February 4, 2014

TO: Stephen Schellenberg  
Academic Policy and Planning Committee

Doug Deutshman  
Academic Resources and Planning

FROM: Nancy A. Marlin  
Provost

SUBJECT: Proposed Merger: School of Journalism and Media Studies/Learning Design and Technology

I received the attached request from the College of Professional Studies and Fine Arts to merge the School of Journalism and Media Studies and the Department of Learning Design Technology (formerly EDTECH). I approve this request.

cc: Joyce Gattas, Dean, College of Professional Studies and Fine Arts  
Joseph F. Johnson, Jr., Interim Dean, College of Education  
William Eadie, Chair, Senate
January 31, 2014

TO: Nancy Marlin, Provost

FROM: Joyce Gattas, Dean
College of Professional Studies and Fine Arts

RE: Proposed Merger: School of Journalism and Media Studies/LDT (formerly EDTECH)

I am pleased to report that the full-time, tenured/tenure track faculty in the School of Journalism and Media Studies and the department of Learning Design Technology have voted overwhelmingly to approve the merger.

Attached are copies of documents pertaining to the deliberations of faculty and College committees as well as the report that Joe Johnson and I provided to faculty prior to their vote.
1. Memorandum to Deans proposing the merger of Journalism and Media Studies and Educational Technology (now Learning Design Technology), 5/16/13

2. PSFA Academic Planning and Policy Committee report, 9/4/13

3. Update report from JMS/LDT (Bey-Ling Sha, Interim Director, School of Journalism and Media Studies; Marcie Bober-Michel, chair, department of Learning Design and Technology, 9/9/13

4. Ad hoc committee report, 11/18/13

5. Deans report to faculty prior to vote, 1/17/14

6. JMS faculty vote result: 1/30/14

7. LDT faculty vote result: 1/30/14
MEMORANDUM

TO: Ric A. Hovda
   Dean, College of Education

       Joyce M. Gattas
       Dean, College of Professional Studies and Fine Arts

FROM: Marcie Bober-Michel  [Signature]
       Chair, Department of Educational Technology

       Diane L. Borden  [Signature]
       Director, School of Journalism & Media Studies

SUBJECT: Proposal to merge two academic units

DATE: May 16, 2013

Attached to this memorandum is a Proposal to Merge the Department of Educational Technology and the School of Journalism & Media Studies into one academic unit within the College of Professional Studies and Fine Arts. The joint proposal is sent forward to you with the approval of the full-time faculty within both academic units and is the result of many discussions and collaborative writing sessions, which began in fall semester 2012.

The combined faculties believe that the merger outlined in the attached proposal strengthens the ability of the faculty in the combined unit to better serve students and to envision how the intersection of media and technology can result in groundbreaking scholarship and innovative practices in the community.

Having consulted with Bill Eadie, chair of the University Senate, we believe the process for moving forward is outlined on page 98 of the University Policy file, which was in effect in fall 2012, when we began our discussions. That section of the Policy File states:

Departments and Schools: Creation, Merger, Transfer, and Abolition

1.0 Proposals for the creation, merger, transfer, or abolition of departments or schools may be initiated by departments or schools, faculty members, or administrative officers of the university. The proponent(s) shall distribute a written outline proposal to the appropriate departments or schools and deans. The proposal shall address employment options, informed by the Collective Bargaining Agreement (CBA), for the affected tenured and probationary faculty and for permanent staff.

2.0 The proposal shall be reviewed by the dean or deans of the colleges concerned.
2.1 If the dean or deans feel that the proposal has no merit, this recommendation together with the original proposal shall be forwarded to the Provost. The Provost shall publicly announce to the faculty of the recommendation of the deans not to pursue further action. The faculty shall have 10 working days to offer additional arguments.

2.2 If the dean or deans feel that the proposal does have merit, the dean or deans shall then form an ad hoc committee to give the matter full and serious consideration. The committee shall comprise at least five members, at least two of whom should be department chairs or school directors, one of whom drawn from an uninvolved college. The committee shall then report its recommendations to the dean(s) and the executive committee(s) (or equivalent) of the college(s) involved.

