



SAN DIEGO STATE
UNIVERSITY

SDSU Senate Agenda

May 5 and 7, 2020

May 5: [Join Zoom Meeting](#) (Meeting ID: 970 421 07027)

May 7: [Join Zoom Meeting](#) (Meeting ID: 953 3032 1652)

2:00 to 4:30 pm

1. Call to Order, Land Acknowledgement, and Principles of Shared Governance:

Land Acknowledgement

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

Eyay e'Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

2. Approval of Agenda (Wheeler)

3. Approval of Minutes (Wheeler)

| | | |
|--------|--|----|
| 3.1. | Senate Meeting April 7, 2020 | |
| 3.2. | Emergency Senate Meeting April 16, 2020 | |
| 4. | Elections (Vaughn) | |
| 4.1. | Senate Chair | |
| 4.2. | Senate Vice Chair | |
| 4.3. | Senate Secretary | |
| 4.4. | Senate Treasurer | |
| 4.5. | Elected Faculty Executive Members (Senators-at-Large) | |
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10. Adjourn.

To: Senate Executive Committee/Senate
From: Graduate Council
Date: April 9, 2020
Re: 2021-2022 *General Catalog* and *Graduate Bulletin*

ACTION (3A-04-20)

LIBERAL STUDIES (TEACHER EDUCATION)

1. New subprogram (to be listed in *General Catalog*).

Liberal Studies (Teacher Education)

The Major

Emphasis in Bilingual Multiple Subject Credential Integrated Teacher Education Program (ITEP-MS). The emphasis is designed primarily for students who wish to teach in bilingual classrooms at the elementary school level. The program integrates the study of interdisciplinary liberal arts courses with professional preparation courses and field experiences leading to a Preliminary Multiple Subject Teaching Credential with Bilingual Authorization. Successful completion of the Liberal Studies Bilingual Multiple Subject Credential Integrated Teacher Education Program (ITEP-MS) includes both a Bachelor of Arts degree in Applied Arts and Sciences and a Preliminary Multiple Subject Teaching Credential with Bilingual Authorization. This program includes subject matter in arts, English, humanities, mathematics, pedagogy, science, social sciences, student teaching, taught within the bilingual context. This program is 132 units and can be completed in eight to nine semesters. Students are required to fulfill the international experience requirement via participation in faculty-led travel abroad opportunities during spring break or summer.

ITEP Admission Requirements. Students apply for admission to the liberal studies major with an emphasis in Bilingual Multiple Subject Credential Integrated Teacher Education Program (ITEP-MS) during the spring of their sophomore year. Students who qualify for admission the summer prior to their junior year must have a GPA of 2.7 or better, passing scores on the CBEST, a documented early field experience, and a completed program application. In addition, according to the California Commission on Teacher Credentialing, students must also demonstrate language and cultural proficiency. All candidates must demonstrate minimum language proficiency and cultural awareness for the language of emphasis to meet their specific bilingual authorization. This can be met by passing the CSET LOTE subtests III and V or earning a C (2.0) or better in Dual Language and English Learner Education 416.

Emphasis in Bilingual Multiple Subject Credential Integrated Teacher Education Program (ITEP-MS)

(SIMS Code: XXXXXX)

Lower Division Core (43 units):

Students in the Elementary Education, Mathematics, Science, and all the Integrated Teacher Education Program emphases must complete the following General Education and American Institutions requirements and Education 200.

(Differences in lower division core)

C. Humanities (9 units)

1. Literature: English 220 (3 units).
2. Visual and Performing Arts: Theatre 100 (3 units).
3. History: History 100 (3 units).

III. Lifelong Learning and Self-Development

1. Teacher Education 170 [or Child and Family Development 170] (3 units).

Preparation for the Major. Complete 57 units of lower division core to include Exercise and Nutritional Sciences 241A, 241B (with a grade of C (2.0) or better); Mathematics 211 (with a grade of C (2.0) or better); Mathematics Education 212 (2 units) with a grade of C (2.0) or better; Music 102; Natural Science 100; Teacher Education 280. Exercise and Nutritional Sciences 241A, 241B and Mathematics 211 may not be taken for credit/no credit (CR/NC). (60 units)

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Proficiency Assessment with a score of 8 or above or with a grade of C (2.0) or better in Rhetoric and Writing Studies 280 or 281 [or Linguistics 281] before taking English 306W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

International Experience. All liberal studies majors are required to complete the international experience requirement.

Major including required focus and option (75 units).

Upper Division Core (44 units):

Liberal Studies (9 units): Education 451; Liberal Studies 300; Special Education 450.

Scientific Inquiry and Quantitative Reasoning (10 units): Mathematics 312^①, 313^①; Physics 412.

Arts and Humanities (12 units): Art 387; English 306A, 306W; Music 343.

Social Sciences (12 units): History 411, 413; Linguistics 420, 452.

International Experience (1 unit): Education 450 (1 unit)

Emphasis ITEP (31 units).

Coursework (21 units): Dual Language Education 416 (3 units), 532, 910 (3 units), 911 (3 units), 912 (3 units), 915A (1 unit), 931 (3 units), 960 (2 units)

Student Teaching (9 units): Dual Language Education 961 (9 units)

Performance Assessment (1 unit): Education 970 (1 unit)^②

^①Students must pass the Liberal Studies Mathematics Proficiency Assessment prior to enrolling in Mathematics 312 and 313.

^②Education 970 serves as the equivalent of Liberal Studies 498.

Global Affairs Council

1.0 Membership (30)

- Associate Vice President of Global Affairs (or designee), who shall serve as Chair;
- Ten faculty, one from each of the seven Colleges, one from the SDSU Imperial Valley Campus, and two from the international institutes and cultural centers
- Director, International Student Center
- Assistant Director of International Student Services and Programs
- Associate Vice President for Academic Affairs- Enrollment Services
- Assistant Vice President, SDSU Alumni
- Director of Assessment, Global Affairs
- Chair of HSI and Transborder Affairs
- Associate Director, Global Education (Study Abroad)
- Director, Faculty Engagement (Faculty-Led Programs)
- Associate Vice President for Faculty Advancement
- Representative University Relations and Development
- Assistant Dean, International Strategy and Programs, World Campus
- Dean, SDSU Georgia
- Dean, SDSU Imperial Valley Campus
- Chief Diversity Officer
- Chair, International Student Support Network
- Chair, International Education Committee
- President, International Student Association
- One undergraduate and one graduate student who have studied abroad
- One international student

2.0 Functions

The Committee shall

- a) recommend policies and procedures to enhance the university's global engagement,
- b) identify existing involvement in global activities and related resource commitments,
- c) report on funding programs and opportunities for external support of global activities,
- d) identify needs for improvement and development, and
- e) report annually to the Senate and administration.

ACTION: STUDENT EMAIL POLICY CHANGE

The following policy change was recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction. The Senate IIT unanimously endorsed these changes.

Substantive Changes are in bold in the April 2019 policy, high-level summary:

- Shift to inclusive language for gender throughout policy.
- University clarifies that we will provide students with official email. Existing and incoming students will be transitioned to Gmail by Summer 2020.
- Clarification that email is “directory information” under FERPA and will be used in compliance with University FERPA, State and Federal Law obligations.
- Reaffirms that email shall not be used for external solicitations.
- Statement on risk for students if they choose to forward their email address, note security and privacy implications.
- University is requested to ensure that students are made aware of the student email policy.
- Requests students to check university emails once per week.

Suggested New Policy, April 2020 (Bold Shows Change/New)

Student Official Email Address Use Policy

1.0 University Responsibility

1.1 The university shall provide each student with an email account to use as their official email. As of July 2020, the SDSU student standard for email, productivity and collaboration tools shall be the Google Suite for all existing and future students.

1.2 Email shall be an official means of communication with San Diego State University students.

1.3 A student’s official email address shall be retained as part of the student’s record. Official email addresses shall be designated as directory information under the Family Educational Rights and Privacy Act of 1974.

1.5 All use of official email addresses shall be consistent with FERPA and other applicable state and federal laws.

1.6 Official email addresses shall be used by university staff and faculty for communications that meet the academic and administrative needs of the university. **Official email addresses shall not be used for external solicitations.**

1.7 Official email addresses shall not be used for notification of service or notice of non-university legal processes or proceedings.

1.8 If a student wishes to forward their official email to a non-San Diego State University email address, or use a third-party email service other than Gmail to manage their official email (e.g., MS Outlook, Mac Mail, etc.) they may do so, but the student shall assume all risks associated with the delivery of these communications. (The University is unable to secure third-party email services. Students should understand that forwarding their email or using a third-party email service other than Gmail presents risks to the security and privacy of this data that SDSU is unable to control.)

1.9 The University shall ensure that students are made aware of the Student Official Email Address Use Policy and of their responsibilities under this policy.

2.0 Student Responsibility

2.1 It shall be the responsibility of the student to ensure **their** official email address is functional and able to receive email from San Diego State University. “Mailbox full,” “user unknown” or spam blockers shall not serve as acceptable reasons for missing university messages.

2.2 Each admitted and matriculated student shall be responsible for checking **their** official email address in order to stay current with university communications. **Students shall be expected to check their official email at least once per week during the academic term, as well as once per week during the three-week periods preceding and following the academic term.**

To: SDSU University Senate (the “Senate”)

From: SDSU Sustainability Committee (the “Committee”)

Date: May 5, 2020

Re: Proposed Sustainability Policy for the SDSU University Policy File, and Resolution on SDSU’s Sustainability Leadership & Integration

The Senate Committee on Sustainability recommends the adoption of the following comprehensive sustainability policy language, to be added to the Policy File: University Policies: Codes:

Sustainability Policy

1.1 San Diego State University (SDSU) shall create accessible paths for University shareholders to achieve sustainability goals and resilience planning which benefit social, environmental, and economic health.

1.2 The Senate Sustainability Policy shall benefit the greater San Diego region and apply to all students, faculty, staff, and auxiliaries—and their respective areas—for the University’s Mesa, Imperial Valley, Mission Valley, Georgia, and all future SDSU campuses.

1.3 SDSU shall comply with rules and regulations regarding sustainability issued by the city of San Diego, the California State University (CSU)^{1 2}, the State of California, and the Federal Government.

1.4 SDSU shall strive to achieve the goals of the 2017 Climate Action Plan (CAP)³ and construct new goals that reflect contemporary needs such as full carbon neutrality by 2030 with a feasibility study in place.

1.5 SDSU shall heed recommendations of both the United Nations Sustainable Development Goals⁴ and the Association for the Advancement of Sustainability in Higher Education (AASHE)⁵ while evaluating and updating our current CAP as appropriate.

1.6 SDSU shall designate a central administrative role committed to the implementation and integration of sustainability across all SDSU campuses.

¹ <https://calstate.policystat.com/policy/6953280/latest/>

² <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>

³ http://sustainable.sdsu.edu/_resources/files/SDSU%20Climate%20Action%20Plan%202017.pdf

⁴ <https://sustainabledevelopment.un.org/sdgs>

⁵ <https://www.aashe.org/sustainability-policy/>

1.7 Taken together, all of these rules, regulations, and recommendations shall constitute, and guide annual reporting on the actions and outcomes of, the SDSU Sustainability Policy.

A Resolution on SDSU’s Sustainability Leadership & Integration

WHEREAS, the SDSU Senate supports Sustainable Development Goals (SDGs), which were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012 with the objective of producing a set of universal goals that meet the urgent environmental, social, political and economic challenges facing our world⁶;

WHEREAS, the SDSU Senate is deeply concerned that current U.S. federal policy and implementation does not sufficiently reduce carbon emissions on the scale necessary to protect all living things on our planet⁷;

WHEREAS, the SDSU Senate looks to the State of California, whose goal of 2045 neutrality, and whose gross domestic product (GDP) has generally continued to rise as greenhouse gas (GHG) emissions decreased, as a leader in climate neutrality legislation⁸;

WHEREAS, the SDSU Senate recognizes that the California State University (CSU) system provides rules and guidance on sustainable operations, is constantly updating sustainability system-wide policies for all of its 23 campuses to implement⁹, and expects each CSU campus to maintain and implement sustainability plans;

WHEREAS, the SDSU Senate recognizes that CSU campuses such as Chico, Long Beach, and Monterey Bay have sustainability-related achievements such as San Luis Obispo’s carbon neutrality goals for 2030 and have designated administrators to coordinate sustainability across campus units;

WHEREAS, the SDSU Senate acknowledges that San Diego’s Climate Action Plan¹⁰ calls for 100% renewable energy by 2035, and SDSU must incorporate this goal into their Environmental Impact Plan for the Mission Valley campus;

WHEREAS, the SDSU Senate supports over 500 students, faculty, and staff who participated in a Climate Strike, which asked for full Carbon Neutrality by 2030¹¹ as well as the student-led Associated Students that passed “A Resolution Calling for SDSU’s Commitment to Climate Action, Justice, and Leadership¹²,” along with diverse

⁶ <https://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html>

⁷ <https://www.unenvironment.org/resources/emissions-gap-report-2019>

⁸

<https://www.gov.ca.gov/2019/08/12/governor-newsom-announces-climate-pollution-continues-to-drop-below-2020-target-while-states-economy-grows/>

⁹ <https://calstate.policystat.com/policy/6987526/latest/>

¹⁰ <https://www.sandiego.gov/sustainability/climate-action-plan>

¹¹ <https://thedailyaztec.com/95595/news/sdsu-community-takes-part-in-global-climate-strike/>

¹² <https://drive.google.com/open?id=1Ki-dFu0g5JHBwAKwOIT9hcqqgno186Nr>

members of the SDSU community who agree that our campus and the region can benefit from more aggressive measures to advance the practices of sustainability;

WHEREAS, the SDSU Senate recognizes that SDSU Associated Students and the University have been able to save money through implementation of their sustainability-related initiatives¹³;

WHEREAS, the SDSU Senate aims to reinforce and build upon SDSU's commitment to sustainability, as evidenced by a number of actions and accomplishments, including, but not limited to, the establishment of the SDSU Sustainability Committee in 2008 and completion of SDSU's Climate Action Plan (CAP) in 2017;

WHEREAS, the SDSU Senate believes university policies promoted from an environmental standpoint can help to contain costs and support financial resilience while improving social justice in the long term;

THEREFORE BE IT RESOLVED: that the SDSU Senate urgently recommends that the SDSU President de la Torre to take the following actions:

- a) Approve the Sustainability Policy recently added to the University Policy File.
- b) Establish a set of responsibilities assigned to an appropriately placed administrator dedicated to the implementation and integration of sustainability policy for all of SDSU's campuses, coordinate with the President's Office, and address the intersectional and interdisciplinary nature of sustainability work.
- c) Commit the University to exceeding local, CSU, state, federal, and international rules and regulations regarding sustainability, including the achievement of full carbon neutrality at all campuses by 2030.
- d) Commit to achieving AASHE Sustainability Tracking Assessment Rating System (STARS) Platinum Ratings in Academics, Engagement, Operations and Planning & Administration, with the collaboration of students, faculty, staff, and community members¹⁴.

¹³ https://drive.google.com/a/mail.sdsu.edu/file/d/1pkTHnZYJ5s4K8KtKS2NTEW_Es38jA7ge/view?usp=sharing

¹⁴ <https://reports.aashe.org/institutions/san-diego-state-university-ca/report/2018-03-02/>

Rationale:

In 2012, the Committee presented to the Senate a “Resolution on signing the America Colleges and Universities Presidents’ Climate Commitment.” Based on the passing of this Resolution, SDSU signed the ACUPCC, the signing was publicly announced, and a Climate Action Planning Committee (CAP) was formed. Since 2012, the university has initiated a variety of programs and projects to establish and achieve sustainability goals at SDSU, including naming the Assistant Director of Facilities Services, Tom Abram, the Energy & Sustainability Officer. Abram’s unique knowledge, skills, and qualifications in the realm of sustainability led to the completion of numerous projects. In this role, he collaborated with Associated Students, student organizations, university divisions and leaders, and even developed curriculum which resulted in the completion of sustainability related projects and goals. Progress was achieved without the benefit of a comprehensive sustainability policy or an administrative role dedicated to implementation, integration, and tracking of sustainability initiatives across campus. This progress was a direct result of Abram’s efforts and expertise in these critical areas. Abram’s departure from SDSU in early March 2020 has created a problematic void in sustainability coordination across units and an opportunity to reassess our campus’ commitments to sustainability goals and resilience planning around social justice and financial stability. The importance of these issues to our campus is coming into full view in light of the current pandemic.

