

**SDSU Senate**  
**May 6, 2014**  
**AL 101**  
**2:00pm - 4:30pm**

<b>1.</b>	<b>Agenda (Goehring)</b>	
<b>2.</b>	<b>Minutes (Goehring)</b>	
<b>3.</b>	<b>Announcements (Eadie)</b>	
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	<i>Election Results</i>	
<b>4.</b>	<b>Academic Affairs (Marlin)</b>	
<b>5.</b>	<b>SEC Report (Ornatowski)</b>	
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<b>6.</b>	<b>Elections</b>	
	<i>Senate Elections</i>	
	<i>Election of faculty member to Research Foundation Board</i>	
	<i>Constitution of Committee on Committees and Elections</i>	
	<i>Recognition of Outgoing Senators</i>	
<b>7.</b>	<b>New Business: Action Items</b>	
<b>2:05pm</b>	7.1 Enrollment Services (Lieu)	
	7.2 Academic Policy and Planning (Schellenberg)	5-9
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THE PRESIDENT

**MEMORANDUM**

April 4, 2014

TO: Bill Eadie, Chair  
SDSU Senate

FROM: Elliot Hirshman *EHP*  
President

I approve the following actions from the Senate meeting on March 4, 2014.

**1. Item 6.1 Academic Policy and Planning**

The Senate approved the following:

- The establishment of a University Honors College
- To merge the Department of Learning Design and Technology and the School of Journalism and Media Studies
- To change the name of the Department of Policy Studies in Cross-Cultural Education to the Department of Dual Language and English Learner Education

**2. Item 6.3 Constitution and Bylaws**

The Senate approved the Policy File changes regarding Tenure Track Planning Committee membership.

**3. Item 6.4 Faculty Affairs**

The Senate approved the changes to "Titles and Appointments."

I have also received the following item, but take no action.

**4. Item 6.6 Freedom of Expression**

The Senate approved the "sense of the Senate resolution" to endorse the "Statement on the Principles of Scholarly Research and Public Records."

EH:rjl

Date: May 1, 2014  
 To: SEN  
 From: Cezar Ornatowski, Vice Chair, SDSU Senate  
 Subject: Referral Chart (Information)

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<b>Committee</b>	<b>Date</b>	<b>Item</b>	<b>Referred by</b>
Academic Policy and Planning	October 9, 2013	Provide a policy by which online and blended classes may be approved as new course proposals or as shifts of existing courses to online or blended modes.	Officers
Academic Policy and Planning	October 9, 2013	Draft a policy specifying criteria for allowing pre-majors access to a department's advanced courses prior to qualifying for major status.	Officers
Academic Resources and Planning	October 9, 2013	Review the budget decisions made over the past few (3-6) years and assess how well the budget shortfall was handled. Provide recommendations for ways of moving forward from past practices.	Officers
Constitution and Bylaws	March 19, 2014	Suggest Policy File language that allows for other, already existing and potential, uses of the term "college," for example in "College of Extended Studies" or "Honors College."	SEC

To: Senate

From: Senate Officers

Action:

2014-2015 Senate Executive Committee Meeting and Senate Meeting Calendar

Senate Executive Committee Meetings

Time: 2:00pm – 4:30pm

Place: MH 3318

August 19, 2014

September 16, 2014

October 21, 2014

November 18, 2014

January 20, 2015

February 17, 2015

March 17, 2015

April 21, 2015

Senate Meetings

Time: 2:00pm – 4:30pm

Place: AL 101

September 2, 2014

October 7, 2014

November 4, 2014

December 2, 2014

February 3, 2015

March 3, 2015

April 7, 2015

May 5, 2015

To: Senate  
From: Stephen Schellenberg, Chair, Academic Policy and Planning Committee  
Date: 14 April 2014  
Re: Action

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This revised version of the APP Action Item addresses major concerns expressed by senators at the April meeting with respect to intercampus classes and the class approval process. Sections that have been changes or added are highlighted.

**Action:** Move that (a) the proposed changes below be made to the SDSU Policy File, (b) the attached draft of the “Hybrid and Online Classes” form be incorporated into the Curriculum Guide, and (c) this process be implemented during the Spring 2014 semester to allow departments and colleges to establish their internal expectations, requirements, and support structures for hybrid and online courses.

#### Classes and Courses, Hybrid, and Distance Education

~~1.0 Distance education shall be defined as a formal educational process in which the primary instructional interaction occurs when student and instructor are not in the same physical location. Such instruction may be synchronous or asynchronous. Distance education may include audio, video or computer technologies. A hybrid class shall be defined as any class in which 20% to 50% of scheduled class sessions are conducted by means in which student and instructor are not in the same physical location. Classes that exceed this 50% limit shall be considered (DE) classes.~~

#### *Hybrid, Online, and Intercampus Classes: Definitions and scheduling*

*1.0 Hybrid, online, and intercampus classes involve a formal educational process in which student and instructor are not necessarily in the same physical location, but interact in a synchronous or asynchronous manner through technology. Classes in which 20% to 50% of the scheduled sessions are conducted through this process are defined as hybrid. Classes in which greater than 50% of the scheduled sessions are conducted through this process are defined as online. Classes in which the instructor is located on one SDSU campus and interacts with students on another SDSU campus shall be defined as intercampus; such intercampus classes shall be arranged through consultations between the instructor and the appropriate personnel on each campus. For all three class modes, any required synchronous interactions (e.g., weekly sessions, aperiodic examinations, capstone presentations) shall be clearly established in the official schedule of classes with respect to specific dates, days, times, and locations as appropriate.*

Rationale for above changes to Heading and Section 1.0: Removes double-usage of “distance education” as a general approach and specific modality by re-defining “distance education” modality as an “online” modality. Preserves established intercampus course offering process through recognizing and defining these education efforts as “intercampus” classes. Nomenclature change reflects current implementation in schedule of classes, etc. and accounts for most subsequent edits.

2.0 The following guidelines shall apply to **new** hybrid ~~education~~ and ~~distance education~~ online classes.

2.1 *The initial offering of a given course by a given instructor in hybrid and ~~distance education~~ classes online modality shall be offered following consultation with the department chair and relevant departmental bodies. established through consultations between the instructor of record, the department chair, the college curriculum committee, and the associate dean of the college. An example “Initial Offering of Hybrid or Online Class” form to facilitate such consultations may be found in the Curriculum Guide. Each college shall establish and disseminate specific policies, expectations, and timelines for the submission and approval of such hybrid/online courses and instructors. Proposed hybrid/online course-instructors pairings that have not been previously approved through the college’s established process may be removed from the schedule of classes by the Dean’s office.*

Rationale for above changes to Section 2.1: Allows colleges to establish internal requirements and expectations for classes to expand into hybrid and online modalities.

2.2 Hybrid and ~~distance education~~ *online classes* shall be so identified in the official schedule of classes, which shall notify students of any *required* ~~requirements~~ for participation in synchronous class activities ~~outside~~ *beyond those* session times indicated in the schedule of *classes*.

2.3 The *schedule* of classes ~~schedule~~ shall notify students of any software and hardware required for participation in class meetings taking place when the student and instructor will not be in the same physical location.

2.4 Ownership of materials, faculty compensation, copyright issues and the use of revenue derived from the creation and production of hybrid and ~~distance education courses~~ *online classes*, including software, or other media products shall be in accordance with the policy on Intellectual Property.

2.5 Regardless of ~~how they are offered~~ *the modality in which they are offered*, classes should be consistent in terms of purpose, scope, quality, assessment and expected learning outcomes with other classes bearing the same department code, number, and course title. Courses ~~offered via Distance Education~~ shall meet all the standards set forth in the Curriculum Guide *regardless of their modality*.

2.6 Students enrolled in ~~distance education courses~~ *hybrid and online classes* shall not be denied access to advisement, grievances, or other key academic rights and services, nor shall they be excused from the academic responsibilities expected of all students.

### 3.0 ~~New Distance Education Programs~~

3.1 ~~Programs in which fifty percent or more of the coursework is delivered online shall meet the substantive change requirements related to distance education programs as established by the Western Association of Schools and Colleges (WASC).~~

Rationale for deletion of Sections 3.0 and 3.1: WASC has removed this substantive change requirement as they increasingly focus on evidence of learning regardless of modality of instruction.

### EXAMPLE “ESTABLISHMENT OF HYBRID OR ONLINE CLASS” FORM

Instructor: \_\_\_\_\_  
Course: \_\_\_\_\_  
Modality: Hybrid Online  
Semester: \_\_\_\_\_  
Maximum Enrollment: \_\_\_\_\_

Please provide a one-page statement that overviews how, within the proposed modality, the instructor will (a) promote mastery of the course learning outcomes, (b) provide the opportunity for synchronous instructor-student interactions, and (c) ensure academic integrity with respect to high-stakes assessments (i.e., exams, etc.).

Please attach a draft syllabus for the instructor’s course in the proposed modality. Instructors are encouraged to assess and refine their syllabus and broader course using the Quality Online Learning and Teaching Rubric (attached).

Please identify any one-time resources or support necessary for the instructor to develop the above course in the stated modality:

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Please check the appropriate items below:

- Instructor has previously taught this course in a face-to-face modality
- Instructor has previously taught this course in a hybrid modality
- Instructor has previously taught this course in an online modality
- Instructor has previously taught other courses in the requested modality  
Please list other courses: \_\_\_\_\_
- Instructor has never taught in the requested modality
  
- Course has been previously taught by other instructors in a face-to-face modality  
Please list recent instructors: \_\_\_\_\_
- Course has been previously taught by other instructors in a hybrid modality  
Please list recent instructors: \_\_\_\_\_
- Course has been previously taught by other instructors in an online modality  
Please list recent instructors: \_\_\_\_\_
- Course has not been previously taught in the requested modality

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Chair, College Curr. Comm: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

## **Quality Online Learning and Teaching Rubric (QOLT)**

### **Section 1. Course Overview and Introduction**

- 1.1 Students are provided clear instructions to get started and access all course components.
- 1.2 Course description is provided in a manner that goes beyond catalog copy.
- 1.3. Instructor information is available to student and includes contact, biographical, and availability information, as well as picture.
- 1.4 Etiquette expectations for online discussions, email, and other forms of course communication are stated clearly.
- 1.5 Academic integrity is defined and expectations provided.
- 1.6 Prerequisite knowledge and competencies (if applicable) clearly stated.
- 1.7 list of technical competencies necessary for course completion is provided, identifying and delineating the role the online environment plays in the total course.
- 1.8 Calendar of due dates and other relevant events is provided.

### **Section 2. Assessment and Evaluation of Student Learning**

- 2.1 All Student Learning Outcomes (SLO) are specific, well-defined, and measurable.
- 2.2 Instructions for students to meet the SLO are adequate and stated clearly.
- 2.3 SLO are not just in bulleted list, but also integrated within respective assignments/assessments.
- 2.4 The course grading policy is stated clearly, along with scale and weights of respective assignments.
- 2.5 Demonstrates an understanding of the relationships between and among the assignments, assessments and standards-based learning goals.
- 2.6 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
- 2.7 Students have multiple opportunities to measure their own learning progress.

### **Section 3. Instructional Materials and Resources Utilized**

- 3.1 Students are given adequate notice to acquire course materials.
- 3.2 Syllabus lists whether textbooks are required or recommended.
- 3.3 For each required and recommended text, there is a brief statement as to its value/purpose.
- 3.4 When possible, students are given options in terms of how they acquire course materials.
- 3.5 The purpose of required instructional materials and how the materials are to be used for learning activities and meeting SLO is evident.
- 3.6 There is a variety of instructional material types, helping to engage students in the content, while not overly relying on one content type.
- 3.7 Audio and visual files used are clear in purpose and do not distract from outcomes.
- 3.8 The instructional materials present a variety of perspectives on the course content.
- 3.9 All resources and materials used in the course are appropriately cited. 2

### **Section 4. Instructional Design and Delivery**

- 4.1 At the beginning of the course, students are provided with an opportunity to introduce themselves to each other as a way of encouraging community.
- 4.2 A variety of instructional delivery methods, accommodating multiple learning styles, is available throughout the course.
- 4.3 The selected tool for each activity is appropriate for effective delivery of the content.
- 4.4 Establishes and maintains ongoing and frequent teacher-student interaction, as well as student-student interaction.
- 4.5 Discussions are organized in clearly defined forums, threads, or communities.
- 4.6 The learning activities promote the achievement of the stated learning outcomes.
- 4.7 Learning activities provide opportunities for interaction that support active learning.
- 4.8 When requiring group work, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable.
- 4.9 Rules for forming groups and assigning roles are clearly stated.
- 4.10 Benchmarks and expectations of group participation are clearly stated.
- 4.11 The modes and requirements for student interaction are clearly articulated.



- 4.12 Instructor's plan for response time and feedback on assignments is clearly stated.
- 4.13 Course abides by copyright and fair use laws.

**Section 5. Technology for Teaching and Learning**

- 5.1 The tools and media support the course learning objectives.
- 5.2 Course tools and media support student engagement and guide the student to become an active learner.
- 5.3 Navigation throughout the online components of the course is logical, consistent, and efficient.
- 5.4 Students can readily access the technologies required in the course.
- 5.5 The course technologies are current.

**Section 6. Learner Support and Resources**

- 6.1 Instructor states their role in the support process.
- 6.2 The course instructions articulate, or link to, a clear description of the technical support offered and how to access it.
- 6.3 Course instructions articulate, or link, to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.
- 6.4 Course and institutional policies to which students are expected to comply are clearly stated and/or links to current policies provided.

**Section 7. Accessibility and Universal Design**

- 7.1 Course instructions articulate or link to the institution's accessibility policies and services.
- 7.2 The course employs accessible technologies: course environment, communications, instructional materials, and assessments.
- 7.3 The course design facilitates readability and minimizes distractions.
- 7.4 The course design and materials accommodate the use of assistive technologies.
- 7.5 The instructor's plan for response time and feedback on assignments is clearly stated.
- 7.6 Adapts and adjusts instruction to create multiple paths to learning objectives.

April 22, 2014

To: University Senate

From: Eniko Csomay, Chair of Constitution and Bylaws Committee

Action: Adopt proposed changes to the Policy File by adding verbiage the organizational/administrative unit 'college'

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Senate Executive Committee charged us to suggest and specify language in the Policy File that allows for other, already existing and potential, uses of the term "college." That is, how the term 'college' is to be used in the Policy File to refer to organizational/administrative units that do not meet the criteria of such a unit as defined.

**Current Policy File Language (p. 98, under 'Organization'):**

**Colleges**

1.0 A college within the university shall comprise faculty concerned with instruction and research in the liberal or applied arts and sciences that contribute to the total intellectual development of the students of the university. Through its colleges, the university shall offer baccalaureate and graduate degrees.

2.0 Departments, schools, and programs within the college shall be the fundamental instructional units and shall develop and offer majors in the various disciplines. Usually, a college shall be larger than an autonomous school, and the administrative structure may be more complex. Specific guidelines for efficient size and the number of degrees granted shall not be identified.

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**Suggested Changes (underlined):**

Add 3.0 to current language to specify difference.

**Colleges**

1.0 A college within the university shall comprise faculty concerned with instruction and research in the liberal or applied arts and sciences that contribute to the total intellectual development of the students of the university. Through its colleges, the university shall offer baccalaureate and graduate degrees.

2.0 Departments, schools, and programs within the college shall be the fundamental instructional units and shall develop and offer majors in the various disciplines. Usually, a college shall be larger than an autonomous school, and the administrative structure may be more complex. Specific guidelines for efficient size and the number of degrees granted shall not be identified.

3.0 If the conditions are not met as outlined under 1.0 and 2.0, the term "college" may only be used as an honorary designation.

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**Rationale:**

To provide clarity in the Policy File on the status of administrative/organizational units that carry the name 'college' yet do not fully meet the criteria of the organization of such a unit as defined in the Policy File.

To: Senate  
From: Gloria L. Rhodes, Chair, Committee on Committees and Elections  
Date: April 22, 2014  
Re: Action- COMMITTEE ON COMMITTEES AND ELECTIONS

The Committee on Committees and Elections moves approval of the following appointments and replacements to committee.

**Student Grievance Committee Member Appointment**

Beverly Warren ( March 1, 2014- February 28, 2017)

Noah Hansen (March 1, 2014 – February 28, 2017)

**Student Media Advisory Committee**

Coleen Geraghty will replace Greg Block

To: SEN

From: Julio Valdes, Chair, Faculty Honors and Awards Committee

Date: May 6, 2014

Re: Action

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The Faculty Honors and Awards Committee recommends that the Senate approve emeritus status for:

Claudia V. Angelelli, Professor of Spanish and Portuguese Languages and Literatures, August 15, 2014, 13 years

Patti Chance, Professor of Educational Leadership, August 16, 2014, 5 years

Stephen A. Colston, Associate Professor of History, May 21, 2014, 37 years

William F. Eadie, Professor of Journalism and Media Studies, August 17, 2014, 13 years

Vera Gutierrez-Clellen, Professor of Speech, Language and Hearing Sciences, September 5, 2014, 24 years

Lawrence A. Herzog, Professor of Public Affairs, July 8, 2014, 25 years

Kathleen A. Krentler, Professor of Marketing, August 15, 2014, 33 years

Caroline A. Macera, Professor of Public Health, May 31, 2014, 13 years

Jesus Nieto, Associate Professor of Teacher Education, August 15, 2014, 25 years

Richard A. Parker, Lecturer, School of Public Affairs, December 2013, 40 years

Robert Plice, Associate Professor of Management Information Systems, August 15, 2014, 12 years

Harry G. Polkinhorn, Professor of English and Comparative Literature, August 31, 2014, 36 years

Linda Robinson, Professor of Nursing, August 1, 2014, 7 years

Phoebe Roeder, Lecturer and Coordinator, Natural Science Programs (Physics), August 2014, 39 years

Cynthia Uline, Professor of Educational Leadership, May 21, 2014, 9 years

Thomas S. Weston, Professor of Philosophy, May 31, 2014, 40 years

Beverly B. Wulfeck, Professor of Speech, Language and Hearing Sciences, July 1, 2014, 20 years

To: Senate  
From: The Graduate Curriculum Committee  
Date: April 8, 2014  
Re: 2015-2016 *Graduate Bulletin*

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**ACTION (2A-04-14)**

**COUNSELING AND SCHOOL PSYCHOLOGY**

1. Change in program.

Counseling and School Psychology  
**Specific Requirements for the Master of Science Degree in Counseling  
(Major Code: 08261) (SIMS Code: 331001)  
Concentration in Multicultural Community Counseling  
Community-Based Block  
(Major Code: 08261) (SIMS Code: 000000)**

The Master of Science in counseling with a concentration in multicultural community counseling prepares students in the community-based block (CBB) program to become practitioners in the field of community counseling. CBB is a special unit within the Department of Counseling and School Psychology. Using social justice theory and democratic shared governance processes will help students develop the proficiencies they will need to become effective multicultural counselors and social justice change agents in communities, schools, colleges, and/or social service agencies.

The program is community-based because it is off-campus, in the heart of two of San Diego's multiethnic neighborhoods. This is a "block" program because all classes are required of all students, who stay together as a group (or block) for the entire year.

Admission to the program includes both a written application and group interview. Students should possess strong writing skills and complete courses in some or all of these subject areas: abnormal psychology, human sexuality, human development, cultural anthropology, sociology, ethnic studies, and other relevant social science courses prior to applying to the program.

Included within the course requirements are practicum and internship courses. Students must complete a minimum of 280 hours of face-to-face supervised clinical experience counseling individuals, families, or groups. A clinical counselor trainee shall receive an average of at least one hour of direct supervisor contact for every five hours of client contact in each setting.

1. Common Core (6 units):

ED 690	Methods of Inquiry (3)
CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC

2. Foundations (8 units):

CSP 601	Theoretical Foundations of Counseling and Marriage and Family Therapy (3)
CSP 610B	Determinants of Human Behavior: Social and Cultural (1-3)
CSP 610C	Determinants of Human Behavior: Development (1-3)
<i>OR</i>	
CFD 670	Seminar in Human Development Theories–Intervention and Prevention (3)
CSP 610D	Determinants of Human Behavior: School Learning (1-3)
CSP 610E	Determinants of Human Behavior: Biological (1-3)
CSP 615	Seminar in Multicultural Dimensions in Counseling (3)

3. Theory, Research, and Techniques (minimum 12 units):

CSP 621	Social Justice Democratic Theory, Processes, and Skills (2)
CSP 621L	Social Justice Democratic Theory, Processes, and Skills Laboratory (1)
CSP 622A	Ecosystems Assessment-Intervention I: Students (3)
CSP 622B	Ecosystems Assessment-Intervention II: Schools (3)
CSP 623	Ecobehavioral Assessment-Intervention (3)
CSP 642	Multicultural Assessment in Individual and Community Counseling (2)
CSP 642L	Multicultural Assessment in Individual and Community Counseling Laboratory (1)
CSP 640	Testing and Assessment for Marriage and Family Therapists (2)
CSP 662A	Counseling Interventions with Children and Adolescents (3)
CSP 670	Theory and Process of Group Counseling (2)
CSP 670L	Group and Community Counseling Laboratory (1)
CSP 645	College Planning and Career Development P-16 (3)
<i>OR</i>	
ARP 645B	Assessment in Rehabilitation (3)
CSP 650	Trauma and Crisis Counseling in Multicultural Community Context (1-3)
CSP 680	Theory and Process of Consultation (3)

4. Integration and Application of Theory, Research, and Techniques (a minimum of 6 units):

CSP 730	Fieldwork in Counseling (2-6) Cr/NC
CSP 740	Practicum: Individual Counseling (1-6) Cr/NC
CSP 780	Internship (2-12) Cr/NC

5. Additional requirements for the concentration (minimum 9 units)

CSP 606B	Professional Issues in Mental Health Practice: Community-Based Block (3)
CSP 618	Mental Health Recovery and the DSM: A Social Justice

	Perspective (3)
CSP 635	Sexuality and Intimacy in Couple and Family Therapy and Counseling (1-2)
CSP 687	Family and Systemic Treatment of Substance Abuse (1-3)
CSP 688	Family Systems Assessment of Child Abuse (1)
CSP 691	Violence in Couples' Relationships (1)
CSP 694	Psychopharmacology for Marriage and Family Therapists and Counseling (2-3)

6. Research (a minimum of 3 units):

CSP 710A Professional Seminar (3)

OR

CSP 799A Thesis (3) Cr/NC/RP

For Plan B, CSP 710A is the capstone experience for the program.

Students are required to complete a project as part of the requirements of CSP 710A. Students complete a theory integration paper and comprehensive examination as part of this project. In special circumstances, a student may elect to take the thesis option (Plan A).

7. Electives (0-3 units) Selected in consultation with adviser and may include courses listed above.

Change: Addition of concentration in multicultural community counseling community-based block to degree program.

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION (FORMERLY POLICY STUDIES IN LANGUAGE AND CROSS-CULTURAL EDUCATION)

1. Change in program.

Dual Language and English Learner Education

**Dual Language for Academic Literacy Certificate  
(Certificate Code: 90301) (SIMS Code: 330306)**

Paragraphs 1 (*no change*)

Applicants must have completed a bachelor's degree from an accredited institution and hold a current bilingual teaching Bilingual 2042 credential, CLAD, SB 2042 multiple or single subject credential, or administrative credential, and meet the minimum language requirements of the SDSU/COE based language test (e.g. Spanish).

Required courses (12 units): Dual Language and English Learner Education 553, 600B, 604, 650. A minimum grade point average of 3.0 must be maintained in certificate coursework with no less than a grade of C in any course.

Change: Update certificate name from *Dual Language Certificate in Biliteracy*, credential name in program description, and course listings with new name.