2.21 The dean or deans shall subsequently transmit final recommendations to the Provost, who shall convey the recommendation with comments to the Committees on Academic Policy and Planning and on Academic Resources and Planning.

2.22 The Senate Committees on Academic Policy and Planning and on Academic Resources and Planning shall present their recommendations to the Senate, which shall recommend to the President.

If you both agree that our joint proposal has merit, the next step is to form an ad hoc committee to review the proposal. We suggest that committee comprise Diane Borden, David Dozier and Bey-Ling Sha from the School of Journalism & Media Studies; Marcie Bober-Michel and James Marshall from the Department of Educational Technology; and George (Joe) Belch, chair of the Marketing Department in the College of Business.

On behalf of the joint faculties, we respectfully request that the proposal be given timely consideration, and we would be happy to supply any additional information necessary to expedite the review process.

Thank you.
Proposal to Merge the Department of Educational Technology and the School of Journalism & Media Studies

Part 1: Rationale

The Department of Educational Technology (EDTEC), a graduate-only program, proposes joining the College of Professional Studies and Fine Arts (PSFA) via a merger with the School of Journalism & Media Studies (JMS), which offers a graduate program as well as four undergraduate programs. Developed collaboratively, this five-part proposal outlines how a merger will benefit students and faculty in both academic units as well as the larger University.

*The proposed merger of JMS and EDTEC is an appropriate and necessary response to the disruptive and pervasive impacts the digitization of society has had on mass communication industries, consumer behaviors, and public education.*

While massive amounts of information are now easily accessible on the Web, many scholars fear that the fragmentation of news audiences online will continue to weaken democratic ideals and further erode a formerly robust public sphere. As a result, journalists and other media professionals face an urgent need to gain a critical understanding of how to effectively communicate, educate, and interact with consumers through a variety of digital and social media platforms. The joint faculties believe that a partnership between EDTEC and JMS will benefit students in both disciplines by preparing them for careers in existing businesses and media industries — and future professions yet to be envisioned.

Although EDTEC programs often operate within a College of Education, the scope of the discipline extends well beyond formal K-12 classroom environments. The venerable Media Lab at the Massachusetts Institute of Technology is an example of the academic intersection of media and technology, resulting in groundbreaking scholarly research and innovative practices. EDTEC scholars apply situated and informal learning theories to explain how people process information socially and actively through computer-mediated communication. This learning may take place collectively through organizational systems designed to train employees, or individually by voluntary participation in online communities. Newly created jobs, such as online community managers, require theoretical knowledge of how people learn and engage through digital technologies, as well as the ability to communicate effectively with large audiences on multimedia platforms.

The merging of the mass communication (journalism, advertising, public relations, and media studies) and learning technologies disciplines at SDSU will create enormous potential to conduct further research into how digital and social media can best be utilized.

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1 At its March 2013 meeting, the SDSU Academic Senate formally approved a new name (*Learning Design and Technology*) for Educational Technology, effective AY 2014/15.
to serve the information needs of society and the creation of new practices. All SDSU students potentially stand to benefit from campus-wide courses in digital media literacies and other 21st century communication skills co-developed by faculty from both disciplines. As SDSU continues to become the regional leader in digital and social media education, training, and research, opportunities will surely grow for outside funding and grants that support digital literacy programs in the public interest.

**JMS and EDTEC share a complementary view of the future—including an array of instructional, research, and service interests.**

Even the JMS and EDTEC vision statements are remarkably similar in tone and tenor:

**JMS:** “The School of Journalism & Media Studies envisions a global society where citizens are engaged in their communities; media professionals are ethical and committed to social justice, embracing technology to serve the public good; and people from all backgrounds think critically about the media.”

**EDTEC:** “The Department of Educational Technology leads the revolution in learning with problem-based strategies, new technologies that go where the work is, on-demand information systems, and novel roles for instructors that take them out of the classroom and closer to where and when they are needed. EDTEC graduates turn education and learning into performance.”

**EDTEC’s proposed relocation positively affects the students they serve and the organizations in which faculty and students work.**

Graduates perform as learning-and-performance professionals in corporations, non-profits, the military, and governmental agencies (collectively, ~55%); K-12 education (~30%); and higher education (~15%). Common to all of them is their capacity to:

- analyze audience needs;
- design and implement technology-infused solutions to meet identified performance gaps or exploit learning opportunities; and then
- evaluate the impact or effectiveness of their efforts.

