seminar in Urban Studies and Planning (core course, GWAR)  
USP 492 - Research Methods (core course)  
USP 603 - Internship Course (core course)  
USP 658 - Land Use Planning (core course)  
USP 680 - Senior Seminar (core course)  
USP 686 - Urban Action Journal (advising)

Service to Campus
Program Director, Urban Studies and Planning  
Interim Director, School of Public Affairs and Civic Engagement  
Academic Faculty Advisor for SFSU Urban Studies Majors  
Academic Advisor to Urban Action, the DUSP student journal  
Member, search committee for Environmental Studies faculty line, 2016  
Member, selection committee for PACE director

Past Service to Campus
Member, College of Health and Human Services Task Force on Reorganization  
Member, GIScience Advisory Committee of the SFSU Institute for Geographic Information Science  
Member, Public Research Institute Advisory Board  
Member, Methods and Technology Committee of the College of Behavioral and Social Sciences Chair, Graduate Program Committee, Department of Urban Studies and Planning

Service to Community
Member, Waterfront Land Use Plan Update Advisory Group for the Port of San Francisco  
Member, Central Waterfront Advisory Committee for the Port of San Francisco  
Pro-bono consultant work with Goodwill Industries, San Francisco
University of Maryland - College Park

1/96 to 5/97    Instructor, Dept. of Geography
Course:
Geog 312 - Required Lab in Human Geography for Undergraduate Majors

8/94 to 1/96    Teaching Assistant, Dept. of Geography
Courses:
Geog 202 - Cultural Geography
Geog 350 - Statistics for Geography Majors
Geog 170 - Maps and Map Use

PLANNING EXPERIENCE
3/99 to 8/07    Planner, Citywide Policy and Analysis, San Francisco Planning Department

- Senior Policy Analyst and Co-Manager. Responsibilities included: coordinating work of staff in areas such as urban design, open space, and transportation; coordinating with the public and city agencies and officials; coordinating consultant-led environmental impact analysis and directing consultants in the development of critical land use supply and demand analysis.

- Plan Manager for the Central Waterfront Neighborhood Plan. Responsibilities included: managing a large team of consultants and Department staff; participation in various aspects of land use and socio-economic data collection and analysis; information organization, map preparation and report writing; engaging in active community outreach; and co-ordinating with numerous city, regional, and state agencies, citizen advisory groups and task forces.

- Census Co-ordinator. Responsibilities: worked with regional, state, and federal agencies to implement Census-related programs; respond to data requests from city agencies and the public; maintain and organize Census data and reports, especially pertaining to San Francisco.

- Co-Manager of the Data Analysis Group. Reviewed content and coordinated staff in the production of the Department’s primary reports and data sets; hired consultants and work with fellow agencies to produce a new, automated land use allocation tool.

8/97 to 3/99    Planner, EIP Associates, San Francisco, California

- Responsibilities included writing, research, analysis, and city staff/client co-ordination necessary for the preparation of Environmental Impact Reports pursuant to CEQA (California Environmental Quality Act) for complex development projects in San Francisco. Sections authored include: land use; plans and policies; cultural, historical, and architectural resources.

3/92 to 6/93    Planner, Office of Environmental Review and Transportation Section, San Francisco Planning Department

- Prepared General Rule Exclusions and Negative Declarations pursuant to the California Environmental Quality Act (CEQA). Maintained OER case database.

- Lead Analyst for the Citywide Travel Behavior Survey (CTBS). Working with consultants and team members, developed 35-question survey (6500 returns), analyzed results, and prepared comprehensive reports pertaining to the travel patterns and mode choices of commuters to San Francisco.
Produced a downtown parking survey, a field survey of all off-street parking available in the greater downtown area, and subsequent report to the City Planning Commission. Assisted with data compilation and analysis for the Commerce and Industry Inventory. Assisted in collection and preparation of Census data for several reports issued by the Office of Analysis and Information Systems (OASIS). Participated in the Residential Rezoning project. Tasks involved determining rear-yard characteristics for all residential areas of the city, particularly building depths, and the development of new code pertaining to residential demolitions.