2. Change in program.

Dual Language and English Learner Education

**English Language Development for Academic Literacy Certificate**

**(Certificate Code: 99050) (SIMS Code: 331999)**

Paragraphs 1-2 (*no change*)

Required courses (12 units): Dual Language and English Learner Education 553, 600A or 600B, 603, 650. All courses completed with a grade of B or better are applicable to the Master of Arts degree in Education with Concentration in Dual Language and English Learner Education with a Specialization in Academic Literacy Development. For further information, contact the Dual Language and English Learner Education Department, 619-594-5155

Change: Update certificate name from *Academic Literacy Development for English Language Learners Certificate*, department and course listings with new name.



To SEN

From Douglas Deutschman,  
Chair, Academic Resources and Planning

Date May 1, 2014

Re: Information Items

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1 **Review and Approval of 14-44: MS in Rehabilitation Counseling, Concentration in Psychiatric Rehabilitation (LPCC).**

This program involves the close cooperation of three departments within the College of Education (1) Administration, Rehabilitation, & Postsecondary Education; (2) Child & Family Development, and (3) Counseling & School Psychology. There are no significant fiscal impacts of this program except for the 0.40 FTEF Non-Tenure Track Lecturer. The proposal states that funding for this position will come from the department of Administration, Rehabilitation, & Postsecondary Education and/or the College of Education.

ARP unanimously approved the proposed program (14-44). The committee re-iterated that its approval is based on the expectation that the 0.40 position will be funded entirely by re-allocation of existing resources within the College of Education and that no new/additional resources will be required.

2 **Discussion of 2014/15 budget, revenues and reserves. Request from URD for one-time funds (PBAC agenda for 4/17/2014)**

The committee discussed the 2014/15 Budget and the 2013/2014 revenues and reserves. Crystal Little (Business Affairs) explained the context for the budget attachments.

The committee discussed the request for one-time funds from University Relations and Development. The committee noted that the request for \$110,000 for branding / marketing is in addition to the \$305,000 request that was approved at the Oct 2013 PBAC meeting. The committee was interested in getting more information from URD about how this new request complements or enhances the activities funded by the earlier request. Moving forward, the committee would like to see more information about how the effectiveness of marketing/branding activities will be evaluated.

These comments will be communicated at the PBAC meeting on 4/17/2014.

### 3 Discussion of the Referral on Budget Decisions and Communication

ARP is still working on its final report. The report has four main sections: (1) background, (2) quantitative information about faculty numbers (separations, FERP, hires) and the budget for Academic Affairs, (3) the view from the colleges, and (4) recommendations for best practices moving forward.

As a group, we are double-checking factual information and editing the first two sections of the report. In particular, we are proof-reading the sections that deal with faculty separations, hires, and the amount of money that was saved through centralization. We are still writing the sections that reflect how individual faculty and administrators in the colleges viewed the transparency and fairness of the budget process. We are also editing the recommendations about best practices.

It will be difficult to get a final report to SEC in time for inclusion of the report in the May Senate meeting. As a committee, we felt that it would be best if we delivered the report to the Senate Officers in May 2014. We hoped that the report would then be reviewed at the August SEC meeting and brought to the Senate floor in September. Although this is later than we had planned, we felt it was incumbent on us to take the time to make sure the report was thorough, accurate and well written.

TO: SEC

FROM: Mark Wheeler  
Academic Senate, CSU

DATE: April 22, 2014

SUBJECT: Information

Report from the March 19-21, 2014 plenary meeting of the Academic Senate, CSU

### **Research, Scholarship, and Creative Activity Awards**

The Chancellor has reinstated funding for the RSCA award program for 2014/15.

### **Chancellor White**

Chancellor White spoke of “student success fees” as helping put political pressure on the Legislature to increase funding for the CSU.

### **Legislative Affairs**

*AB 2324 (Williams – D) Trustees of the California State University: faculty member of the board, would allow the faculty trustee to remain on the BOT after his or her 2-year term expires for one additional 2-year term if the Governor has not appointed a successor. The bill goes for a hearing on April 1. It is supported by ASCSU, CFA, and CSSA (see ASCSU resolution below).*

### **CSU Academic Conference**

The CSU Academic Conference is scheduled for November 13-14, 2014 at the Hilton Long Beach.

### **Other News**

CSSA is asking the BOT to approve a voluntary statewide student involvement and representation fee (\$2 each student, assessed twice per year).

### **Resolutions**

At the March 19-21 AASCSU plenary meeting, nine resolutions were passed:

### **AS-3157-13/FA Recommendation on the Eligibility of Lecturers for Emeritus Status**

Supports the inclusion of criteria for lecturers in all campus faculty emeritus policies.

**AS-3160-13/EX/FA Selection of Faculty Representatives in Shared Governance**  
Avers that the provision of a “slate of nominations” from which faculty representatives shall be *selected* by administration or executives is not consistent with the AAUP Statement on Government of Colleges and Universities, which asserts that it is the faculty prerogative to select their representatives to shared governance bodies.

**AS-3161-14/APEP Meeting Common Core Standards as CSU Admission Requirements for Mathematics and Other Disciplines**  
Urges the CSU to adopt the language of the Common Core State Standards as it defines college readiness in its admission and prerequisite requirements, with specific reference to Mathematics.

**AS-3162-14/FA Facilitation of Communication Between the ASCSU and Faculty**  
Urges campus Senate Chairs and Provosts to facilitate communication between the campus senate chairs and the entire campus faculty.

**AS-3163-14/AA/FGA Concerns Regarding Proposed Legislation Authorizing Community College Baccalaureate Degrees**  
Expresses specific concerns regarding the legislation (SB 850 Block) authorizing California Community Colleges to offer baccalaureate degrees.

**AS-3164-14/AA In Support of Ethnic Studies**  
Commends Chancellor White for convening a task force to study Ethnic Studies programs in the CSU and for instituting a moratorium on changes to Ethnic Studies programs, and urges CSU campuses and the Office of the Chancellor to vigorously support the growth of Ethnic Studies by providing adequate funding and support.

**AS-3165-14/FGA 2014 Legislative Advocacy Positions of the Academic Senate of the California State University** (first reading waived)  
Spells out ASCSU advocacy positions on pending CA Assembly and Senate bills relevant to the CSU.

**AS-3170-14/EX Commendation in Honor of CSU Trustee William Hauck**

Seven resolutions received first reading:

**AS-3166-14/AA Advice Regarding Unit Limit Exceptions Requests**  
Asks the ASCSU Executive Committee to develop (for Chancellor White’s consideration) specific short-term (following the March 31, 2014 exception request deadline) and longer-term suggestions regarding the process for requesting exceptions to Title 5 unit limits (120/180).

**AS-3167-14/APEP Creation of California State University Discipline Councils**  
Urges the Office of the Chancellor to facilitate the formation of Academic Discipline Councils, similar to the English Council and the Math Council, for all of the major programs within the CSU that wish to participate.

**AS-3168-14/EX Commendation in Trustee A. Robert Linscheid**

**AS-3169-14/AA Designation and Compilation of Online Course Modalities**  
Endorses a standardized set of designations for course modalities in the CSU (face-to-face, traditional; face-to-face, online; remote, online; blended) and recommends that the Chancellor's Office provide a system-wide database for campuses to designate modalities in course offerings to maximize the potential for system-wide cross-enrollment in face-to-face and remote-online courses.

**AS-3171-14/AA Recommendation Regarding Changes to Title 5, Section 40510, The Master's Degree**

Endorses the proposed changes to Title 5 that establish a requirement that at least 70% of total units required by a master's degree program must be completed in residence and recommends that the percentage of courses designed primarily for graduate study be increased from 50% of the units required for the degree to 60%.

**AS-3172-14/EX In Support of AB 2324 (Williams) Pertaining to CSU Faculty Trustee**

Supports AB 2324, which would allow the faculty trustee to remain on the BOT after his or her 2-year term expires for one additional 2-year term in cases where the Governor has not appointed a successor,

**AS-3173-14/FA Eligibility Status for Research, Scholarship, and Creative Activity Awards**

Commends the Chancellor and the BOT for the reinstatement of the Faculty Research, Scholarly, and Creative Activity (RSCA) program.

**AS-3174-14/EX Academic Senate of the CSU Calendar of 2014-2015 Meetings**

Copies of this and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions as well as on any other matters of potential concern to the CSU Academic Senate to the SDSU academic senators Bill Eadie (weadie@mail.sdsu.edu), Cezar Ornatowski (ornat@mail.sdsu.edu), and Mark Wheeler (wheeler1@mail.sdsu.edu).

**Additional Information of Faculty Interest**

ASCSU website: <http://www.calstate.edu/AcadSen/?source=homepage>. Includes committee information, approved agendas/minutes, reports, resolutions, senator contact information.

*Faculty-to-Faculty*, ASCSU Newsletter: Published approximately two weeks after each plenary. Includes chair's report, committee reports, invited articles on current events, and committee recommendations. Subscribe (delivered automatically via email) at <http://www.calstate.edu/AcadSen/Newsletter/>

To: Senate  
From: Charles Toombs, Chapter President, CFA  
Date: 29 April 2014  
Re: Information Item

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CFA Report:

**Bargaining: CFA submits salary proposal**

The CFA Bargaining Team met with the CSU Administration last week for the most recent bargaining session. CFA submitted a comprehensive three-year salary proposal that addresses the salary areas that CFA has identified as problematic, such as stagnation, progression, compression, inversion, equity, and lecturer range misclassification.

In addition to the comprehensive salary proposal, CFA also recommended improvements in the Parental Leave provisions of our Collective Bargaining Agreement. Along with our salary proposal, CFA believes that enhancing the system's parental leave provisions will help make the CSU a more attractive destination for talented candidates seeking positions in higher education.

CFA Statewide President Lillian Taiz said, "Our salary and parental leave proposals assume we share a common interest in attracting and retaining the best faculty so that our students will get the quality education that they deserve."

Andy Merrifield, chair of CFA's Bargaining Team, said "we must continue to keep up the pressure for a resolution of the contract before June 30. If, however, we don't get an agreement by the time our contract expires [on June 30], we have been directed by the CFA Spring Assembly, 'to prepare for a more aggressive contract campaign in the fall should negotiations not prove fruitful.'"

**Budget: importance of e-mails to Governor Brown**

Your e-mail to Governor Brown is needed right now. The Governor is preparing to release the "May Revise" budget proposal and we want to see additional CSU funding included in the May Revise. (Needless to say, budget can have a bearing on CSU employee compensation.)

Governor Brown's initial budget proposal for the CSU, released in January, did not go far enough if we are to rebuild the CSU. After years of cuts, we need a bigger investment in the CSU in the 2014-15 state budget. It is important that the Governor hear from us in support of a higher funding level for the CSU.

I hope you will take a moment to send an e-mail to the Governor by clicking on this link:

<https://www.votervoice.net/CALFAC/campaigns/35849/respond>

**CFA contact information**

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.

April 15, 2014

To: University Senate, IAC, Jim Sterk, President Hirshman  
From: Bill Snavely, COIA Representative  
Re: Information: COIA Annual Report

1. **What is COIA?** COIA is the Coalition on Intercollegiate Athletics. It is an organization of faculty (or university) senates (from across the country) whose 62 universities sponsor division 1 athletics programs in 10 national conferences, and some independents. The organization was established in support of the student-athlete model and the notion that faculty in academic institutions should have some voice in how intercollegiate athletics operates at our respective institutions. Every Senate from a member university in COIA appoints a representative. For the past 4 years, I have served as the COIA representative from SDSU.
2. **What does the COIA Representative do?** As the COIA representative for SDSU, I attend one national meeting every year (usually in February) where issues affective the scholar-athlete model or other issues impacting intercollegiate athletics are discussed. Throughout the year, the business or the organization is conducted by a steering committee with representatives from each of the athletic conferences. As of last month, I serve as a Mountain West representative on the Steering Committee. Locally, the COIA rep also sits on IAC (Intercollegiate Athletics Council) and some of its subcommittees.
3. **What are the current issues being discussed?**
  - a. COIA has developed a “best practices” statement on institutional control of athletics. This involves a recommendation that every campus have a committee like the IAC composed of faculty, staff, students, and administrators. It should include the Faculty Athletics Representative (FAR) who reports to the President and one or more faculty members appointed by the Senate. In this regard, SDSU is a model institution. As COIA representative, I also serve on two subcommittees: (1) Governance & Compliance; and (2) Budget & Finance. Our university takes issues of academic integrity and compliance with the NCAA rules (both the letter and the spirit) very seriously.
  - b. This year COIA discussed the on-going process of NCAA re-organization. Part of that process involves the governance structure. COIA has advocated for faculty involvement in the restructured NCAA and it appears that is likely to happen.
  - c. COIA discusses cases of academic integrity. Most recently, we heard experts discuss the case at the University of North Carolina. From COIA’s report: “Lack of clear accountability, or ‘ownership’ in college sports, failure of faculties to take responsibility for monitoring faculty conduct, and lack of financial transparency in athletics are key problems that must be addressed.”



- d. COIA investigated issues related to sports concussions and student-athlete health. The results of our national survey indicated that member schools have generally “instituted careful concussion-related protocols and have well-informed policies in place”. SDSU was a model institution in this study.
- e. Athletics financing was the subject of a report from the Knight Commission. Their research indicated that “athletics budgets nationally were growing much faster than academic spending, on a per student/student-athlete basis.” Very few programs operate in the black – almost all of them rely on subsidies from general funds and student fees. Most of the dramatic growth in spending has occurred in the Big 5 “elite” conferences (ACC, Big 10, Big 12, PAC 12, and SEC)

As your COIA representative, I can report that, based on my interactions at COIA and on campus, our athletics staff takes issues related to integrity and transparency and the importance of the scholar-athlete model very seriously. In most of the issues that are reported at our national meetings, I find that SDSU has a model framework to support student success and avoid problems. Our President and athletic director have each embraced the shared governance concept and involve faculty leaders (IAC chair, FAR, and COIA rep.) in key issues facing our program.

SDSU University Senate Class Size Committee  
Final Report  
April 16, 2014

Committee Members:

Farid Abdel-Nour, Associate Professor, Political Science; Jill Esbenshade, Associate Professor, Sociology; James Gerber, Professor, Economics; Jonathan Graubart, Associate Professor, International Security and Conflict Resolution; Doreen Mattingly, Associate Professor, Women's Studies; Glen McClish, Professor, Rhetoric and Writing; Karina Russ, MA Candidate, Sociology

## **Executive Summary**

### Background to this report:

This report was generated by an ad hoc committee of the SDSU University Senate created in response to senators' concerns about the context of student learning at SDSU. Academic senators and the faculty they represent have witnessed dramatic increases in class size over the last decade, intensified by the budget crisis. Our understanding of the impact of these increases in class size on student learning at SDSU has thus far been anecdotal and not informed by any campus-wide data. Now that the worst of the crisis is behind us, it is crucial that future decisions about the distribution of resources be informed by data about the impact of increased class size on student learning.

### Data and method:

This report makes use of two data sources: University data about all classes taught at SDSU, and a survey of SDSU faculty collected in December 2013. The survey asked faculty to indicate the changes they had made in response to class size increase—broken down by fourteen different kinds of classes—in order to evaluate where the impact is the greatest. A total of 621 faculty took the survey for a 40.8% response rate. Over 60% of respondents came to SDSU before 2005. Although open-ended questions were optional, 70% of all respondents provided them, a testimony to the importance of the issue to them. While there is differentiation between colleges and between types of classes, our data identify the following general patterns of great significance:

### Class sizes have dramatically increased since 2001:

- Average class size increased between 2001 and 2013 at every level.
- In 2001, over 60% of enrollments were in classes of under 50 students. In 2013, the proportion dropped to 35%.
- In 2001, only 17% of enrollments were in large classes (with 100 or more students). By 2013, the proportion increased to 40%.

- The greatest increase was in lower division (100 and 200-level) classes, in which the “median student experience” nearly tripled from 41 in 2001 to 118 in 2013.
- In upper-division writing intensive (W designated) courses, the class size for the median student in 2013 was 30% larger than in 2001 (23 to 30).
- According to Department Chairs and Program Directors, pedagogical criteria have played little to no role in determining increases in class size.

Increased class size has resulted in less rigorous and less interactive pedagogy:

- The majority of faculty teaching in all fourteen types of classes reported that they are giving fewer writing assignments, while 44% or more reported shortening the length of writing assignments.
- Two-thirds or more of faculty in all categories of General Education (GE) classes reported a decrease in the number of writing assignments, while 65% or more reported shorter assignments in GE classes.
- There was a marked shift from essay exams to multiple choice exams.
- Although less dramatic, faculty teaching laboratory classes reported a decrease in the number and complexity of lab assignments.
- Where information about research was solicited, faculty reported decreases in assignments involving research.
- Almost three-fourths (72%) of faculty reported a reduction in the feedback they were able to provide students.
- Many faculty reported being less able to help students who are falling behind.
- The majority of faculty reported a decrease in class time spent on discussion.

Increased class size has had an unequivocally negative impact on student learning:

- In *all* class types, at least two-thirds of faculty who have experienced increases in the size of the classes they teach reported a negative impact on student learning.
- Over 85% of faculty teaching writing courses, practicums, graduate courses, and upper-division GE courses reported that larger classes have had a negative impact on student learning.
- Faculty repeatedly discussed marked declines in student writing skills, critical thinking, abstract reasoning, conceptual learning, and ability to incorporate data into research.
- Faculty repeatedly reported more students falling behind and fewer participating in class.
- Overall, faculty comments indicated a striking concern with a decline in direct faculty-student interactions.

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## Patterns of Class Size Increase

The tables below compile data provided by the SDSU Office of Analytical Studies and Institutional Research. They show the number of filled seats in undergraduate and graduate classes, broken down by size categories. There are two sets of tables, one for undergraduate courses and the other for graduate, and there are two semesters of data: Fall 2001 (the earliest available Fall semester for which there is data) and Fall 2013. The Appendix contains additional tables (A1-A7) in the same format detailing changes in courses numbered 100-299, 300-499, 500-599, as well as lab courses and writing-intensive courses.

The top part of each table shows the actual distribution of students across sections of different sizes. For example, Table 1 indicates that during Fall 2013, the university had two sections with 500 or more students and 32 sections of 300-499 students. These sections held, respectively, 1,006 and 13,752 students. The bottom part of the table shows the mean number of students in each section size category, and the percentage of the total enrollment. For example, for courses in Fall 2013 numbered 100-500, sections of 300-499 students had on average 429.8 students which made up 11.44% of the total enrollment in courses numbered 100-500.

**Table 1: Undergraduate Enrollment by Class Size  
(100-599 numbered courses)**

<i>SIZE</i>	<i>2001</i>		<i>2013</i>	
	<i>SECTIONS</i>	<i>STUDENTS</i>	<i>SECTIONS</i>	<i>STUDENTS</i>
<i>500+</i>			2	1,006
<i>300-499</i>			32	13,752
<i>200-299</i>	23	5,904	39	9,493
<i>100-199</i>	120	16,308	179	24,422
<i>50-99</i>	440	27,257	438	29,983
<i>25-49</i>	1307	45,772	912	30,603
<i>&lt;25</i>	1,845	33,029	825	10,982
<i>SUM</i>	3,735	128,270	2,427	120,241
<i>SIZE</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>
<i>500+</i>			503	0.84%
<i>300-499</i>			429.8	11.44%
<i>200-299</i>	256.7	4.60%	243.4	7.89%
<i>100-199</i>	135.9	12.71%	136.4	20.31%
<i>50-99</i>	61.9	21.25%	68.5	24.94%
<i>25-49</i>	35	35.68%	33.6	25.45%
<i>&lt;25</i>	17.9	25.75%	13.3	9.13%
<i>Mean section size</i>	34.3		49.5	

<i>Median student experience</i>	41	75
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The last two rows of each table show the mean section size and the median student experience (defined as the 50<sup>th</sup> percentile section size based on total number of seats filled). For example, in Fall 2013, half of all students in 100-500 numbered classes were enrolled in sections with 75 or more students, and half were in sections with 75 or fewer students. Thus, undergraduates had a 50% probability of being in a class of 75 or larger.

The most striking component of Table 1 is the increase in the median student experience since 2001. While the average section size increased from 34 to 49.5 students, what is far more important is the change in the distribution of students across the various size categories. In 2013, 50% of all students were in much larger classes—75 or more—compared to the situation in 2001, where the corresponding number was 41 or more. The distribution across section sizes is even more telling. By 2013, over 20% of all students were in sections of 200 or more, while in 2001, less than 5% were. Similarly, in 2013, more than 40% of students were in sections of 100 or more, while in 2001, 17.3% were. Moreover, in 2001, over 60% of students were in classes of under 50, while in 2013, only 35% were.

The increase in class sizes is even more striking if one looks at data disaggregated by class number. Table 1 shows that the median student experience for 100 and 200 (lower division) courses rose from 41 in 2001 to 118 in 2013. Tables A1-A7 in the Appendix provide more detail on changes in the size of specific course types and levels.

**Table 2: Graduate Enrollment by Class Size  
(600-900 numbered courses)**

<i>SIZE</i>	<i>2001</i>		<i>2013</i>	
	<i>SECTIONS</i>	<i>STUDENTS</i>	<i>SECTIONS</i>	<i>STUDENTS</i>
<i>50-99</i>	8	423	12	751
<i>25-49</i>	137	4,300	149	4,932
<i>&lt;25</i>	428	5,460	302	4,303
<i>SUM</i>	573	10,183	463	9,986
<i>SIZE</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>
<i>50-99</i>	52.9	4.15%	62.6	7.52%
<i>25-49</i>	31.4	42.23%	33.1	49.39%
<i>&lt;25</i>	12.8	53.62%	14.2	43.09%
<i>Mean section size</i>	17.8		21.6	

<i>Median student experience</i>	23	26
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Increases in the size of graduate courses also occurred, but to a much smaller degree than increases in undergraduate courses. The percentage of graduate students enrolled in courses with 50-99 students increased from 4.15% in 2001 to 7.52% in 2013. The median student experience rose from 23 to 26.

The table below shows the overall changes in the number of sections. From 2001 to 2013, the number of undergraduate sections fell by over 35%, graduate by over 19%, and combined, the university reduced the number by just under 33%. Meanwhile, the number of seats filled by students fell just under 6%.

**Table 3: Summary of Changes in Sections Offered and Students Taught**

	<b>100-599 Numbered courses</b>	
	<b>Sections</b>	<b>Students</b>
<b>2001</b>	3,735	128,270
<b>2013</b>	2,427	120,241
<b>Change</b>	-35.02%	-6.26%
	<b>600-999 Numbered courses</b>	
	<b>Sections</b>	<b>Students</b>
<b>2001</b>	573	10,183
<b>2013</b>	463	9,986
<b>Change</b>	-19.20%	-1.93%
	<b>All levels combined</b>	
	<b>Sections</b>	<b>Students</b>
<b>2001</b>	4,308	138,453
<b>2013</b>	2,890	130,227
<b>Change</b>	-32.92%	-5.94%

## Description of the Survey and the Sample

In response to concerns raised in the SDSU University Senate about the changing contexts of learning, a “Committee of the Willing” was formed in the Fall of 2013 to investigate the impact of increased class size on student learning. This committee constructed a survey to document the experience of faculty in teaching larger classes. Bill Eadie, Chair of the Senate, sent an email to all instructional faculty on December 4, 2104, asking them to complete the survey by December 13. The survey can be viewed at [https://www.surveymonkey.com/s/Class\\_Size\\_1](https://www.surveymonkey.com/s/Class_Size_1). A total of 621 faculty took the survey for a 40.8% response rate, which is quite high, especially considering that it was sent at the very end of the semester when faculty were busy with exams. Furthermore, no incentives were offered to increase faculty participation. The survey asked respondents whether they ever taught each type of class and whether any had increased in size. Only those responding “yes” to both questions were asked the detailed questions about their experiences teaching larger classes. Although qualitative responses were optional; 70 % of faculty completing the survey supplied them. The survey also included specific questions for faculty who are or have been department chairs or program directors. A total of 95 current and former chairs completed this portion.