EDTEC graduate students are diverse in the ways that “differences” tend to be traditionally measured, and they vary tremendously in terms of their personal, professional, and academic backgrounds. Those enrolled in the fully online program, for example, hail from all over the world—enriching the learning experience for everyone with vibrant cultural and linguistic characteristics. PSFA, with its broad cross-section of schools and departments, seems the perfect program “home” for both EDTEC faculty and students.
The merger is built on a collaborative history between the two units.

The EDTEC minor has served a primarily JMS audience for many years now. EDTEC offers hands-on experiences that flesh out the many theories, philosophies, and models to which students are exposed in the major.

Faculty members in both units are dedicated to external stakeholders—and in grounding academic studies in the real-world context in which practice occurs.

Each unit has successfully leveraged external constituencies in novel ways. This merger will further expand that influence—academically, pedagogically, and monetarily. Following are just a few examples:

- A shared belief in the power/significance of digital and social media for changing business practices, power structures, and communication patterns; delivering an array of performance-support opportunities; branding (organizational and personal); and accessing people and groups that might not otherwise participate or have a voice.

- Networks of community partners – organizations large and small – that offer students an array of internship and other extramural learning options. Partners are also part of advisory boards or alumni groups that offer support to the units.

- Shared research interests/collaborations in such areas as flow, informal or “unintended” learning, and mobile technologies.

- Growth potential in both graduate and undergraduate studies. EDTEC operates one of the oldest and most vibrant fully online master’s degree programs at SDSU – and brings this expertise to JMS. The merger will allow the JMS graduate program to grow and eventually also will allow EDTEC to grow at the undergraduate level through enhancement of its (previously mentioned) minor and potential large-enrollment General Education courses.

- Enriched graduate curriculum, specifically, eclectic sets of courses born of integrative strategies that take advantage of both units’ focus on theory-based application. A merger will allow faculty to build courses that attract students by rethinking (for example) elective options, faculty workloads, and unit structures.

- A vibrant, eclectic student body drawn by the professional sectors in which EDTEC is already entrenched and supplementing JMS’s firmly established connections to such communities in advertising, journalism, and public relations.

Faculty members from both units are eager to join peers who, too, are passionate about disciplines that are constantly evolving – conceptually, technically, socially, environmentally, and behaviorally.
Part 2: Resources and Logistics

The proposed merger will take about 15 months to fully complete—including what remains of AY 2012-13 and AY 2013-14 in its entirety.

Such an effort calls for a significant investment of faculty time. To ensure adherence to both program and personal commitments (academic, research, and service), JMS and EDTEC leadership created a task force to guide the process. Appointments will vary as the group tackles issues that call for specific areas of expertise, but the JMS director and the EDTEC chair will serve as continuous task force members.

School name: The unit shall retain the name School of Journalism & Media Studies.

Physical space: Not surprisingly, the EDTEC/JMS merger has logistic as well as academic implications. JMS can accommodate EDTEC faculty offices within its allocated space in the PSFA Building, and EDTEC will have access to the JMS suite of high-tech labs in the PSFA Building.

Workloads: Both EDTEC and JMS faculty members currently carry a 3/3 workload; courses are a mix of “regular” and weighted units. Each course weight is determined by the complexity of the technologies with which students interact as well as the tasks, activities, and projects students are expected to complete. Many require instructor/student interactions that extend well beyond the standard formulas used to measure course workload.2

As curricular transformation moves forward (see Part 3, below), faculty workloads will be a mix of courses, including:
• those that JMS and EDTEC faculty have long taught;
• those in areas outside “usual” workloads where faculty express interest and are well-qualified to teach; and
• new courses yet to be developed.

RTP: During the transition year, EDTEC and JMS will necessarily revise their department/school policies to ensure consistent and defensible administrative practices. Such changes, however—including those focused on the retention, tenure, and promotion process—will not go into effect until AY 2014-15.