**PUBLICATIONS AND ACTIVITIES**

**Publications**

**Books and Book Chapters**


**Non-Refereed:**


Maps:


Selected Plans and Professional Reports:
With the San Francisco Planning Department:

Zoning For Industrial Land: Industrial Protection Zones and Mixed-Use Areas (1999)
Commuter Travel Behavior Study (1993)
San Francisco Atlas (1991)
Downtown Parking Inventory and Report (1991)
Commerce and Industry Report (1990)

Environmental Impact Reports:
With EIP Associates

Mission Bay Supplemental EIR (1999)
Pacific Exchange EIR (1999)
Yerba Buena Redevelopment Area Expansion/Emporium Site Redevelopment EIR (1999)
City College of San Francisco - Chinatown/North Beach Campus EIR (1999)

Professional Activities:

Member, Local Arrangements Committee for the Annual Meeting of the Association of American Geographers (San Francisco 2016)


Panelist, “Writing Environment and History in the San Francisco Bay Area.” Annual conference of the American Society for Environmental History (San Francisco, 2014)

Invited Speaker. “Gentrification and the Waterfront: the Case of San Francisco” for Simon Fraser University as part of their “Gentrification and the City” lecture series (Vancouver, BC 2013)

Invited Speaker, “Modernist Misses and Public Success: The Transformation of San Francisco’s Waterfront Since 1950” for the Port of San Francisco as part of their 150th anniversary celebrations (San Francisco, 2013)

Invited Speaker and Panelist, “Pier 70 and the Transformation of the Central Waterfront” for the public lecture series organized by Shaping San Francisco (San Francisco, 2013)
Invited Speaker, “A Negotiated Landscape,” a book talk for the SFSU Department of Geography and Human Environmental Studies Forum speaker series (San Francisco, 2012)


Tour organizer and leader, “Moments of Resistance: Public Space in the Transformation of San Francisco’s Waterfront.” Annual meeting of the Association of Pacific Coast Geographers (San Francisco 2011)


Interview Panel Member for Port of San Francisco, developer team selection for Pier 70 Waterfront Site (2011)


Invited Speaker, “Creative economy and urbanization: San Francisco as a cultural product” with Frederick Leriche. Regards croisés sur San Francisco: Multidisciplinary Perspectives of the City By the Bay, for the Colloque International, LERMA, University de Provence, Aix-en-Provence (Aix-en-Provence, France 2009)

Invited Speaker, “Stemming the Tide: San Francisco’s Waterfront in the Age of Neoliberalism.” Meeting of the International Network of Urban Waterfront Research (Hamburg, Germany 2008)

Member, Local Arrangements Committee for the Annual Meeting of the Association of American Geographers (San Francisco 2007)

Panel Organizer, Chair, Presenter, “Revanchist San Francisco?” Annual Meeting of the Association of American Geographers (San Francisco 2007)


Mobile Workshop Leader, “Embarcadero Waterfront Development and Third Street Light Rail Transit.” Rail~volution Annual Conference (San Francisco 2001)


- Interviews and commentating for local and international media, including KTVU, KPFA, Dutch Television and German public radio.

- Miscellaneous Activities While at the San Francisco Planning Department

Guest lecturer, presenter, student project evaluator, or “client” for courses in planning and urban geography at University of California-Berkeley, San Francisco State University, and California Polytechnic State University.

Presenter or tour guide to visiting planners, scholars, and teachers from Europe, Asia, and Australia.

Trained in California redevelopment issues and practices at the University of California Extension.

- Affiliations

Member, Association of American Geographers
Member, Association of Pacific Coast Geographers
Member, Society for American City and Regional Planning History
Member, California Studies Association
Member, San Francisco Planning and Urban Research Association
Member, Central Waterfront Advisory Committee for the Port of San Francisco

- Prizes and Awards

2012 Biennial Book Prize from the International Planning History Society, for A Negotiated Landscape

SFSU Vice President’s Assigned Time Award, Fall 2008
JEFFREY B. SNIPES

4104 24th Street #768
San Francisco, CA 94114
(415) 845-5371 (c)
(415) 405-2176 (w)
jsnipes@sfsu.edu

EDUCATION

Ph.D., State University of New York at Albany, School of Criminal Justice (2002)
J.D., Stanford Law School (2001) (Active Member of California Bar Association)
M.A., Pennsylvania State University, Administration of Justice (1991)
B.A., Pennsylvania State University, Administration of Justice (1991)

PROFESSIONAL POSITIONS

2002- San Francisco State University
Associate Professor of Criminal Justice Studies
(Tenure and Promotion earned 2008)
(Chair, AY 2008/09 – 2013/14)

2005- Crime and Justice Analysts, Fairfax Virginia
Consultant (on Trinidad and Tobago and Philippines projects)