As shown in Table 4, faculty from all colleges completed the survey, although response rates varied by college. Faculty in the College of Arts and Letters had the highest response rates and faculty in the Colleges of Education, Sciences, HHS and IVC had the lowest.

**Table 4: College of Survey Respondents and All SDSU Faculty**

	<i>Distribution of survey responses</i>	<i>Distribution of all faculty<sup>1</sup></i>	<i>Difference</i>
<i>College of Arts and Letters</i>	40.0%	26.0%	+13%
<i>College of Business Administration</i>	8.8%	8.6%	+.2%
<i>College of Education</i>	8.6%	12.6%	-4%
<i>College of Engineering</i>	5.2%	5.5%	-.3%
<i>College of Health and Human Services</i>	10.8%	13.1%	-2.3%
<i>College of Professional Studies and Fine Arts</i>	13.4%	14.2%	+.8%
<i>College of Sciences</i>	11.7%	14.2%	-2.5%
<i>Imperial Valley Campus</i>	1.5%	4.3%	-2.8%

<sup>1</sup> Based on data from Office of Faculty Affairs for Fall 2013



With the exception of the College of Sciences, the colleges with low response rates all have disproportionately large numbers of lecturers, and as the table below shows, lecturers were dramatically less likely to complete the survey than were tenure/tenure track faculty.

**Table 5: Position of Respondents and All SDSU Faculty**

	<i>Distribution of survey responses</i>	<i>Distribution of all faculty</i>	<i>Difference</i>
<i>Professor</i>	33.1%		
<i>Associate Professor</i>	20.9%		
<i>Assistant Professor</i>	6.7%		
<b><i>Total Tenure/Tenure Track</i></b>	60.7%	49.3%	+11.4%
<i>Lecturer</i>	39.3%	50.7%	-11.4%

Over half (61.82%) of respondents came to SDSU before 2005, giving them a long-term view of changes in class size and student learning.

**Table 6: Year Respondents were First Employed at SDSU**

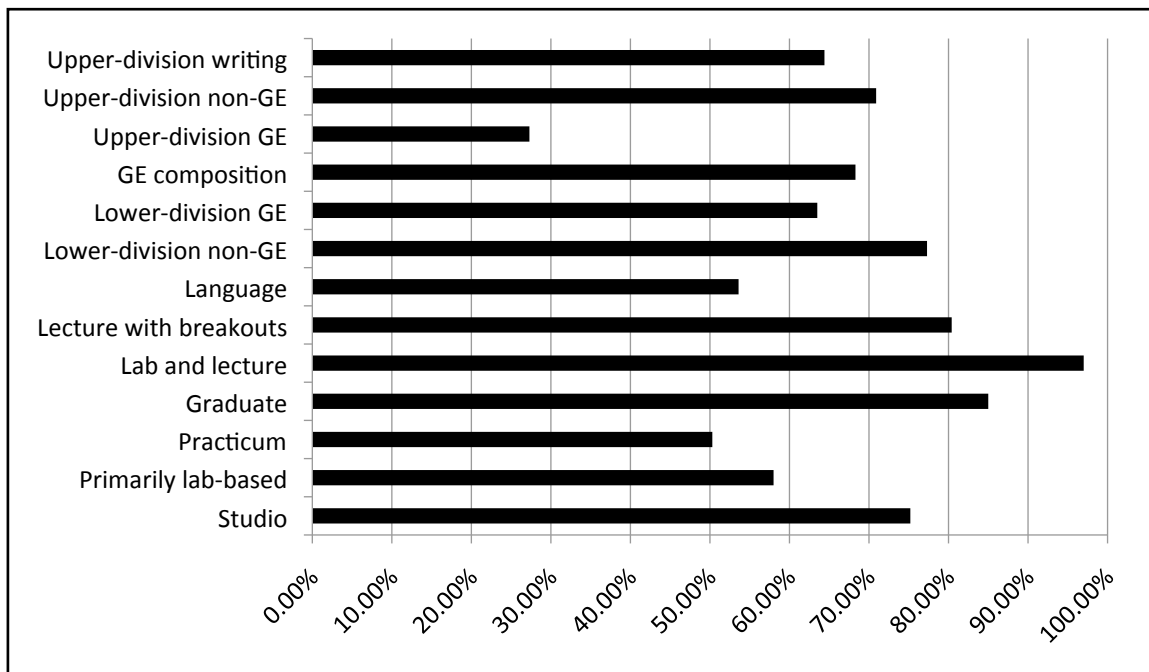
<i>Date first hired at SDSU</i>	<i>Distribution of survey responses</i>
<b><i>2010 or later</i></b>	15.4%
<b><i>2005 to 2009</i></b>	22.8%
<b><i>2000 to 2004</i></b>	19.9%
<b><i>1995 to 1999</i></b>	16.8%
<b><i>1994 or earlier</i></b>	25.1%

## Faculty Perceptions: Increased Class Size and its Impact on Student Learning

To get a more robust and nuanced picture of the impact of increased class sizes on both teaching and learning, this section draws from both the closed-ended survey questions and the extensive qualitative statements provided by faculty in optional open-ended responses. Both types of data show widespread concern with a notable decline in essential learning skills, such as writing, engagement of ideas, and critical reasoning. Below we present the data broken down by class type, beginning with the percentage of faculty experiencing class size increase and their perceptions regarding its effect on student learning. We then look at the various aspects of pedagogical practice and faculty-student interaction, reviewing first the quantitative results and then a rich sample of qualitative responses.

In nearly every type of class, more than half of all instructors who responded to the survey reported an increase in class size.

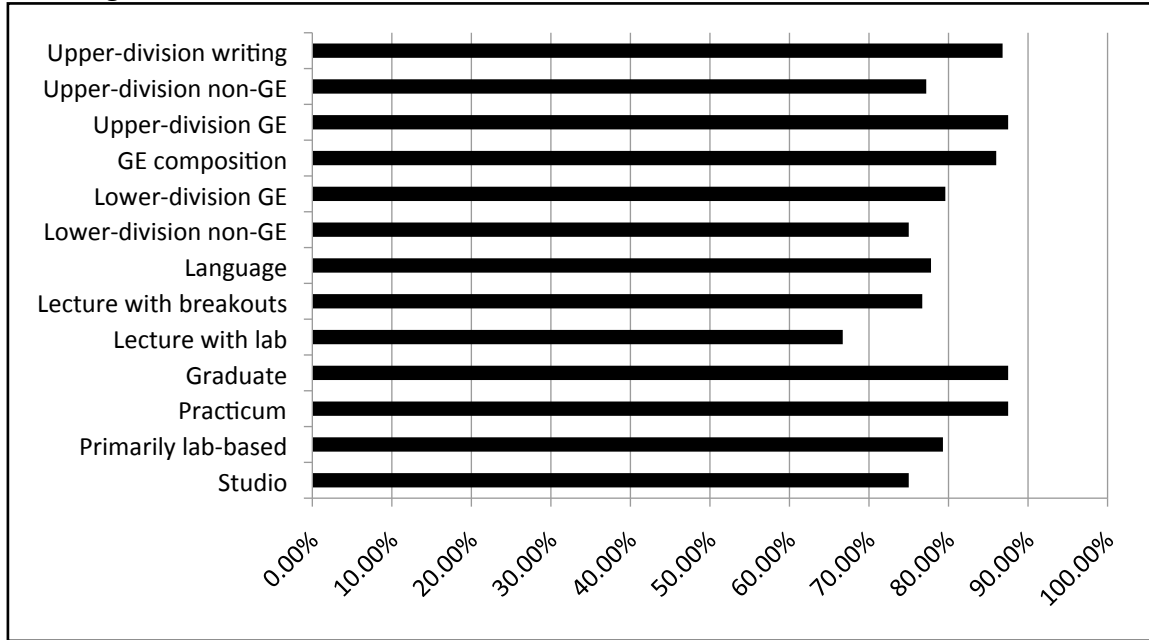
**Figure 1: Percent of Respondents Reporting an Increase in Class Size, All Colleges**



Of those who reported an increase in class size, the vast majority, often over 70 percent, also reported negative impact on student learning. In 100 and 200 level composition courses, upper-division writing courses, practicums, graduate courses, and upper-division GE courses, more than 85% of faculty stated that student learning was negatively impacted. The second figure shows the percent of respondents who teach each type of class who have experienced larger classes.

Specific charts for each college are included in the Appendix. Data for Imperial Valley College is not shown separately because the number of respondents is too low.

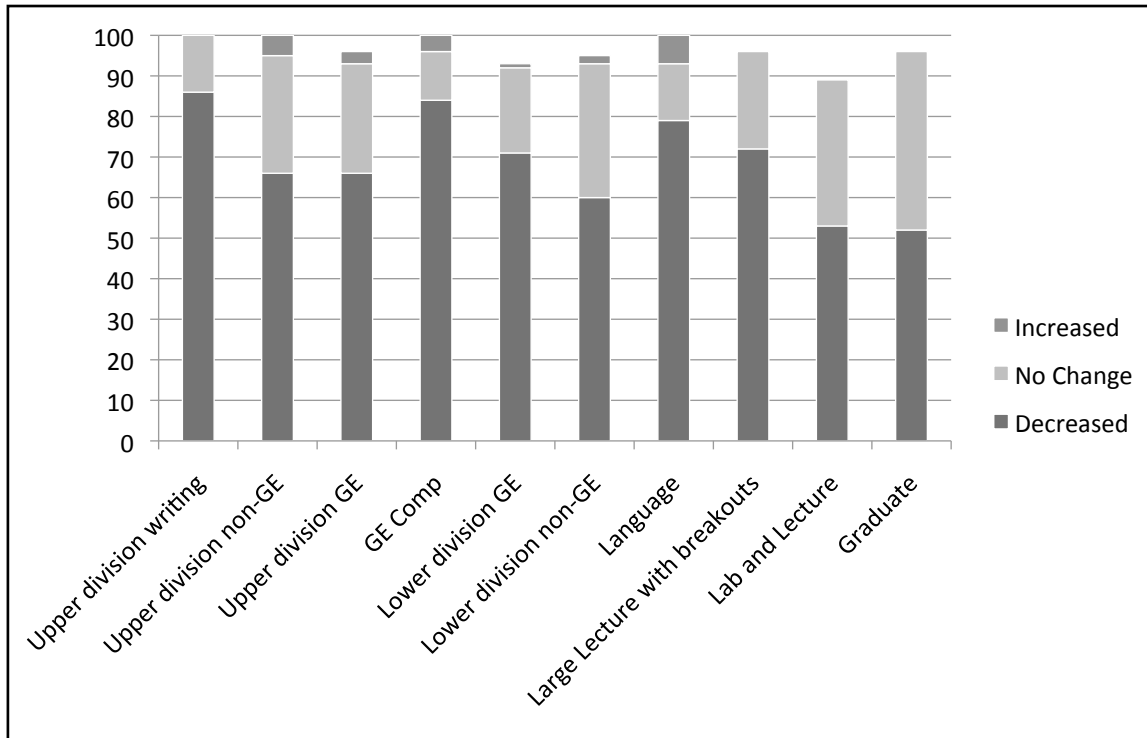
**Figure 2: Of Those with Increased Class Size, Those Reporting Negative Impacts on Student Learning**



## Assigned Writing

One of the most important findings of the survey is the decrease in writing throughout the curriculum due to the increase in class size. Among all faculty who gave qualitative comments, 45% mentioned the negative effect of larger classes on student writing. Faculty who reported that their classes had increased in size were asked focused closed-ended questions about whether they had changed the writing assignments to accommodate larger classes. Uniformly across all types of classes, the majority of faculty reported a decrease in the *number* of writing assignments. There has simultaneously been a decrease in the *length* of the writing assignments. Figures 3 and 4 show the changes to the number and length of writing assignments by each class type.

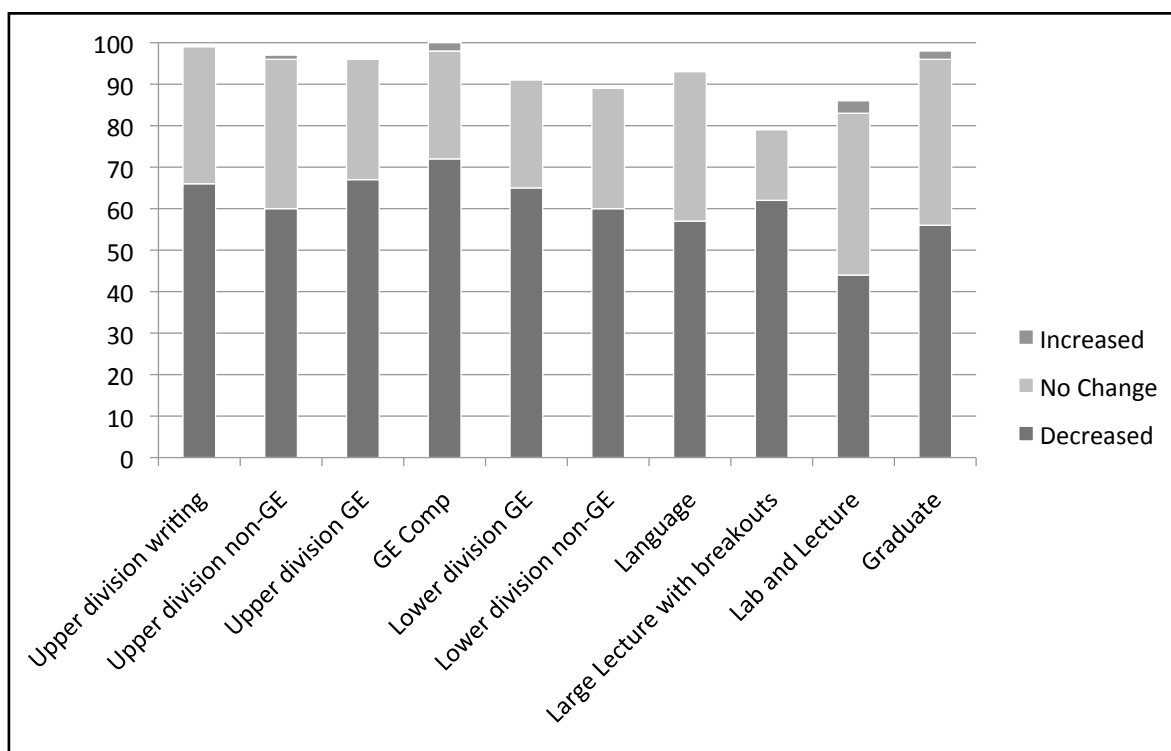
**Figure 3: Number of Writing Assignments**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

The percentage of faculty reporting a decrease in the number of writing assignments ranges from 52% in graduate courses to 86% in upper division writing courses. Importantly, GE courses have been strongly affected, with two thirds or more of faculty reporting a decrease.

**Figure 4: Length of Writing Assignments**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

With the exception of Lab/Lecture classes (44%), all types of classes have a majority of faculty reporting that the length of writing assignments has decreased. Almost no one reported increasing the length of assignments. It is therefore *not* the case that while faculty are assigning fewer papers, the papers are longer. In fact, it is clear that faculty are assigning *fewer and shorter* papers. The decreased length of assignments is particularly prevalent in GE courses.

#### Impact of Increased Class Size on Student Writing:

A complete summary of faculty responses to open ended questions is included in Table A7 in the Appendix. The most common response was a decrease in student writing ability. A quarter of all responses mentioned writing, including over a third of those teaching upper-division courses (both GE and Non-GE), and 29% of those teaching lower-division composition courses and upper-division “W” courses. Typical statements are below.

- “Students in SDSU’s upper division writing classes often come in with vague ideas about writing rather than a solid mastery of very basic skills . . . entire assignments must be dedicated to the review of freshman level skills.”
- “Many do not know the basics of academic writing such as how to properly cite.”

- "So they begin the seminars with weaker writings skills. This means that much of the focus for writing seminars has become basic essay construction and rudimentary research, instead of advanced writing and research skills. These courses remain robust but cannot compensate for lack of writing experience earlier in the students' educations. So they cannot reach the level of mastery seen before enrollments began to grow."
- "Students do not have much academic writing competency as a result of the lack of writing in classes."
- "I think the students do less writing overall before I see them, and many are less able to organize their thoughts in a short time (i.e., in an in-class essay) than they were several years ago."
- "My junior level classes write on par with where my entry level classes use to write at the completion of their freshman classes."
- "I can no longer assign enough formal writing for students to improve their essay-writing skills."

#### Reduced Expectations in Length, Number, Rigor, Creativity, and Complexity:

Open-ended questions allowed faculty to describe changes they made to assignments or assessment tools to accommodate larger classes. Table A8 summarizing all responses by class type can be found in the Appendix. Twenty-eight percent of respondents mentioned reducing the number of assignments, while 26% reported that they had standardized assignments or assessment. The comments below are typical.

- "I now focus on only 2 or 3 very specific parts of a prompt, instead of giving students the opportunity to explore multiple ways of addressing their responses....What this does is limit the student in terms of being creative or innovative in discussing the understanding of the issues studies."
- "Writing prompt less likely to be open-ended...less likely to develop critical thinking skills and individual argument."
- "Fewer writing assignments mean that students are not developing critical thinking techniques, doing less research, getting less practice in writing competently."
- "With the loss of one major assignment, students are missing valuable opportunities to develop critical thinking skills."

#### Less Mastery of Material, of Critical Thinking, and of Complex Reasoning:

It bears emphasis that instructor comments frequently linked larger class sizes to the deterioration in student abilities to apply critical thinking in their writing. As shown in Table A7 in the Appendix, 18% of faculty volunteered that that increases in class sizes had reduced student mastery of content, while 17% mentioned reduced critical thinking when discussing the impact on student learning.

- "While students are learning to make arguments, they are more likely under these circumstances to a more limited field of argument, one that's more prescribed, rather

than individualized. They get less of the critical thinking skills than we ideally would like....we are turning out people who know less than previous times, when education could be more tailored to individual learning.”

- “Less ability to synthesize multiple sources. Student seem less able to reason on their own without step by step logical assistance.”
- “Ability to engage in writing the ideas and concepts is definitely diminished.”
- “Larger class sizes has affected writing and critical thinking negatively. Students in larger groups tend to do their tasks in a standardized manner and only fulfill requirements. It is difficult to encourage them to seek excellence.”
- “Many are unable to summarize succinctly main ideas of college level journal articles and then extrapolate those ideas to current events, which was something most juniors had learned already.”
- “They don’t know as well how to deal with asking a scientific question, how to define their variables, how to verify and present their data, and how to write conclusions and discussion.”

#### Perspective of Chairs and Directors on Student Writing:

Many chairs’ and directors’ responses to the question “To what extent have increased class sizes influenced student learning in your department?” reinforce faculty observations about the erosion of writing instruction and the corresponding pedagogical effects on student skills. Thirty-six percent of chairs and directors mentioned the diminishment of writing in their responses. A selection of these comments follow:

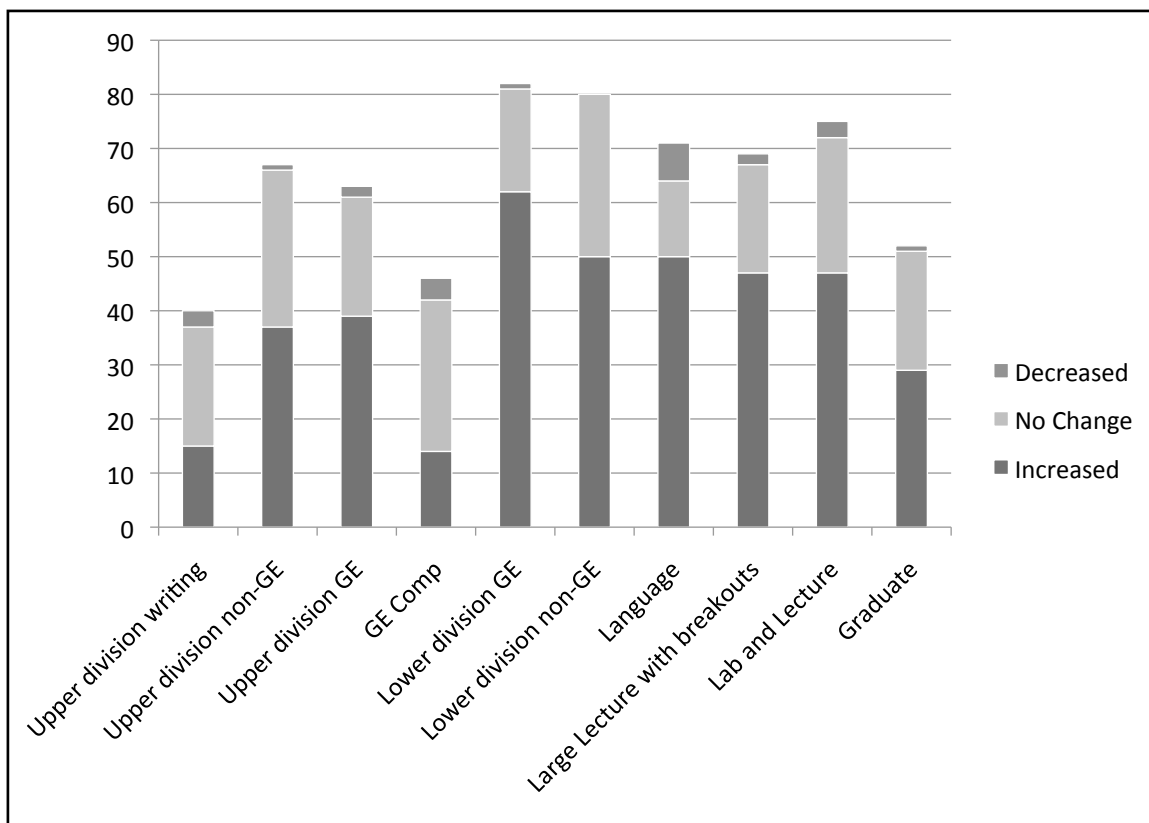
- “To a considerable extent, especially regarding writing instruction courses. Also, many of us may have cut back on the number of required essay exams in our courses b/c we don't have the time to read 60+ essays 3 times a semester multiplied by 3 or 4 courses a semester.”
- “I've seen significant declines in student's ability to write and do research.”
- “It also made it difficult for some instructors to assign work that requires substantial writing.”
- “Essentially, we have had to move from assigning four major papers to assigning three. This change means that we are unable to emphasize at least one major Student Learning Outcome for each course.”
- “The writing component has been drastically reduced.”
- “Greatest difference is in the reduction or elimination of writing assignments at all levels: lower division, upper division, etc.”
- “A lot of the undergraduate classes cut their paper requirement.”

#### **Rigor of Other Assignments**

In addition to reducing the assigned writing, faculty across the university reported the diminished rigor of their courses more generally. Forty-five percent of faculty who gave open-ended comments mentioned the negative effect of larger classes on the rigor of other assignments, including a decrease in essay exams, cuts in the amount of assigned reading, research, and oral presentations, and the declining overall amount of course content.

While the quantitative trends in exams are more mixed than in writing, it appears that some faculty are doing assessment through exams that was previously done through writing assignments. There is clearly a much greater reliance on multiple choice exams and a decrease in the use of essay exams overall.