CES program oversight: Donn Ritchie, fully retired EDTEC faculty, serves as director/distance programs, which includes the master’s degree, as well as three certificates:
• Advanced Instructional Design / 18 units
• Advanced Distance Education / 12 units

2 Faculty teaching in the fully online program do so as overload.
Dr. Ritchie’s major areas of responsibility include budget (and budget increase requests), communications (via newsletters and bulletins), and invoicing (instructor and other salaries, per semester). Marcie Bober-Michel, EDTEC chair, serves as co-director; she handles marketing, along with advising and other student-oriented issues. It is not anticipated that the JMS/EDTEC merger will affect CES program oversight in the foreseeable future.

Administrative oversight and coordination: EDTEC is a small department, led by a half-time chair and a full-time administrative coordinator. The chair also serves as program advisor, working most extensively with prospective students.  

Both JMS and EDTEC will operate as “usual” during the transition year. Leadership transition and integration will be one of the many issues the task force will tackle during the transition year. It is anticipated that the organizational structure within JMS will remain the same but that the responsibilities and duties of the EDTEC administration will change within the new combined unit.

- Chair: The EDTEC chair, with expertise in applied research and evaluation, likely will transition to tasks involving program assessment and student learning outcomes (both for JMS and other schools within PSFA).
- Administrative coordinator: The EDTEC administrator coordinator likely will maintain some responsibilities similar to those she now handles for the department, including advising. The EDTEC coordinator also may undertake new responsibilities for the combined unit, such as (a) move the JMS program application process online via Hobsons (http://www.hobsons.com/) — the service to which Graduate Division and many other colleges already subscribe; (b) shepherd a college-wide transition to Qualtrics (http://www.qualtrics.com/about/), the leading global supplier of enterprise data collection and analysis tools; (c) supervise the digital media labs for both units; and (d) maintain the combined website.

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3 This certificate features 500-level courses only, and is considered undergraduate level. Students enrolled in it are not formally admitted to the University or the Department; EDTEC tracks their progress internally.

4 At present, students are also assigned a faculty advisor who helps them fashion programs of study that attend to both personal goals and professional interests.
Part 3: Key Metrics—Pre-Merger

In fall 2013, EDTEC will include five tenured/tenure-track faculty members (with one serving as a half-time chair), a full-time administrative coordinator (herself an EDTEC master's grad), six part-time lecturers (most of whom teach in the fully online program), and a distance director (compensated via program funds that the College of Extended Studies manages). In fall 2013, JMS will include nine tenured/tenure-track faculty members (with one serving as the director); a full-time administrative coordinator; two faculty members participating in FERP; an endowed-chair faculty member; eight lecturers, including two with full-time workloads; and three to five Graduate Teaching Associates.

<table>
<thead>
<tr>
<th></th>
<th>EDTEC</th>
<th>JMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of tenure/tenure-track faculty</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Number of graduate students</td>
<td>100 (51/distance; 49 campus)</td>
<td>25</td>
</tr>
<tr>
<td>Number of undergraduate students</td>
<td>15 (formally enrolled in the minor)</td>
<td>600</td>
</tr>
<tr>
<td>FTES—Fall 2012/Spring 2013 (campus)</td>
<td>63/42</td>
<td>535</td>
</tr>
<tr>
<td>Facilities</td>
<td>6 offices, including coordinator</td>
<td>PSFA-3rd floor</td>
</tr>
</tbody>
</table>

Part 4: Academics

A JMS/EDTEC merger will affect the degrees each already offers. Following are anticipated strategies for handling them.

Master's degrees: During the transition year, EDTEC will continue to offer its current master's program—both stateside and distance. JMS also will continue to offer its current master's program. The task force will develop plans to ensure that students in each program graduate in a timely way and with limited disruption to their course of study.

It may be that EDTEC and JMS students are admitted to their current programs in AY 2014-15 as well, given that Enrollment Services calls for fall 2014 courses to be identified by early spring 2014. For curriculum changes to be effective for fall 2014, the University requires that proposals must clear all levels of the curriculum review process by October 2013. That deadline could be negotiable, however.
At present, the specialization in mass communication and media studies is part of a Master of Arts in Communication, which JMS faculty members have expressed willingness to consider changing. Currently, the specialization in Educational Technology is part of a Master of Education, which will need to be changed once EDTEC leaves the College of Education.