In June 2017, the CSU joined the We Are Still In Climate Declaration along with thousands of cities, states, businesses, and universities, pledging to uphold the climate goals of the Paris Agreement¹⁵. However, SDSU’s 2017 Climate Action Plan (CAP) agreement with America Colleges and Universities President’s Climate Commitment (ACUPCC), which encompasses 2040 operational and 2050 full carbon neutrality goals, needs to be updated. International, national, state, CSU, and local bodies are calling for more aggressive and integrated climate action. Other CSU campuses have already implemented comprehensive sustainability policies, and have operationalized sustainability goals¹⁶. The Committee has prepared a new policy to empower SDSU as a regional leader in sustainability. The Committee asks the Senate to ensure that SDSU has an institutional structure that complies with the CAP and other sustainability commitments, as well as the capacity to address evolving sustainability recommendations and best practices.

Therefore, recognizing the central importance of sustainability and resilience in the forthcoming San Diego State University (SDSU) Strategic Plan, and the southwest region, the Committee requests the Senate add the proposed and comprehensive sustainability policy to the University Policy File as a means to guide SDSU’s campuses.

¹⁵ <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>

¹⁶ <https://www2.calstate.edu/impact-of-the-csu/sustainability/Documents/2014-17-Sustainability.pdf>

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A Resolution Calling for SDSU’s Commitment to Climate Action, Justice, and Leadership

*Final Draft: Approved by A.S. University Council on 4/22/20
Draft 2: Proposed to University Council on 4/8/20
Draft 1: Proposed to University Council on 3/4/20
Approved by Green Love Sustainability Commission on 3/18/20
Drafted by Green Love Climate Action Committee*

- 1 **WHEREAS**, the climate crisis exacerbates social, environmental, and economic injustices—
2 disproportionately impacting vulnerable communities;¹
- 3 **WHEREAS**, to avoid the most severe impacts of climate change, the United Nations details
4 how global warming must stay below a one point five degrees Celsius increase, requiring a
5 worldwide emission reduction of seven point six percent each year until 2030;²
- 6 **WHEREAS**, globally, a mass movement of young people continues to protest climate
7 injustice and inaction.³ In the United States, the youth-led movement has succeeded in
8 swaying many lawmakers to support a Green New Deal—a Resolution introduced in the
9 House of Representatives on February 12, 2019;⁴
- 10 **WHEREAS**, on September 20, 2019, more than 500 students, staff, faculty, and community-
11 members participated in the Global Climate Strike at SDSU to call for a plan for University-
12 wide full carbon neutrality by 2030, the establishment of a Chief Sustainability Officer position
13 in the President’s office, and full carbon neutrality at SDSU Mission Valley;⁵
- 14 **WHEREAS**, the State of California is dedicated to full carbon neutrality by 2045 via
15 institutional actions and programs; State initiatives to achieve the 2045 neutrality goal include
16 a “100 percent renewable energy standard” (requirement) in Senate Bill 100⁶ and Executive
17 Order B-55-18 to achieve carbon neutrality by 2045;⁷
- 18 **WHEREAS**, located in San Diego, the University is obligated to participate in local programs
19 and must follow municipal rules and laws;⁸ San Diego’s Climate Action Plan dictates how, by
20 2035, the City must achieve one-hundred percent renewable energy, fifty percent reduction in
21 GHG emissions, and ninety percent waste diversion;⁹
- 22 **WHEREAS**, San Diego is the sixth most polluted city in the United States¹⁰, with a majority of
23 greenhouse gas emissions from transportation usage; Greenhouse gas emissions from
24 commuter-related transportation represents over 40 percent of total emissions at San Diego
25 State University;¹¹
- 26 **WHEREAS**, San Diego’s 2016 ballot measure, “Measure G,”¹² and the University’s 2019
27 SDSU Mission Valley Environmental Impact Report¹³ affirm that the SDSU Mission Valley
28 project and location must participate in the City’s climate action goals, following the San
29 Diego Climate Action Plan;¹⁴
- 30 **WHEREAS**, the A.S. Green Love Sustainability Commission joined thirty government and
31 community groups in submitting an official comment letter in response to the SDSU Mission
32 Valley Draft Environmental Impact Report, calling for improved sustainability measures;¹⁵

A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership

*Final Draft: Presented for vote to University Council on 4/22/20
Draft 2: Proposed to University Council on 4/8/20
Draft 1: Proposed to University Council on 3/4/20
Approved Green Love Sustainability Commission on 3/18/20
Drafted by Green Love Climate Action Committee*

33 **WHEREAS**, the California State University's 2014 Sustainability Policy establishes broad
34 requirements and recommendations in areas including: facilities operations, design, and
35 construction; transportation; business operations; food services; auxiliary operations; student
36 housing; student services; parking; student unions; and children's centers;¹⁶

37 **WHEREAS**, new and/or updated CSU sustainability policies and plans have rapidly formed,
38 passed, and begun implementation with progressive goals; Four CSU campuses have a goal
39 and plan¹⁷ to achieve carbon neutrality by 2030: Chico,¹⁸ Long Beach,¹⁹ Monterey Bay,²⁰ and
40 San Luis Obispo;²¹

41 **WHEREAS**, many universities, including SDSU, document and share environmental
42 implementation measures with the Association of Advancement of Sustainability in Higher
43 Education's (AASHE) Sustainability Tracking Assessment Rating System (STARS);²² STARS
44 encourages high-level Sustainability Officer positions and collaborative decision-making;

45 **WHEREAS**, in thirteen out of twenty-three CSUs, Sustainability or Energy Officers operate at
46 a director-level or higher position.²³ Recycling coordinators work at eight CSUs to implement
47 waste diversion goals.²⁴ Until the position was recently vacated, the SDSU Sustainability
48 Officer worked as an Assistant Director, with help from a part-time Energy Analyst. The
49 University has never staffed a Recycling or Zero Waste Coordinator;

50 **WHEREAS**, Staff and Faculty in the San Diego State University Senate support and actively
51 collaborate with students to recommend University-wide environmental action, including a
52 working plan to pass a 2020 University Senate Resolution for Sustainability Policy and
53 Implementation from the Senate's Committee on Sustainability;²⁵

54 **WHEREAS**, in 2013, the University Senate's Committee on Sustainability successfully
55 passed a resolution: "A Resolution on signing the America Colleges and Universities
56 President's Climate Commitment urging SDSU's President Hirshman to complete a Climate
57 Action Plan."²⁶ The University published its Climate Action Plan in 2017 under President
58 Heirshman;

59 **WHEREAS**, students choose to adopt an A.S. referendum in 2008 that mandated
60 progressive environmental action from the A.S. with the "Evolve, Enhance, Innovate"
61 Referendum. A.S. sustainability staffing, infrastructure, and initiatives with 475,000 dollars
62 each year.²⁷ The Resolution passed much in part from the collaboration of A.S. SDSU's
63 Enviro-Business Society.²⁸ Since, the A.S. continues to successfully mobilize resources with
64 an institutional structure composed of collaborative staff and student leadership to achieve
65 sustainability goals;²⁹

66 **WHEREAS**, the A.S. has achieved/is on track to achieve the progressive goals set by
67 students more than ten years ago. Achievements include the certification of all A.S. facilities

A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership

*Final Draft: Presented for vote to University Council on 4/22/20
Draft 2: Proposed to University Council on 4/8/20
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Drafted by Green Love Climate Action Committee*

68 as United States Green Building Council Leadership in Energy and Environmental Design
69 “Gold” or “Platinum.” In total, A.S. facilities have seen a fifty percent reduction in net energy
70 consumption since fiscal year (FY) 2007/08, powered by 912 kW of on-site photovoltaic (PV)
71 solar.³⁰ Energy efficiency and renewable energy efforts from FY 2007/08 to FY 2027/28 are
72 projected to save the A.S. nearly seven million dollars, averaging at 340,000 dollars each
73 year;³¹

74 **WHEREAS**, chartered in 2011, the A.S. Green Love Sustainability Commission has grown a
75 passionate student community to expand the worldwide fight for a healthy environment.
76 Through advocacy, infrastructure, education, outreach, and programming, Green Love’s
77 mission is to lead the University to a full-scale sustainability movement;³²

78 **RESOLVED**, the University has a duty to the SDSU and global community to achieve full
79 carbon neutrality by 2030 through a fair and just transition;

80 **RESOLVED**, to achieve carbon neutrality by 2030, the University will immediately form a
81 cohesive and collaborative plan with specific actions and benchmarks for the Mesa campus,
82 Imperial Valley campus, Mission Valley campus, and other satellite locations/facilities;

83 **RESOLVED**, the University will use proven roadmaps, including LEED and AASHE STARS for
84 academics, engagement, and planning and administration to pursue sustainability
85 improvements;

86 **RESOLVED**, included in the benchmarks to carbon neutrality by 2030 will be the complete
87 decommissioning of the Mesa campus’ co-generation plant within the next four years. Within
88 five years, the University will decarbonize through electrification and reduce net energy use
89 by at least fifty percent, increasing renewable energy with a minimum of five megawatts of
90 solar;

91 **RESOLVED**, public-private partners at SDSU Mission Valley will be included in the
92 University’s climate action goal to achieve full carbon neutrality by 2030 and will participate in
93 University initiatives to reduce environmental impact;

94 **RESOLVED**, the University and its auxiliaries will continue to pursue environmentally
95 responsible investing. By 2025, The Campanile Foundation (TCF), a philanthropic
96 organization which manages the University endowment, will use an inclusionary screen for
97 funds invested in positive environmental industries and an exclusionary screen for funds
98 invested in specified fossil fuel industries. TCF will create an advisory board to the Finance
99 and Investment Committee consisting of students, staff, faculty, and TCF Board Members to
100 formalize and manage goals and strategies;

A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership

*Final Draft: Presented for vote to University Council on 4/22/20
Draft 2: Proposed to University Council on 4/8/20
Draft 1: Proposed to University Council on 3/4/20
Approved Green Love Sustainability Commission on 3/18/20
Drafted by Green Love Climate Action Committee*

101 **RESOLVED**,the University will establish a robust University staffing structure with power to
102 implement climate actions—mirroring other successful California State University institutions.
103 Included in the structure will be a Sustainability Director to report to the President's Office, a
104 Vice President, or an Associate Vice President;

105 **RESOLVED**,the University will make decisions through shared governance, including student
106 stakeholders in climate action planning, implementation, and enforcement. A permanent
107 SDSU Climate Action Committee will be established in the University President's Office,
108 consisting of students, staff, and faculty representatives. The Committee will meet twice per
109 month, recommend actions for implementation, and share monthly reports with the President;

110 **FURTHER RESOLVED**, this resolution is to be distributed widely—including, but not limited
111 to: the SDSU President; Business and Financial Affairs; Academic Affairs; Graduate and
112 Research Affairs; University Relations and Development; Student Affairs; University Senate;
113 Office of Diversity and Innovation; Facilities Services; Alumni Association and Campanile
114 Foundation; SDSU Research Foundation; Aztec Shops; Daily Aztec; and other organizations
115 and auxiliaries directly associated with SDSU.

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Dear University Council,

The Associated Students here at Imperial Valley campus supports Green Love's *Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership*. As leaders in our established communities, it is imperative to guide, assist, and educate our peers and fellow leaders on the issues directly involved in our climate crisis. Imperial County is ranked 8 for annual particle pollution out of 203 metropolitan areas, ranked 14 for 24-hour particle pollution out of 217 metropolitan areas, and ranked 15 for high ozone days out of 228 metropolitan areas. The large agricultural community established here in the Imperial County and across the border, is largely at fault for the local pollution, and with that in mind, accountability and swift action needs to take place in order for future generations to have the opportunity to have a lasting and fulfilling life. We, at Imperial Valley, appreciate the resolution's inclusive efforts in incorporating the Imperial Valley campus and other satellite locations in the process to achieve carbon neutrality by 2030. Therefore, the Associated Students at Imperial Valley campus ask the University Council to pass *A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership* and demonstrate their dedication toward bettering our environment as academic and environmental leaders.

Respectfully,

Alyssa Valdez

Associated Students Council President



April 14th, 2020

Dear Green Love,

SDSU Best Buddies stands for friendships, jobs and leadership development for adults with intellectual and developmental disabilities.

SDSU Best Buddies supports Green Love's Resolution calling for SDSU's commitment to climate action, justice and leadership. We appreciate how the resolution addresses the need to have staff members committed to making this university more sustainable.

We are grateful to collaborate with Green Love of SDSU and look forward to doing so again in the future.

We hope San Diego State University will support this initiative.

In Solidarity,

SDSU Best Buddies



March 13, 2020

[VIA EMAIL]

FROM: SDSU Black Resource Center

TO: McKenna Avery, A.S. Green Love Sustainability Commission member

CC: Courtney Ransom, A.S. Green Love Sustainability Commissioner

RE: Climate Action Resolution

Hi Mckenna,

Apologies on the delayed response, but I want to thank you again for reaching out to us with this initiative. We support this resolution, and want to see SDSU push for a more sustainable campus, especially the carbon neutrality goal of having the 100 percent renewable energy standard by 2045.

In support of this, we also would like to request your support in pushing for our space to be landscaped to fulfill the 2014 Sustainability Policy that establishes the requirements of having sustainable design and construction for our space. We are one of the only spaces where landscaping was not completed upon opening (and left abandoned since), being left with no plants or vegetation in our front yard. In an effort to push for sustainability and effectively model green love, we hope that some of the \$500,000 in yearly AS funds could also be channeled into our community to truly uplift black and afrikan sustainability.

The BRC is in full support of pushing for a sustainable campus, and we hope to stay in the loop on updates on this resolution and others to come.

For more pressing/timely concerns, please include our Director Dr. Bonnie Reddick (breddick@sdsu.edu) and Coordinator Ahliyah Chambers (achambers2@sdsu.edu) to the loop.

Wishing you all good health and energy.

Thank you,

BRC Staff



16 April 2020,

Dear Green Love,

Womxn Owing the Woman (WOW) stands for women's leadership and empowerment. Our mission is to unleash the leader within, in a professional and social setting, specific to the experiences of women. We understand that girls and those identifying as women across the world have not only been given many barriers to achieve self-leadership, but are also among those being most dangerously affected by climate change.

WOW strongly supports Green Love's Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership. Educating and supporting girls worldwide has been proven to be one of the best ways to approach poverty and climate change worldwide. We appreciate how the Resolution calls for complete carbon neutrality by 2030 in a fair, just way, an updated model to the sustainability staff where current positions can have more jurisdiction, and the creation of a Climate Action Committee within the University President's Office .

We hope San Diego State University will actively, continuously, and consistently prioritize these community-supported values. Go SDSU!

In solidarity,

Womxn Owing the Woman at SDSU



April 20th 2020

Dear Green Love,

Green New Deal at UCSD calls for a major increase in climate justice education, rapid decarbonization of the UC San Diego campus, and a severing of all UC San Diego financial ties with the fossil fuel industry. We also ask that these changes be made across the UC-system in order for the University of California to be a true leader in safeguarding the future for its graduates and the rest of the world.

Green New Deal at UCSD supports Green Love's Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership. We appreciate how the Resolution calls for a *'fair and just transition'*, ensuring that marginalized communities are not further marginalized by the changes that must be made. We also strongly support the statement that the university *'immediately form a cohesive and collaborative plan with specific actions and benchmarks'* such that there is clear accountability for the university to meet the goals laid out in this resolution.

We hope San Diego State University will actively, continuously, and consistently prioritize these community-supported values.

In solidarity,

Green New Deal at UCSD

04/10/2020

Dear Green Love,

The Senate Committee on Sustainability studies, tracks and reviews sustainability issues related to the campus and makes recommendations to improve sustainable practices. We coordinate with campus units and the community to ensure that sustainability is taken into consideration.

The Senate Committee on Sustainability supports Green Love's Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership. We appreciate how the Resolution calls for sustainable practices from the students that is inclusive of all. Students have worked tirelessly on climate action support by providing leadership, information, and work. These efforts deserve response and action.

We hope San Diego State University will actively, continuously, and consistently prioritize these student initiatives.

In solidarity,

Senate Committee on Sustainability

University Council,

As established in each Whereas clause of A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership, climate change is an issue that will affect every single corner of our society and therefore requires an overhaul effort of entities such as SDSU to participate. As we have seen our economy negatively affected by the Covid-19 pandemic, this is just a taste of how climate change will affect not only our economy but the livelihoods of so many individuals. This is will require that SDSU become more resilient in a future that is will be at risk due to physical and transitional factors relevant to our changing climate. As a prominent entity in San Diego, our country, and beyond, SDSU has the ability to become a leader by divesting in fossil fuels, reinvesting in renewable energy and resiliency measures to not only do its part in lessening carbon emissions but for future students that will attend the university. We at Citizen's Climate Lobby Group support A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership and ask the University Council to pass the resolution and demonstrate your commitment as environmental and resiliency leaders.