**Figure 5: Use of Multiple-Choice Exams**

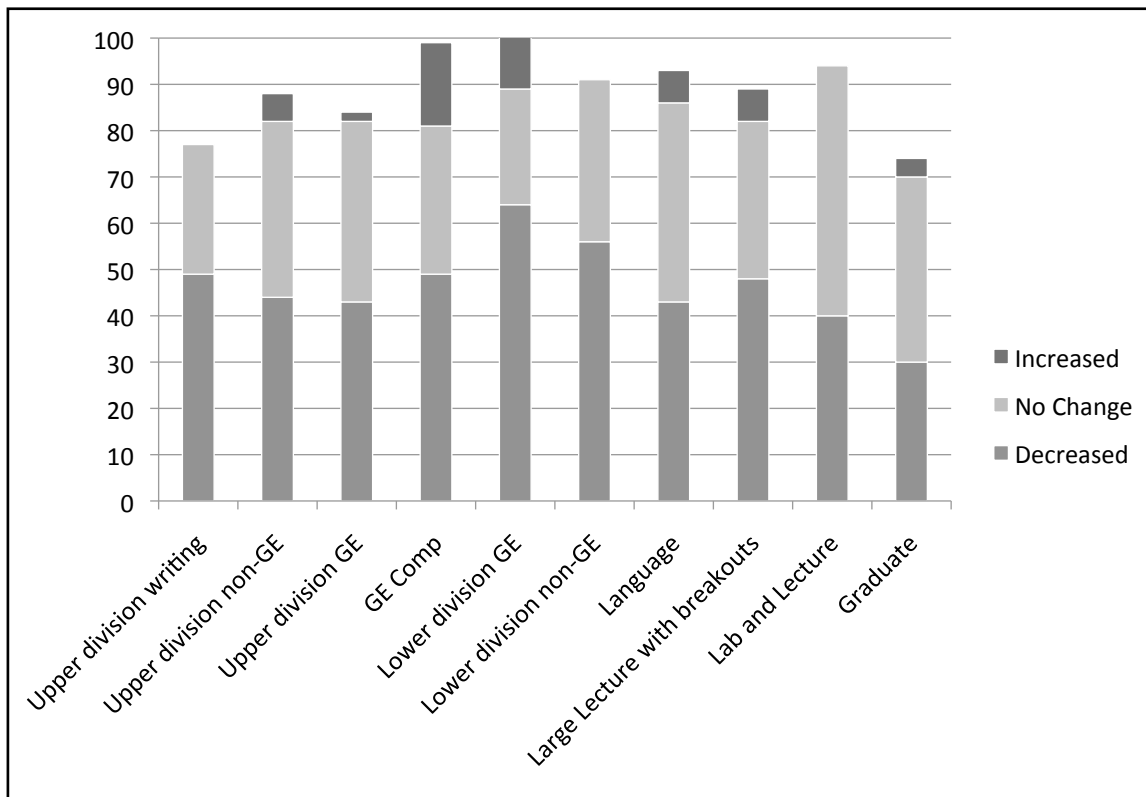


\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

There has been a substantial increase in the use of multiple-choice exams, especially in lower division classes and language courses where the majority of faculty reported increasing their use of such tests, especially in lower division GE course. Even in large lectures that have breakout sections and TAs, we see an increased use of multiple-choice exams in nearly half of classes. While a smaller percentage of writing and graduate instructors reported an increased use of multiple choice, it is still striking that there is an increase at all given the nature of these courses. Very few faculty reported a decrease in the use of these tests, with large numbers reporting “not applicable.”



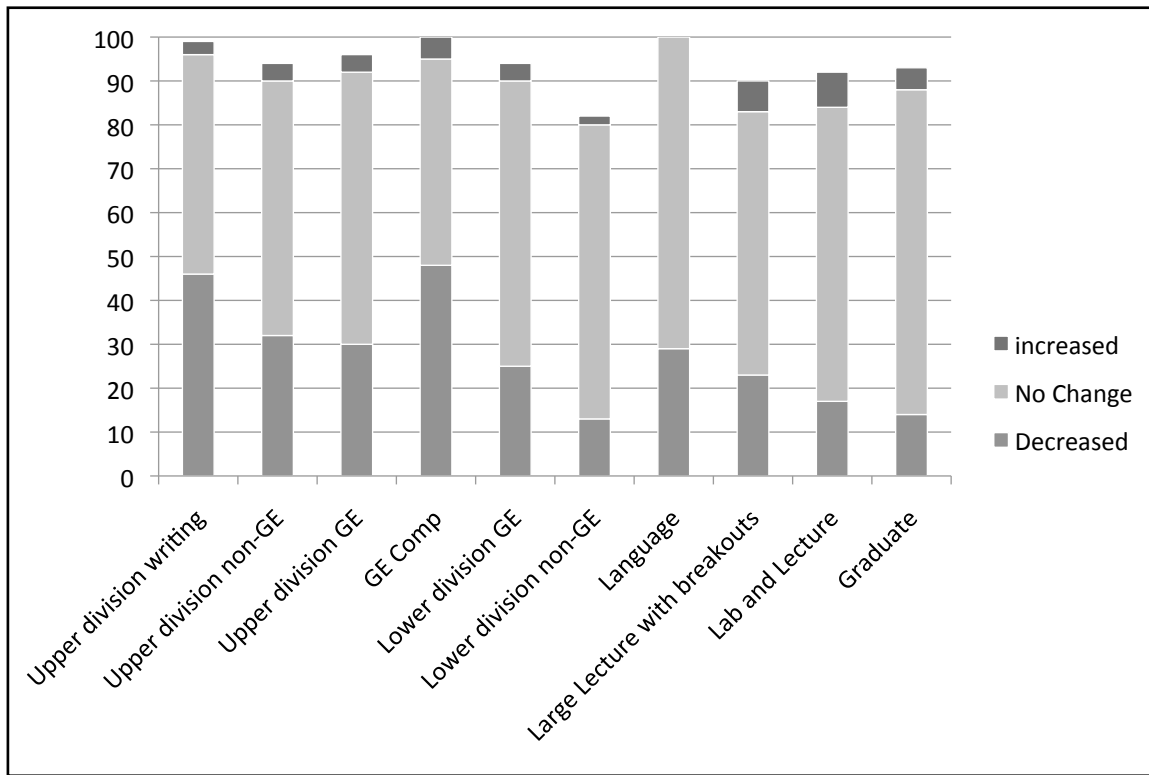
**Figure 6: Use of Essay and Short Answer Exams**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

Corresponding to the increase in multiple-choice exams, there has been a decrease in the use of essay and short answer exams, again particularly striking in lower division courses where the majority of instructors reported reducing the use of these exams. Interestingly, there is a notable percentage of faculty (18%) who reported an increase in essay exams in GE Composition courses, corresponding to a decrease in actual composition writing.

**Figure 7: Reading Assignments**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

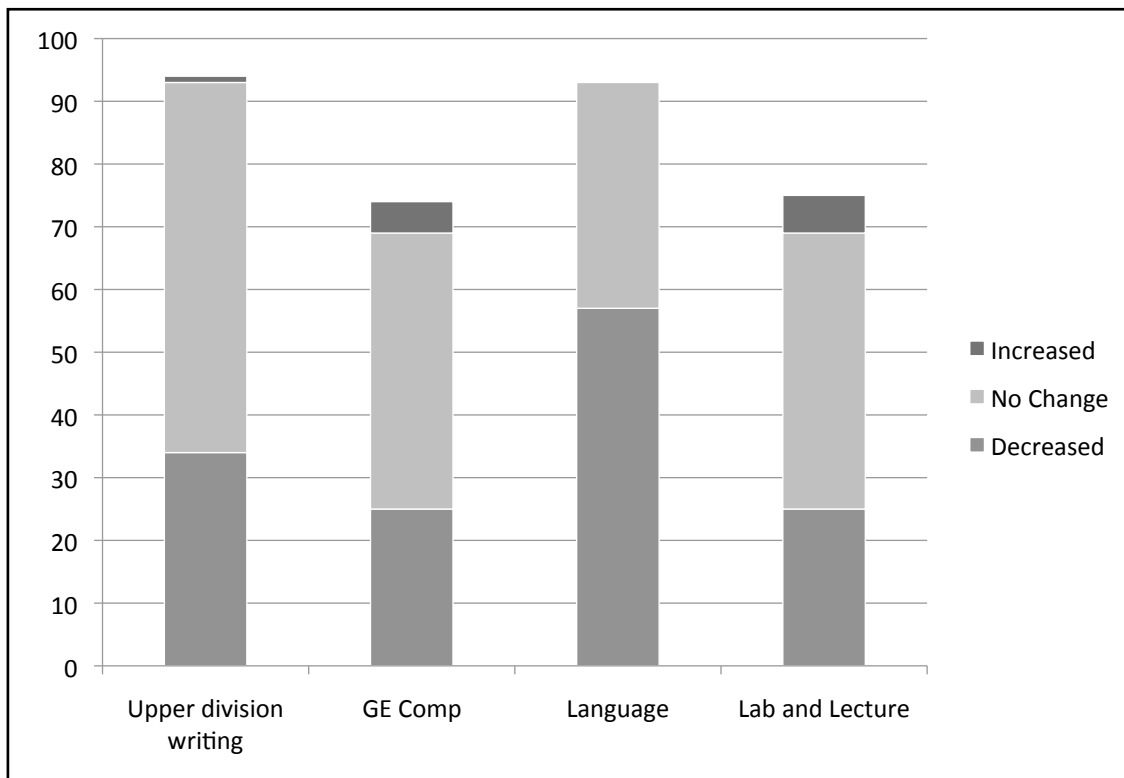
Even reading assignments have decreased to some degree with increased class size. We speculate that some instructors are reducing reading assignments because the increased class sizes leave them unable to assess student learning of the reading either in class discussion or through assessments.

As shown in Figure 7, while most instructors have not changed their reading assignments, over 10% of faculty in every type of class reported reducing reading, with over 40% in writing courses. Moreover, very few faculty reported increasing reading, so while writing assignments decrease so do reading assignments, making classes less demanding overall.

A summary of the qualitative data discussing the changes (if any) made to assignments or assessment tools are in Table A8 in the Appendix, broken down by class type. Thirty-eight percent reported giving fewer assignments, 26% stated they had standardized the assignments or their assessment/feedback, and 24% reported giving shorter assignments. Moreover, in responses to the final open-ended question about the overall impact of increased class sizes on student learning, 18% called attention to decreased mastery of content, 17% mentioned decreased critical thinking skills, and 9% reported decreased oral communication skills. The following quotes illustrate faculty concerns about the overall reduction in rigor.

- “My students used to write long papers and presented their work in class....Students also had to write shorter papers every week. These papers required they read all the works assigned in class. Students now have the opportunity to avoid much of the required reading. They do not have to write as much or learn as much from scholars. They have fewer opportunities to learn or to show they learned.”
- “I have replaced required/graded weekly reading questions with short quizzes, which don’t tell me as much about what they are thinking and don’t cause them to think as critically, either.
- “No individual opportunities for oral presentation, etc.”
- “Too much reliance on standardized testing to assess student learning.”
- “Students no longer achieve professional-level mastery of skills and abilities—there isn’t sufficient time for all students to perform and present for critique.”
- “Decreased critical thinking at the expense of getting through the basics of statistical methods.”

**Figure 8: Use of Assignments that Require Research**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

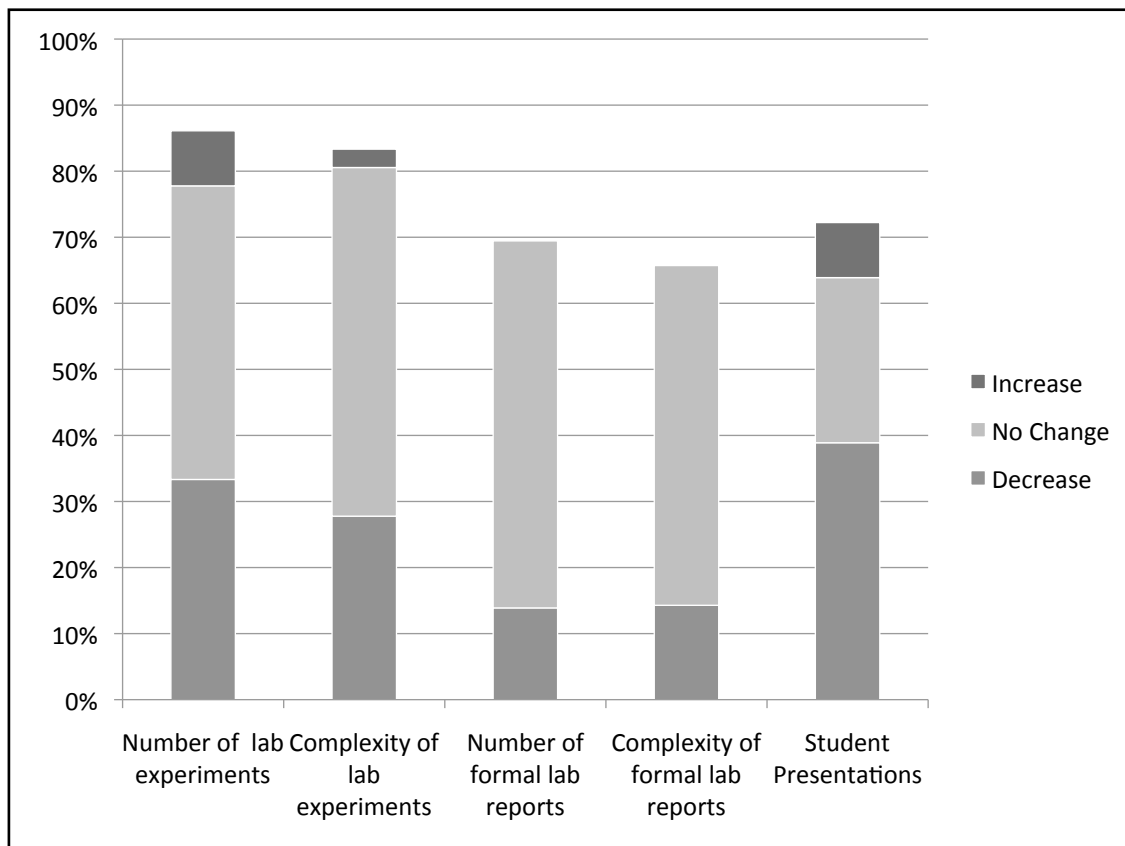
Research assignments have also been reduced as evidenced in Figure 8. Regrettably, we only asked this question for four types of classes. These data reveal a clear pattern. Instructors in a variety of classes (upper-division, lower division, language and science) all reported reducing research assignments in significant numbers. Ten percent of all faculty making qualitative

remarks mentioned research without being prompted. This decrease indicates a contradiction between the university's well-publicized trajectory as a research institution and our ability to widely train our students in this area. The increased class size is hindering faculty from assigning research to their students, especially that which requires more sophisticated skills.

The qualitative comments offer striking evidence that research has often been eliminated or that students' individual choices and initiative in the research process have been reduced.

- "I have eliminated the research component of their writing assignments, reduced the size and number of assignments."
- "Transformed a research paper into a group project presentation."
- "I wish I could give students a more research-oriented project that requires collecting and analyzing data. With 30-40 students, that would become very unwieldy, especially if they were each collecting and analyzing their own data under my supervision. Having them all collect the same data solves that problem, but then forces students to work on what I tell them to work on instead of picking a topic of their own interest."
- "Less opportunities for every student to be challenged in critical thinking; no chances for individual research"
- "Students have fewer opportunities to explore data sources on their own."

**Figure 9: Changes in Lab Experiments**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

Questions about the number and complexity of lab experiments and reports were asked of the lecture classes with labs. The results are in Figure 9.

Although science lectures have increased in size, the increase in lab size has been limited by infrastructure. Even so, given the number of students in the overall class and the number sometimes squeezed into the labs (in some cases having to share stations), between 14% and 33% of faculty reported having to reduce the number and complexity of lab experiments and reports. Nearly 40% of faculty have decreased student presentations, meaning students are not provided sufficient opportunity to practice publicly presenting their work. One qualitative comment gives sharp insight into the serious problems that occur when lab sections are expanded:

- “Increased student-faculty ratio means our students do not have time to become comfortable working in the lab, operating the tools the employers expect them to know how to use. Most electrical engineers don’t even learn how to solder or use an oscilloscope, resulting in employers expressing discontent with our fresh grads.”

### Perspectives of Chairs and Directors on Assignment Rigor:

Nineteen percent of the chairs' and directors' responses to the question "To what extent have increased class sizes influenced student learning in your department?" indicated that assignments have become less rigorous since classes have increased in size and that this decrease in rigor undermines student learning. Here are several representative comments:

- "We are giving fewer and less complex assignments now."
- "Graduates do not feel they are ready to do the necessary science activities they will need to do once they teach in the elementary schools. The Credential Program science methods instructors find them poorly prepared."
- "It has decayed student learning; upper division students no longer have a grasp of the basics that they need, and this has eroded learning there as well."
- "At the MPH level the rigor of many classes decreased."
- "Major reduction in student learning outcomes in writing and mathematics."

### **Feedback and Evaluation**

The survey asked all who reported larger class sizes whether they had changed the feedback they provide; 72% reported affirmatively. As shown in Table A9 in the Appendix, a majority of faculty teaching all types of classes reported providing less feedback. The change in feedback was particularly marked in graduate classes (89%), GE composition courses (83%), studio courses (83%), laboratory courses (79%) and upper division "W" writing courses (76%). In open-ended responses, faculty reported not only offering less feedback (mentioned by 44%), but also less individualized feedback (23%), reducing opportunities for student revisions (13%) and cumulative improvement in writing, critical analysis, and other essential learning skills. The following selected comments describe the situation, which has particularly hindered progress in student writing.

- "For weaker students, weaker writers, the decrease in assignments, comments, and tutorial time has limited their ability to improve and succeed."
- "As increased enrollments reduce the amount of time I have for grading and meeting with students to discuss writing, they receive less personalized feedback on their work. Standardized rubrics have their place in education, but are no substitute for careful, personalized comments on student work."
- "More students in an English class means less attention to the individual writer. This extends to less student conferences, less teacher-student interaction, and less opportunity to communicate effectively with students"
- "Students are getting less feedback and less one-on-one attention on their writing problems and, therefore, are not making the type of improvements in their overall ability to write effectively."

- “I have had to limit my comments to focus on only what is asked for on the prompt. Anything extraneous (or interesting or important or relevant to the student) must be cut or ignored.”
- “There are basic writing problems that I completely ignore now. I no longer work on syntax or grammar with students, in spite of the fact that all students need this help.”
- “My ability to thoughtfully grade and quickly return student work is reduced by increased class size. As such, I cannot return student work in a timely enough manner that the students would benefit from seeing my feedback.”
- “There is less time for me to give comments on assessments, so there is less feedback for students to improve....I also no longer give feedback on rough drafts b/c there is simply not enough time and energy w/o having graders—and even if I had a grader, it’s not the same as having a professor provide feedback.”
- “One of the largest impacts has been on the kind of reflective thinking that student would have been required to perform in the past. Before classes were doubled, my students wrote two kinds of reflection on every text we read: personal responses...and they also had assignments that gave them many days to think about texts. With these assignments...students could send me a thesis statement or even have me read a draft of their essay....Now I give students exams in class because I would not be able to offer all my students the feedback. “
- “In a recent semester, I was astounded by the serious and chronic issues in a particular student’s writing. I felt surprised that she had reached this level without having had to improve her writing. Sadly, I was not able to give her the personal attention that she needed.”

#### Perspective of Chairs and Directors on Feedback, Interaction, and Evaluation:

Twenty-six percent of the chairs’ and directors’ responses to the question “To what extent have increased class sizes influenced student learning in your department?” echoed faculty perceptions that larger classes have reduced feedback, interaction, and involvement, as the following comments indicate:

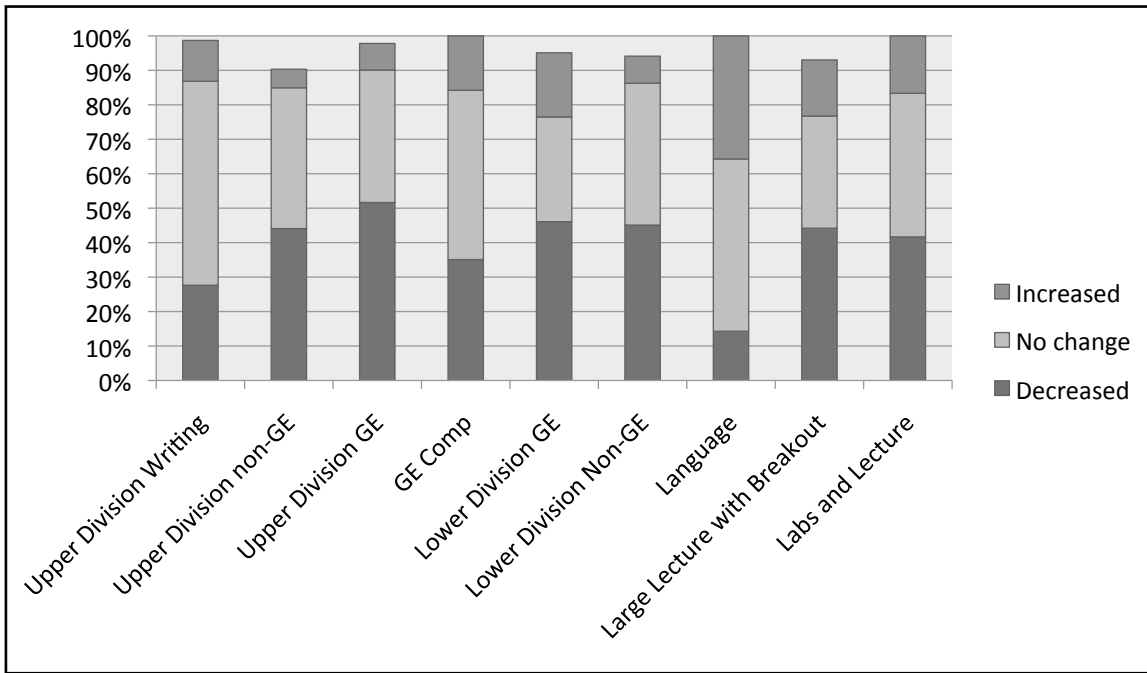
- “A lot. More than 100 students in the first programming course with limited teaching assistant support is like shooting yourself in the foot. Similarly pushing 80+ students to a sophomore class and expecting students to learn by themselves is not helping our students. . . . If we cannot provide a considerable amount of help we set them for failures (we also set ourselves for failure).”
- “Instructors typically keep the same number of office hours, so each student will get less of the instructor's time.”
- “Faculty also do not receive additional assigned time. With significant workload increase, but no change in research requirements, faculty afforded less time to devote to pedagogical innovations to improve student learning.”
- “Great negative impact and faculty now stay off campus as much as possible to avoid large numbers of students”

- “Less time for the skill based greatest impact is on time to provide instructional Support necessary for excellence in student work product. . . . There is only so much time.”

### **Attendance and Preparedness**

Large percentages of faculty reported a decline in attendance and even higher numbers reported a decrease in the preparedness of those attending classes.