Thus, during the transition year, the task force will undertake a full curriculum review from which will emerge a graduate program with two specializations or concentrations: (1) Mass Communication and Media Studies and (2) Learning Design and Technology.\(^5\)

Students in a merged graduate program will complete a yet-to-be-identified core set of courses along with concentration-specific electives; they also will be able to choose between the Thesis (Plan A) and Comprehensive Exam (Plan B) options. Graduates of the master’s programs in place currently will have an opportunity to vet proposed program changes—as will the major community partners with which EDTEC and JMS regularly interact.

**EDTEC minor:** As noted earlier, the EDTEC minor has historically served a number of Media Studies undergraduates. This merger allows a ready connection to this population—potentially augmented by greater visibility within PSFA itself.

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\(^5\) See footnote #1.
Part 5: Merger Tasks and Timeline

Here is a tentative timeline for completing the merger:

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Execute and approve merger proposal</td>
<td></td>
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<tr>
<td>Merger conversations</td>
<td>November 2012–March 2013</td>
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<tr>
<td>Merger proposal development</td>
<td>April 2013</td>
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<tr>
<td>Proposal sign off / faculties, college levels (COE, PSFA)</td>
<td>April-May 2013</td>
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<tr>
<td>Proposal sign-off / Academic Senate and Provost</td>
<td>Fall 2013</td>
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<tr>
<td>Planning year</td>
<td></td>
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<tr>
<td>Establish planning committees and associated tasks</td>
<td>Summer 2013</td>
</tr>
<tr>
<td>Committee work</td>
<td>Fall 2013-August 2014</td>
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<tr>
<td>Complete merger</td>
<td></td>
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<tr>
<td>Begin operation as merged unit</td>
<td>August 2014</td>
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</tbody>
</table>
September 4, 2013

To: Dean Joyce Gattas  
Professional Studies and Fine Arts

From: Kathy LaMaster  
Chair, PSFA Academic Planning & Policy Committee

The PSFA Academic Planning and Policy Committee met on September 4, 2013 to discuss the proposal to merge the Department of Educational Technology (EDTEC) and School of Journalism & Media Studies (JMS). All PSFA schools had a representative at the meeting and Bey-Ling Sha (Interim Director, JMS) was present to provide background and respond to questions. After considerable discussion the committee supported moving the proposal forward to you by a vote of 4 (support) to 3 (do not support).

The committee acknowledges that the two units have similar research agendas and focus to developing professionals. It was also noted that the expertise of the EDTEC faculty could enhance the online initiatives of PSFA. We also believe there are synergies for development activities in the area of digital and social media between alumni of both units.

Concerns with the proposal were also noted. The PSFA AP&P Committee would appreciate that these issues be addressed by the adhoc committee that will be formed later in the process (policy 3.2).

1. If EDTEC leaves the College of Education (COE) they can no longer offer an M.Ed degree and they plan to change their department name to Learning Design and Technology. Will students value a Master degree that is not a Master of Education degree? Without the nomenclature of Educational Technology will graduate students be able to recognize the intent of the degree and locate it if searching for EDTEC degrees? The committee is concerned about the impact on future enrollment in the EDTEC graduate program and associated FTES.

2. EDTEC previously taught a course (EDTEC 470 – Technologies for Teaching) that accounted for 30-35 FTES each semester and this course is no longer being taught. This impacts the FTES information presented in the report and should be acknowledged and updated.

3. Faculty in EDTEC have a graduate program culture where faculty teach fewer courses with lower enrollments. Will EDTEC faculty develop and teach courses that benefit undergraduate students in the JMS emphases? How do faculty in JMS see the EDTEC faculty contributing to the overall undergraduate curriculum? Has this culture “shift” been discussed by both faculties and is there a workload consensus or acknowledgement?
4. Goodness of fit was an additional concern. Are there disparate missions with the two units? We are concerned with the merging of separate college and program cultures and would like questions as to viability to be examined. The committee does not think the merger should result in two units functioning separately in a single school as that model has been unsuccessful in past mergers. It is also hoped that the merger has originated through academic synergies and not as a result of an exodus from a bad situation.