Sincerely,

Natalia von Hausen

Citizen's Climate Lobby Group Lead Liaison for Sen. Kamala Harris' San Diego Office



Climate Action Campaign
3900 Cleveland Ave, Suit 208
San Diego, CA 92103

VIA EMAIL: Associated Students University Council
Conrad Prebys Aztec Student Union
6075 Aztec Circle Drive, Suite 320
San Diego, CA 92182

April 15, 2020

RE: Climate Action Campaign in Support of A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership

Dear Associated Students University Councilmembers,

Climate Action Campaign, the leading climate watchdog organization in the San Diego region, urges you to unanimously support and pass Green Love Sustainability Commission's climate action resolution.

We commend the Commission for years of hard work on San Diego State University's sustainability movement, and recognize that it is essential for students to demonstrate to the University a unified commitment to addressing the climate crisis.

As clearly laid out in the Resolution, the climate emergency demands bold but necessary action immediately. The University must show an investment in building a safe and livable future for all San Diegans, and especially younger generations, whom your institution serves, and who will be forced to face the most devastating impacts of climate change.

Climate Action Campaign applauds the Resolution's demands: University-wide carbon neutrality by 2030 through a fair and just transition, fossil fuel divestment from the University endowment by 2025, a stronger sustainability staffing model, and carbon neutrality at the SDSU Mission Valley Campus.

The University has a responsibility to help meet California's climate goals, including full carbon neutrality, pursuant to Executive Order B-55-18, and we commend the Green Love Sustainability Commission for prioritizing an equitable transition away from fossil fuels.

Please support this urgent call to action and pass the Resolution.

Sincerely,
Noah Harris, Policy Advocate



April 16, 2020

To whom it may concern

SanDiego350 is pleased to support Green Love's Resolution Calling for SDSU's Commitment to Climate Action, Justice and Leadership.

The Associated Students of Green Love Sustainability Commission brings an important opportunity to combat the climate crisis and provide San Diego State University students with a safe and healthy future. We appreciate how the Resolution immediately calls for a comprehensive plan of action to achieve carbon neutrality by 2030 at SDSU and the establishment of a shared governance to implement, enforce and continually review the climate action goals at the University and its satellite campuses.

We hope San Diego State University will actively, continuously, and consistently prioritize these community-supported values.

SanDiego350 is an inclusive volunteer organization building a movement to prevent the worst impacts of climate change and climate injustice with over 10,000 supporters in San Diego County.

Best Wishes,

A handwritten signature in black ink that reads "Masada Disenhouse".

Masada Disenhouse
Executive Director



San Diego Chapter

Serving the Environment in San Diego and Imperial Counties

8304 Clairemont Mesa Blvd., Ste 101 • San Diego, CA. 92111

TEL: 858-569-6005 • FAX: 858-569-0968

<http://sandiego.sierraclub.org>

April 15, 2020

Dear Members of the Associated Students University Council.

This letter, from Sierra Club San Diego, is to provide full **support for the Climate Action Resolution** that has been drafted by Courtney Ransom, Sustainability Commissioner of Associated Student at SDSU. It is on behalf of the 15,000 active members and 30,000 supporters of Sierra Club that we support this resolution.

It is particularly appropriate and important for Associated Students to support this resolution because it is today's college students will live through many decades of disaster and pain if climate change is not prevented.

Even in the midst of the Covid-19 pandemic we recognize that climate change represents an even greater environmental, economic, and existential threat to the planet and its billions of human inhabitants. Thus arresting climate change must be our highest future priority.

It is vital that a major university and employer like San Diego State University do its part to arrest climate change. Thorough research, conservation, transportation policy, and construction, SDSU can help ameliorate climate change, advance knowledge of climate change through research and teaching, and enact policies to reduce greenhouse gas. SDSU has an excellent record of green construction, operation, and policy. This resolution would reinforce and extend these excellent efforts on all of the SDSU campuses present and future.

Sierra Club San Diego fully supports moving SDSU to carbon neutrality by 2030, to responsibly invest, to lead in the fight against climate change, and to implement all of the recommendations in the forthcoming resolution.

Sincerely,

Dr. Peter Andersen, Vice Chair
Conservation Committee,
Sierra Club San Diego

George Courser, Chair
Conservation Committee
Sierra Club San Diego

David Hogan, Chair
Sierra Club San Diego

University Council:

As established in each Whereas clause of *A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership*, climate change is a crisis that demands bold and immediate action at every level of power. A swift and just transition from fossil fuels to renewable energy must take place at the federal, regional, state, city, and University campus level if we have any hope to avert human catastrophe. It is our moral imperative as citizens of the United States and members of a global community to address the climate crisis as the science demands for our generation and the generations to follow. Current carbon emission trends and the most available data demand that we must achieve carbon neutrality by 2030. SDSU holds responsibility to meet a carbon-neutral 2030 target as a leader within the San Diego and California State school community. We at Sunrise Movement San Diego support *A Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership* and ask the University Council to pass the resolution and demonstrate your commitment as environmental leaders.

Sincerely,

Nikayla Jefferson for Sunrise Movement San Diego



April 23, 2020

Dear Green Love,

The San Diego Green Building Council (SDGBC) is a community of building industry professionals and sustainability advocates with expertise in areas such as architecture, construction, design, urban planning, policy, and more. We work together to promote sustainable building and community practices to bring the San Diego region closer to achieving its climate, water, waste, and energy goals. We are driven by our mission to inspire, educate, and collaborate within our community to transform our built environment toward true sustainability, and work towards our vision that buildings and communities will regenerate and sustain the health and vitality of all life within a generation.

SDGBC supports Green Love's Resolution Calling for SDSU's Commitment to Climate Action, Justice, and Leadership. We appreciate how the Resolution calls for:

- Carbon neutrality by 2030 through a fair and just transition;
- Decarbonization through electrification, reducing net energy use by at least fifty percent, and increasing renewable energy with a minimum of five megawatts of solar;
- Using proven roadmaps, including LEED and AASHE STARS, to pursue sustainability improvements;
- Inclusion of all University campuses, satellite locations, and facilities in the climate action goals.

We hope San Diego State University will actively, continuously, and consistently prioritize these community-supported values.

In solidarity,

A handwritten signature in black ink that reads "Josh Dean". The signature is fluid and cursive.

Josh Dean, CEM, LEED AP O+M
Executive Director
San Diego Green Building Council

Draft 04/29/20.1

**Resolution of the San Diego State University Senate:
Creating a More Equitable and Welcoming Environment for Women Faculty of
Color**

Whereas: Women Faculty of Color (WFC) make significant contributions to the SDSU community, but are often not valued for their contributions. WFC are frustrated, traumatized and demoralized by this treatment. Their struggle negatively impacts their health and well-being and contributes to their already large workloads. They are the “miner’s canaries” at SDSU--sitting at the cusp of race and gender and at the forefront of equity and social justice issues in the academy--a righteous struggle that they will continue to fight not only for themselves, but for the soul of SDSU culture and community.

Whereas: the SDSU University Senate confirms its commitment to create a more welcoming environment for all of our diverse constituents, including WFC, through recent resolutions focused on the Pell Grant, African American, Native American and LGBTQIA+ students; as well as the establishment of the Division of Diversity and Innovation.

Whereas: Students of color are the majority of the student body in the CSU system (75%), however tenured faculty continue to be majority white (62%)¹. At SDSU In 2017, there were 19% tenure-track WFC , compared with 47% students of color.

Whereas: Scholars report that WFC continue to face serious disadvantages including: microaggressions, underrepresentation, lower pay² and service inequity.

Whereas: SDSU University Senate Officers sponsored a meeting on October 1, 2019 with WFC in response to concerns Officers received in summer 2019 from a group of WFC. The October 1st meeting was well attended and received.

Whereas: At that meeting, AVP of Faculty Advancement Joanna Brooks presented a report on SDSU Women of Color Tenure Track Faculty Data, which indicated that SDSU continued to maintain its predominantly white demographics between Fall 2016 and Spring 2019³.

¹ Want to Retain Faculty of Color? Support Them as Faculty of Color:

<https://medium.com/national-center-for-institutional-diversity/want-to-retain-faculty-of-color-support-them-as-faculty-of-color-9e7154ed618f>

Left Out: How Exclusion in California’s Colleges and Universities Hurts Our Values, Our Students, and Our Economy:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3Ada371fb2-ae1c-41ca-a126-7bbd4695696e>

² Representation and Pay of Women of Color in the Higher Education Workforce

<https://www.cupahr.org/wp-content/uploads/CUPA-HR-Brief-Women-Of-Color.pdf>

³ From 2014-15 to 2018-19, the numbers of SDSU tenure-track faculty with Underrepresented Minority (URM) status increased by less than one percent from 12.9 to 13.8%; Non-URM faculty decreased from 87.1% to 86.2%. Of these faculty, 61.4% were male (n=445); 42.4% (n=323) were female. Of the female

Whereas: Of the 468 new tenure-track appointments between 2007 to 2018, almost half of those new hires were People of Color (225)⁴, thanks in part to the Building on Inclusive Excellence (BIE) hiring program.

Whereas: Tenure Outcomes for 2008-2013 Start Date Cohorts included 21 People of Color/URM Female Tenure-Track Assistant professors. Of these, 13 were tenured; 3 left for a preferred tenure-track position; 1 left for performance-related non retention; none left for industry; 4 left for other reasons⁵. While these retention rates are higher than non-URF, because there are so few WFC, non retention has a huge impact.

Whereas: The average years for WFC to tenure and first promotion between 2000-2011 took 3.4 years longer than white women; second promotion to full professor between 2000-2007, it took 1.1 years longer (although there were two years (2002-2003) when no WFC were promoted to full professor.

Whereas: The disproportion between students of color and faculty of color contributes to service overload on SDSU WFC, who are significantly more likely than their white colleagues to spend more of their time on service (including committee and work meetings) than research: 86% of African Americans report spending more time on university service than research; Mexican American/Chican@s, 50%; East Asians, 40%; Filipinos, 33%; Southeast Asians, 20%; contrasted with White/Caucasians reporting 36%. These numbers contrast even more dramatically with 29% of white males reporting spending more time in service than research⁶.

Therefore, be it resolved that the SDSU University Senate and WFC urge President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, and appropriate Senate and campus committees, departments and divisions and other units, and all members of the campus community to support and, where authorized and appropriate, to enact the following for SDSU WFC:

faculty: 59.3% are White; 15.9%, Asian; 9.2%, Latina; 4.3%, Black or African American; .6% American Indian or Alaska Native; 1.2% Two or More Races; 5.5% Unknown; 4.0% Non-Resident.

⁴ These new hires were impacted by the 2008 economic downturn: ranging from 54 in 2007, to a low of 3 in 2010 and 2012 to a high of 72 in 2018. Two-hundred twenty-five of these new hires were Faculty of Color. Of the 72 new hires in 2018, 28 were white, 17 were Asian, 9 were Hispanic or Latino, 6 were Black or African American; 12 were Unknown; 0 were Native Indian or Alaska Native American. Of the 36 women hired: 13 were White; 6, Asian; 5, Hispanic or Latino; 4 Black or African American; 0, American Indian or Alaska Native; and 8, Unknown.

⁵ 2008-2013 Start Date Cohorts Tenure Outcomes (N=104), 69 were tenured; 17 left for a preferred tenure-track position; 8 were non-tenured - performance-related; 4 left for industry; and 6 left for other reasons.

⁶ Data sourced from 2016 UCLA Higher Education Research Institute survey at SDSU with 49% response rate.

Fair Compensation

- Conduct an analysis of pay by rank, classification (temporary / tenure-track / tenured) and discipline to determine whether WFC are paid fairly and equitably, both in comparison to non-WFC faculty and to each other.
- Develop and fund a comprehensive plan to rectify inequities identified in this analysis to ensure that SDSU is in compliance with the California Fair Pay Act.
- Develop a method for assessing the value of and compensating the additional labor WFC provide to mentor and support students of color who vastly outnumber us and often seek us out when they need help. WFC are counseling students on racism and sexism, while experiencing it ourselves.
- Develop a method for assessing the value of and compensating WFC for the additional labor we provide for mentoring and supporting each other and recruiting new faculty of color.
- Restore the Assigned Time for Exceptional Service program, which was designed to support faculty who perform excessive service and which SDSU abruptly discontinued in 2019 - 20. Make the program more culturally responsive to the needs of WFC by establishing criteria to value not only programmatic service but also mentoring and other informal forms of support.

Fair Retention and Promotion Processes and Support

- Redesign the Reappointment, Tenure, and Promotion process and update RTP criteria to value collaboration, community-based research, interdisciplinary work, public impact, and public service in the assessment of professional growth, teaching effectiveness, and service.
- Do not institutionalize Professors of Practice as a non-tenured, under-class status where many faculty of color and women will be tracked.
- Task the Division of Research and Graduate Affairs with reporting to the University Senate the proportion of its funds supporting research and creative endeavors (e.g., seed funds, bridge funds, research labs) for WFC in comparison to the percentage of WFC on campus. If there are areas of inequity, charge the Division with developing and implementing intentional strategies that can be used to ameliorate said differences.
- ~~Provide WFC with funds to network with colleagues and communities.~~
- Engage in research and/or professional development through DDI to recognize the ways that evaluative instruments such as student evaluations are racialized and gendered and retool them accordingly.
- Recognize that over the years, WFC have participated in multiple surveys, climate studies, and requests for data. WFC are no longer willing to participate in extractive meetings and conversations that deplete our energy, perform other people's labor, and reinforce our marginalized status, unless those studies are fair, equitable and culturally responsive to the needs of WFC.
- ~~As part of the bargaining process, work with CFA to revise the contract so that Visiting Professors of Color can have longer contracts.~~
- Support WFC transitioning from lecturer or visiting professors to tenure-track faculty.

Supportive Work Environment and Community Culture

- Listen and really hear WFC when they speak in: faculty meetings, department chairs' meetings, Senate meetings, etc; when they show up at your office. Do not interrupt WFC when we speak. Pause before responding. Hold space in meetings for those who do not participate frequently to do so. Amplify what you learn from WFC in meetings by restating it, expressing appreciation, or asking follow-on questions.
- Recognize that departments are often isolated zones, with under-trained leaders who are culturally incompetent. Deans and other administrators often fail to give departments the attention and support needed, including clear processes for chairs and directors to support WFC when their colleagues harass and disrespect them, devalue their expertise, and treat them as disposable. Support WFC in leadership roles on this campus and develop pipelines to create a more inclusive CSU leadership.
- Confront anti-blackness, anti-culture and anti-womanist racism on this campus whenever and wherever it materializes.
- Raising the children of Women Faculty of Color in a predominantly white community without familial and communal networks in town is challenging. Help by supporting more of their childcare needs.
 - a. Provide more reasonably priced, easily available on-site daycare and sick care.
 - b. Make meetings child-friendly. Subsidize daycare off-campus for research trips and conferences.
 - c. Synchronize the college schedule to the public school schedule.
(e.g. Charge the Division of Academic Affairs with developing a plan to create a more inclusive campus for faculty with children. This plan should be reported to the University Senate at the first meeting of the Fall 2020 cycle. Examples of strategies to consider include: a) more reasonably priced, easily available on-site daycare and sick care; b) make meetings child-friendly; c) subsidized daycare off-campus for research trips and conferences)
- Provide support for those taking care of elderly or incapacitated parents where facilities are not hospitable or cost-effective for residents of color.
- Provide equitable access to resources and benefits, including understanding how spousal hires, housing, and child and elder care supports are critical support resources for the success of faculty.
- ~~Hire the spouses of WFC and make college resources available to them at the same rate that white faculty spouses are hired and given access to those same resources.~~
- ~~Assist WFC with housing so that they can form the same attachments to this community as their white colleagues do. In recognition of the fact of the racialized wealth gap and its impacts on access to housing, provide additional support to WFC with documented needs. Revise the SDSU Faculty Housing Assistance Program to account for wealth inequities and to allow equal support for the purchase of a home beyond the current that is not within 10-12 miles of campus.~~

Authored by: *Nola Butler-Byrd, Senate Vice Chair*

Consultation with: *SDSU Women Faculty of Color; Mark Wheeler, Senate Chair; Cyndi Chie, Senate Secretary; Associate Vice President for Faculty Advancement Joanna Brooks; Associate Chief Diversity Officer Jennifer Imazeki*