**Figure 10: Attendance**

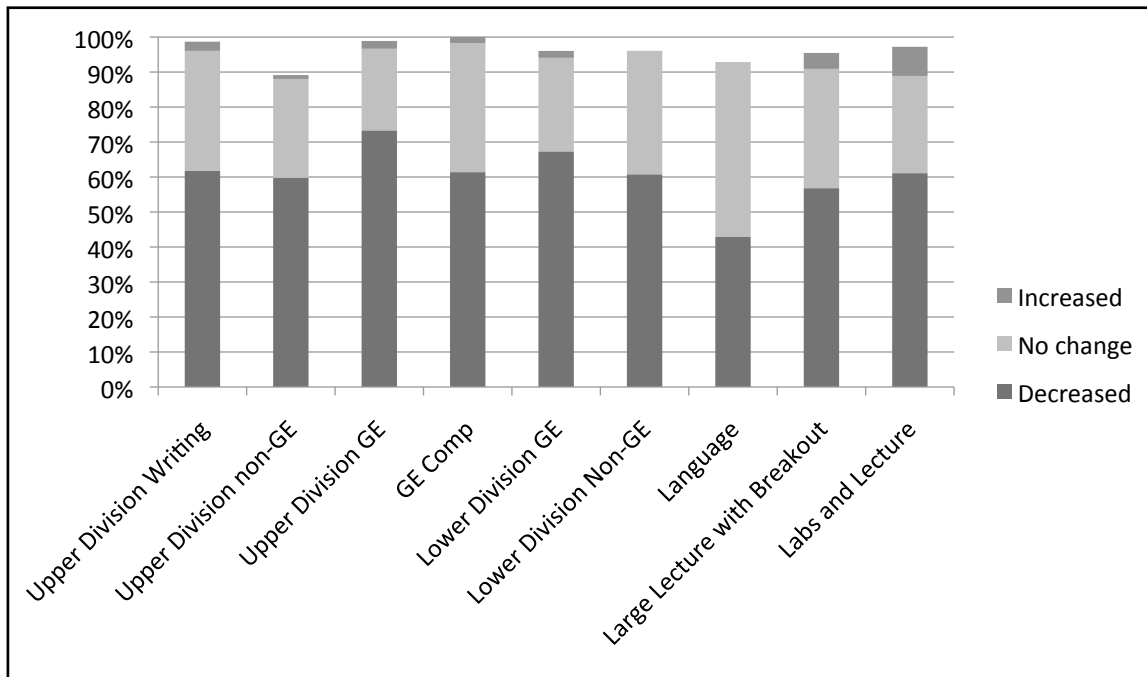


\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

With the exception of language courses, more faculty reported a decrease rather than an increase in attendance. In GE courses between 35% and 50% reported declining attendance, with over 40% in large lectures with breakout sections or labs.



**Figure 11: Student Preparedness**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

Especially striking is the percentage of faculty reporting that students are coming to class unprepared. Over half of faculty in every type of class, with the exception of languages, reported a decline in student preparedness. Over 60% of those teaching GE classes reported that students’ preparedness has decreased. This decline suggests that because of the large class sizes, students conclude that they are either not obligated to be prepared or/and their lack of preparedness is unlikely to be revealed.

Fifteen percent of faculty who gave open-ended comments mentioned the negative effect of larger classes on student attendance and preparedness. Table A7 in the Appendix provides more detail on the perceived impact of class size increase on student learning; it shows that 20% of faculty reported fewer students being engaged in class. The problem is particularly noticeable in General Education classes: 28% teaching upper-division GE classes mentioned declining engagement of students, as did 24% in lower-division GE classes. The increased class size appears to have made students conclude that they do not need to be ready to discuss material and perhaps even that their presence is not essential to their learning.

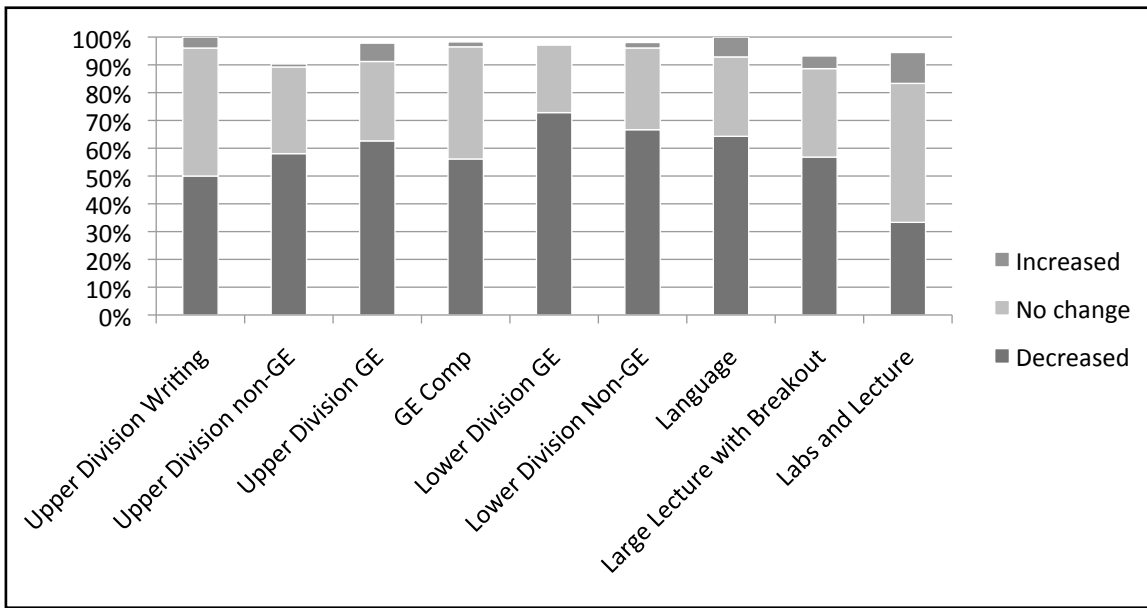
More troubling is that it has become more difficult for faculty to identify or help at-risk students. Nineteen percent of faculty raised this issue. It was particularly common among faculty teaching practicums (38%), laboratory-based classes (31%), GE composition courses such as RWS 100 and 200 (27%) and lower division courses that are not for GE (26%). (See Table A7 in the Appendix).

- “Only a small number are prepared and enter into discussions. The majority can kind of ‘hide’ in the larger group.”
- “I had a number of students who took the W class when its size increased who failed to understand the nature of the research they were required to perform, failed to participate, failed to attend class, failed to turn in any assignments, and indeed failed the class.”
- “Students who are either lazy, shy, unconfident, poorly prepared, or just overwhelmed can slip through the cracks more easily.”
- “But larger classes allow struggling students to fade into the background There is less personal accountability for them—so it is easier for them to skip class—and they are less identifiable to me, which makes it more difficult for me to tell who needs my help.”
- “It used to be that I would have one student who would fall through the cracks....This student would represent 1 in 30. I now have 7 students in 50 who aren’t attending, are not reading, are not prepared, are not writing, are not helping their group, and are not learning or succeeding.”
- “There are more students than before who hide in the crowd and perform poorly, particularly foreign and transfer students. I have little personal interaction with students and cannot assess at-risk students to the degree I used to.”
- “I also now have students simply getting up in the middle of lecture and leaving class—something they never did when I taught the same course with 50 students.”

### ***Discussion and Engagement***

When students do show up to class, their opportunities to participate and their willingness to do so have diminished. The majority of faculty for almost all class types reported a decrease in discussion and a decline in the percentage of students actually participating. Of course, the ability of faculty to maintain interactive classes in the face of increased class size may also influence attendance.

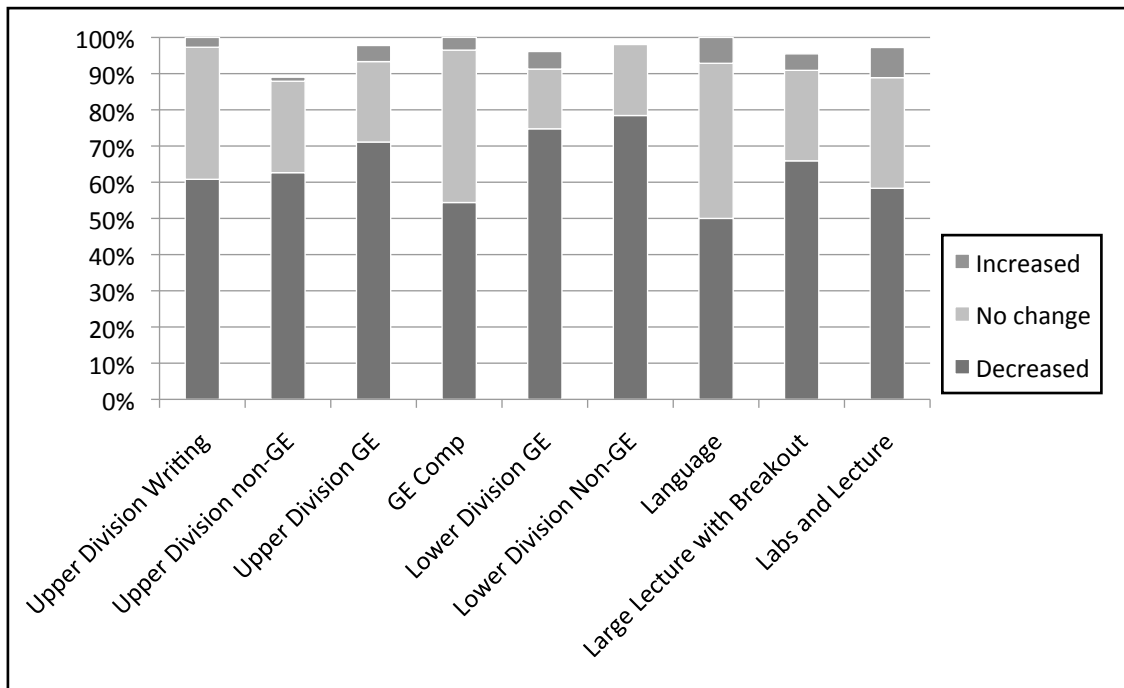
**Figure 12: Time Spent in Discussion**



\*Where responses do not add up to 100%, the missing percent is faculty that responded "not applicable."

With the increase in class size, time spent in discussion has decreased, according to the majority of faculty, in every kind of classroom, except lecture and lab, where discussion may traditionally have been a less integral component of the course. In lower division GE classes over 70% of faculty reported a decrease.

**Figure 13: Percentage of Students who Participate in Discussion**



\*Where responses do not add up to 100%, the missing percent is faculty that responded “not applicable.”

Not only has the *amount of time* spent in discussion decreased, but the *percentage* of students involved in the discussion has also declined. The majority of faculty across *all* types of courses reported this decrease, with lower division course reaching nearly 80%.

Forty-three percent of faculty who gave open-ended comments mentioned larger classes hinder student discussion and engagement. As with the category of writing, instructors observed this decline carrying multiple pedagogical costs in such areas as communication skills, independent thinking, comprehension, effective argumentation, and critical analysis. They report particularly negative impacts on less confident and shyer students.

- “As class size increases, the alpha students in any given class will increase. The result is that these alpha students dominate class discussions to the exclusion of all other students. Even if these quieter students have good ideas, because they don’t get the opportunity to express their ideas, they’re not sure if their take on an issue is valid or acceptable. What I see happening over and over, is that these students end up adopting the vocal students’ ideas.”
- “Without interaction in class or in writing, students cannot learn to analyze materials for themselves. Lectures support content delivery, not critical thinking, writing or analysis.”
- “Lower % of students engaged in class discussion means lower % of students improving communication skills.”
- “The idea of making a circle with the desks with that many people becomes much more difficult. There is less of a ‘community’ in the class for students to engage in, and so they get less out of it.”

- “Larger classes inevitably mean less contributions from students in class. There will always be a few active voices in any room, but for those students who are more hesitant or unsure about the value of their potential contribution, oversized classes keep those students from actively engaging in the subject matter—they become passive, rather than active, learners.”
- “Students don’t pay attention in larger classes; it’s more difficult to generate discussion; larger writing groups often mean less accountability to group peers.”
- “Lecture/discussion is essential for students to internalize the process of critical thinking ....And students learn through careful, meticulous critical reading and discussion ....When you reach 30 or 32 students in a class, the dynamic changes and student quickly fall into passive lecture mode.”
- “With larger class sizes, I notice fewer students feel comfortable speaking, which leads to fewer ideas presented when trying to have a discussion to stimulate critical thinking. Also, many students seem to feel like they can ‘hide’ a bit more in these larger classes.”
- “The number of students who are engaged in the class is definitely reduced. Students have fewer opportunities to ask questions and get clarifications on the spot in class. The result is that in the papers and exams they hand in often contain more misunderstandings or misapplications of theories and concepts than they used to when classes were smaller.”
- “My impression is that a small cohort of students in 180 size classes get a lot out of it but that the large majority are largely checked out.”
- “I find myself doing a bit more lecturing than facilitating discussion in these courses because of the number of students....As a result, I think that it is more difficult for them to learn how to think through concepts and how to develop an argument and to support it with evidence.”
- “Intense discussion of complex works, e.g., Plato’s Republic, is basically impossible when class size passes 50.”
- “I have a much harder time gauging whether or not students are absorbing the material. The lack of class discussion I believe has severely inhibited learning for some of the students.”
- “I also see that only perhaps 30 of the 144 students I am currently teaching....are willing to participate in discussions in such a large class....I feel that I ‘lose’ a much higher percentage of the class than I used to, because I can’t learn nearly all their names and thus can’t call on them by name, and they feel far away from the podium and disconnected.”

#### Perspective of Chairs and Directors on Class Discussion and Engagement:

In their responses to the question “To what extent have increased class sizes influenced student learning in your department?” 17% of chairs and directors mentioned declines in class discussion and student engagement. Here are two such comments:

- “Reduced interest in classes, lower student evaluations. Strong negative pedagogical effect.
- “Discussion, which is critical to the discipline, has been hampered.”

## Insights from Chairs and Directors on Criteria for Class Size Increases

Responding to the question “What criteria has your department used to decide which classes should be increased?” most chairs and directors stated that deans, rather than academic departments and programs, make this determination (see table below). When the rationale for increases in class size is made clear (and often it is not), classroom size and the administration’s sense of student demand are as important as pedagogical or departmental concerns salient.

In response to an open-ended question about what criteria your department used to decide which classes should be increased, chairs responded as follows:

**Table 7: Criteria for selecting classes to increase**

	Percent of chairs giving this response
Ordered/pressured by dean's office	31.1%
Student demand	16.7%
Protect certain courses that required smaller size	15.4%
All classes increased	14.4%
Physical classroom size/Space availability	10.0%
Budget	10.0%
Based on needs of faculty	7.8%
Pressure to meet FTE Targets	6.7%
Other	6.7%
Increased lower-division courses	4.4%
Don't Know	4.4%
Increased GE courses	3.3%

None	2.2%
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Comments from chairs and directors such as the following are common:

- “Pretty much no criteria is used. The class size is determined by the number of seats in the room. The administration does not discuss with faculty the class size. . . . There is really no interest in how the class size will impact the quality of education.”
- “Our department didn’t have a choice.”
- “Whichever ones the dean’s office thought there was demand for.”
- “We don’t have criteria; decisions to increase or course numbers are not really a department choice. It seems we are strongly encouraged to increase our numbers for specific courses by the dean’s office. Their criteria for increasing course numbers are not entirely clear.”
- “The college upped our enrollment without asking for our permission.”
- “Pressure from the dean. No criteria was used other than what we were told was the budget necessity.”
- “What we can physically manage without additional resourcing.”

### ***Concluding Remarks***

We are deeply concerned about the increase in class sizes and the corresponding widespread faculty perception of deteriorating undergraduate teaching and learning at SDSU documented in this report. This deterioration may seriously undermine the quality of the undergraduate degrees awarded both present and future SDSU students. Although it is not our charge to provide specific policy recommendations, we offer these findings in hopes that they will stimulate further research and conversation leading ultimately to reductions in class sizes in key areas.

**APPENDIX**

**Table A1: Courses Numbered 100-299**

<i>SIZE</i>	<i>2001</i>		<i>2013</i>	
	<i>SECTIONS</i>	<i>STUDENTS</i>	<i>SECTIONS</i>	<i>STUDENTS</i>
<i>500+</i>			2	1,006
<i>300-499</i>			25	10,946
<i>200-299</i>	15	3,778	25	6,314
<i>100-199</i>	81	11,069	93	12,875
<i>50-99</i>	195	12,054	145	10,531
<i>25-49</i>	595	20,679	373	12,054
<i>&lt;25</i>	1,006	20,450	246	4,251
<i>SUM</i>	1,892	68,030	909	57,977
	<i>AVG SIZE</i>	<i>PCT ENROLL</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>
<i>500+</i>			503	1.74%
<i>300-499</i>			438	18.88%
<i>200-299</i>	252	5.55%	253	10.89%
<i>100-199</i>	137	16.27%	138	22.21%
<i>50-99</i>	62	17.72%	73	18.16%
<i>25-49</i>	35	30.40%	32	20.79%
<i>&lt;25</i>	20	30.06%	17	7.33%
<i>MEAN SECTION SIZE</i>	36		64	
<i>MEDIAN STUDENT EXPERIENCE</i>	41		118	

This table includes both GE and non-GE courses. It shows that lower-division classes have been most affected by the increase in class size. The number of sections offered decreased by 52%, from 1,892 to 909, and the mean section size grew from 36 to 64. The section size increase understates the impact on students, however, as the median student experience rose from 41 in 2001 to 118 in 2013. Over 30% of all seats were in sections of 200 or more in 2013, while 5.5% were in 2001, and over 50% were in sections of 100 or more, while this had been only 22% in 2013.



**Table A2: Courses Numbered 300-499**

<i>SIZE</i>	<i>2001</i>		<i>2013</i>	
	<i>SECTIONS</i>	<i>STUDENTS</i>	<i>SECTIONS</i>	<i>STUDENTS</i>
<i>300-499</i>			7	2,806
<i>200-299</i>	8	2,126	14	3,179
<i>100-199</i>	39	5,239	86	11,547
<i>50-99</i>	217	13,501	263	17,419
<i>25-49</i>	550	19,918	305	11,187
<i>&lt;25</i>	485	7,397	273	1,882
<i>SUM</i>	1,299	48,181	948	48,020

	<i>AVG SIZE</i>	<i>PCT ENROLL</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>
<i>300-499</i>			401	5.84%
<i>200-299</i>	266	4.41%	227	6.62%
<i>100-199</i>	134	10.87%	134	24.05%
<i>50-99</i>	62	28.02%	66	36.27%
<i>25-49</i>	36	41.34%	37	23.30%
<i>&lt;25</i>	15	15.35%	7	3.92%

<i>MEAN SECTION SIZE</i>	37	51
<i>MEDIAN STUDENT EXPERIENCE</i>	45	71

Unlike the 100-200 level classes, those at the 300-400 level did not see a notable decline in the total number of students enrolled. They did see a decline of more than 350 sections (>27%), however. As a consequence the mean section size rose from 37 to 51 and the median student was in a class of 71 instead of 45. In 2001, 15% of students were in classes of size 100 or more; by 2013, 36% were.

**Table A3: Courses Numbered 500-599**

<i>SIZE</i>	<i>2001</i>		<i>2013</i>	
	<i>SECTIONS</i>	<i>STUDENTS</i>	<i>SECTIONS</i>	<i>STUDENTS</i>
<i>50-99</i>	27	1,638	30	2,033
<i>25-49</i>	128	4,253	96	3,317
<i>&lt;25</i>	241	3,111	173	2,369
<i>SUM</i>	396	9,002	299	7,719
	<i>AVG SIZE</i>	<i>PCT ENROLL</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>
<i>50-99</i>	61	18.20%	68	26.34%
<i>25-49</i>	33	47.25%	35	42.97%
<i>&lt;25</i>	13	34.56%	14	30.69%
<i>MEAN SECTION SIZE</i>	23		26	
<i>MEDIAN STUDENT EXPERIENCE</i>	29		35	

Classes at the 500 level are a crossover level between graduate and undergraduate, and which often includes “capstone courses” where undergraduates are meant to experience a seminar-style class of intense participation, writing, and individualized feedback. The number of these classes dropped by almost 100 (24.5%). The number of students fell as well, by 14.25%. The increases in the mean section size (23 to 26) and the median student experience (29 to 35) were more modest than was the case for courses numbered at the 100-400 levels.

**Table A4: Lab Courses**

	<i>2001</i>		<i>2013</i>	
	<i>SECTIONS</i>	<i>STUDENTS</i>	<i>SECTIONS</i>	<i>STUDENTS</i>
<i>25-49</i>	22	590	36	1,047
<i>&lt;25</i>	73	1,319	118	2,229
<i>SUM</i>	95	1,909	154	3,276
	<i>AVG SIZE</i>	<i>PCT ENROLL</i>	<i>AVG SIZE</i>	<i>PCT ENROLL</i>
<i>25-49</i>	27	30.91%	29	31.96%
<i>&lt;25</i>	18	69.09%	19	68.04%
<i>MEAN SECTION SIZE</i>	20		21	
<i>MEDIAN STUDENT EXPERIENCE</i>	23		23	

Lab courses are primarily 100 and 200 level ( $109/154 = 70.7\%$ ) or 300-400 level ( $38/154 = 24.7\%$ ). Lab courses exhibit a different pattern from most of the rest of the curriculum as both the number of students and the number of sections had larger increases. Students rose by 71.6% and the number of sections by 62%. Overall, there was a slight increase in the mean section size, from 20 to 21, and no increase in the median student experience.

**Table A5: Writing Intensive Courses**

	2001		2013	
	SECTIONS	STUDENTS	SECTIONS	STUDENTS
<b>50-99</b>	1	64		
<b>25-49</b>	12	332	102	2,998
<b>&lt;25</b>	40	752	15	251
<b>SUM</b>	53	1,148	117	3,249
	AVG SIZE	PCT ENROLL	AVG SIZE	PCT ENROLL
<b>50-99</b>	64	5.57%		
<b>25-49</b>	28	28.92%	29	92.27%
<b>&lt;25</b>	19	65.51%	17	7.73%
<b>MEAN SECTION SIZE</b>	22		28	
<b>MEDIAN STUDENT EXPERIENCE</b>	23		30	

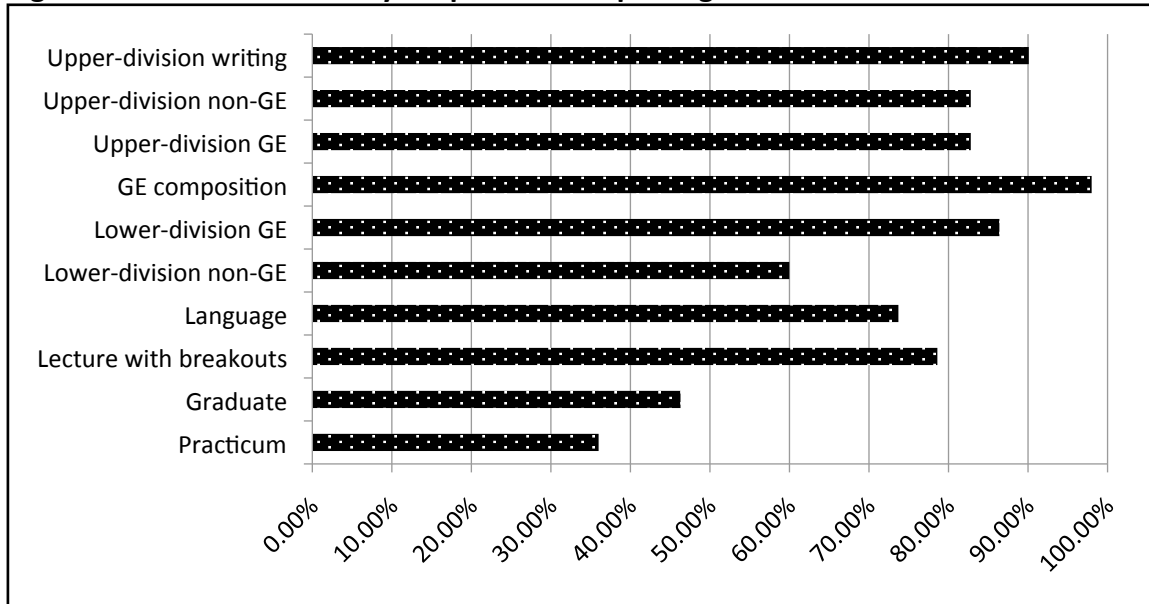
Writing intensive courses are upper division courses with the “W” designation. They are taught in a discipline and fulfill the upper division writing requirement. While the number of students rose by 183%, the number of sections increased by a smaller 120.8%. As a result both the mean section size and the median student experience saw increases of close to 30%.