5. Finally, the PSFA AP&P Committee definitely had numerous questions that were not addressed in the document and could not be addressed by Bey-Ling Sha due to the nature of the questions and their relation to EDTEC philosophy or larger scale questions. Are there examples of successful JMS/EDTEC mergers beyond the two programs identified for the committee? If not, why, if so, where? Information in relation to culture shifts relating to assigned time, workload, teaching of undergraduates and other core values went unanswered.

The proposal was supported since it is the “will” of the JMS faculty. However, the committee was concerned with the impact to college practice and culture and hopes these issues will be given “full and serious consideration” by the next committee level.
The School of Journalism & Media Studies and the Department of Learning Design and Technology\(^1\) formed a merger task force in the spring 2013 semester to begin looking at details related to the proposed merger. The task force met monthly over the summer and has its first fall meeting scheduled for Sept. 11.

Items being worked on by the merger task force include the following:

**Graduate Curriculum** – At present, the LDT program is largely graduate-level, with nearly 100 M.A. students. The merger task force is looking at the M.A. programs in both LDT and JMS, to determine areas of overlap and synergy, with a view toward designing a merged program that is likely to include an integrated core set of coursework, while allowing for separate specializations reflective of current, distinct JMS and LDT graduate programs.

We expect these discussions to continue throughout the 2013-2014 academic year. Then, assuming that the proposed merger is approved, we would submit curriculum paperwork in fall 2014, with the new curriculum to be offered in the 2015-2016 academic year. Meanwhile, both LDT and JMS will continue to offer their existing M.A. programs as these are presented in the Graduate Catalog.

**Name of Graduate Degree(s)** – LDT is investigating for how long it can offer its present degree (M.A. in education, specialization in educational technology). JMS is continuing ongoing discussions regarding the appropriateness of its degree name (M.A. in communication, specialization in mass communication and media studies) since the separation in 2007 from the School of Communication. The task force is also looking into other degree names, both within the CSU and at non-CSU campuses, that would be a good fit for a merged LDT/JMS graduate curriculum.

**Undergraduate Curriculum in LDT** – At present, the LDT program offers an undergraduate minor in educational technology that is mostly populated with JMS students. The task force is discussing ways to promote this minor to undergraduates outside the School of Journalism & Media Studies.

**Redesign of Current Undergraduate Course in LDT** – LDT offers EDTEC\(^1\) 350, Going Global: Designing Your International Learning Experience. This latter course is presently designed for U.S. students planning to go abroad but will be redesigned in fall 2014 for any “study abroad” student regardless of country of origin or country of study, thus making it appropriate for both non-U.S. students and U.S. students. This would enable the merged School of JMS to offer a course that serves both SDSU students planning to study abroad (thus enhancing the PSFA minor), as well as international students coming to SDSU (thus increasing Open University enrollments in PSFA).

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\(^1\) Note that the new department name of Learning Design and Technology, with the corresponding rubric LDT, was approved by the provost as being effective in fall 2013. However, the rubric change from EDTEC to LDT did not occur in time for the printing of the general or graduate catalogs. Thus, references to LDT courses maintain the EDTEC rubric, so that readers can find course information in the catalogs.
stakeholders. The JMS director also met this fall with community college stakeholders, even though the proposed merger at present affects only the graduate program.

Overall, the proposed merger has been met with acceptance, enthusiasm, and (in some cases) outright, fervent support from community stakeholders, including faculty, students, alumni, employers, and professional association groups.

Other Merger Items – As the proposed merger wends its way through the approval process, the merger task force this academic year shall also undertake planning for the following:

- Physical space on the third floor of PSFA to accommodate incoming LDT faculty members;
- Logistics associated with the physical move (e.g., furniture, phone lines); and
- Roll-out plan to announce the merger, when approved (e.g., website updates, SDSU news releases, emails to alumni and graduate students).