Recommended for approval by:

Senate Standing Committee on Diversity, Equity and Inclusion

Supporters:

Alda Blanco, Emerita Professor of Spanish & Chair, Department of Spanish and Portuguese

Minjeong Kim, School of Nursing

Cheryl James-Ward, Educational Leadership, College of Education

Melody K Schiaffino, School of Public Health, College of Health and Human Services

TO: University Senate
FROM: Debra Bertram, Chair, Staff Affairs Committee
DATE: April 8, 2020
REF: Emeritus Staff Retirements January – March 2020

ACTION ITEM:

The Staff Affairs Committee moves that the Senate recognize and bestow Emeritus Staff status to the following staff members and thank them for their contribution to the mission of San Diego State University upon their retirement:

Marilyn Bredvold, Admin Analyst Specialist, Education Deans Office, 13 years

Debra Hegmann, Accounting Technician, Student Account Services, 30 years

Robert Hilchey, Operating Systems Analyst, Sciences Deans Office, 32 years

Sabrina Munoz, Police Dispatcher, University Police, 24 years

Ronald Nash Jr., Operating Systems Analyst, Library Administration, 39 years

Leland Wessel, Primary Care Physician, Student Health Services, 35 years

Wednesday, May 6, 2020

TO: SEC/Senate
FROM: William Welsh, interim Chair, Faculty Honors and Awards Committee
SUBJECT: Emeritus Request

The following professors have requested emeritus status and the Faculty Honors and Awards Committee recommends that the Senate approve that request:

- **Lawrence Beck**, Professor of Hospitality and Tourism Management, May 23, 2020; 31 years
- **Marcie Bober-Michel**, Professor of Journalism and Media Studies, August 29, 2020; 22 years
- **Richard Boyd**, Associate Professor of Rhetoric and Writing Studies, August 20, 2020; 24 years
- **Ryu Kitajima**, Assoc. Prof of Linguistics and Asian/Middle Eastern Languages, Aug 4, 2020; 26 years
- **Mathew Kuefler**, Professor of History, August 18, 2020; 22 years
- **Farid Mahdavi**, Professor of History, effective May 23, 2020; 29 years
- **Norma Ojeda**, Professor of Sociology, August 20, 2020; 21 years

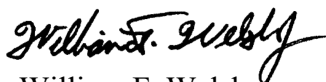
We also recommend that the Senate approve emeritus status for the following two lecturers:

- **Thomas Johnston**, full-time lecturer in Mechanical Engineering, June 1, 2020; 26 years
- **Julie Williams**, lecturer in the Department of Rhetoric and Writing Studies and the Department of Linguistics and Asian/Middle Eastern Languages, June 1; 25 years

Also, it has come to our attention that some faculty who applied for emeritus status last fall may not have had their request brought before the Senate. If so, we regret the unfortunate oversight and seek to correct the inadvertent omission. We recommend the Senate approve emeritus status for:

- **Bernard Dodge**, Professor of Journalism and Media Studies, August 22, 2019, 39 years
- **Nan Zhang Hampton**, Professor of Administration, Rehabilitation, and Postsecondary Education, December 31, 2019, 14 years
- **Patricia Hatch**, Professor of Counseling and School Psychology, August 21, 2019, 13 years
- **Ronald King**, Professor of Political Science, August 22, 2019, 16 years
- **Sally Mathiesen**, Professor of Social Work, August 22, 2019, 16 years
- **Valerie Ooka Pang**, Professor of Teacher Education, August 21, 2019, 30 years
- **Ian Pumpian**, Professor of Educational Leadership, August 21, 2019, 38 years
- **Stephen Savage**, Librarian, July 6, 2019, 16 years
- **Mahmoud Tarokh**, Professor of Computer Science, August 20, 2019, 29 years
- **Larry Verity**, Professor of Exercise and Nutritional Sciences, August 22, 2019, 35 years

Sincerely,



William F. Welsh
interim Chair, Faculty Honors and Awards Committee

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: April 13, 2020
RE: Action Items

I. Recommendations of Faculty to Research Foundation Board of Directors

The Committee on Committees and Elections recommends that Randolph Philipp (Professor, School of Teacher Education) and Jennifer Thomas (Professor, Department of Psychology) be re-elected for a second term on the Board of Directors for the SDSU Research Foundation. The term shall run from September 2020 to September 2024.

II. Recommendation of Faculty to the Academic Council on International Programs (ACIP)

The Committee on Committees and Elections recommends that Andrew Wiese (Professor, Department of History) be re-elected for a second (and final) term on the Academic Council on International Programs (ACIP). The required academic term is three years.

April 16, 2020

Dr. Mark Wheeler, Chair/President
Academic Senate
San Diego State University
5500 Campanile Drive
San Diego, California 92182

Dear Dr. Wheeler:

Our records indicate that the appointment of Dr. Andrew Wiese, San Diego State University representative on the Academic Council on International Programs (ACIP) has expired.

This is to advise you of the vacancy so that an appointment can be made according to the procedures developed by the Academic Senate on your campus. Tenure-track or tenured faculty and academic administrators who are concerned and knowledgeable about international education efforts are eligible. The required term of appointment is three academic years. An incumbent member may be reappointed for a second and final term. We find that it is useful to have members serve two terms due to the complexities involved in forming policy that guides international programs in the CSU. Members are expected to attend two meetings each year, and to report to their campus Senate regarding CSU IP business. I am requesting that written notification of your campus's representative be submitted to the CSU International Programs in Long Beach, as soon as possible. The appointment is effective immediately.

Members of the ACIP serve in a dual capacity as the primary representative of the International Programs on campus and as representatives of the campus on an advisory group in forming policy for International Programs. Following long-standing practice, CSU International Programs will pay travel expenses for one meeting and the campus is responsible for the other meeting. **Please designate which office will be paying for the meeting the campus is responsible for and indicate this in the letter of appointment.**

Involvement in ACIP is rewarding, as well as demanding. Campus representatives play a key role in promoting International Programs on campuses, advising resident director applicants, and in directing the campus student selection effort. The standing committees of ACIP require substantial time commitments from representatives in activities that include the selection of

resident directors, academic program review, and student selection. The individual appointed as ACIP representative should represent appropriate academic constituencies on your campus and should be aware of the level of time and energy required in this appointment.

Please feel free to contact me at (562) 951-4790 or jraman@calstate.edu, if you have any questions. Thank you for your assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Jaishankar Raman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Dr. Jaishankar Raman
Director

Cc:Dr. Salvador Hector Ochoa, Provost and Vice President of Academic Affairs
Dr. Loren Blanchard, Executive Vice Chancellor, Academic and Student Affairs
Dr. Catherine Nelson, CSU Statewide Academic Senate Chair
Dr. Shane Moreman, Chair, ACIP

To: Senate Executive Committee / Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: April 15, 2020
Re: 2021-2022 *General Catalog*

ACTION (4A-05-20)

THEATRE, TELEVISION, AND FILM

1. New subprogram.

Theatre, Television, and Film
Television, Film and New Media Major
(Major Code: 06031)
Emphasis in New Media Production
(SIMS Code: XXXXXX)

The emphasis in new media production is a leading training ground for new media artists seeking opportunities to master the art and science of creating content in the realm of the new media arts, which include animation, gaming, virtual and augmented realities, and other types of interactive and linear storytelling and visualization.

Impacted Program. The emphasis in new media production is designated as an impacted program. To be considered for admittance to the television, film and new media major with an emphasis in new media production, students must meet the following criteria:

- a. Complete with a grade of B (3.0) or better: Television, Film and New Media 160, Art 101, and 240. Complete with a grade of C (2.0) or better: Television, Film and New Media 110, Art 100, 102, and three units from Art 259, Music 160, 260, Theatre 100, 130, or 240. These courses cannot be taken for credit/no credit (Cr/NC);
- b. Submit a personal statement to be evaluated by the faculty;
- c. Submit two letters of recommendation to be evaluated by the faculty;
- d. Have a cumulative grade point average of 3.0 or better;
- e. Submit samples of visual creative work;
- f. Submit a treatment for a 1-3-minute animated production (fiction or nonfiction).

For further information, visit
http://ttf.sdsu.edu/index.php/degree_programs/tfm/tfm-undergraduate-petitioning-process.

Preparation for the Major. Television, Film and New Media 110, 160; Art 100, 101, 102, 240; and three units from Art 259, Music 160, 260, Theatre 100, 130 or 240. (21 units) Television, Film and New Media 160, and Art 101, 240 must be completed with a grade of B (3.0) or better and cannot be taken credit/no credit (Cr/NC). Television, Film

and New Media 110, Art 100, and three units from Art 259, Music 160, 260, Theatre 100, 130 or 240 must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC).

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10, or Rhetoric and Writing Studies 305W with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

Major. A minimum of 39 upper division units to include Television, Film and New Media 310, 321, 365, 465, 510 (three units), 552, 565; Art 343, 348; six units from Television, Film and New Media 327, 350, 490, 499; and six units from Television, Film and New Media 330, 363, 364A or 364B, 430, 470, 530 or 573. A minor is not required with this major.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

TO: Senate Executive Committee / Senate

FROM: Heather Canary & Gregory Wilson
Co-Chairs, General Education Curriculum and Assessment Committee

DATE: April 15, 2020

RE: GENERAL EDUCATION PROGRAM

Action

IV. EXPLORATIONS OF HUMAN EXPERIENCE

C. Natural Sciences

Change to description

ENV E 320. Designing Solutions for Environmental Problems (3) [GE]

Prerequisites: Upper division standing and completion of the General Education requirement in Foundations of Learning, II.A. Natural Sciences and Quantitative Reasoning.

Human interaction with the land, water and air environment;
environmental pollution; role of engineering in solving environmental problems.

Report prepared and respectfully submitted by Curriculum Services on behalf of the General Education Curriculum and Assessment Committee.

Date: 21 February 2020

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION

The Constitution and Bylaws Committee recommends the following changes to the Policy File. This is an issue that was discussed without conclusion by SEC at end of Spring 2019. It is now a favorable time for action before the next promotion cycle (AY20/21).

4.0 Working Personnel Action File

~~4.6 The department or school peer review committee or the department chair or school director shall be responsible for assisting candidates to prepare files that are complete, containing all information required for review, with items properly identified.~~

4.6 Departments and schools are responsible for validating the WPAF before it is released for evaluation. Validation ensures that files are complete and accurate, and that items included in the WPAF exist and are properly identified. The designee for the validation process shall be the department or school peer review committee or the department chair or school director. The items to be validated shall not extend further back than the initial appointment or last promotion, whichever is most recent. Documentation and evidence provided to support professional growth must be specific and verifiable. If a manuscript has been accepted for publication but has not been formally published, a copy of the acceptance letter shall be included. Verification of evidence in WPAF by RTP reviewers may occur at any level of the review process. RTP reviewers shall submit any such request for verification of evidence through Faculty Advancement.

Rationale:

On December 10, 2018, the senate voted to remove the word “validation” from the Senate Policy file (Approve, 25; No, 11 Oppose; Abstain, 4). However, the new policy language had not been seen or met with prior approval by the members of the SEC. Senators were not given due opportunity to discuss the matter with their constituencies in advance of the senate December 10 meeting

and marshal their arguments. The discussion on the senate floor was hastily conducted for such an important issue, lasting no more than 10 minutes, and did not allow enough time for objections. The proposed change is meant to do three things: 1) provide the Senate with the opportunity to have an informed and substantive debate on the issue; 2) to give the validation process teeth to ensure that candidates do not provide **(inadvertently or otherwise)** inaccurate information concerning their professional growth items in particular; and 3) to resolve the longstanding problem of what to do when a review committee discovers a discrepancy or inaccuracy in the WPAF. The proposed language has a precedent in the CSU and borrows liberally from the Retention, Tenure, and Promotion Policy of CSU Monterey Bay.

<https://csumb.edu/policy/retention-tenure-and-promotion-policy>



SAN DIEGO STATE UNIVERSITY

Date: April 19, 2020

To: Senate Executive Committee and University Senate

From: Paula C. Peter, Chair, Faculty Affairs Committee

Action Item: Amendment to RTP process and policy

Faculty affairs recommends that the current RTP process and policy-University Policy: Reappointment-Tenure-and Promotion: Procedures-Section University 4.5.1 is amended (proposed changes in red). The amendment is in order to make sure term limits and procedures are respected.

NEW LANGUAGE

"The University Promotions and Tenure Review Panel shall consist of one tenured faculty employee with the rank of Professor from each college **who has served on the college RTP committee.** Members of the **University** Panel ~~shall~~ **may** serve **unlimited non-consecutive** two-year ~~staggered~~ terms. **Terms will be staggered to assure sufficient overlap of membership.** A term may be extended one year **if necessary to achieve this overlap** ~~to assure sufficient overlap of membership~~. Each college shall **establish procedures and criteria for** ~~electing~~ one member **by majority of vote**, and the procedure shall include participation by probationary and tenured faculty employees **in the college**. The elected member shall be chosen by a date established by the Office of Faculty Advancement. The **University** Panel shall elect **every year** one of its members as chair. The chair shall be a voting member **and be allowed to serve as chair for a maximum of two consecutive years.**"

CURRENT language as of 4/19/20:

The University Promotions and Tenure Review Panel shall consist of one tenured faculty employee with the rank of Professor from each college. Members of the Panel shall serve two-year staggered terms. A term may be extended one year to assure sufficient overlap of membership. Each college shall establish procedures and criteria for electing one member, and the procedures shall include participation by probationary and tenured faculty employees. The elected member shall be chosen by a date established by the Office of Faculty Advancement. The Panel shall elect one of its members as chair. The chair shall be a voting member.

SENATE RESOLUTION
INITIATION OF THE PROCESS OF ESTABLISHMENT OF INDEPENDENT DOCTORAL DEGREE
PROGRAMS WITHIN THE CSU

WHEREAS:

SDSU faculty members recognize that sustaining and fostering the health of California's polity and economy requires training a skilled workforce with doctoral degrees to meet the changing needs of society;

WHEREAS:

SDSU Faculty recognize that contributing to a high quality and ethnically, linguistically, and racially diverse workforce of scholars with PhDs is paramount at this time in history;

WHEREAS:

SDSU faculty members acknowledge that the involvement in advanced research are proper professional functions of any scholarly faculty;

WHEREAS:

The pursuit of such advanced scholarly activities at the doctoral-level strengthen both undergraduate and graduate education;

WHEREAS:

The existing joint doctoral programs with the University of California (or private universities), while a valuable component within the overall educational and research activities of the CSU, cannot provide sufficient doctoral degree-level academic pathways for students to strengthen their educational experience or leverage the aspirations and diverse educational and research activities at SDSU;

WHEREAS:

The existing joint doctoral programs with the University of California (or private universities) may require CSU students to incur the additional costs of tuition relevant to the collaborating institution and may also require that students relocate for one year in order to attend classes, which put additional financial and personal burdens on CSU students;

WHEREAS:

The existing California Education Code restricts the CSU to joint doctoral programs, thereby limiting the direct access of an ever growing and diverse student population to the most advanced degrees at the doctoral level, degrees that are highly demanded by industries in California and across the country, and constrains faculty from conducting and advancing scholarly and research activities at the highest level enabled by doctoral-level education;

WHEREAS:

SDSU faculty recognize our unique geographic location and community partnerships on both sides of the US/Mexico border can be strengthened and enhanced through mutually beneficial doctoral-level educational research;

WHEREAS:

SDSU has been designated a Hispanic-Serving Institution (HSI) by the U.S. Department of Education, only the third public research university in California to receive HSI designation. In addition, our active and high-profile Office of Diversity and Inclusion focuses on increasing the pathways of diverse students in and through higher education;

NOW, THEREFORE, BE IT RESOLVED THAT:

The SDSU Senate urges the CSU Central Administration, in collaboration with the CSU Statewide Academic Senate, the SDSU Administration, to initiate the process of the establishment of independent doctoral degree programs within the CSU, including, where needed, the legislative proposals requesting the respective modifications of the California Education Code.

TO: Senate
FROM: Diversity, Equity, and Inclusion Committee
Gloria L. Rhodes, Chair
DATE: May 5, 2020
RE: **Action Item**

The Senate Diversity, Equity, and Inclusion (DEI) Committee Bylaws state, in part, DEI members are to focus on University-wide programs for the recruitment and retention of faculty, staff, and students, advice to University administration (subject to the approval of the President).¹

The San Diego State University campus community recently established two positions where the DEI Bylaws align with the charge of incumbents leaders.