**Table A6: Summary of Changes by Course Number and Type**

	<b>100-299</b>		<b>300-499</b>	
	<b>Sections</b>	<b>Students</b>	<b>Sections</b>	<b>Students</b>
<b>2001</b>	1,892	68,030	1,299	48,181
<b>2013</b>	909	57,977	948	48,020
<b>Change</b>	-51.96%	-14.78%	-27.02%	-0.33%
	<b>Writing Intensive</b>		<b>Lab</b>	
	<b>Sections</b>	<b>Students</b>	<b>Sections</b>	<b>Students</b>
<b>2001</b>	53	1,148	95	1,909
<b>2013</b>	117	3,249	154	3,276
<b>Change</b>	120.75%	183.01%	62.11%	71.61%
	<b>500-599</b>		<b>600-799</b>	
	<b>Sections</b>	<b>Students</b>	<b>Sections</b>	<b>Students</b>
<b>2001</b>	396	9,002	485	8,331
<b>2013</b>	299	7,719	411	8,873
<b>Change</b>	-24.49%	-14.25%	-15.26%	6.51%
	<b>800-999</b>		<b>All Levels Combined</b>	
	<b>Sections</b>	<b>Students</b>	<b>Sections</b>	<b>Students</b>
<b>2001</b>	88	1,852	4,308	138,453
<b>2013</b>	52	1,113	2,890	130,227
<b>Change</b>	-40.91%	-39.90%	-32.92%	-5.94%

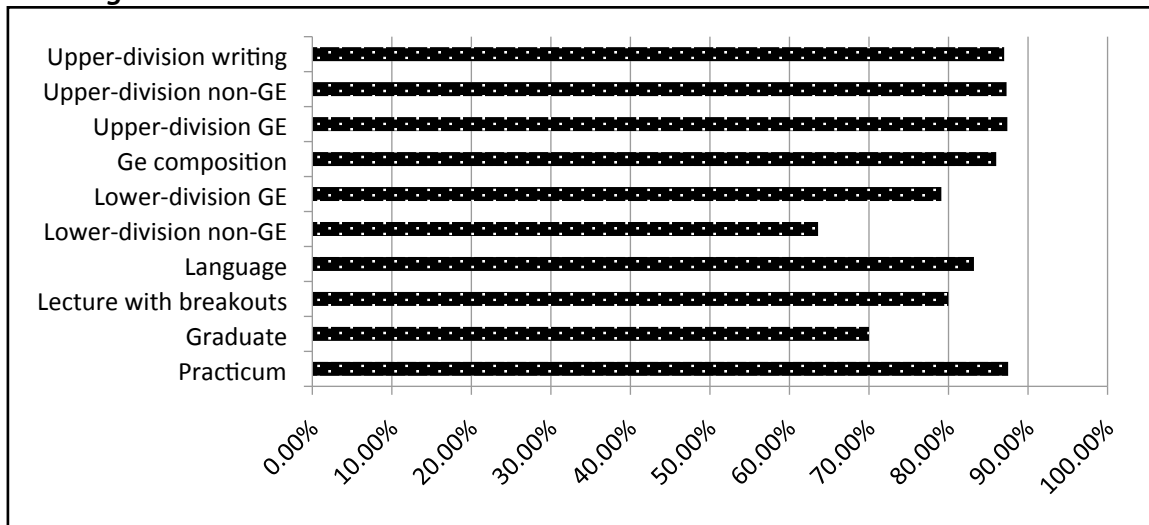
**College of Arts and Letters**

**Figure A1: Percent of Faculty Respondents Reporting an Increase in Class Size**



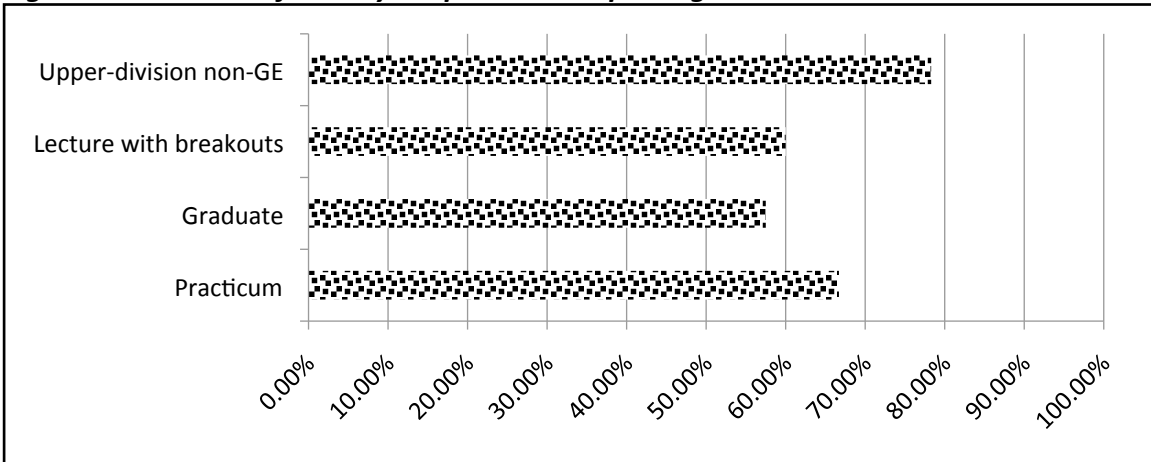
A majority of Arts and Letters faculty reported increases in class sizes. Particularly notable are writing courses and GE courses. A large majority of faculty reporting increased class size also indicated a negative impact on student learning.

**Figure A2: Of Those Reporting an Increase in Class Size, Those with Negative Impact on Student Learning**



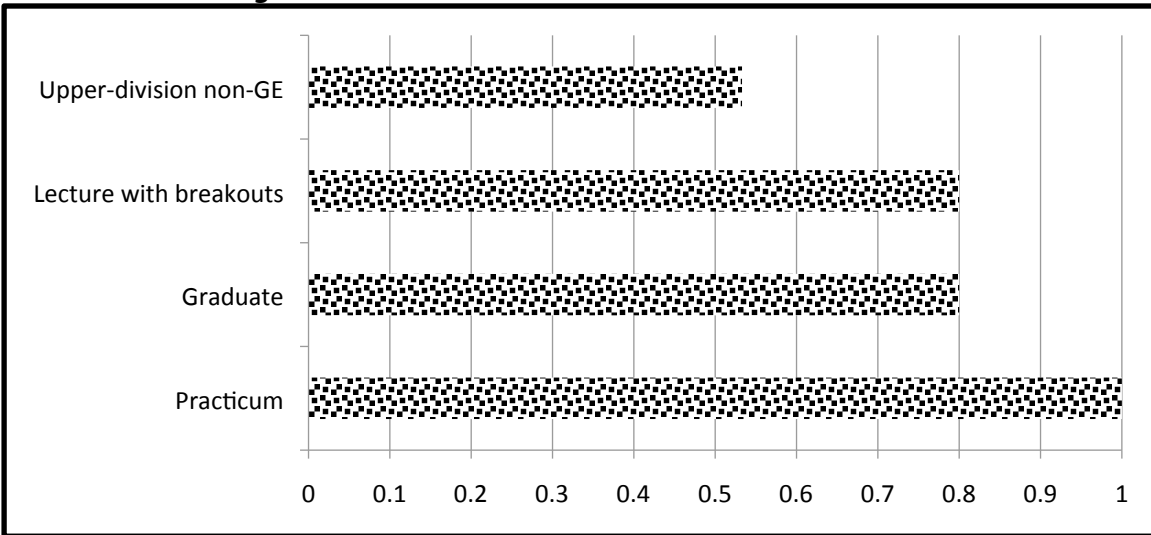
**College of Business Administration**

**Figure A3: Percent of Faculty Respondents Reporting an Increase in Class Size**



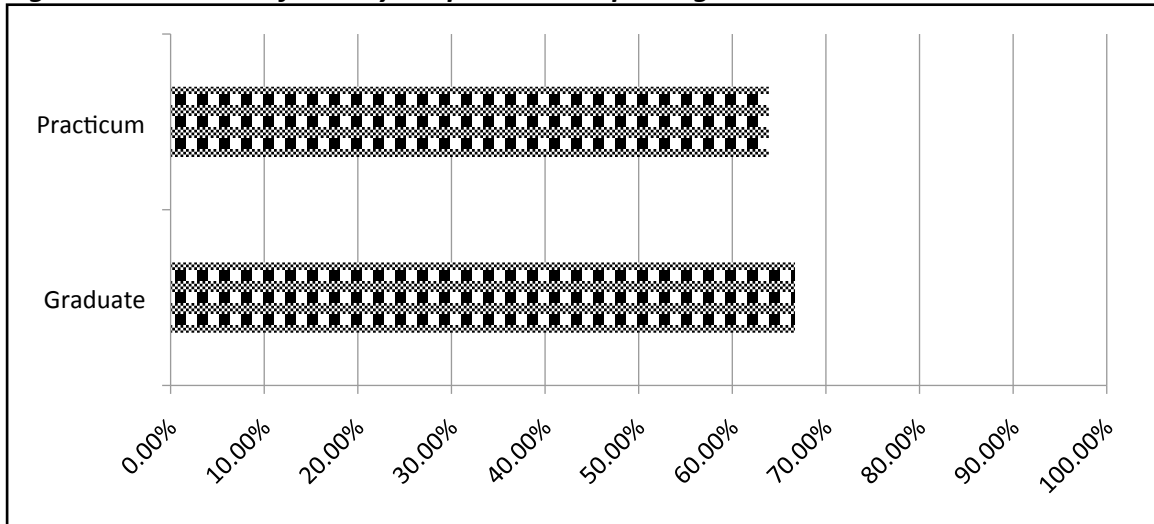
Well over one-half of all College of Business Administration respondents reported increases in class sizes and 55%-100% reported a negative impact on student learning.

**Figure A4: Of Those Reporting an Increase in Class Size, Those with Negative Impact on Student Learning**



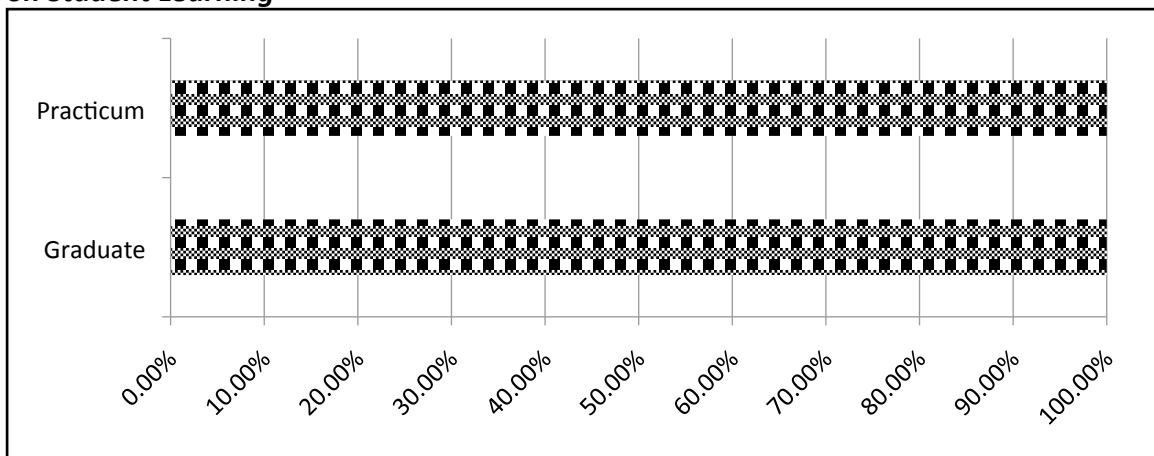
**College of Education**

**Figure A5: Percent of Faculty Respondents Reporting an Increase in Class Size**



Over 60 percent of all respondents from the College of Education reported increases in class sizes, and 100% of those agreed that there was a negative impact on student learning.

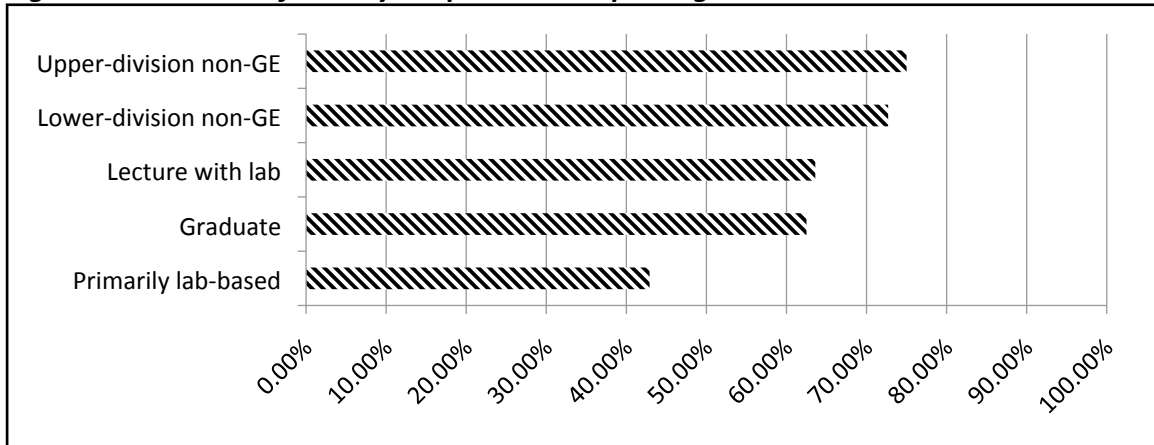
**Figure A6: Of Those Reporting an Increase in Class Size, Those with Negative Impact on Student Learning**





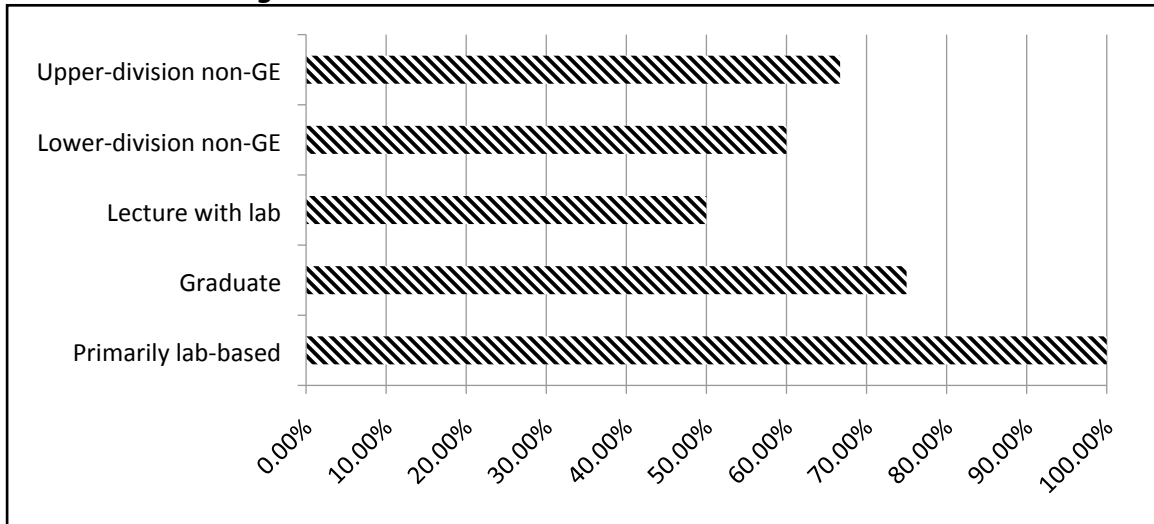
**College of Engineering**

**Figure A7: Percent of Faculty Respondents Reporting an Increase in Class Size**



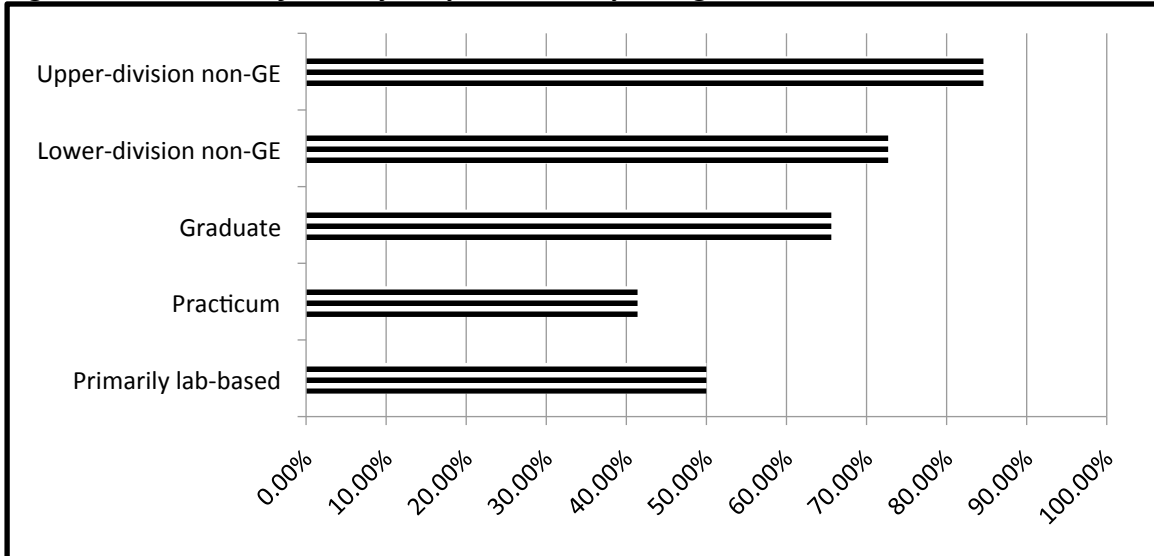
Except for lab-based classes, over 60% of all College of Engineering respondents reported an increase in class sizes. Of those reporting increases, 50%-100% noted a negative impact on student learning.

**Figure A8: Of Those Reporting an Increase in Class Size, Those with Negative Impact on Student Learning**



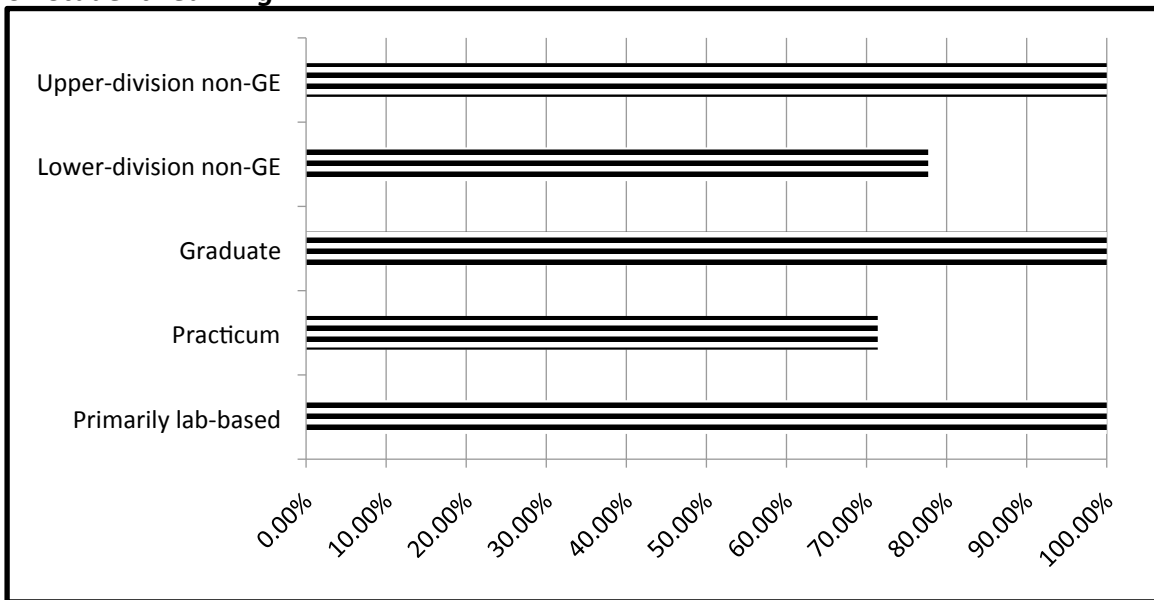
**College of Health and Human Services**

**Figure A9: Percent of Faculty Respondents Reporting an Increase in Class Size**



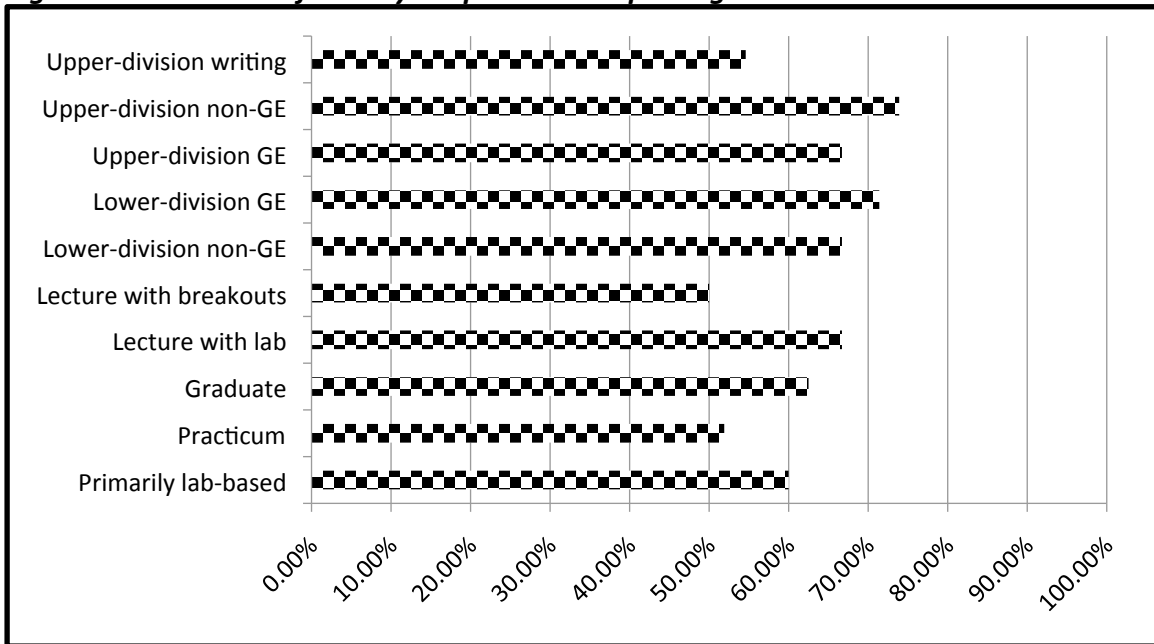
A majority of College of Health and Human Services faculty respondents reported increases in class sizes and 70%-100% of those faculty noted a negative impact on student learning.