2000 Steinhart & Falconer, L.L.P., San Francisco
Summer Associate

2000 ACLU of Northern California, San Francisco
Extern, National Campaign Against Racial Profiling

1999 Coalition on Homelessness, San Francisco
Legal Clerk

1997-8 Seattle University
Visiting Professor of Criminal Justice

1996-8 National Institute of Justice, Washington D.C.
Data Coordinator (as consultant for Project on Policing Neighborhoods)
1995-7  Florida State University, Tallahassee
Assistant Professor of Criminology and Criminal Justice

1994-5  U.S. Department of Justice, Office of Community Oriented Policing Services, Washington D.C.
Social Science Analyst

1994  National Institute of Justice, Washington D.C.
Site supervisor in Richmond Virginia project on community policing

HONORS AND AWARDS

Eliot H. Lumbard Award for Academic Excellence (top Ph.D. graduating student), State University of New York at Albany (1994)

Presidential Fellowship, State University of New York at Albany (1992-4)

USA Today All-USA Academic Top-40 Undergraduate Student (1991)

First Annual Scholarship Award, Society of Former FBI Agents, Penn State (1991)

George Coleman Freshman Excellence Scholarship, Penn State (1986-90)

Volunteer of the Year, Voluntary Action Center, State College, Pennsylvania (1990)

TEACHING

Courses Taught

Undergraduate

San Francisco State University

Research Methods for Criminal Justice
Criminal Law
Criminal Procedure
Extremism as Crime
Community Policing
Police and Public Policy
Criminal Profiling
Culminating Field Course
Seattle University

Issues in Criminal Justice  
Criminology Theory  
Introduction to Policing  
Introduction to Criminal Justice  
Society & Justice

Graduate

Florida State University

Research and Statistical Methods in Criminal Justice  
Intermediate Applied Statistics

San Francisco State University

Criminal Justice Administration (in the Masters of Public Administration Program)

Professional

Trinidad and Tobago

Crime Analysis and Interventions for Police Managers  
Introduction to Statistics for Crime Analysts

Honors

Student Recognition of General Education Excellence in Teaching, 2003

Masters Degree Committees


Social Science, Tama Spencer, “The Creation of Virtual Prisoners: Disputes Between the Public, State, and Inmates over Internet Use,” 2004, Chair

PROFESSIONAL ACHIEVEMENT AND GROWTH

Research and Publications

Peer-reviewed

Journal Articles


Books

Editor-Reviewed Publications

Books


Book Chapters


Invited Presentations


Conference Presentations

[Note that the following presentations are all at the two top conferences for the fields of criminology (ASC) and criminal Justice (ACJS). Both of these conferences are not peer reviewed.]


Encyclopedia Entries


Research Reports to Sponsor

King, W., and J. Snipes. Productivity of the Firearms Section at the Forensic Science Centre (FSC) of Trinidad and Tobago (2008). Report to Ministry of National Security and Trinidad and Tobago Police Service.


Grants and Contracts

Principal Investigator, On-Site Coach for Reorganization of Trinidad and Tobago Police Service, $62,340, January-June 2005

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Contributions to Campus

Departmental Committees

PACE Director Review Committee, 2016-
PACE Elections Committee, 2014-
PACE Retention, Promotion, and Tenure Committee, 2014-
Chair, Criminal Justice Hiring, Retention, Promotion, and Tenure Committee, 2011-14
Chair, Criminal Justice Learning Assessment Committee, 2007-14
Criminal Justice Hiring Committee, 2003-06
Criminal Justice Workgroup (curriculum revision), 2004-05
Psychology Hiring Committee (consultant to legal psychology positions), 2004-05
International Relations Hiring Committee, 2003

College Committees

Leave with Pay Committee, 2016-18
Research & Professional Development Committee (CHSS), 2012-15
GE Section II Behavioral and Social Sciences Committee, 2004-05
University Committees

Hiring Committee, AVP for Campus Safety and University Police Chief, 2016
Professional Development Council, 2014-
Enrollment Management Committee, 2011-14
Chair, Academic Freedom Committee, 2006
Academic Freedom Committee, 2004-06

Administrative Services

Volunteer Chair/Coordinator, Criminal Justice Studies, 2012-14
Performed all chair responsibilities in final two years as chair, with no release time and no compensation, as the department transitioned from standalone to a unit in PACE (Public Affairs and Civic Engagement) under university reorganization.