Therefore the Diversity, Equity, and Inclusion Committee recommend the inclusion of the: SDSU Tribal Liaison and Chair of the Hispanic Serving Institution Task Force for addition to the voting membership of the Senate Diversity, Equity, and Inclusion Committee.

<https://diversity.sdsu.edu/resources/senate-dei>

3.9 Committee on Diversity, Equity, and Inclusion*

3.91 Membership

Nine faculty, one of whom shall chair, including one from each college, the Library, and SDSU Imperial Valley, at least one of whom shall be a Senator; two students, including a representative from the Associated Students; one staff representative; the Associate Vice President for Academic Affairs - Enrollment or designee; the Director of the Office of Employee Relations and Compliance; the Chief Diversity Officer; the Chair of the Senate or designee; the Provost or designee; the Vice President for Student Affairs or designee; the Diversity Officer of Students or designee; the Associate Vice President for Academic Affairs - Student Achievement or designee; **the Tribal Liaison, the Chair of Hispanic Serving Institution (HSI) Affairs**, the Director of the Center for Human Resources or designee; and the Director of Student Ability Success Center or designee.*

Motion to Support Student Success by Building on the Inclusive Excellence of Faculty by adding the following policy to the policy language for the Tenure-Track Planning Committee:

3.0 Building on the Inclusive Excellence of the SDSU Faculty: The following Building on Inclusive Excellent (BIE) criteria shall govern all tenured and tenure-track faculty searches. Successful candidates for all such searches must satisfy at least **two (2)** of the following BIE criteria:

1. The candidate is committed to engaging in service with underrepresented populations in higher education.
2. The candidate has acquired knowledge of barriers for underrepresented students and faculty in higher education.
3. The candidate has experience in teaching and/or mentoring underrepresented students.
4. The candidate has experience in integrating understanding of underrepresented populations and communities into research.
5. The candidate has experience in extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group.
6. The candidate has experience in research that engages underrepresented communities.
7. The candidate has interest in developing expertise in cross-cultural communication and collaboration.
8. The candidate has research interests that contribute to diversity and equal opportunity in higher education.

The Senate Tenure-Track Planning Committee, the Senate Diversity, Equity, and Inclusion Committee, and the Office of the Provost, in collaboration with the Chief Diversity Officer, shall supervise this process and devise appropriate methods for implementing this policy.

The Administration shall provide an annual report to the Senate and to the Senate standing committees on Faculty Affairs, Tenure-Track Planning, and Diversity, Equity and Inclusion, addressing the outcomes of applying BIE criteria with regard to student success and faculty diversity. This report should include any proposed modifications to the program.

The Senate standing committees on Faculty Affairs, Tenure-Track Planning, and Diversity, Equity and Inclusion shall recommend amendments (if any) to the Senate Policy file to codify the BIE program within Senate policies and functions.

Rationale:

The California State Legislature has mandated that the CSU engage in “efforts and spending activity to close the achievement gap for low-income students, historically underrepresented students, and first-generation college students” (Budget Act: Sec 5, 6610-001-0001 of Section 2, 1.3, b, 5).

In response to this legislative and CSU mandate, San Diego State University adopted the Building on Inclusive Excellence (BIE) program in 2015-2016, which program “strives to support

the success of students from historically underrepresented communities by focusing tenure-track faculty searches on candidates who meet criteria aligned with SDSU's commitment to diversity, equity and inclusion.”

In an effort to further the historic mission at SDSU to foster a diverse and inclusive academic community, and in response to requests from the Senate Diversity, Equity and Inclusion committee and the Senate Tenure Track Committee, SDSU has implemented a revised version of the BIE program that expanded it to include 17 searches in AY 2020, and rather than allocating these additional lines for faculty who meet the BIE criteria, the revised program employs the BIE committee to certify that finalists across approved departments meet at least three of the BIE criteria.

The revised BIE program is operated by the Chief Diversity Officer in collaboration with the Office of the Provost, the Senate Tenure-Track Planning Committee, and the Senate Diversity, Equity and Inclusion Committee.

The BIE program can serve as a tool to help SDSU address goals set forth by Graduation Initiative 2025, the CSU's “initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps”.

Endorsed by the following Senate Committees: APP, URP, FA, DEI, and the Senate Tenure-Track Planning Committee.

TO: Senate
FROM: Diversity, Equity, and Inclusion Committee
DATE: May 5, 2020
RE: Enrollment Management Strategy

Action Item

Motion to add the following to the section of the Policy File titled University Policies: Academics:

Enrollment Management Strategy

1.0 Preamble:

To manage its enrollment effectively, SDSU shall implement a comprehensive admissions process. This process shall support increased access for local high school graduates and community college transfers, respond to a commitment to diversity, and enhance student success while bringing greater fairness in decision-making across the region.

2.0 A Comprehensive Model for Admissions: SDSU shall pursue a comprehensive admissions model yielding students who are more diverse and academically prepared. The guiding principles for this model shall be:

- 2.1 Access for the Local Region – SDSU is committed to serving the larger public with a strong commitment to students from San Diego and Imperial counties.
- 2.2 Access for Diverse Communities – SDSU is committed to providing access to students who have been historically underrepresented and underserved in education.
- 2.3 Enhancing Student Success - SDSU has the responsibility to ensure students who are admitted have the necessary preparation to succeed both at the institution and in their major.
- 2.4 Fairness in Decision-Making – SDSU is committed to admissions practices that foster equitable access to the university, in general, and more specifically for students across K-12 and community college districts in our service area.
- 2.5 Additional considerations that guide the enrollment management process include:
 - 2.5.01 Enrollment targets: Specific target setting discussions should begin at the college level, with participation and engagement from faculty and college leadership.
 - 2.5.02 Fiscal impact: Maintaining or changing the balance of resident to out-of-state students has significant and long-term fiscal implications for the university, which should be considered as part of the target-setting

process.

2.5.03 Information sharing: SDSU is committed to providing robust access to information with our K-12 and community college partners.

2.6 These Enrollment Management Strategies shall be reviewed annually as part of the systematic review of Impaction and Enrollment Management policies by the Senate Committee on Academic Policy and Planning, as outlined in University Policies: Academics: Impaction and Enrollment Management, 7.0.

3.0 Freshman Admissions: SDSU shall use as a basic foundation for its freshman admissions a comprehensive set of indicators, that may include: but not be limited to:

- 3.1 Grade Point Average (GPA) - GPA is calculated based on the college preparatory courses completed in meeting the California A-G standards. Based on the specific major cluster, differential weights may be used for determining ranked GPA in each A-G area.
- 3.2 SAT/ACT Scores - Academic performance is also assessed based on an applicants' score on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In cases of multiple re-examinations, the highest overall score is used. The ACT employs the composite score, which does not include the writing section.
- 3.3 College Preparatory Coursework - College Preparatory Coursework may include the total number of math, English, and science courses taken, grades earned in math, English and science courses, as well as participation and grades in Advanced Placement, International Baccalaureate, and dual enrollment coursework.
- 3.4 Local Area - Local area enrollment refers to students who have completed high school in a school or district within SDSU's service area.
- 3.5 Ability to Thrive in a Diverse Environment - The ability to contribute to and thrive in a diverse environment is an essential component of a healthy campus climate and shall be assessed based on a multitude of factors, such as: progressive involvement in community service and work experiences, educational experiences (e.g., clubs, service, coursework beyond A-G), and biliteracy or multilingual competence (e.g., fluency, candidate for Seal of Biliteracy, AP test scores).
- 3.6 Contextual Factors - Environmental contextual factors shall refer to attendance at public high schools that have high proportions of students who are underrepresented minorities, foster youth, receive free and reduced lunch, and/or are English language learners. In a similar manner, neighborhood characteristics (e.g., median family income, homeownership rates) may also be employed. In addition, SDSU shall consider special circumstances, such as whether students were in foster care, wards of the court, emancipated minors, homeless, or other factor that may have previously inhibited

academic success in high school.

3.7 College Preparatory Programs - Participation in approved college-readiness programs supported by educational and/or nonprofit organizations is essential to student success. Programs are approved and assessed for continued partnership by Enrollment Services in collaboration with the Division of Student Affairs and Campus Diversity.

3.8 Tribal Affiliation - Tribal affiliation is based on whether prospective students identify as being enrolled members or the dependent of an enrolled member of a Federally Recognized Tribe.

4.0 Transfer Admissions: SDSU shall use as a basic foundation for its transfer admissions a comprehensive set of indicators, that may include: but not be limited to:

4.1 Local Area - Local area enrollment refers to students who have completed community college in a district within SDSU's service area.

4.2 College Transition Programs - Participation in approved college success and transition programs may include existing community college programs such as: Umoja Community, Hermanos-Unidos Brothers United (HUBU), Puente Project, CalWorks, and Extended Opportunity Programs and Services (EOP). Programs are approved and assessed for continued partnership by Enrollment Services in collaboration with the Division of Student Affairs and Campus Diversity.

4.3 Deferred Admission - A Local Freshmen Deferred Admission (LFDA) priority may be provided to community college students in SDSU's service area who were denied admission but graduated from a local high school and were CSU-eligible and are transferring from a local community college. In addition to attending a local community college, students will need to complete the following requirements by spring for fall admission:

- Complete CSU "Golden Four" course requirements with C- grade or higher
- Complete a minimum of 60 transferable semester units
- Complete 30 units of General Education courses (includes CSU Golden Four courses)
- Complete major preparation courses and meet required GPA for the major
- Complete the above requirements within three years of their initial application

Audition and portfolio majors (such as Music, Dance, and Theatre Arts: Performance) or direct admit majors (e.g., Nursing) are excluded from the deferred admission program.

San Diego State University Senate Resolution Condemning the Increase in Hate Crimes Related to COVID-19

Whereas, San Diego State University Senate is deeply concerned about the catastrophic impacts of COVID-19 on individuals and communities across the U.S. and world,

Whereas, the California Faculty Association, representing the 29,000 Unit 3 CSU faculty members, including all SDSU faculty members, has urged Unit 3 faculty members to support Asian and Pacific Islander communities and dispel anti-Asian stereotypes, and

Whereas, 77% of U.S. citizens believe that China is responsible for spreading COVID-19,¹ and

Whereas, we acknowledge and condemn both the current and the historic use of novel diseases in fomenting xenophobia and as a basis for discriminating against and excluding persons by nationality, ethnicity, race, and/or religion, and,

Whereas, since 2015, The World Health Organization (WHO) has acknowledged that naming of diseases can have serious negative social, economic and safety related consequences, and has “called on scientists, national authorities and the media to follow best practices in naming new human infectious diseases to minimize unnecessary negative effects on nations, economies and people”,² and

Whereas, in condemning the association of COVID-19 with China or Asia, we recall the long history of racist exclusionary laws, language, and treatment directed at Chinese Americans specifically and Asian Americans generally, and, we acknowledge the history of discrimination against people from Asia in general, and specifically China, including:

- the 1870 Naturalization Act that barred Chinese from gaining US citizenship, the 1875 Page Act that banned Chinese women from coming to the US,
- the 1882 Chinese Exclusion Act whose racism is apparent by its very name,
- the 1892 Geary Act that required Chinese residents to carry “papers” or face deportation,
- the 1917 Asiatic Barred Zone Act that prevented all immigration from East Asian countries,
- the 1924 Asian Exclusion Act which expanded the 1917 to include immigration from other countries in the Eastern Hemisphere perceived as threatening the US’s ethnic homogeneity,
- the 1942 Executive Order 9066 that authorized the internment of Japanese Americans including those who were born here,

¹ Rogin, J. (April 8, 2020). Washington Post. *The coronavirus crisis is turning Americans in both parties against China*:
<https://www.washingtonpost.com/opinions/2020/04/08/coronavirus-crisis-is-turning-americans-both-parties-against-china/>

² World Health Organization, Best Practices for Naming New Human Infectious Diseases, May 8, 2015,
<https://www.who.int/mediacentre/news/notes/2015/naming-new-diseases/en/>

- the 1944 decision by the US Supreme Court in Korematsu vs. U.S. that upheld the constitutionality of the Japanese internment and was only overturned in 2018, and

Whereas, we acknowledge and condemn, the ongoing misperception of people of Asian descent as “alien” and not fully American, and

Whereas, renewed historical racism and xenophobia are again being perpetuated against ethnically diverse groups in the U.S. On April 10th, an SDSU Andres Bonifacio Samahan Filipino-American Student Organization event was “zoomboomed” by someone spewing racist epithets.³ Fourteen percent of Asians in the U.S. indicated that they have experienced at least one form of discrimination and unfair treatment due to other people thinking they might have the coronavirus,⁴ and

Whereas, the San Diego State University Senate reaffirms its commitment to “Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people,”⁵ be it therefore

Resolved, that the University Senate of San Diego State University expresses its unified opposition to rhetoric that associates COVID-19 with nationality, race or country, and be it also

Resolved, that the University Senate of San Diego State University stands in solidarity with the Asian American Community in urging all Americans to refrain from stigmatizing language, and negative associations that foment hate and hinder public health response, and be it also

Resolved, that this resolution be distributed to the President of San Diego State University, CSU Chancellor, CSU Board of Trustees, Academic Senate of the CSU, CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, San Diego State University Chapter President, Union of American Physicians and Dentists (UAPD) San Diego State University Chapter President; California State University Employees Union (CSUEU) San Diego State University Chapter President; Academic Professionals of California (APC) San Diego State University Chapter President; Teamsters 2010 San Diego State University Chapter President; State University Police Association (SUPA) San Diego State University Chapter President; Academic Student Employees (UAW) San Diego State University Chapter President; California State Student Association, AS President of San Diego State University, California U.S. Senators, and members of Congress representing San Diego County.

Authored by the California Faculty Association
April, 2020

³ Andres Bonifacio Samahan Filipino-American Student Organization Q&A For Elections Zoombombing (April 10, 2020): <https://twitter.com/baetista/status/1248838507495403521?s=20>.

⁴Liu, Y and Finch, B.K.. (March 26, 2020). *Discrimination against Asian and black Americans rises during coronavirus outbreak*. PHYSORG: <https://phys.org/news/2020-03-discrimination-asian-black-americans-coronavirus.html>

⁵SDSU University Senate Diversity Statement. <https://diversity.sdsu.edu/about/statement>

Resolution Condemning the Disparate Impacts of COVID-19 Pandemic

Whereas, the San Diego State University Senate abhors the catastrophic impacts that the COVID-19 virus is having on individuals and communities across the U.S. and denounces the racism associated with it,

Whereas, for weeks at the beginning of the viral outbreak in the U.S., the Centers for Disease Control (CDC) and other public health and government entities failed to report data on racial disparities in mortality, morbidity and other health and economic outcomes from the virus until pressed to do so, obscuring the disproportionate impact on people of color. This is an historical pattern that harms and further marginalizes ethnically diverse individuals and communities¹,

Whereas, the COVID-19 mortality and morbidity rates of African American and Latinx people are dramatically out of proportion to their numbers in the U.S. Population². Scholars implicate the long-term, on-going consequences of discrimination and racism that impact their access to health care and insurance, and the stress from racism and discrimination that their impact health and well-being. These inequities resulting in higher rates of hypertension, heart disease and diabetes and having such underlying medical conditions can sharply increase the likelihood of death from the coronavirus. Other scholars cite environmental and structural issues including: low socio-economic status, living in overcrowded cities, working in vulnerable “essential” jobs that put them in closer contact with the virus³⁴. Ten percent of non-Hispanic blacks in the U.S. indicated that they have experienced at least one form of discrimination and unfair treatment due to other people thinking they might have the coronavirus⁵. Islamophobia has also appeared in media coverage of the pandemic.⁶

¹ Kendi, I. (April 1, 2020). Why Don't We Know Who the Coronavirus Victims Are?

<https://www.theatlantic.com/ideas/archive/2020/04/stop-looking-away-race-covid-19-victims/609250/>

² *Coronavirus (COVID-19) Cases in the U.S.* Centers for Disease and Prevention:

<https://www.theatlantic.com/ideas/archive/2020/04/stop-looking-away-race-covid-19-victims/609250/>

³ *CDC Hospital Data Point To Racial Disparity In COVID-19 Cases.* NPR. (April 8, 2020):

<https://www.npr.org/sections/coronavirus-live-updates/2020/04/08/830030932/cdc-hospital-data-point-to-racial-disparity-in-covid-19-cases>

⁴ *Structural Inequalities and Not Behavior Explain COVID-19 Racial Disparities.* (April 16, 2020). *Latino Decisions*

https://latinodecisions.com/?utm_medium=email&utm_campaign=COVID19&utm_content=COVID19%20CID_4cef465ab414e6dd7ae1049a9d3f3a2e&utm_source=Email%20marketing%20software&utm_term=Latino%20Decisions

⁵ Liu, Y and Finch, B.K.. (March 26, 2020). *Discrimination against Asian and black Americans rises during coronavirus outbreak.* PHYSORG:

<https://phys.org/news/2020-03-discrimination-asian-black-americans-coronavirus.html>

⁶ Khalid, W. (April 19, 2020). *Corporate News Coverage of the Pandemic Is Rife With Islamophobia.*

<https://truthout.org/articles/corporate-news-coverage-of-the-pandemic-is-rife-with-islamophobia/?eType=EmailBlastContent&eId=71649a96-ad00-4169-afc2-bb1b572e3345>.