**Figure A10: Of Those Reporting an Increase in Class Size, Those with Negative Impact on Student Learning**



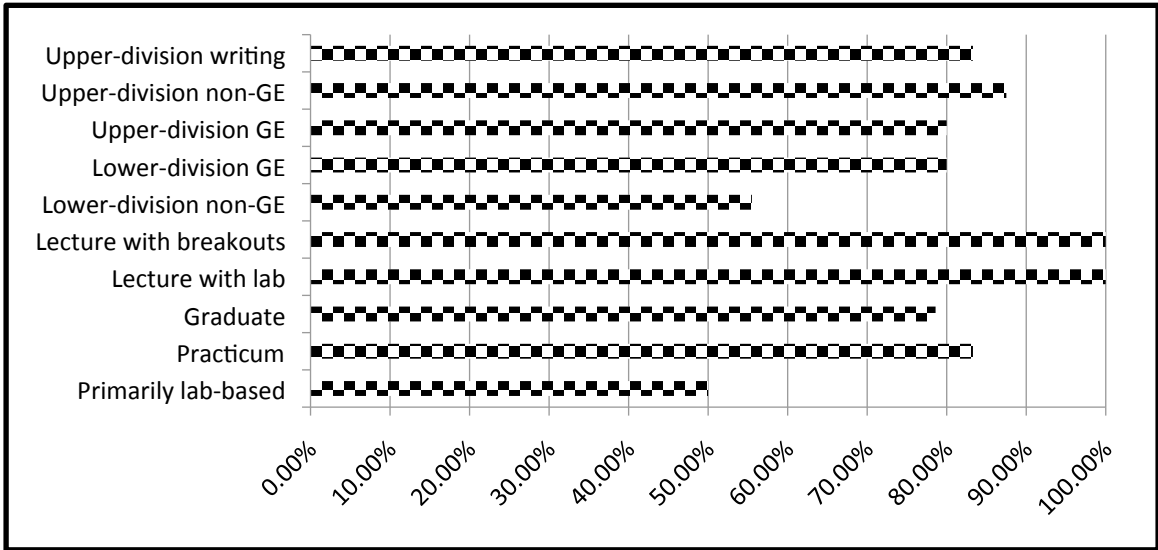
**College of Professional Studies and Fine Arts**

**Figure A11: Percent of Faculty Respondents Reporting an Increase in Class Size**



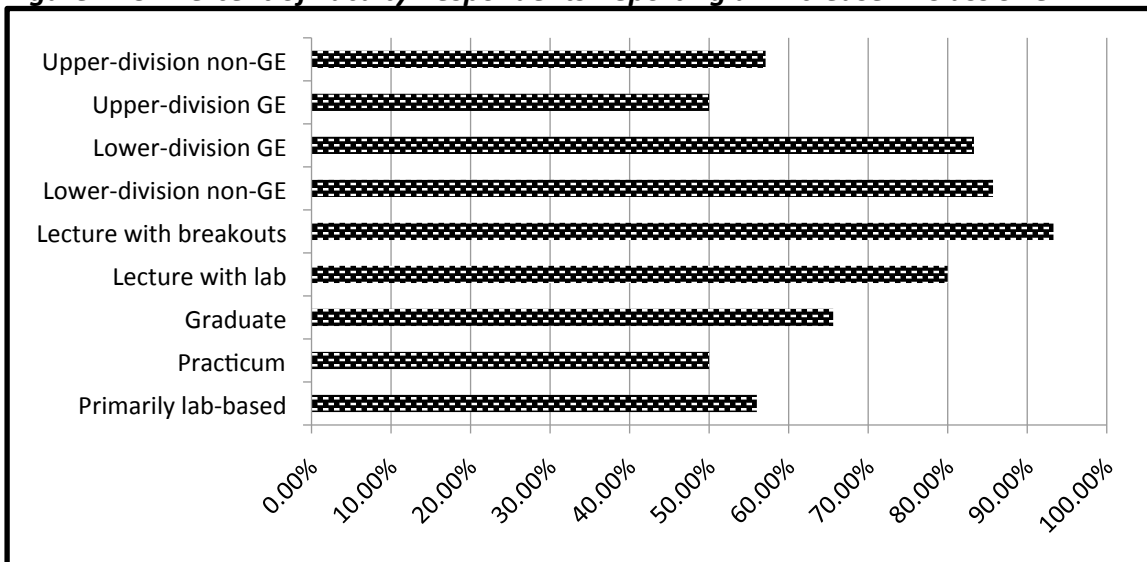
Well over a majority of respondents from the College of Professional Studies and Fine Arts reported increases in class size, and for most types of class, 80% or more reported a negative impact on student learning.

**Figure A12: Of Those Reporting an Increase in Class Size, Those with Negative Impact on Student Learning**



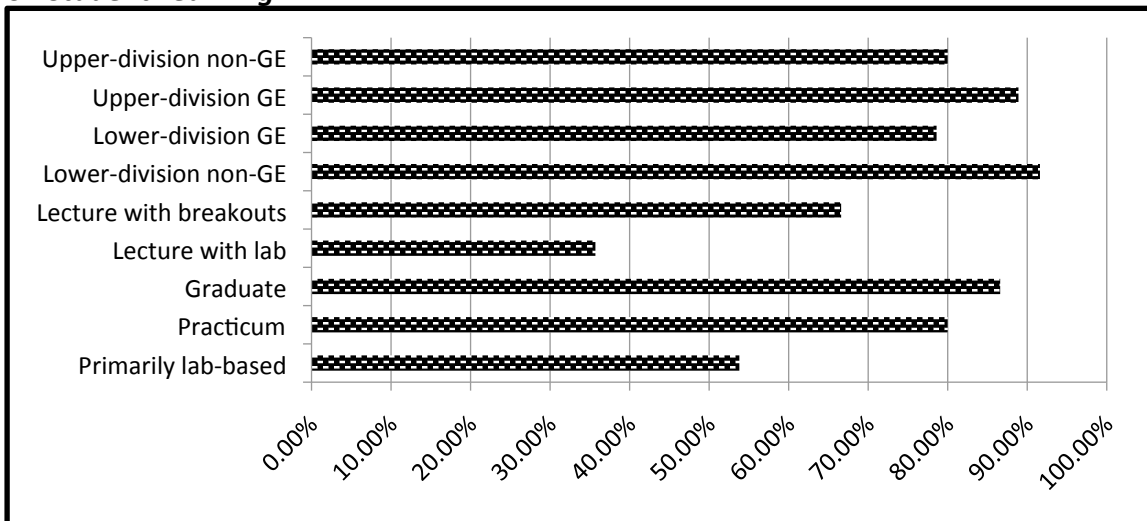
**College of Sciences**

**Figure A13: Percent of Faculty Respondents Reporting an Increase in Class Size**



Fifty percent or more of all College of Sciences faculty respondents reported increases in class sizes for all types of classes. With the exception of lectures with labs, an overwhelming majority of instructors of all types of classes reported a negative impact on student learning.

**Figure A14: Of Those Reporting an Increase in Class Size, Those with Negative Impacts on Student Learning**



**Table A7: Summary of Qualitative Comments about Impact of Increased Class Size on Student Learning**

	Writing (n=65)	Upper Division not GE (n=73)	Upper Division GE (n=80)	GE Comp (N=48)	Lower Division GE (N=142)	Lower Division not GE (N=34)	Language (N=7)	Breakout Sessions (n=31)	Unegrad Lecture with Lab (N=22)	Lab (n=29)	Graduate n=110)	Studio (N=4)	Practicum (n=56)	Other (n=13)	Percent of all faculty responses mentioning this (n=611)	Total number of faculty making this comment (N=714)
Decreased writing ability	29%	34%	36%	29%	23%	21%	14%	26%	0%	10%	6%	0%	9%	8%	25%	152
Decreased effectiveness of class discussion	28%	25%	20%	21%	17%	26%	0%	23%	5%	0%	20%	0%	9%	23%	22%	133
Decreased student engagement	22%	18%	28%	15%	15%	24%	0%	16%	23%	7%	14%	0%	9%	23%	20%	121
Students who require support fall behind	14%	11%	15%	27%	8%	26%	0%	3%	14%	31%	15%	0%	38%	23%	19%	116
Decreased mastery of content	15%	11%	16%	15%	8%	26%	14%	16%	27%	34%	14%	25%	20%	31%	18%	111
Decreased critical thinking skills	25%	19%	23%	21%	13%	24%	0%	16%	5%	7%	7%	0%	9%	8%	17%	106
Decreased oral communication skills	5%	16%	13%	10%	6%	0%	29%	10%	5%	3%	5%	0%	4%	8%	9%	54
Decreased ability to conduct research	14%	10%	15%	8%	4%	3%	0%	13%	5%	3%	2%	25%	0%	0%	8%	48

**Table A8: Summary of Qualitative Responses about Changes Made to Assignments or Assessment Tools to Accommodate Larger Class Sizes**

	Writing (n=57)	Upper division, not GE (n=72)	Upper division GE(n=72)	GE Comp (n=49)	Lower division GE (n=71)	Lower division, not GE (n=29)	Language (n=10)	Breakout Sessions (n=26)	Undergrad lecture with labs (n=20)	Lab (n=28)	Graduate (n=88)	Studio (n=4)	Practicum (n=58)	Other course types (n=12)	As a percentage of all faculty responses (596)	Total comments
Fewer assignments	51%	38%	42%	54%	39%	31%	30%	29%	35%	29%	32%	25%	27%	50%	38%	22
Standardization of assignments and assessment	26%	33%	25%	18%	42%	31%	20%	50%	55%	11%	14%	0%	9%	17%	26%	15
Shorter assignments	34%	21%	46%	18%	27%	24%	0%	19%	10%	4%	33%	35%	5%	16%	24%	14
Less feedback	12%	11%	11%	18%	1%	7%	0%	4%	5%	14%	8%	50%	16%	8%	10%	6
Decrease in content covered	14%	7%	14%	6%	7%	10%	20%	4%	15%	11%	7%	25%	5%	17%	9%	5
More group work	9%	3%	3%	8%	3%	0%	20%	0%	5%	14%	14%	0%	7%	17%	8%	4
Less one-on-one, supervision	14%	3%	1%	12%	3%	0%	0%	0%	5%	7%	1%	0%	16%	0%	5%	3
Less classroom discussion	2%	6%	4%	2%	10%	7%	20%	4%	0%	0%	3%	0%	5%	0%	5%	2
Less reading	5%	4%	10%	4%	1%	0%	10%	0%	0%	0%	2%	0%	2%	0%	3%	2
Other	7%	8%	10%	12%	13%	17%	0%	8%	0%	21%	6%	0%	19%	8%	10%	6

**Table A9: Summary of Faculty Qualitative Comments about Changes to the Feedback They Provide**

	Writing (n=59)	Upper division not GE (n=31)	Upper division GE (n=59)	GE Comp (n=45)	Lower division GE (n=98)	Lower division not GE (n=31)	Language (n=10)	Breakout sessions (n=27)	Undergrad lecture with lab (n=21)	Lab (n=28)	Graduate (n=105)	Studio (n=4)	Practicum (n=58)	Other (n=8)	Percent of all (n=626)	Total faculty making this claim
Percent saying they have reduced feedback	76%	67%	66%	83%	71%	65%	57%	63%	58%	79%	89%	83%	51%	53%	72%	552
Less feedback, fewer comments	55%	42%	59%	60%	40%	42%	60%	63%	33%	14%	20%	0%	5%	76%	44%	243
Less specific feedback	47%	13%	24%	42%	15%	13%	0%	26%	29%	4%	18%	0%	3%	13%	23%	129
Reduce or eliminated revisions	20%	13%	20%	9%	8%	13%	10%	11%	10%	0%	18%	0%	7%	0%	13%	72
Less one-on-one time to give feedback	17%	6%	8%	13%	5%	6%	0%	4%	0%	0%	1%	0%	2%	13%	7%	37
Limit number of assignments requiring feedback	5%	10%	7%	0%	8%	10%	0%	4%	14%	0%	4%	0%	2%	25%	6%	34
Use more online tools	7%	10%	3%	4%	5%	10%	20%	4%	10%	4%	4%	25%	3%	0%	6%	33



To: The Senate  
From: Tom Packard, Chair, Faculty Affairs Committee  
Date: May 2014  
Subj: Information Item

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## REPORT ON UNIVERSITY FACULTY

### Executive Summary

This report presents and assesses data, primarily from the Office of Faculty Affairs, for the period from Fall 2007 to Fall 2013. Key findings and conclusions will be highlighted in this Executive Summary.

#### Key findings:

- Since 2007, headcount of TT faculty declined by 131 positions (16%), from 807 to 676.
- Temporary Faculty decreased from 995 to 786, for a net loss of 209 positions.
- The number of TAs declined from 608 to 578.
- The total of all teaching personnel declined by 370, from 2,498 to 2,128: a 15% drop.
- FTEF of TT faculty declined from 773 to 643 (17%).
- FTEF for Temporary Faculty declined from 473 to 372 (21 %).
- FTEF for all faculty declined by 231, from 1246 to 1015, a decrease of 19%.
- The percentage of TT faculty was 64% in 2013: far below the recommended 75%.
- Decreased % of Assistant Professors and increases for Associate and Full Professors.
- The number of searches and appointments varied widely over this period.
- The number of separations per year varied from 62 to 30.
- Net change of -138 in the differences between appointments and separations.
- FTES declined by 7% and FTEF declined by 18%. SFR increased by 13%.
- Female faculty % unchanged at 41%; persons of color % similarly flat (24%-27%).
- Percentages of women and persons of color in new faculty appointments ranged widely over the period, with 50% being female and 40% being persons of color in 2013.

#### Conclusions and issues:

- Numbers of faculty, proportions of TT faculty, and SFRs still do not reflect established expectations and standards.
- Student Success Fee is expected to lead to significant increases in TT faculty hiring.
- Will additional hires, beyond Student Success Fee hires, exceed separations?
- Further discussion and analysis needed re: improvements in the TT-Temporary ratio.
- Continuing concerns re: issues of FTES and class sizes in individual classrooms and across colleges and departments.
- Much more needs to be done to enhance diversity in the faculty ranks.

- Ensure action on this and other reports: action plans which are reported upon over time.

## **Introduction**

Each year, the Office of Faculty Affairs provides to the Faculty Affairs Committee faculty census data for recent years. This report presents and assesses the most recent data, from Fall 2007 to Fall 2013, reporting findings and making some conclusions. Not all data tables are included here. Those tables follow this report. Some of those tables contain data back to 2003, but only data from 2007 to 2013 are included in this report. Except where indicated, data used here are from the Data Presented to the Senate Faculty Affairs Committee as Informational Charts In October 2013, which follows this report. Data from that report are from Tenure-Track Group B, which has been used since 2007, and includes all types of Tenure-Track faculty<sup>1</sup> except Athletics.

The Committee thanks the Office of Faculty Affairs and Associate Vice President for Faculty Affairs Edith Benkov for their help in supplying the necessary data to compile this report.

This report focuses on overall faculty resource issues including faculty headcounts and FTEF, proportions of faculty (TT/Temporary, rank, gender, and ethnic diversity), appointments and separations, and student-faculty ratios. Reports by two other committees are using the Office of Faculty Affairs data and data from other sources to address related issues. The Academic Resources and Planning committee is preparing a report which focuses on the decisions of allocation of positions throughout the university; and the Diversity, Equity, & Outreach Committee submitted a report to the Senate in February which addressed diversity issues in some detail.

## **Faculty Headcounts, FTEF and TT/Temporary Faculty Proportions**

Since 2007, the headcount of TT faculty (not including FERP) has declined by 131 positions (16%), from 807 in 2007 to 676 in 2013 (see Table 1). There were 88 FERP faculty at the beginning and end of this period, with minor fluctuations in between. There were 995 Temporary faculty in 2007, with this number declining steadily to 669 in 2012 and then rising to 786 in 2013, for a net loss of 209 positions. The number of TAs declined from 608 to 578 over this time period. The total of all teaching personnel declined by 370, from 2,498 to 2,128 – a 15% drop.

The FTEF of TT faculty declined from 773 to 643, a decline of 17%. The FTEF for Temporary faculty declined from 473 to 372, or 21%. The number of FTEF for all faculty declined by 231, from 1246 to 1015: a decrease of 19%.

The percentage of TT faculty moved from 62% to 64%, with jumps to 68% in 2009, 2010, and 2011. As noted in previous reports from the Faculty Affairs Committee, the ratio of TT faculty falls far below the proportion of 75% - 25% recommended by the University Senate, or the 70% - 30% recommended by the Faculty Affairs Committee in its 2007 report to the Senate. The

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<sup>1</sup> TT Instructional Faculty, Part-Time and Full-Time Tenured Department Chairs, Grant-Related Tenured Instructional Faculty, Tenure-Track Librarians, Tenure-Track SSPARS (Student Services Professional, Academic-Related Employees) and All FERPS.

percentage has declined from a high of 77% in 1994, although that figure—as well as percentage “bumps” in 2003 and 2004—reflected budget reductions which eliminated many lecturer positions.

**TABLE 1: Headcount, FTEF, and Percentage of TT Faculty**

	F 2007	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013	Change	% Change
<b>Headcount</b>									
TT Except FERP	807	819	796	740	744	699	676	-131	-16%
FERP	88	70	62	80	83	79	88	0	
Temp	995	982	757	723	702	669	786	-209	
TAs	608	581	526	548	527	565	578	-30	
<b>TOTAL</b>	<b>2498</b>	<b>2452</b>	<b>2141</b>	<b>2091</b>	<b>2056</b>	<b>2012</b>	<b>2128</b>	<b>-370</b>	<b>-15%</b>
<b>FTEF *</b>									
All TT**	773	793	765	737	717	666	643	-130	-17%
Temp	473	474	360	346	338	324	372	-101	-21%
Total FTEF	1246	1267	1125	1083	1055	990	1015	-231	-19%
<b>% of TT***</b>	<b>62</b>	<b>63</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>67</b>	<b>64</b>		

\* Instructional Faculty only; no SSPARs, Librarians, GRIFs. Includes Instr. TB of Dept. Chairs

\*\* TT includes FERP, probationary, and tenured faculty

\*\*\*TAs are not included in the calculation of total FTEF for determining proportion of TT faculty.

### Faculty Ranks

The proportions of faculty by rank have changed somewhat. As can be seen in Table 2, the percentage of assistant professors declined from 21% to 12%, reflecting limited hiring during this period. The percentage of associate professors increased slightly, from 29% to 33%. The percentage of full professors increased from 50% to 55%.

**TABLE 2: Ranks: Numbers and Percentages**

	F 2007	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
Assistant	188/21%	197	170	136	141	102	92/12%
Associate	261/29%	259	158	264	261	261	255/33%
Full	446/50%	433/49%	430/50%	420/25%	425/51%	415/53%	417/55%
<b>TOTAL</b>	<b>895</b>	<b>889</b>	<b>858</b>	<b>820</b>	<b>827</b>	<b>778</b>	<b>764</b>

### Appointments and Separations

Trends in TT faculty numbers can also be seen by examining numbers of appointments of new faculty and separations.

As can be seen in Table 3, the number of searches varied widely by year, from 91 to 4, with appointments similarly varying, from 56 to 3. The percentage of appointments from searches varied from 87% (2013) to 31% (2009).

**TABLE 3: Searches and Appointments**

	F 2007	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
Searches	70	91	32	4	51	8	23
Appt's	56	48	10	3	43	5	20
Appt. %	80	53	31	75	84	63	87

The number of separations per year (Table 4) varied from 62 to 30. The percentage of FERP retirements as a percentage of all separations increased from 37% in 2007 to 59% in 2013, with spikes to 82% and 68% in 2010 and 2011 respectively. Surveys of faculty who have resigned find a variety of reasons given for departure, including cost of living, dual-career partners, distance from family, and—anecdotally—recognition that they are unlikely to obtain tenure.

In 2007, appointments matched separations, with 56 of each (Table 4, last row). In 2008 and 2011 there were net increases of 5 more appointments than separations. In all other years, there were net decreases. The biggest gap was in 2010, when there were 62 separations and 3 appointments. In 2013, there were 50 separations and 20 appointments, for a net decrease of 30. There was an overall net change of -138 in the differences between appointments and separations from 2007 to 2013.

**TABLE 4: Resignations and Other Separations**

	S 2007	S 2008	S 2009	S 2010	S 2011	S 2012	S 2013
Resignations	21	15	8	15	9	17	11
Other separations*	35	28	22	47	29	27	39
TOTAL	56	43	30	62	38	44	50
NET CHANGE: Appointments/ Separations	0	+5	-20	-59	+5	-39	-30

\* Retired, Entered FERP, Deceased, Completed Terminal Year

### Student-Faculty Ratios

From 2007 to 2013, the FTES declined by 2193 (7%) and the FTEF declined by 256 (18%). Because of the greater percentage decrease in FTEF, the SFR has increased from 21.7 to 24.5, a 13% increase (see Table 5).

**TABLE 5: Student-Faculty Ratios**

	F 2007	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013	Change	% Change
FTES	31,175	30,830	29,108	26,277	27,462	28,024	28,982	-2193	-7%
FTEF	1437	1413	1256	1211	1186	1153	1181	-256	-18%

SFR	21.7	21.8	23.2	21.7	23.2	24.3	24.5	+2.8	+13%
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Data source: Analytic Studies & Institutional Research. These figures exclude GAs from calculation for SFR.

## Diversity

As noted in Table 6, during the 2007-2013 period, the percentage of female faculty remained virtually unchanged at 41%. The percentage of persons of color was similarly flat, in the 24%-27% range.

**TABLE 6: Tenure-Track Faculty Gender and Ethnic Diversity, by Percentage**

	F 2007	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
% Female	40	41	41	41	42	41	41
% Persons of Color	24	25	25	26	26	27	27

Data are from Group A: no full-time chairs, etc.

Data in the tables following this report provide additional detail, briefly summarized here, and covered in more detail in the report that the Diversity, Equity, & Outreach Committee presented to the Senate in February.

The percentage of faculty identified as Asian increased from about 9% to 14%, while the percentage of Hispanic/Latino faculty generally remained flat at 9%, as did the percentage of Black/African American faculty (3%-4%).

Percentages of women and persons of color in new faculty appointments ranged widely over the period, with 50% of new hires being female and 40% being persons of color in 2013.

The Diversity, Equity, & Outreach Committee report analyzed in detail the diversity trends in faculty data. Some of their key findings were:

- The three most diverse colleges in terms of race and gender (Library, Education, and IVC) have also been the ones that have suffered the most cuts in T/TT faculty percentage-wise.
- The Colleges of Sciences and of Health and Human Services have no African American T/TT faculty.
- The College of Engineering only has 3 female T/TT faculty members (the national norm is much higher) and the College of Sciences only has 3 women of color T/TT faculty members.
- In Fall 2013, among instructional T/TT faculty (not counting librarians), there were 3.1% African Americans (22), 8.25% Hispanics (58), and 13.2% Asians (93).
- The dwindling numbers of African American tenured/tenure-track faculty are cause for extreme concern. Given our status as a Hispanic-Serving Institution, it would also behoove SDSU to have larger numbers of Hispanic tenured/tenure-track faculty.

## Conclusions

Data regarding the numbers of faculty, proportions of TT faculty, and SFRs have been heavily discussed in recent years; but, with minor examples of improvement, the figures still do not reflect established expectations and standards. Our headcount decreased by 131 (16%) while FTES dropped only 7%. With FTEF decreasing 18%, SFR has increased 13%. The percentage of TT faculty has remained steady, and is now at 64%. As noted above, the Senate has established a recommendation of 75% of faculty being TT, a view supported by a recent report from AAUP which asserted that “Concerned legislators and some academic administrators have joined faculty associations in calling for dramatic reductions in the reliance on contingent appointments, commonly urging a maximum of 25%.”<sup>2</sup>

The recently approved Student Success Fee is expected to lead to significant increases in TT faculty hiring and, it is expected, the TT-Temporary Faculty ratio. Further discussion and analysis is needed to determine precise effects, however. For example, what hiring beyond the positions from the Student Success Fee will be done to make up for retiring and other separating faculty to enable the University to reach its TT-Temporary Faculty goal? Will new appointments in addition to the Student Success Fee hires at least replace retirements, and ideally exceed retirements, in order to improve the percentage of TT faculty? Specific numbers for separations, replacement new hires, and Student Success Fee new hires as well as evolving numbers of temporary faculty will be needed to assess progress toward the goal of 75% TT.

More specific questions are concerned with issues of FTES and class sizes in individual classrooms and across colleges and departments, an issue that is currently being evaluated in the Senate, through a study that will be presented by the Blue Ribbon Committee on class size. The trend toward reduced teaching loads has also contributed to larger class sizes.