In addition, the LDT chair and the JMS director shall collaborate on working out the following aspects of the proposed merger:

- Fall 2014 course scheduling;
- Fall 2014 graduate admissions and advising;
- Review and organization of tasks/job duties for LDT and JMS coordinators; and
- Other needs, as determined through regular email correspondence and monthly face-to-face meetings.
November 18, 2013

To: Dean Joyce Gattas, College of Professional Studies & Fine Arts
    Interim Dean Joseph Johnson, College of Education

From: Ad Hoc Committee on the Transfer of Learning Design & Technology to JMS
    William B. Snavely (COMM), Chair
    Bernie Dodge (LDT)
    Rebecca Coates Nee (JMS)
    Caren Sax (ARPE)
    George Belch (MKT)

Re: Recommendation & Feedback from the Ad Hoc Committee

The Ad Hoc Committee met twice together and solicited information from both deans and other interested parties, including the Director of JMS and both associate deans. It would appear to the committee that the faculty members in each of the units are supportive of the merger. The faculty members in the two units have already begun to work together collaboratively. The Ad Hoc committee recognizes that there will a number of issues and challenges that must be addressed in order for the merger of the two departments to be successful. However, the committee feels that these challenges can be handled during the integration process and the conclusion of the committee is that there does not appear to be any reason to object to the proposed merger of LDT (from the College of Education) and JMS within the College of Professional Studies and Fine Arts.

What follows is a compilation of the committee members’ views of “Opportunities” and “Threats” for each entity as they proceed with the proposed merger. The threat are issues each unit may wish to consider through the process of integration.

**Journalism & Media Studies**

**Opportunities:**

- Increased FTES growth potential
- Ability to build on LDT expertise and experience in distance education/On-Line delivery
- Expand offerings to JMS graduate students that would include more project-based, applied coursework from LDT perspective
- Potential for more applied or skills-based coursework for JMS undergraduates
January 17, 2013

TO: Full time faculty
    School of Journalism and Media Studies
    Department of Learning Design and Technology

FROM: Joyce Gattas, Dean, College of Professional Studies and Fine Arts
      Joe Johnson, Interim Dean, College of Education

RE: Proposed merger of the School of Journalism Studies (JMS) and the
     Department of Learning Design and Technology (LDT, formerly
     Educational Technology)

This report is provided to faculty in order to inform a vote on the merger, per the
SDSU Policy File, Departments and Schools: Merger, Restructuring, Transfer, and
Abolition, Section 4.0, which reads; "A final proposal shall be made available to all
full-time faculty from affected academic units. These faculty members shall vote on
the proposal. The results of the vote shall be transmitted to the Dean(s) and all
subsequent reviewing bodies." Included with this memo is the recent Ad-Hoc
committee report.

The voting process will be conducted from January 27-30 using a confidential
survey instrument. A link to the ballot will be distributed by email to the full
time faculty in the Department of Learning Design and Technology and the
School of Journalism and Media Studies. Please follow the instructions in the
email carefully and observe the deadlines so that your vote may be recorded.

Results will be tallied from each group separately and included with materials
submitted to the next levels of review. Subsequent reviews include Provost Marlin,
SDSU Senate committees, and the SDSU Senate body as outlined in the SDSU Policy
File.
Background
We have carefully reviewed the following documents related to the proposed merger of JMS and LDT:

- May, 16 2013 Merger proposal
- September 4, 2013, PSFA AP & P Committee report
- September 9, 2013 Information update provided by JMS Interim Director Sha and LDT chair Bober-Michel
- November 18, 2013 Ad-Hoc Committee report

In addition, additional supplementary information from the College of Extended Studies and the respective director and chair of the two units was obtained. Each Associate Dean was charged with providing all levels of review with data for analysis regarding the merger. In December the deans met with Associate VP for Academic Affairs Kathryn Lamaster, and on January 13, 2014 Dean Gattas and Associate Dean Conaty met with LDT chair Bober-Michel and JMS Director Sha.

Opportunities
Based upon the information we have received to date, it is clear that the faculty in each unit share many common goals and research interests. It is also clear that new curricular opportunities exist for both units that might not otherwise occur were the units not merged. The specialized talents and skills that the LDT faculty will provide to the merged program are value added to the ongoing curricular goals of the School of Journalism and Media Studies and the College of Professional Studies and Fine Arts. This merger will also enhance the educational experience of the students in JMS and LDT.