Whereas, the San Diego State University Senate reaffirms its commitment to “Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”⁷

Therefore, be it resolved that the SDSU University Senate urge CSU Chancellor Timothy White, the CSU Chancellor’s Office, the Academic Senate of the CSU, President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following:

1. Establish and/or refine systems that track the impacts of COVID-19 racism and discrimination of marginalized SDSU community members. Make regular reports to the entire community to raise awareness of these issues and inform plans for improving the SDSU cultural climate.
2. Continue to overtly denounce the racism directed toward Asian American, African American, Latinx and other groups who are being assaulted by xenophobic and racist harassment and hate crimes.
3. Examine current policies and initiatives regarding these issues and revise them to make them more effective in achieving the values and commitments in the diversity statement.
4. Develop a feedback-informed culture that seeks feedback from marginalized individuals and communities and proactively work to address, remediate and develop processes and procedures that eliminate these ongoing forms of discrimination and racism. The SDSU University Senate will work in solidarity with the administration and SDSU community to support and protect these oppressed groups.

Resolved that, this resolution be distributed to the President of San Diego State University, CSU Chancellor, CSU Board of Trustees, Academic Senate of the CSU, CSU Campus Senate Chairs, California Faculty Association (CFA) Statewide President, San Diego State University Chapter President, California State Student Association, AS President of San Diego State University, California U.S. Senators, and members of Congress representing San Diego County.

Authored by:

Nola Butler Byrd, Vice Chair, SDSU University Senate

Consultation with: California Faculty Association, SDSU Chapter

⁷SDSU University Senate Diversity Statement. <https://diversity.sdsu.edu/about/statement>

Recommended for approval by:
SDSU University Senate Officers
SDSU Diversity Equity and Inclusion Committee

Resolution in Support of Reinstating Merit Salary Steps for CSU Staff

Date: April 30, 2020

WHEREAS, the San Diego State University Senate has a history of resolutions supporting campus students, faculty and staff; and

WHEREAS, the CSU halted merit salary steps for support staff in 1996; and

WHEREAS, California State University staff are the only staff employees of the state of California that do not receive merit salary step increases; and

WHEREAS, merit salary step increases are based on acceptable levels of performance and longevity; and

WHEREAS, without merit salary step increases, San Diego State University staff often suffer from salary inversion leaving many long serving staff to be paid less than newly hired staff which results in low morale and high turnover; and

WHEREAS, in 2019, Assembly Bill 369 authored by Assemblywoman Weber, which would have provided annual merit salary intermediate step adjustments for CSU support staff employees meeting satisfactory performance standards, moved through the legislature with bipartisan support; and

WHEREAS, Governor Newsom did not sign Assembly Bill 369 (Weber) into law in order to provide the CSU the opportunity to reinstate the merit salary step increases willingly as asked for in his letter to Chancellor White on November 5th, 2019; and

WHEREAS, the recent COVID-19 pandemic has reinforced the importance of our support staff for continued operations; therefore be it

RESOLVED, that the San Diego State University Senate recognizes and condemns this failure of social justice and equity within the California State University system; and be it further

RESOLVED, that the San Diego State University Senate supports the reinstatement of merit salary steps for California State University staff; and be it further

RESOLVED, that the San Diego State University Senate strongly encourages the California State University Chancellor's contract bargaining team to reinstate equitable merit salary steps for staff; and be it further

RESOLVED, that the San Diego State University Senate encourages and supports the CSUEU and all other staff union bargaining teams as they enter contract negotiations; and be it further

RESOLVED, that the San Diego State University Senate forward this resolution to the President of San Diego State University, the Chair of the CSU Academic Senate, the Chancellor of the CSU, the President of the California State University Employee Union, the President of the Union of American Physicians and Dentists, the President of the Academic Professionals of California, the President of the Teamsters Local 2010, the President of the Statewide University Police Association, the CSU Board of Trustees, and the CSU Campus Senates.

Supported by:

1. Cyndi Chie, Senate Secretary, Staff Senator, CSUEU Unit 9 Steward, Analyst/Programmer-Lead, Enrollment Services IT, IT Division
2. Debra Bertram, Staff Senator, Staff Affairs Committee Chair, Administrative Analyst Specialist, Fowler College of Business
3. Todd Reh fuss, Staff Affairs Committee, Unit 9 Steward, CSUEU SDSU Secretary, Accountant II, Office of the Controller

4. Bailie Whittaker, Staff Affairs Committee, Residential Hall Coordinator, Residential Education Office
5. Kelly Bowen, Administrative Analyst, Fowler College of Business
6. Caroline Rios, Administrative Support Assistant II, Fowler College of Business
7. Bann Attiq, Staff Senator, Administrative Analyst, College of Sciences
8. Geneva Lambert, Academic Advisor, Fowler College of Business
9. Jason Tan, Academic Advisor, Fowler College of Business
10. Stephanie Smith, Professional Graduate Fee Coordinator, Fowler College of Business
11. Akyia Ervin, Academic Advisor, Fowler College of Business
12. Mark Bruno, Staff Affairs Committee - Equipment/Systems Specialist, ECE Dept, College of Engineering
13. Natasha Nace, Program Director, World Campus
14. Diana Osborn, Staff Affairs Committee, Bookstore Advisory Committee, Unit 9 Steward, Operating Systems Analyst, Expert, College of Sciences
15. Vanessa Escobar, Academic Advisor, Fowler College of Business
16. Kevin Melara, Staff Affairs Committee, Academic Initiatives Coordinator, Residential Education Office
17. Darrien Boling, Graphic Design & Digital Specialist, Fowler College of Business
18. Ryan Gesmundo, Interim Program and Admissions Coordinator, Fowler College of Business
19. JoAnn S. Davison, ASC II, Office Manager, Department of Economics, College of Arts and Letters, Unit 7 Steward, CSUEU Chapter 318 Treasurer, CERT Coordinator, Military Ally
20. Edgar Asuncion, IT Consultant, Enrollment Services IT, IT Division
21. Michelle Svay, Internship & Career Fair Coordinator, Fowler College of Business
22. Skot Norton, KPBS Technology Manager, Unit 9 Steward
23. Tyler Rogers, Library Services Specialist
24. Deborah Southard, uAchieve Systems Analyst & Transfer Credit Team Lead, Enrollment Services
25. Mike Li, Database Administrator, Enrollment Services IT, IT Division
26. Marie Andreas, State Grant Coordinator, OFAS
27. Brenda Wills, Incoming Staff Senator, Administrative Analyst, College of Arts and Letters
28. Yayesh Lissane, programmer/Analyst Enrollment Services IT, IT Division
29. Ginger Shoulders, Information Technology Consultant - Web Designer, College of Arts and Letters
30. Gregory Martin, Operating Systems Analyst-College of Arts and Letters
31. Stephen Treger, Operating Systems Analyst, Expert - IT Division/Enrollment Services
32. Stacy Warner, Programmer, Analyst -IT Division/Enrollment Services
33. Michelle Lenoue, Staff Senator, Student Success Adviser, College of Arts and Letters
34. Helen Craig, Information Technology Consultant, Strategic Communications and Public Affairs
35. Martin Nguyen, Programmer Analyst , Enrollment Service IT, IT Division
36. Chad Teichman, Administrative Analyst, Strategic Communications and Public Affairs
37. Robert Yslas, Administrative Coordinator II, Enrollment Services; CSUEU Chapter 318 President
38. Ha Le, Info Tech Consultant, Enrollment Services IT, IT Division
39. Lisa Heizer, Operating Systems Analyst, College of Sciences, Staff Affairs Committee, Instructional and Information Technology Committee
40. Veronica Gonzalez, Administrative Coordinator, Department of European Studies, College of Arts and Letters
41. Adriana Putko, Administrative Coordinator, Department of History, College of Arts and Letters
42. Darlene Bych, Administrative Coordinator, Department of Linguistics and Asian/Middle Eastern Languages, College of Arts and Letters
43. Michael Paschke, Operating Systems Analyst-College of Arts and Letters
44. Bart Chafe, Assistant to the Dean, College of Arts and Letters
45. Harry Johnson, Information Technology Consultant, Department of Geography, College of Arts and Letters
46. David To, Academic Advisor, International Business Program, College of Arts and Letters
47. Kimberly Kennelly, Administrative Coordinator, Department of Philosophy, College of Arts and Letters
48. Briana Wiley, Administrative Support Assistant II, Department of Political Science, College of Arts and Letters
49. Heidi Doyle, Administrative Coordinator, Department of Women's Studies, College of Arts and Letters
50. Tina Tan, Career Advisor, Fowler College of Business
51. Jose Preciado, Staff Senator, Director of General Studies, DAESA
52. Natalie Roper, Administrative Coordinator II, Department of Psychology, College of Sciences
53. Candra Young, Coordinator, Department of Geography, College of Arts and Letters
54. Mathew Whitney, Programmer/Analyst, Strategic Communications and Public Affairs
55. Tessa Reese, Student Health Center, CSUEU State Unit 2 Chair
56. Patricia O'Leary, Administrative Coordinator II, Department of Geography, College of Arts and Letters
57. Jeff Henson, Analyst Programmer, ESIT, IT Division

58. Adrienne Hotaling, Web Designer and Multimedia Specialist, Enrollment Services
59. Jon Rizzo, Instructional Materials Design Specialist - Instructional Technology Services
60. Chantel Paul, Administrative Support Coordinator, School of Art + Design, College of Professional Studies and Fine Arts
61. Kevin Cartledge, Programmer/Analyst, ESIT, IT Division
62. Stu Smith, Lead Programmer/Analyst, Web Systems Group, ESIT, IT Division
63. Luisa Provencio Smith, Administrative Analyst/Specialist; Civil, Construction, and Environmental Engineering
64. Emon Downhour, Lead Coordinator, School of Nursing, College of Health & Human Services
65. Mary M. Garcia, Administrative Support Assistant II, Department of English and Comparative Literature, College of Arts and Letters
66. Lynsey Miller, Administrative Support Coordinator II, SDSU/UC San Diego Joint Doctoral Program in Clinical Psychology, College of Sciences
67. Carol K. Tohsaku, Administrative Analyst/Specialist II, Instructional Technology Services, IT Division
68. Susan Reyes, Analyst Programmer, ESIT, IT Division
69. Lyon Liang, Analyst Programmer, ESIT, IT Division
70. Heather Horning, Directories Coordinator, ITFA, IT Division
71. Yiftach Levy, Information Technology Consultant, Student Affairs Technology Services
72. Becky Ryan, Senior Program Director/Extended Education Specialist II, Unit 4, SDSU World Campus
73. Cassandra Neel, Administrative Coordinator, Department of Linguistics and Asian/Middle Eastern Languages, College of Arts and Letters
74. Francisco J. Peraza, Staff Senator, Staff Affairs Committee, Outreach & Recruitment / Financial Aid Advisor, SDSU- Imperial Valley Student Affairs Office
75. Quinn Gallo, Information Technology Consultant, IT DevOps, IT Division
76. Olga Mavrina, Analyst/Programmer, ESIT, IT Division
77. Natalya Ozerova, Analyst/Programmer, ESIT, IT Division
78. Terri Linman, Instructional Designer World Campus, former LDT Lecturer, Staff Affairs Committee
79. Soheyla Akhlaghi, Accountant II, Accounting Services, Division of Business Affairs
80. Liacel Wesson, Administrative Coordinator, Center for Latin American Studies, College of Arts and Letters
81. David L. Poddig, Instructional Support Assistant III, ITS/IT Division
82. Angelica De Bouras, ASCII, Electrical and Computer Engineering, College of Engineering
83. Katie Waltman, Administrative Coordinator II, Department of English and Comparative Literature, College of Arts and Letters
84. Norma A. Aguilar SDSU IV Academic Advisor/SASC Coordinator
85. Yan Wang, DBA, ESIT, IT Division
86. Carlos Sanchez, Lead Locksmith, Facilities Services, SETC Teamsters
87. Briana Cartmill, Administrative Support Coordinator, Department of Religious Studies, Department of Classics and Humanities, Jewish Studies Program.
88. Francine Vasquez, Administrative Support Coordinator II, Department of Sociology, College of Arts and Letters
89. Jessica Lopez, Staff Affairs Committee, Administrative Support Coordinator I, International Business Program, College of Arts and Letters
90. Charles De Anda, Information Technology Consultant, Imperial Valley Campus
91. Patricia van Damme, Lead Academic Advisor, Fowler College of Business
92. Tim Maides, Operating System Analyst, ITCO, Information Technology Division
93. Zi Yang, Center Coordinator, Fowler College of Business
94. Elizabeth Chavez, Administrative Support Coordinator, College of Arts and Letters Dean's Office
95. Janey Jennings, Marketing & Events Specialist, Fowler College of Business
96. Marcia Macias, Information Technology Consultant, College of Arts and Letters / Language Acquisition Resource Center
97. Bertha Hernández, Administrative Support Coordinator, Department of Chicana and Chicano Studies
98. Veronica Vadillo-Santiago, Administrative Support Coordinator, Imperial Valley Campus
99. Alicia Robles, Administrative Analyst, Imperial Valley Campus
100. Ryan McLemore, Study Abroad Advisor, Global Affairs
101. Weifang Zheng, System Analyst, ESIT, IT Division
102. Annie Foral, Administrative Analyst, Dean's Office, College of Professional Studies and Fine Arts
103. Zach McDaniel, Student Success Advisor, College of Arts and Letters
104. Todd Kennedy, Interim Director, Military and Veterans Program
105. Danielle Ingoglia, Administrative Analyst, SDSU⁶⁵-Imperial Valley

106. Susana Lopez, Administrative Support Assistant, SDSU-Imperial Valley
107. Alejandro Rodriguez, Career Counselor, Career Services
108. Saul Sanchez, Programmer Analyst, Student Affairs
109. Amy Tappen, Undergraduate Academic Advisor, Biology Department
110. Eric Pamintuan, MESA Program Coordinator, College of Engineering
111. Maureen Crawford, International Coordinator, College of Sciences
112. Celena Martinez, Residence Hall Coordinator, Residential Education Office
113. Thelma Chavez, CASA Programs Coordinator, College of Sciences
114. Robert Guzman, Counselor, Educational Opportunity Program and Ethnic Affairs
115. Danny Oliveira, Counselor, Educational Opportunity Program and Ethnic Affairs
116. Lisa Lyons, International Student Advisor, International Student Center
117. Omar Baza, Student Life Advisor, Student Life & Leadership
118. Melisa Lopez, Counselor, Educational Opportunity Program and Ethnic Affairs
119. Lynn Gagne, Counselor, Student Ability Success Center
120. Shira Scott, Counselor, Financial Aid & Scholarships
121. Magaly Corro Flores, Counselor, Prospective Student Center
122. Julie Dugan, International Programs Coordinator, College of Health and Human Services
123. Alison Sternal, Academic Advisor, College of Education
124. Luis Vega, Assistant Director Faculty-Led Study Abroad, Global Affairs
125. Theresa Luu, Student Success Specialist, Dean's Office - College of Professional Studies and Fine Arts
126. Susan Alvarado, Admissions Counselor, Enrollment Services
127. David Ayers, International Recruitment, Enrollment Services
128. Heidi Nguyen, Admissions Counselor, Enrollment Services
129. Peter A. Strachwitz, MPA, Academic Advisor, School of Nursing
130. Willaine Cabal Carr, International Programs Coordinator, Fowler Center for Student Success
131. Vivian Jin, International Admissions Adviser, Enrollment Services
132. Isabel Martorell, International Student Advisor, International Student Center
133. Jill Kertzman, Administrative Analyst Specialist, Student Account Services
134. Anna M. Vasquez, Buyer, Contract and Procurement Services
135. Salvador Gomez-Pantoja, Academic Advisor, Fowler College of Business
136. Kathleen Regan, Administrative Coordinator, American Indian Studies, College of Arts and Letters
137. Terrence Chu, Academic Adviser/Degree Systems Analyst, Enrollment Services
138. Melissa Gonzalez, Career Development & Diversity Engagement Coordinator, Career Services
139. Nora Leyva, Student Success Specialist II, College of Professional Studies & Fine Arts
140. Paula Pierce, Department Coordinator, Aerospace Studies/Air Force ROTC
141. Cara Yoo, Counselor, Educational Opportunity Program and Ethnic Affairs
142. Amy Pinkelman, Graduation Adviser, Enrollment Services
143. Leticia Kahya, Study Abroad Advisor, Global Affairs
144. Cynthia A. Torres, Undocumented Resource Area Coordinator
145. Melyssa Gonzalez, Associated Students Coordinator/Career Services, Imperial Valley
146. Marquis Williams, Residence Hall Coordinator, Residential Education Office
147. Marcus Chiu, Operating Systems Analyst, College of Arts & Letters
148. Cathy Cirina-Chiu, Research Technician, College of Arts & Letters
149. Jodi Thiede, Graduation Adviser, Office of Advising & Evaluations, Enrollment Services
150. Victoria Cafasso, Counselor, Educational Opportunity Program and Ethnic Affairs
151. Melissa Silverman, Coordinator for Student Conduct and Safety, Residential Education Office
152. Maria Thrasher, Admissions Counselor, Enrollment Services.
153. Maggie Shoya, Administrative Coordinator, School of JMS, PSFA
154. Eric Logan, ITC, Dean's Office, College of Professional Studies and Fine Arts
155. Michelle Knowlton, Academic Advisor, Division of Academic Engagement and Student Achievement
156. Alfredo Jun Dandan, Warehouse Worker Logistical Services
157. Andrea Cornell, Development Coordinator, PSFA
158. Luisa Smith, Administrative Analyst, Facilities Services
159. Emily Kattawar, Coordinator, New Student and Parent Programs
160. Holly Shaffner, Military Liaison Officer
161. Jennifer Logan, Student Services Professional III, Graduate Affairs
162. Laura Ribitzky, International Student Advisor & SEVIS Coordinator, International Student Center,