Issues and concerns regarding diversity have also been raised in the past, including a 2005 report on the recruitment and retention of African American faculty by the Senate Committee on Diversity, Equity & Outreach, which was helpful in making the university aware of a situation that needed attention. This report and the February report from DEO suggest that much more needs to be done to enhance diversity in the faculty ranks. Expectations for increased diversity should consider data from the demographics of the SDSU student body and local communities as well as the demographics regarding the national pool of available candidates. SDSU is underrepresented in female TT faculty relative to the available national pool, and the total percentage of TT faculty of color is above the available national pool percentage. The Faculty Affairs Committee reiterates its recommendation from its 2008 report, that the University needs to resist complacency regarding diversity, equity, and outreach in all hiring decisions. If we are to continue to build a diverse faculty, we will need to recruit and hire the most diverse pool of qualified candidates that we can.

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<sup>2</sup> American Association of University Professors, prepared by a subcommittee of the Committee on Contingency and the Profession. (2009). *Tenure and Teaching-Intensive Appointments*. Retrieved from <http://www.aaup.org/AAUP/comm/rep/teachertenure.htm#b6>

The Committee strongly hopes that this report and the reports by the Academic Resources and Planning and Diversity, Equity, & Outreach Committees be thoughtfully analyzed, followed by the identification of key issues to be addressed and the formation of explicit action plans which are tracked and reported upon over time.

Charts and a PowerPoint presentation that accompany this report may be found on the Senate website, <http://sdsu.edu/senate>.

To: Senate  
From: The Graduate Curriculum Committee  
Date: April 8, 2014  
Re: Information - 2015-2016 *Graduate Bulletin*

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**INFORMATION (2I-04-14)**

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. Deletion of course.

ARP 811. Seminar in External Partnerships for Community Colleges (3)

Prerequisite: Administration, Rehabilitation and Postsecondary Education 801.

Working with statewide and community groups, organizations, and boards of trustees to establish partnerships that nurture diversity, promote student success, and sustain community college mission. Economic development mission of community colleges in the local community.

EDUCATION

1. New course.

Education

*SEM ADV QUAN METHODS (C-1)*

ED 852. Seminar in Advanced Quantitative Methods of Inquiry (3)

Prerequisite: Education 850.

Quantitative methods to include weighting, missing value analysis, mean-based procedures, prediction modeling, and causal modeling.

2. New course.

Education

*SEM ADV QUAL METHODS (C-1)*

ED 853. Seminar in Advanced Qualitative Methods of Inquiry (3)

Prerequisite: Education 851.

Qualitative procedures to include advanced observation, focus groups, visual ethnography, and case study research.

3. Change in program.

Education

**Specific Requirements for the Ed.D. in Educational Leadership  
Core Curriculum Requirements (27-30 units)**



(no change)

**Dissertation (12 units)**

(no change)

**Concentration in Community College/Postsecondary Leadership (18 units)**

**(Major Code: 08273) (SIMS Code: 331932)**

- ARP 801 Seminar in Community College History and Development (3)
- ARP 810 Seminar in Community College Law and Finance (3)
- ARP 812 Seminar in Budget and Resource Management in Community Colleges (3)
- ARP 813 Strategic Planning in Community Colleges (3)
- ARP 827 Seminar in Emerging Issues in Postsecondary Educational Leadership (3)

Select three units from the following:

- ED 852 Seminar in Advanced Quantitative Methods of Inquiry (3)
- ED 853 Seminar in Advanced Qualitative Methods of Inquiry (3)

Remainder of program description (no change)

Change: Core curriculum change from 27 units to 27-30 units. Deletion of ARP 760 *Internship in Postsecondary Educational Leadership* and ARP 811 *Seminar in External Partnerships for Community Colleges* from program. Addition of ED 852 *Seminar in Advanced Quantitative Methods of Inquiry* and ED 853 *Seminar in Advanced Qualitative Methods of Inquiry* as selections in program.

4. Change in program.

Education

**Supported Employment and Transition Specialist Certificate  
(Certificate Code: 90030) (SIMS Code: 337501)**

This certificate prepares specialists who develop and implement programs in supported employment and adult community living for youth and young adults with disabilities. Students must complete 21 units with a 3.0 (B) grade point average. Students are able to develop competencies in instructional interventions, living options, community networking, and assistive technologies.

Prerequisites: A bachelor's degree from an accredited institution with a grade point average of at least 2.75 (when A equals 4.0) in the last 60 semester (90 quarter) units attempted. Introductory disability coursework and experience.

Required courses (9 units)

SPED 657 Facilitating Transition Across Environments in Special Education (3)

OR

ARP 684 Rehabilitation Foundations (3)

ARP 687 Placement Practices with Individuals with Disabilities (3)

SPED 771 Directed Internship: Special Education (3) Cr/NC

OR

ARP 743 Fieldwork in Rehabilitation (3) Cr/NC

OR

ARP 745 Internship in Rehabilitation (3-6) Cr/NC  
OR  
CSP 730 Fieldwork in Counseling (3) Cr/NC

To complete the certificate, students must identify 12 units of adviser-approved coursework in administration, rehabilitation and postsecondary education; counseling and school psychology; or special education.

Dr. Caren L. Sax (csax@mail.sdsu.edu) is the program adviser for this certificate in the Department of Administration, Rehabilitation and Postsecondary Education. She meets with each certificate student to design an individualized program of study based on the student's educational background and professional experience. Students may enroll in certificate program and master's degree program concurrently.

Change: Delete SPED 501 *Typical and Atypical Learning Processes* and replace with SPED 657 *Facilitating Transition Across Environments in Special Education*. Add ARP 745 *Internship in Rehabilitation* option.

### LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology

*MOBILE APPS FOR LEARNING (C-4/C-8)*

LDT 630. Mobile Applications for Learning (3)

Two lectures and two hours of activity.

Prerequisite: Learning Design and Technology 540 and 541.

Mobile learning models and examples. Design principles and development processes. Adapting mobile learning for different environments, settings, and cultures. Future trends.

2. Change in description.

Learning Design and Technology

LDT 650. eLearning Design and Development (3)

Two lectures and three hours of laboratory.

Prerequisite: Learning Design and Technology 544. Recommended: Learning Design and Technology 572.

Theories and models of online learning at home, work, school, and university. Analysis, design, and development of e-learning courses and systems. Future societal and economic impacts of learning at a distance. (Formerly numbered Educational Technology 650.)

Change: Updated description to accurately reflect course content.

3. Change in title.

Learning Design and Technology

*LRNG THRU GAMES AND SIMS*

LDT 670. Learning Through Games and Simulations (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Design, evaluation, and use of simulations and games for education and training. Instructional applications of role plays, board games, and multiplayer virtual worlds. Theories of motivation and interest. (Formerly numbered Educational Technology 670.)

Change: Updated title from *Exploratory Learning Through Simulation and Games*.

4. Change in title.

Learning Design and Technology

*MANAGING LRNG DESIGN*

LDT 684. Managing the Learning Design Process (3)

Six hours of activity.

Prerequisite: Learning Design and Technology 540. Recommended: Learning Design and Technology 544.

Management of instructional design and performance interventions. Development of timelines, staffing plans, communication strategies, and budgets. (Formerly numbered Educational Technology 684.)

Change: Updated title from *Management of Educational Technology*.

5. Change in title.

Learning Design and Technology

*PERFORMACE TECHNOLOGY*

LDT 685. Performance Technology for Organizations (3)

Six hours of workshop and activities.

Prerequisites: Learning Design and Technology 540 and 541.

Organizational and informational systems that support instructional products and services. Individual, team, and organizational analyses. Incentives, feedback, coaching, job-aids, selection, knowledge management, and other performance improvement strategies. (Formerly numbered Educational Technology 685.)

Change: Updated title from *Informational and Instructional Technologies for Organizations*.

6. Change in title.

Learning Design and Technology

*SEMINAR LRNG DESGN TECH*

LDT 700. Seminar in Learning Design and Technology (1-3)

Prerequisite: Learning Design and Technology 540.

Selected areas, topics in educational technology. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree. (Formerly numbered Educational Technology 700.)

Change: Updated title from *Seminar in Educational Technology*.

7. Change in title.

Learning Design and Technology

*INTERNSHIP LRGN DSGN TECH*

LDT 775. Directed Internship in Learning Design and Technology (2-6) Cr/NC

Prerequisite: Consent of staff; to be arranged with department chair.

Supervised internship in an educational or training setting. Application to take course must be made during preceding semester. (Formerly numbered Educational Technology 775.)

Change: Updated title from *Directed Internship in Educational Technology*.

To: Senate  
From: The Graduate Curriculum Committee  
Date: April 8, 2014  
Re: Information - 2015-2016 *Graduate Bulletin*

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**INFORMATION** (2I-04-14.500)

**LEARNING DESIGN AND TECHNOLOGY**

1. Change in title.

Learning Design and Technology  
*ADV MULTIMEDIA DES LRNG*

LDT 561. Advanced Multimedia Design for Learning (3)

Six hours of activity.

Prerequisites: Learning Design and Technology 540 and 541.

Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.)

Change: Updated title from *Advanced Web-Based Multimedia Development*.

2. Change in title.

Learning Design and Technology  
*MANAGING TECH RICH CLSSRM*

LDT 572. Managing the Technology-Rich Classroom (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Use of technology to support planning, presenting, and managing instructor-led courses. Strategies for integrating audience response systems, collaborative tools, and social software into courses. (Formerly numbered Educational Technology 572.)

Change: Updated title from *Technology for Course Delivery*.

3. Change in title.

Learning Design and Technology  
*TOPICS IN LRNG DES TECH*

LDT 596. Topics in Learning Design and Technology (1-3)

Selected problems in educational technology. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Updated title from *Topics in Educational Technology*.

To: The Senate  
From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee  
Date: April 22, 2014  
Re: 2015-2016 *General Catalog*

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**INFORMATION** (2I-04-14.500)

LEARNING DESIGN AND TECHNOLOGY

1. Change in title.

Learning Design and Technology

*ADV MULTIMEDIA DES LRNG*

LDT 561. Advanced Multimedia Design for Learning (3)

Six hours of activity.

Prerequisites: Learning Design and Technology 540 and 541.

Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and web-based learning. (Formerly numbered Educational Technology 561.)

Change: Updated title from *Advanced Web-Based Multimedia Development*.

2. Change in title.

Learning Design and Technology

*MANAGING TECH RICH CLSSRM*

LDT 572. Managing the Technology-Rich Classroom (3)

One lecture and six hours of laboratory.

Prerequisites: Learning Design and Technology 540 and 541.

Use of technology to support planning, presenting, and managing instructor-led courses. Strategies for integrating audience response systems, collaborative tools, and social software into courses. (Formerly numbered Educational Technology 572.)

Change: Updated title from *Technology for Course Delivery*.

3. Change in title.

Learning Design and Technology

*TOPICS IN LRNG DES TECH*

LDT 596. Topics in Learning Design and Technology (1-3)

Selected problems in educational technology. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit of six units of 596 applicable to a bachelor's degree. Credit for 596 and 696 applicable to a master's degree with approval of the graduate adviser.

Change: Updated title from *Topics in Educational Technology*.

To: Senate

From: Dean Geoff Chase and Dr. Stacey Sinclair  
Division of Undergraduate Studies

Date: April 30, 2014

RE: University Honors College – Information Update

This update is in response to two questions posed by the Senate Executive Committee.

### **University Honors College Live-On Requirement for First-Time Freshmen**

The first question addresses the impact of the live-on requirement for students entering the University Honors College as freshmen and, particularly, for students from the local service area.

Table I below provides data regarding the percentage of local area students who have entered the Honors Program since the live-on requirement was established in 2010. The exceptions that have been granted have been made on the basis of financial need.

It is important to note that students who have not been granted exemptions have been eligible to become members of the University Honors Program once they complete their freshman year.

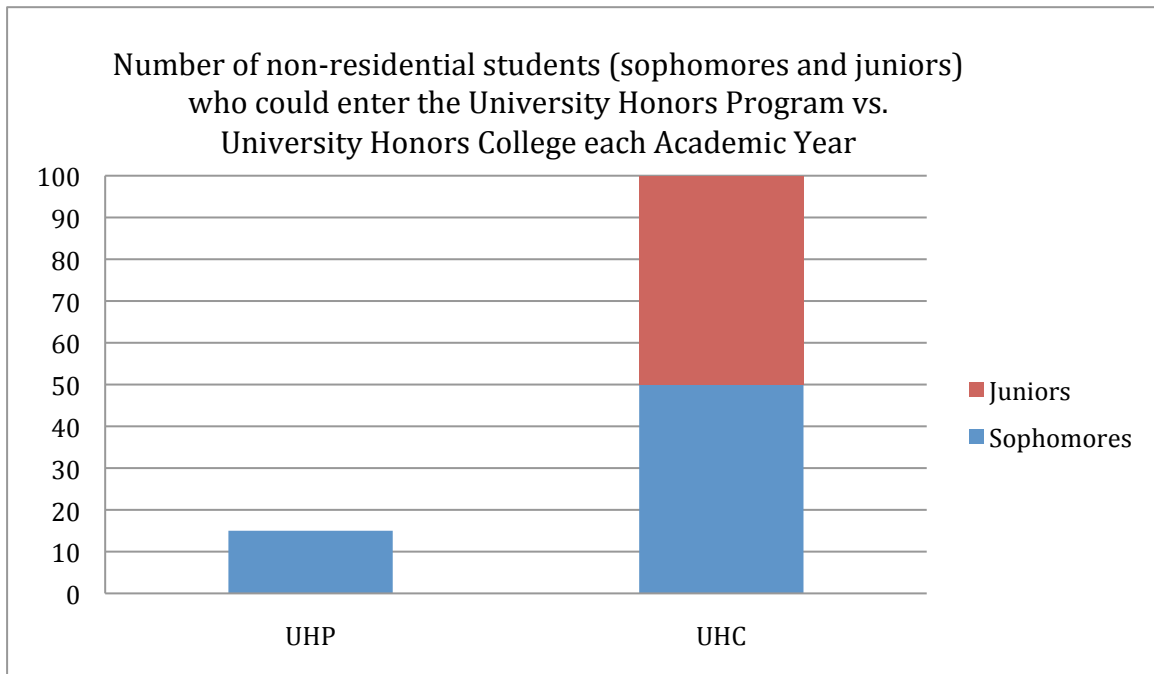
Like the Honors Program, the University Honors College has a live-on requirement for first-time freshmen whether they are local or out of San Diego State's service area, however, as with the Honors Program, students will still be able to submit exemption requests. Additionally, the University Honors College is working to identify and provide additional scholarship funds to cover the housing costs for local service area students who cannot meet those costs.

Table II shows the projection of the numbers of students who will enter the University Honors College not as freshmen but as sophomores and juniors. As the table illustrates, establishing the University Honors College will allow more students, including transfer students, to take part in and contribute to the College as it develops.

Table I  
 Honors Program Housing and Live-On Exemption Data

	% Honors FTF Applicants from Local Service Area	# of Honors FTF living in Maya Hall	# of Honors FTF who submitted Live-On Exemption Requests <sup>1</sup>	# of Exemptions Granted(e.g. Live-On requirement was waived)	# of Exemptions Denied(e.g. Live-On requirement was NOT waived)
Fall 2010	14.7	135	5	3	2
Fall 2011	14.6	180	6	2	4
Fall 2012	16.9	190	4	1	3
Fall 2013	19.6	200	4	1	3
Fall 2014	14.9	TBD	TBD	TBD	TBD

Table II



<sup>1</sup> Over the last 4 years since the Maya Live-On requirement was initiated, 2.6% of Honors FTF have submitted Live-On Appeals (19/705 students)





## **University Honors College – Imperial Valley Campus**

In response to how students from the Imperial Valley Campus can be engaged in the University Honors College, the Honors Program Director has had conversations with administrators on the IVC campus, and those administrators will be meeting on June 23 with the Director, Dean of Undergraduate Studies, Associate Dean of Undergraduate Studies to explore how IVC students can benefit from and take part in the University Honors College.

TO: SEC  
FROM: Mary Ruth Carleton, Vice President, University Relations and Development  
DATE: April 15, 2014  
RE: Information

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### **The Campaign for SDSU:**

The Campaign for SDSU is nearing its goal as we approach the end of the fiscal year. To date \$485 million has been raised to support faculty, students and programs at SDSU.

Recent Gifts of note include:

Alumnus Steve Black has signed a pledge of \$1,000,000 to establish a scholarship endowment for Real Estate in the College of Business Administration.

A gift of \$1.2 million from the Estate of James Mohatt will support scholarships in Chinese Studies at SDSU.

Northrop Grumman has made a gift of \$100,000 to support the Troops to Engineers Program.

Christina Brown, Jennifer Esquivel-Parker, Josh Morse, Morgan Chan and Javier Gomez have each pledged \$1,000 for a group gift to the new Conrad Prebys Aztec Student Union.

A \$20,000 gift from Virgin United Money Giving will support the Student Rocket and Design Fund.

A matching gift of \$5,000 from Raytheon Company will support the Mary Catherine Martinez Scholarship Endowment in the College of Education.

A gift from the Estate of Marian K. Van Kirk in the amount of \$58,589 will provide general unrestricted support to SDSU.

A \$10,000 gift from an anonymous donor will support the Community Council for Music in Schools in the College of Professional Studies and Fine Arts.

The Guardian Scholars Program has received another gift from the Hervey Foundation. This gift is for \$187,000 and will support scholarships and program operations.

Siemens Healthcare Diagnostics has made a gift of equipment totaling \$11,000 to the Chemistry Department.

Alumnus Jeff Glazer is making a gift of \$600,000 to support the Leadership Program at San Diego State.

Barbara Hemmingsen has made a commitment for a bequest of \$25,000 to support Love Library.

Alumnus, Ed Blessing and his wife Kalita, have increased their commitment to the Combat Leadership Panel in our Veteran's Program with an additional pledge of \$25,000. Their pledge now totals \$125,000.

Alumnus Andy Esparza and his wife Karen, who is also a San Diego State grad, are gifting \$50,000 to the Human Resources Program in the College of Business Administration.

The Hilton Foundation has made another gift to support the Guardian Scholars Program. This gift will total \$400,000 over the next two years.

An anonymous donor has made a planned gift commitment of \$200,000 to support Geology in the College of Sciences.

A new athletic scholarship endowment will be established through a \$50,000 pledge from Campanile Foundation Board Member Patti Roscoe.

Solar Turbines has made two gifts totaling \$38,500 to support the MESA Schools Program in the College of Engineering.

### **Government and Community Relations:**

Construction is set to begin on the mixed use development project known as Plaza Linda Verde. Preliminary work on the site, which is currently home to temporary classrooms, will begin in May, following SDSU's Commencement ceremonies. Major project work will start in September, with completion estimated at fall 2016. A naming committee has been formed to brainstorm a permanent name for the project. Upon completion, the project will house over 600 students in double occupancy rooms. The halls will feature student learning spaces, multipurpose rooms, faculty offices, study areas, lounges and a community kitchen. Student amenities in the building also will include a mail room, bicycle storage, laundry room and trash chutes. The retail component of the project will include a community grocery store, a restaurant and other retail shops. Negotiations with potential tenants are ongoing.

## Marketing and Communications:

The national branding and marketing campaign is reaching our audiences like we never have before. We are using a variety of platforms – both digital and traditional - to reach students, faculty, staff, prospective students and their parents, and alumni in specific markets around the country with targeted messaging about San Diego State University and the quality of educational and transformational experiences here. We are advertising on Facebook, Twitter, YouTube and Google, as well as in Alaska Airlines Magazine. And we are making strategic placements of our messaging, with billboards, airport advertising, and even placing 360 magazines in every room at the Manchester Grand Hyatt when the American Council on Education was here in March.

## Media Relations & New Media Team Highlights - Mar. 2014

**Media coverage** Major media coverage this month included Joanna Brooks listed as one of 50 Powerful Female Religious Leaders by Huffington Post; Martha Lauzen's research on women in the film industry (CBS This Morning, Los Angeles Times, Huffington Post, IMDB, Daily Mail, The Guardian); Ming Tsou's research tracking the flu via Twitter in The Daily Mail; Rebecca Lewison's research on bicatch in Science Daily, Before it's News and Red Orbit; and the VizLab's work to help find the missing Malaysian jetliner on NBC affiliates nationwide.

**Experts Quoted:** SDSU experts were quoted in national news this month including George Belch on advertising and March Madness in USA Today; Georg Matt in National Geographic about third hand smoke. Faculty experts were also quoted on a variety of topics including the jobs outlook, zombies, drones, student fees, sustainability in curriculum; and military benefits.

**Target Market Coverage: 522 local hits and 190 in target markets** Key San Diego media coverage included the Student Union dedication ceremony (KGTU, KFMB, San Diego 6); a large U-T San Diego feature on the re-dedication of the murals in the Student Union; a Q&A with Dani Bedau in U-T San Diego; the Storm/Nasatir opening (KPBS, KSWB, XETV, KFMB, AP, KPBS, San Diego Metro Magazine, East County Magazine); and Kyoto Symposium (U-T San Diego, KFMB).

Coverage in our target markets this month included Joseph Sabia talking about the minimum wage increase in the Seattle Times; the VizLab's work to help find the missing Malaysian jetliner on NBC stations in Philadelphia, Chicago, New York, San Francisco and Los Angeles; The College of Business' Best of the Best in San Francisco Business Times; and the new whale species named after SDSU professor Annalisa Berta in SF Gate.

Media Relations	Total Clips	National*	Major hit	Faculty Experts Quoted
<b>Mar 14</b>	<b>1,476</b>	<b>348</b>	<b>13</b>	<b>337</b>
Feb 14	1,313	213	8	265
Jan - 14	1,202	174	12	383
Dec-13	917	112	13	244
Nov-13	1,010	108	8	358
Oct - 13	728	76	8	201
Sept - 13	601	40	27	179
Aug - 13	1,190	99	11	603
July -13	1,418	128	22	692
<b>To Date</b>	<b>9,855</b>	<b>1,298</b>	<b>122</b>	<b>3,262</b>

*\*National Hit is defined as top 25 metropolitan daily print publications or any online publication with more than 1 million monthly readers.*

## New Media

New Media	NewsCenter Page views	NewsCenter Visitors	Twitter Followers	Twitter clicks	Facebook Fans	Facebook Likes/Comments	YouTube Views
<b>Mar - 14</b>	<b>78,397</b>	<b>51,438</b>	<b>19,888</b>	<b>775</b>	<b>50,133</b>	<b>61,406</b>	<b>37,051</b>
Feb-14	67,773	42,978	18,142	502	48,303	38,282	15,653
Jan-14	70,818	45,496	16,858	1,109	47,203	42,088	20,911
Dec-13	53,553	33,306	15,693	1,698	46,089	24,404	12,078
Nov-13	52,430	32,864	14,625	549	44,966	26,227	24,075
Oct-13	63,719	39,805	13,538	933	43,859	21,679	6,026
Sept - 13	66,023	41,320	12,671	1,650	42,492	20,470	5,140
Aug-13	67,026	39,895	12,372	291	41,073	30,135	9,742
July -13	48,608	29,290	12,292	273	39,740	16,654	5,317
<b><i>FY To Date</i></b>	<b>489,950</b>	<b>304,954</b>				<b>219,939</b>	<b>98,942</b>

## National Branding and Marketing Campaign (started in Oct. 2013\*)

	Facebook Impressions (saw our ads)	Facebook Clicks (Clicked on our ads)	Twitter Impressions (saw our ads)	Twitter Clicks (Clicked on our ads)
<b>Mar 14 totals</b>	1,269,160	1,311	203,697	2,925
<b>*Year to date</b>	4,253,722	11,181	1,180,192	15,757

	YouTube Views	Google Adwords Impressions	Google Adwords Clicks	Local Television Impressions
<b>Mar 14 totals</b>	33,630	307,898	1,477	-
<b>*Year to date</b>	73,117	863,006	4,315	1,255,203