Contributions to Community

Journals

Policing
Justice Quarterly
Criminology
International Journal of Police Strategies and Management
American Journal of Police

Editing

Student Notes Editor, Stanford Law Review1999-2000

Service to Governmental Agencies

Organizer, 1st Annual Bay Area Law Enforcement Summit, SFPD, 2011

Service to public and private organizations

Board member, FocuzUp (prisoner reentry with green jobs), 2008-10
Local Coordinator, American Society of Criminology, Annual Conference, 2010

Service to citizen/client groups

International Justice Mission, Project Lantern (anti-sex trafficking in Philippines), 2006-10
Status Crimes Defense Collaborative (legal defense of San Francisco homeless persons), 2004
Other service

Pro bono legal representation for family law and identity theft cases, 2007
Tony C. Sparks, Ph.D.

EDUCATION

University of Washington Ph.D. 2003-2009 Geography
Claremont Graduate University M.A. 2000-2002 Cultural Studies
University of Washington 1994-1998 B.A. Comparative History of Ideas

Title of Dissertation: As Much Like Home as Possible: Geographies of Homelessness and Citizenship in Seattle’s Tent City 3

PROFESSIONAL POSITIONS

San Francisco State University: Assistant Professor, 2012-Present
San Francisco State University: Lecturer, 2006-2012
Sonoma State University: Lecturer, 2008-2012

HONORS AND AWARDS

2014 Presidential Award for Professional Development of Probationary Faculty

TEACHING EFFECTIVENESS

Courses taught:
- USP 401 Seminar in Urban Studies and Planning
- USP/PLSI 480: Introduction to Urban Policy and Analysis
- USP 400/HIST 489: Dynamics of the American City
  USP/PLSI 560: Urban Poverty and Policy
- USP/PLSI 513/GEOG 668: Politics, Law and the Urban Environment
- USP/PLSI/LABR 570: Urban Health Policy
- USP/PLSI 603: Public Service Internship
- USP/PLSI 604: Internship Seminar
- USP 681 Senior Thesis
# Quantitative Evaluation of Teaching Effectiveness

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Masters Degree Committee Membership

Richard Isaacs (Political Science) Working Thesis Title: *Citizens or Subjects*?
*Police/Homeless Relations and the Advancement of Substantive Human Rights in San Francisco*

PROFESSIONAL ACHIEVEMENT AND GROWTH

Research and Publications

*Peer Reviewed Publications*


(2012) “Governing the Homeless in an Age of Compassion: Homelessness, Citizenship, and the Committee to End Homelessness in King County.” Antipode, 4 (44)

*Peer Reviewed Conference Presentations*


*Non-Peer Reviewed Conference Presentations*


*Other Invited Presentations*


*Work Submitted/Under Review*

**Grants and Contracts**

2016 Academic Affairs Development of Research and Creativity Award $6,491
2015-2016 (Co-PI) Teagle Curriculum Design Initiative Grant $10,000
2015 ICCE Faculty Community Service Learning Grant $5,000
2012 and 2014 Faculty Affairs Travel Award

**Curricular Innovations**

*Course development*

(2015) USP 681: Senior Seminar (New Course)
(2013) USP 400: Dynamics of the American City (Upper Division GE certification)

*Instructional Expertise*

(2013) Participant Faculty GIS group

**Work in Progress**

“Producing the Neighborhood: Informality and the Politics of Recycling in the Progressive City” in preparation for the *Journal of Urban Affairs*

“Tweeting the Crisis: Investigation of San Francisco’s Homeless Crisis and Citizen Participation in the SF311 App” Co-authored with Makenna Olsen. In preparation for *Antipode*

*As Much Like Home as Possible: Citizenship and Belonging in the Tent City.* Book Manuscript

*Work published prior to current appointment*

*Articles with Peer Review*


Book Chapters (Editor Reviewed)


Conference Presentations


Empowering Our Communities” conference Claremont Graduate University/ Pitzer College, Claremont CA


(2001) “Home Sweet Home: Purchasing control through Swedish Furniture.” Presented at Claremont Graduate University’s Seventh Annual Cultural Studies Conference, Claremont CA

SERVICE TO CAMPUS AND COMMUNITY

Campus Service

Departmental Service

PACE Curriculum Committee (2014-present)
PACE Alumni Committee (2014-Present)
Faculty advisor: USP Student Association (2013-Present)
Faculty advisor “Urban Action” Journal 2013-2014

College Service

CHSS Teaching Task Force

University Service

University Interdisciplinary Council (Co-Chair) 2013-2016
CSL representative to the Professional Development Council (2016-2017)

Community Service

Academic

Reviewer Social Science and Medicine (2016)
Relational Poverty Network Steering Committee (2015-2016)
Reviewer: Urban Geography (2015-2016)
Reviewer Geographica Helvetica (2014)
Reviewer: Global Society (2013)

Non-Academic

Coalition on Homelessness San Francisco
Human Rights Working Group (2015-present)
Editorial Team Member for *Punishing the Poorest: How the Criminalization of Homelessness Perpetuates Poverty in San Francisco*

---

*Service Prior to Current Appointment*

Guest Editorial Board Member: *California Geographer*.