163. Adam C. Adams, Counselor, Educational Opportunity Programs and Ethnic Affairs
164. Scott Portanova, Academic Advisor/Evaluator, Office of Advising & Evaluations Enrollment Services
165. Nicole Reed, Academic Advisor, Office of Advising & Evaluations, Enrollment Services
166. Omar Guzman, Assistant Coordinator, Compact for Success & Collaborative Programs
167. Damien Rosales, SSP III, Coordinator, Center for Student Success in Engineering, College of Engineering
168. Alessa Becerra, Outreach Coordinator, Compact for Success & Collaborative Programs

CHARTER
Council of Chairs/Directors Advisory Group to the Provost (CCDAG)
 April 6, 2020

Role of CCDAG

The overarching role of this group is to serve as representatives for the chairs/directors of our respective colleges through:

1. Identifying emerging issues that require the university’s attention and/or action.
2. Advocating for transparency and clear lines of communication.
3. Serving as counsel to the Provost on existing or future practices that impact the running of departments/schools.
4. Identifying the need for new university policies and initiatives.
5. Contributing agenda items for the Provost’s meeting with Council of Chairs and Directors.

Note: The Deans will continue to serve as supervisors to chairs/directors

CCDAG Membership, Elections, and Officers

- The members of CCDAG serve at the pleasure of the chairs/directors within each College.
- Each college shall determine the length of service for their college’s representative(s).
- There will be 1 voting representative per college and up to 1 additional non-voting representative who can attend meetings. The non-voting member may vote if the primary voting representative is unable to attend a meeting where voting takes place.
- Elections must be announced through the Council of Chairs/Directors and posted on the agenda by the last meeting in the spring term for service beginning the following academic year.
- The CCDAG members for 2019-20 will continue in their positions through AY 2020-21.
- At the end of each academic year, starting in Spring 2021, the chairs/directors within each college will elect their representative(s) for the Advisory Group.
- The voting members of the CCDAG will elect from among themselves an Executive Committee consisting of a chair, vice-chair, and secretary.

| | |
|-----------------------------------|-------------------------|
| CCDAG Roster | |
| AY 19-20 and 20-21 | |
| <u>Executive Committee</u> | |
| Chair: Betty Samraj | |
| Vice-Chair: Allen Gontz | |
| Secretary: Tracy Love | |
| Committee Members | |
| Janie Chang, FCB | Michael O’Sullivan, SCI |
| Sarah Garrity, EDU | Sherry Ryan, PSFA |
| Allen Gontz, SCI | Betty Samraj, CAL |
| Tracy Love, HHS | Janusz Supernak, ENG |
| Margarita Machado-Casas, EDU | |

After each election, the Executive Committee members will rotate to *ex-officio* (non-voting) members if they are not elected by their college in order to maintain continuity in CCDAG, thus serving as the non-voting representative for their college.

Meeting Logistics

- The CCDAG and the Provost will meet at least once a month.
- The CCDAG Chair and Vice-Chair will work in concert with the Provost to set the agenda for the Council of Chairs/Directors Advisory Group meetings.
- The CCDAG may meet independently to discuss and prioritize issues across the colleges.
- The CCDAG will invite guests (such as specific chairs/directors) to attend meetings as needed.
- Meetings with other university organizations are detailed below.

Relationship of CCDAG to other university members and groups

Purpose: To ensure chairs and directors have a voice across all levels of governance by maintaining open lines of communication. These meetings will occur with various university stakeholders- Council of Chairs and Directors, Academic Deans Council, Faculty Advancement, University Senate Executive Committee- at the discretion of the Provost or convening group when necessary.

April 21, 2020 Referrals Chart

| Date recd (M/Y) | Recd by | From | ID | Title | Description | Referred Y/N/NA | Referred to |
|-----------------|---------|---------------------------------|----------|---|---|-----------------|-----------------------------------|
| 01/2019 | NBB | Senate Officers | 19/20_06 | WH Executive Order on Combating Anti-Semitism & SDSU Freedom of Expression Steps. | Review and make recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps. | Y | Freedom of Expression Committee |
| 04/2019 | NBB | Senate Officers | 19/20_07 | Additional MPP Senate Seat | Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2. | Y | Constitution and Bylaws Committee |
| 10/2019 | NBB | SEC | 19/20_08 | Senate PBAC Appointments | Develop a policy for Senate PBAC appointments. | Y | Academic Policy & Planning |
| 10/2019 | NBB | Senate Officers | 19/20_09 | Revise AP&P Role in ERG Report Development | ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data. | Y | AP&P |
| 10/2019 | NBB | Staff Affairs | 19/20_10 | Award Emeritus Status to Qualified Staff | Consider revising the Policy File section on emeritus (2018-19 Policy File page 160) to allow this status to be awarded to qualified staff. | Y | Staff Affairs |
| 11/2019 | NBB | Senate Officers | 19/20_11 | Outstanding Teaching Assistant Award | Create an SDSU Award for Most Outstanding Teaching Assistant. | | |
| 11/2019 | NBB | Freedom of Expression Committee | 19/20_12 | Scholars at Risk Resolution | Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk. | Y | AP&P, AR&P, FA |
| 12/2019 | NBB | Faculty Affairs Committee | | Staff Lifetime Contribution to the University Award | | Y | Staff Affairs Committee |
| 03/2020 | NBB | Senate Officers | 19/20_13 | Clarify the use of the words "Campus" vs. "College" | Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file? | Y | Constitution and Bylaws |
| 02/2020 | NBB | Senate Officers | 19/20_14 | Review the Use of the Definition "Full-Time Faculty" | Review the definition of full-time faculty and create a more accurate term. | Y | Constitution and Bylaws Committee |
| 02/2020 | NBB | Senate Officers | 19/20_15 | Add seat(s) for non-represented staff | Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff. | Y | Constitution and Bylaws Committee |

| Date recd (M/Y) | Recd by | From | ID | Title | Description | Referred Y/N/NA | Referred to |
|-----------------|---------|-----------------------------|----------|--|---|-----------------|---|
| <u>02/2020</u> | | CBL | 19/20_18 | Recommended change to Policy File 4.0 Working Personnel Action File (Atterton) | | | |
| 4/2020 | NBB | SEC | 19/20_21 | Building on Inclusive Excellence Policy Clarification | Motion to Support Student Success by Building on the Inclusive Excellence of Faculty by clarifying policy language for the Tenure-Track Planning Committee. | Y | AP&P, Faculty Affairs, DEI, Tenure Track Planning Committee |
| 4/2020 | NBB | SEC | 19/20_22 | Comprehensive Model for Admissions Policy - Enrollment Management | Motion to add a Comprehensive Model for Admissions to the section of the Policy File titled University Policies: Academics | Y | AP&P |
| 4/2020 | NBB | Provost & Deans | 19/20_23 | Temporary Changes to Academic Policy Related to COVID-19 | Provost's and Deans' Recommendations Regarding Temporary changes to Academic Policy Related to COVID-19. | Y | AP&P |
| 4/2020 | NBB | Senate Officers | 19/20_23 | Establishment of Independent CSU Doctoral Programs | Senate resolution regarding establishing independent doctoral programs in the CSU | Y | APP and URP |
| 4/2020 | NBB | Senate Officers | 19/20_24 | Continue World Campus Winter Session | Motion from Senator Brian Adams: add the following action item to the April 21st SEC meeting (for inclusion on the May Senate agenda): Motion: Continue World Campus Winter Session pilot during the 2020/21 academic year. | Y | AP&P |
| 4/2020 | NBB | Senate Officers 19/20_25 | 19/20_25 | UR&P Membership Additions | <p>Motion from Senator Gordon Shackelford: Contained in the proposed renaming of AR&P to UR&P, is a fundamental restructuring of the committee's membership. AR&P, which directly advises the President on budgetary issues, includes individuals who serve the University at the pleasure of the President. While the membership of upper management is necessary to provide budgetary expertise, it can be problematic in times of institutional financial stress. Within the UR&P Proposal is the addition of four(4) Vice Presidents or their designees. To maintain the balance of the committee, and perhaps, credibility during these difficult times, I recommend the following additions to the UR&P Proposal.</p> <p>Recommended additions to revised membership to UR&P: Three(3) full-time faculty senators, selected by a vote of faculty members of the Senate, and the Senate Chair or their designee.</p> | Y | URP |

| Date recd (M/Y) | Recd by | From | ID | Title | Description | Referred Y/N/NA | Referred to |
|-----------------|---------|---------------------------|----------|---|--|-----------------|--|
| 4/2020 | NBB | Senate Officers | 19/20_26 | May Officer Election Discussion | Motion from Senator Salvator Espinoza for SEC to discuss the election of new officers that needs to occur in the last Senate session in May. | Y | SEC |
| 4/2020 | NBB | Chief Information Officer | 19/20_27 | Student Email Policy Change | Policy changes recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction. | Y | Instructional & Information Technology Committee |
| 12/2019 | NBB | Faculty Affairs Committee | 19/20_29 | Staff Lifetime Contribution to the University Award | | Y | Staff Affairs Committee |
| 3/2020 | NBB | Staff Affairs | 19/20_30 | Addition of One Staff Member to the Committee on Academic Policy and Planning | | Y | AP&P |
| 3/2020 | SEC | Vadmin Ponomarenko | 19/20_31 | Proposal to Extend SDSU's Spring 2020 Drop Deadline to May 7 (Ponomarenko) | | Y | AP&P |

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Strategic Priorities

FOR REVIEW AND COMMENT BY UNIVERSITY SENATE AND ASSOCIATED STUDENTS

Becoming a Premier Public Research University: A New Kind of HSI. SDSU will forge a path to become an R1 Doctoral University where excellence and access converge. To achieve this long-term institutional goal, SDSU will leverage its unique stature as a community-engaged, border-connected, Hispanic-Serving Institution located on Kumeyaay land. We are committed to developing infrastructure and resources that enable our research activity to grow while continuing to support excellence in teaching.

GOAL 1: Position SDSU to ultimately achieve R1 status.

Key Activities

- By June 2021: Complete an assessment with specific recommendations for needed resources to support the University's research infrastructure (such as library acquisitions, equipment budgets, research support).
- By June 2022: Develop proposals for at least three new collaborative research centers with more than \$1.5 million each in external funding per year in response to external requests for proposals (RFPs).
- By June 2025: Formally propose eight to 10 new strategically placed Ph.D. programs while advocating for the authority to offer independent doctorate degrees.

- By June 2025: Secure authorization and funding for at least one new LEED (gold or platinum) certified major research facility.

GOAL 2: Leverage SDSU's unique identity to enhance the quantity and quality of scholarship.

Key Activities

- Through 2025: Submit proposals for 80% of federally designated HSI competitions for which SDSU is eligible each fiscal year.
- By June 2025: Establish new research partnerships with three universities in Latin America.
- By June 2025: Conduct hires of faculty members (five to 10 lines) clustered around public-facing, border or indigenous scholarship.

Resilience. Designed to Thrive: SDSU is committed to building a resilient and sustainable university through innovative practices. We must develop new revenue streams to meet our scholarly and teaching aspirations, our dedication to community and diversity, and the athletic endeavors of the university. We commit to using our resources with transparency, equity, efficiency and accountability in alignment with the university's goals. As citizens of a larger global community, SDSU proudly embraces the principles of responsible environmental stewardship.

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GOAL 1: Diversify and expand revenue streams that support our mission and our scholarly and creative activities, teaching and athletic aspirations.

Key Activities

Revenue Planning

- By Fall 2021: Develop a one-year revenue plan for the following entities with immediate areas of opportunity and planning (follow up with an additional four-year plan by Fall 2022):
 - World Campus
 - Athletics
 - Higher Education FCC High Frequency License
 - Philanthropic Development
 - Research
 - Tech Transfer
 - All SDSU auxiliaries (Research Foundation, Residential Life, Aztec Shops, The Campanile Foundation, Associated Students).
- By Fall 2020: Develop a structure that promotes entrepreneurial aspirations, which includes a competitive revenue generating proposal process for each college.

Branding and Communications

- By Fall 2020: Develop and launch a comprehensive brand strategy for SDSU, which will directly benefit our ability to create and generate new financial support for the university. This strategy should build on the strengths of SDSU Athletics, enhance public-private partnerships (P3s) and philanthropy, and would contribute to student recruitment.

- By Fall 2020; Realign the marketing initiatives led and/or managed by Strategic Communications and Public Affairs (StratComm) with the outcomes of the strategic plan, to include the creation of a centralized brand management portal and a revision of the university's logo.

GOAL 2: Allocate resources with transparency, equity, efficiency and accountability.

Key Activities

- By Fall 2020: Identify areas to advance synergies for shared services across divisions and other units, and develop an organizational plan.
- By Spring 2021: Support and enhance the viability and excellence of SDSU's auxiliaries through a plan that continues to enable each unit to provide opportunities for students, faculty, staff, and community partners while invigorating the economic success of the university.
- By the end of Spring 2021: Develop and align a process for Multi-Year Objective Setting and Budget Planning for the university.

GOAL 3: Invest in organizational practices that prioritize the responsible management of resources with a focus on global and environmental sustainability.

Key Activities

- By Fall 2021: Designate executive-level leadership to develop and provide oversight of SDSU's Sustainability Efforts.

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- By Spring 2022: Update the University Climate Action Plan, inclusive of all campus locations, with defined benchmarks until June of 2025.
- Spring 2022: Develop Guiding Principles for Sustainability that include local and international standards (as referenced in the Associated Students Carbon Neutrality by 2030 Recommendations) to be reviewed on an annual basis.

We are SDSU: SDSU will expand our global impact, unifying the university through a common mission and identity. Under a single name, the multi-campus university includes the San Diego campus, SDSU Imperial Valley, SDSU World Campus, the Mesa, a future SDSU Mission Valley location,, regional microsities, and other programs around the globe and online. No matter SDSU's campus or program location, the collective mission is to support the educational and economic development of communities while creating a sense of unified belonging for students, faculty, staff and alumni. We span the entire California-Mexico border and serve the world.

GOAL 1: Foster an inter-connected and equitable SDSU experience through multi-campus responsive systems of resource generation and allocation, communication and information-sharing, and systems of transportation.

Key Activities

Resource Generation and Allocation

- By December 2020: Establish a campus-wide working group to explore university-industry

- partnerships that build alliances that benefit all University campuses.
- By June 2021: Ensure that SDSU Imperial Valley and SDSU Mission Valley have representation on university resource planning and recommending bodies.