We are pleased to note the level of JMS/LDT faculty interactions that have occurred thus far and are confident that the faculty will continue to develop common goals and a shared vision for the School of Journalism and Media Studies. These discussions will necessarily involve Policy File revisions (promotion, tenure, indicators of quality etc.) Furthermore, faculty will be expected to follow PSFA and JMS policies and practices.

A number of concerns were raised through the review process. The following are some of the concerns and information regarding how these matters are viewed by PSFA.
Enrollment
Reviewers have noted the difference in FTES generation and student enrollment trends between the two programs. There will be an expectation by PSFA that all options to achieve stable and appropriate FTES will be fully explored and an enrollment plan developed. For example, LDT 350 “Going Global” can serve a role in providing GE opportunities for students across campus while also meeting PSFA’s goal to expand the number of students who pursue international studies opportunities. The development of additional undergraduate offerings in LDT is crucial for the School of Journalism and Media Studies, in addition to maintaining the quality level of the combined units’ graduate programs.

Graduate Degrees
LDT currently offers a widely respected MA in Education with an emphasis in educational technology. The degree is offered online through the College of Extended Studies and the same degree offered in hybrid, face-to-face and online courses through state support. Enrollment in each is similar. Given the curricular need to change the title of this MA once the program is out of the College of Education, the need for new curricular opportunities within the merged programs, and available faculty resources, the faculty will need to give careful consideration as to how the curriculum is most economically offered (state support / self support).

College of Extended Studies
PSFA has a number of active programs in the College of Extended Studies. In addition to JMS offerings, the College currently delivers two graduate programs; one in the School of Public Affairs and the other in the School of Hospitality and Tourism Management. PSFA has a Director of Community Engagement and Innovative Programs who serves as a resource and liaison for the development of new certificate and degree programs. All PSFA programs offered through the self-support model offer Unit 3 faculty overload compensation (up to the 25% maximum) or the option to teach on-load with resulting budget proceeds returning to the School. It is PSFA practice that all recommendations to the dean’s office regarding CES and state-side budget decisions, allocations of net proceeds, teaching assignments etc., are made through the School Director in consultation with the appropriate faculty.

Identity of LDT within JMS
The course prefix LDT will continue to be utilized for existing courses. The combined faculty will need to identify a process for how future new courses will
be labeled before new curricular proposals are moved forward from the College of Professional Studies and Fine Arts.

**Personnel**
The full-time position of administrative coordinator will be moved to PSFA, as will all faculty lines and associated budgets. As is PSFA practice, the School of Journalism and Media Studies Director, who is expected to consult faculty in identifying hiring priorities, will recommend future faculty positions to the Dean.

**Offices**
All LDT and faculty and staff offices will re-locate to PSFA with assignments made by the Director of the School of Journalism and Media Studies.

**Assigned Time Practice in PSFA**
The dean solicits requests for professional growth assigned time from faculty and consideration for reduced teaching load is contingent upon an active research profile and agenda that aligns with the school’s criteria for quality professional growth activities. Service assigned time is made in consultation between the dean and the school director. In order to provide continuity and to transition LDT students from the College of Education to PSFA, three units of service assigned time (6 WTU per year) will be allocated for LDT graduate program advising in 2014-15 and 2015-16.

**Budget**
All fiscal matters related to the merger, including scholarship accounts, foundation, fundraising, faculty travel, equipment and operation budgets etc., will be addressed between the College deans and the office of Academic Affairs.

**Software/Servers and other IT Needs**
The PSFA dean’s office will work closely with the College of Education and the merged units to ensure continuity in the use of server space, access to databases, and specialized software licenses such as Hobson’s and Qualtrix.

In conclusion, as deans we support the merger and the College of Professional Studies and Fine Arts looks forward to a new chapter of curricular innovation in welcoming the Learning Design and Technology faculty to the School of Journalism and Media Studies.
Do you support relocating the Department of Learning Design Technology (formerly Educational Technology) to the College of Professional Studies and Fine Arts, merging with the School of Journalism and Media Studies?

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If you would like to provide feedback regarding your response please do so in the space provided. 1

- Answered question 4
- Skipped question 0