Reviewer: Social and *Cultural Geography* 2006-2007

American Studies Planning Committee, University of Washington 1997

Comparative History of Ideas Peer Facilitator, University of Washington 1997
Dilara Yarbrough, Ph.D.
Curriculum Vitae
(January 2017)

Assistant Professor of Criminal Justice Studies
San Francisco State University
dilara@sfsu.edu

Education

Ph.D. Sociology, University of California, San Diego, June 2016
Dissertation: “Outlaw poverty not prostitutes: Sex workers’ responses to poverty management in San Francisco”

M.A. Sociology, University of California, San Diego, January 2012
Exams: Social Movements and Social Inequalities, June 2012

B.A. English with Honors, Grinnell College, May 2006
Boğaziçi University, Istanbul, Turkey, 2003-2004

Fellowships, grants and awards

University of California Berkeley School of Law Human Rights Fellowship, 2015
Sociological Initiatives Foundation award for Participatory Action Research project with the San Francisco Coalition on Homelessness, 2015
UC San Diego Sociology Department Dissertation Completion Fellowship, 2015
UC San Diego Sociology Department Graduate Student Research Grant, 2015
UC Global Health Initiatives Conference Travel Grant, 2013
UC Global Health Initiatives Women’s Health & Empowerment Center of Expertise Graduate Student Fellowship, 2012
UC San Diego Sociology Department Graduate Student Research Grant, 2012
UC San Diego Dean of Social Sciences Travel Grant to Istanbul, Turkey, 2011
Sociology Department Fellowship, University of California, San Diego, 2009-10
National Merit Scholarship, Grinnell College, 2002-2006
University teaching

**Assistant Professor, San Francisco State University, Criminal Justice Studies**
- CJ 605: Criminalization of Gender and Sexuality, Spring 2017
- CJ 520: Constructions of Crime and Justice, Fall 2016

**Teaching Assistant, University of California, San Diego, Sociology and Urban Studies**
- USP 137: Housing and Community Development Policy & Practice, Spring 2012
- USP 1: History of U.S. Urban Communities, Fall 2011
- USP 3: The City and Social Theory, Spring 2011
- SOC 2: Introduction to Sociology, Winter 2011
- SOC 100: Classical Sociological Theory, Fall 2010

Articles under review and in progress

"'You start with the youth': Systemic critique at a homeless service organization" (Revise and Re-submit from the *Journal of Contemporary Ethnography*)

“Theorizing gendered racialization in the criminalization of poverty: An intersectional analysis of homeless sex worker experiences” (in preparation for submission to *Punishment and Society*)

Policy briefs and reports


“How ‘Quality of Life’ Enforcement Affects Homeless People: The Case of San Francisco” co-authored with Chris Herring (limited release to California legislative staff, April 2015)


Academic presentations


“From Behavioral Health to Social Change in the Turkish Sex Workers’ Rights Movement” Graduate Student Fellow presentation, UC Global Health Initiatives Women’s Health and Empowerment Center of Expertise, 2012


“‘We must face death’: Transgender Citizenship and Stigma Contestation in the Turkish Sex Workers’ Rights Movement,” Pacific Sociological Association Annual Meeting, 2012

**Invited lectures and advocacy presentations**

“Toward a Compassionate City: Between Criminalization and Care,” Storefront Lab, 2016

“Punishing the Poorest: How the Criminalization of Homelessness Perpetuates Poverty in San Francisco,” Presentation to the Parkside Station of the San Francisco Police Department, 2016


“Consequences of Local and State Laws Criminalizing Homelessness,” UC Hastings School of Law Homelessness and Health class, 2015

“Doing Participatory Action Research With Homeless Communities,” San Francisco State University Urban Studies seminar, 2015


“Why Homeless People Need the Library,” Presentation to San Francisco Public Library Safety and Security Committee, 2014

“How Will a New Jail Affect Our Community?” Presentation at Hospitality House, San Francisco, 2013


“The Homeless Bill of Rights Webinar,” Western Regional Advocacy Project, 2013

Research and teaching interests

Gender and sexuality, poverty and homelessness, social policy, critical criminology, social movements, social inequalities, critical race theory, urban sociology, ethnography, participatory action research

Reviewer

Journal of Contemporary Ethnography

Languages

Fluent in Turkish (native) and Spanish (read, write and speak)