Communication and Information Sharing

- By August 2020: Establish a campus-wide working group to assess instructional and information technology to establish an action plan to interconnect campuses, international partners, and the campus community.
- By June 2021: Develop and implement a *Culture of Communication Plan* for the University that improves synergy and collaboration between all campus-wide communication personnel.

Transportation

- By June 2022: Pilot a shuttle service between SDSU microsities in San Diego County for SDSU major sporting and campus-wide events.
- By June 2023: Pilot a daily shuttle service between the SDSU and SDSU Imperial Valley campus locations.
- By June 2024: Develop a subsidy program to lower public transportation fare costs between SDSU and SDSU Mission Valley.
- By June 2024: Develop a green transportation plan between the SDSU and SDSU Mission Valley campus locations.

GOAL 2 : Expand SDSU's academic infrastructure and partnerships to meet the needs of broadly diverse learners in our region, across the nation, and the world.

Key Activities

- By December 2021: Establish an SDSU Microsite at every community college in SDSU's service area.
- By June 2021: Establish a plan for continued collaborations for SDSU-Georgia by June 2021.
- By June 2022: Finalize a formal partnership agreement for admissions and recruitment with Kumeyaay Community College.
- By June 2021: Create a *Global Strategy Action Plan* to address global program infrastructure, international student recruitment, yield and retention with implementation benchmarks, along with a schedule to continually improve the plan. The Initial plan to be developed will identify future delivery dates for key implementation benchmarks.
- By June 2025: Establish four new bachelor's programs and two new master's programs at SDSU Imperial Valley.

Equity and Inclusion In Everything We Do: SDSU will be a global leader in advancing diversity, equity and inclusion in research, teaching and in community engagement. At SDSU, the mark of our global leadership will be an innovative institutional infrastructure that promotes and supports diversity, equity and inclusion in everything we do: research, teaching, professional development, student experiences in and outside the classroom, and community relationships. Our values compel us to foster such an environment, where community members of all identities can thrive. We embrace SDSU's identity as a Hispanic-Serving Institution on the border and recognize our residence on Kumeyaay land.

GOAL 1: Ensure that diversity, equity and inclusion (DEI) initiatives across campus are aligned and implemented consistently, effectively and efficiently.

Key Activities

Accessibility

- By end of the 2020-2021 academic year: Establish a sustainable centrally-funded information technology unit responsible for managing campus-wide accessibility to implement and drive institutional governance and policy.

Diversity, Equity and Inclusion Infrastructure

- By December 2020: Ensure that every major campus unit (college, division, auxiliary), in coordination with the existing Diversity and Inclusion Planning committees, has a standing diversity council to better coordinate and promote unit-specific DEI activities.
- By the beginning of the 2021-2022 academic year: Develop a structured, university-wide calendar to promote and highlight diversity-related programs and university-sponsored events (to include student, faculty, staff and administration-led events).
- By December 2022: Expand the role of the Diversity Liaisons to better coordinate DEI activities across colleges and units.
- By December 2022: Develop a task force and apply for Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) status.

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GOAL 2: Foster and sustain an environment where all students, faculty, staff and alumni feel welcomed, supported, and valued by the university.

Key Activities

Celebrating SDSU's Diversity

- By December 2020: Establish a process and organized structure to coordinate, expand, and increase visibility of heritage month programs and events.
- By August 2021: Develop a protocol for continuous review and development of campus materials, events and programs to ensure diverse backgrounds, identities, and experiences are reflected with respect and authenticity.
- By June 2025: Engage Arts Alive SDSU to display 10 permanent outdoor representations of diverse communities (such as statues, murals, sculptures) across the university campuses.

Promoting Dialogue

- By December 2020: Establish a DEI Initiative (analogous to the Shared Governance initiative) to define and promote diversity, equity, and inclusion, and promote ongoing conversations about DEI and how it can drive action.
- By Fall 2022: Establish and launch intergroup dialogue programs (such as Human Library, racial equity learning groups, peacemaking circles).

On-boarding

- By Fall 2021: Implement an on-boarding program that emphasizes SDSU's values and

provides information to newly hired staff, regardless of classification (by Fall 2021), graduate students (by Spring 2022), undergraduate students (by Summer 2022), newly hired lecturers (by Spring 2022), and tenure-track faculty (by Fall 2022) about implicit bias, inclusive communication, SDSU's designation and identity as an Hispanic-Serving Institution, and the university's connection with the Kumeyaay people.

GOAL 3: Recruit, retain and advance graduate students, faculty and staff who can and will effectively support the diverse student body and communities served by SDSU.

Key Activities

Equity-minded Evaluation

- By Fall 2021: Ensure participation in professional learning on inclusive practices for search committees (by Fall 2021), retention, tenure, and promotion committees (by Spring 2022), for staff supervisors and managers (by Spring 2022), and admissions committees (by Fall 2022).

Mentoring

- By Fall 2022: Establish and provide institutional support for structured mentoring programs for all faculty and staff (regardless of classification).

Leadership Development

- By Fall 2023: Establish and provide institutional support for structured leadership development opportunities for all faculty and

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staff (regardless of classification) aligned with unit Diversity and Inclusion Plans.

Students at our Core: SDSU commits to a future where all students are able to achieve their greatest potential. *Our collective efforts will elevate SDSU as a national exemplar, providing education and training for the innovators and leaders our region and global society demand. SDSU will provide access to success through transformational experiences in and outside of the classroom for undergraduate, graduate, and lifelong learners. With an enduring commitment to innovation, resilience and to our students, we will cultivate a university culture and infrastructure that facilitates an affordable, student-centered, life-long educational journey, supported by every member of the SDSU community.*

GOAL 1: Ensure that all members of the campus community are prepared to advance student success by deepening the quality of learning and closing equity gaps.

Key Activities

- By December 2021: All faculty and advisors will be provided information on student success and equity gaps in their classrooms and their respective colleges. In addition, provide research-informed recommendations and professional development for ways to support student success in their teaching.
- By December 2021: Campus-wide technological and professional development investments will support the foundation for a coordinated campus approach to advising, teaching, and co-curricular support services.

- By December 2021: Ensure that all academic programs establish learning outcomes to enhance our continuous improvement efforts to advance the quality of our instruction.
- By December 2023: Generate a 75% placement rate for undergraduate students in internships, research opportunities, and fellowships to enhance employability and access to graduate studies.
- By December 2023: All graduate programs will develop a professional development plan for graduate students.

GOAL 2: Access to affordable, high-quality university undergraduate and graduate education will be expanded for the people of our region and beyond.

Key Activities

- By Fall 2023: A university infrastructure will be designed to foster and sustain regional partnerships with K-12 schools, community colleges, educational organizations, and industry around the goal of promoting college readiness and a college-going culture.
- By June 2025: Increase the number of SDSU World Campus adult learners by 25%.

PLANNING FOR THE FALL 2020 SEMESTER: GUIDING PRINCIPLES

- Ensure the safety of our students, staff, administrators, and faculty.
 - Alignment with repopulation frameworks already established by county, state and federal agencies to ensure the safety of our community, respecting physical distancing orders that will remain with us for the indefinite future.
- Continuity in our teaching, research and community support at the highest possible levels:
 - Ensure students are offered the highest quality education possible given public health constraints and the broader social context.
 - Ensure that, during the pandemic and where pedagogically possible, each course can be offered using various teaching modalities, given that the final decision about course modality will be a function of public health constraints and the broader social context.
 - Ensure that faculty and students are able to pursue their research at the highest levels possible given public health constraints and the broader social context.
 - Ensure that staff are provided with the resources they need in order to pursue their work at the highest levels possible given public health constraints and the broader social context.
- Continued access for students:
 - Ensure the offering of robust financial aid and scholarships, and the promotion of additional resources through the Economic Crisis Response Team.
 - Provide faculty and students with the resources needed to pursue courses that may be offered using various teaching modalities.
 - Ensure that all members of the SDSU community are treated with dignity and have equal and equitable access to resources and activities.

Date: April 29, 2020
To: Members of the Senate
From: General Education Reform Committee
Re: Institutional Learning Outcomes

Last month we presented our timeline for concluding our work, as seen below:

- Mar 17: SEC Committee of the Whole
- Mar 19: Share input from SEC with GERC, refine content and revise for Senate
- Apr 7: Senate Committee of the Whole, collect input, refine, share out to GERC
- Apr 16: GERC discusses and revises ILOs based on Senate input
- Apr 21: Draft ILOs shared with SEC as information item
- May 5: Draft ILOs shared with Senate as information item
- May 21: GE Reform Committee revises and finalizes ILOs for action early next fall

We were unable to complete our revised draft ILOs to SEC at their April 21st meeting but requested that we bring them forward to this last Senate meeting. One other modification to the timeline is that we will be meeting on May 22, instead of May 21 to complete our work.

The second revision of our draft ILOs are attached to this memo for your review. After the Senate meeting, these ILOs will be distributed to the General Education & Assessment Committee and AP&P for comments. At our final meeting in May we will finalize our draft of the ILOs and complete the implementation and assessment plans. We have begun work on this already. Stephen Schellenberg will be presenting the initial assessment plan to the General Education & Assessment committee on Monday May 4th.

We will have a draft of the full report for the Senate completed at the end of our final meeting on the 22nd but will make minor changes throughout the summer. We will present the final ILOs to the Senate Executive Committee at its first meeting of the 2020-2021 academic year for adoption by the Senate at its first meeting. The final report of the General Education Reform Committee which will include sections such as the reaffirmation of the Reaffirmation of the General Education Preamble, the relationship between Institutional Learning Outcomes, General Education and Departmental Learning Outcomes, Implementation of the Reform, Assessment, and Appendices explaining the timeline and activities that have gone into this project since fall 2016.

We thank you for your interest in our work.

2nd Draft SDSU ILOs

1. Demonstrate expertise in integrating ideas, methods, theories, and practices within and across academic/disciplinary areas of study. (Disciplinary/Interdisciplinary Knowledge)
2. Seek, analyze, contextualize, and incorporate information to expressly enrich understanding of the world. (WASC Information Literacy)
3. Develop the independent ability to think critically and to sustain curiosity through careful listening, discerning observation, and creative thought. (WASC Critical Thinking)
4. Develop skills to collaborate effectively and ethically as leaders and team members. (WASC Oral and Written Communication)
5. Communicate effectively in a range of academic, professional, and social contexts. (WASC Oral and Written Communication)
6. Use deductive reasoning, and statistical methods to gather, interpret, and evaluate data critically, in order to assess the reasonableness of solutions to scientific, civic, and personal problems. (WASC Quantitative Reasoning).
7. Build knowledge and understanding of diversity and develop skills to recognize similarities and negotiate differences to promote global and local perspectives for environmental, responsible, and ethical citizenship.
8. Cultivate academic, professional, and interpersonal empathy through the mindful and compassionate exploration of issues from different perspectives.

Capturing the Canvas Experience: Spring 2020 Pilot Survey Synopsis

Executive Summary

In the interest of maintaining high quality educational experiences for students and faculty, Instructional Technology Services (ITS), in partnership with other campus units, has over the past 18 months been leading the learning management system (LMS) evaluation effort. Blackboard Learn, the current LMS product, has remained largely unchanged since 1999; it soon will be replaced by Blackboard Ultra, a cloud-based version of the product. Ultra's development and launch have been delayed several times; even now, the actual transition date is unknown. Blackboard has advised that this new version will lack many of the features to which students and faculty now have access.

Concurrently, the campus has noted the rapid adoption of Instructure's Canvas Learning Management System across the entire California Community College system as well as many University of California and nine of the California State University campuses. The decision to conduct a nearly two-year long LMS pilot came down to the following question: "Is Blackboard currently the best learning management system to meet the needs of SDSU's students and faculty?"

With signs pointing to Canvas as the frontrunner and primary Blackboard alternative, the Canvas Pilot has allowed for systematic data gathering to inform the decision that President de la Torre will make for SDSU. The Learning Management System Advisory Board (a 52-member body composed of faculty, administrators, staff and students) helped guide the process, with data collected via focus groups, surveys, campus informational and training events, and substantive real-world use with faculty and students. Exercising transparency has been a high priority throughout the Canvas Pilot. Regular updates to the Canvas Pilot webpage (its.sdsu.edu/canvas) include: the timeline (Appendix A), Advisory Group members (Appendix B), training materials, and frequently asked questions. A comprehensive list of Canvas event and evaluation dates can be found in Appendix C.

Results of the data collected to date (including outcomes involving 7,479 students, 100 faculty, and 168 course sections at the heart of the Fall 2019 / Spring 2020 Pilot) suggest that an array of campus-wide needs (e.g., mobile readiness) are not currently supported by the Blackboard LMS. Most notably, the COVID-19 pandemic underscores the lack of flexibility and functionality needed to provide the learning experiences and interactions both students and faculty expect and deserve. These gaps are equally perceived by faculty and campus leaders as they work to keep students informed and engaged. With the upcoming virtual Summer Session (and potential Fall 2020 continuation should the pandemic fail to resolve as anticipated), the time to begin an LMS transition is now.

Spring 2020 Survey Respondents



Figure 1. The Spring 2020 Canvas LMS pilot included 78 faculty and 5,871 students enrolled in 140 course sections.

Direct Canvas/Blackboard Comparison

The pool of Spring 2020 student and faculty respondents favor a transition to Canvas, replicating the same sentiment respondents expressed during the Fall 2019 survey cycle. The results that follow illustrate their respective positions and, more importantly, point to implementation data points that may inform a successful transition strategy ahead.

Surveys distributed in Fall 2019 called for students and faculty to choose which LMS they preferred at that point in time. At Weeks 5/6, all responding faculty and 69% of student respondents favored Canvas--with 89% of faculty and 74% of students favoring Canvas at Week 16.

In Spring 2020, this "preference" item was replaced with a grade scale; both student and faculty respondents were asked to assign a grade to each LMS using standard A to F options. Those results are depicted in Figure 2, and demonstrate that respondents see Canvas as the stronger performer. It is important to note that while faculty self-selected into the Canvas Pilot (creating potential bias), the students enrolled in their courses did not choose to pilot the LMS. To that point, the grades for Canvas were quite similar, but faculty assigned Blackboard nearly a full letter grade lower than the students did.



Figure 2. Student Learning Management System "Grade" assignments. Faculty (report cards on the left) assigned Canvas a 3.4 GPA or B, and Blackboard a 2.0 or C-. Students (report cards on the right) assigned Canvas a 3.5 GPA or B+, and Blackboard a 2.9 or C+.

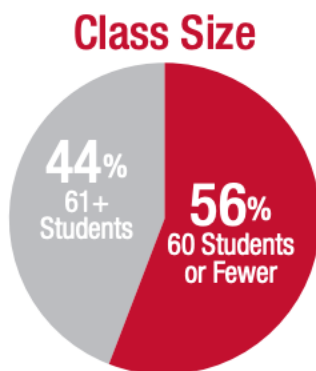
Scaled Data Results

Both in Fall 2019 and Spring 2020, faculty and students were asked to respond to a series of questions with scale options that ranged from 1-5 (very easy to very difficult). Responses were examined across several dimensions: course modality (students and faculty), prior Canvas experience (students and faculty), and class size (students, Spring 2020 survey only).

Survey questions distributed to students and faculty in Weeks 5/6 of the Spring 2020 semester were nearly identical to those distributed in Fall 2019, with a few changes noted in the table below.

| Student Survey | Faculty Survey |
|--|--|
| Class size options were grouped into four ranges: 30 or fewer, 31 to 60, 61 to 100, and 101 or more. For analysis purposes, the four ranges were reduced to two options (60 or fewer, 61 or more). | Reduced the number of third-party LMS applications from 29 to 8, plus three write-in options (e.g., Turnitin). |
| Question regarding the number of Canvas Pilot courses students were enrolled this Spring. | Grade assignment for Canvas and Blackboard, rather than LMS preference. |
| Grade assignment for Canvas and Blackboard, rather than LMS preference. | |

Table 1. Questions simplified or changed between the Fall 2019 survey administration and the Spring 2020 survey.



Class Size Insights: At Weeks 5/6, students enrolled in classes with fewer than 61 students reported fewer difficulties acclimating to Canvas than those in courses with 61 or more students.

Figure 3. Class size had some impact on students' acclimation to Canvas. The figure above illustrates the percentage of students enrolled in the larger and smaller courses.

Scaled Data Results (continued)

Course Modality Insights: Mirroring results from the Fall 2019 Week 5/6 results, *faculty who were teaching, and students who were enrolled in* hybrid or online courses (where course sites are by necessity, fully fleshed out) tend to adapt more quickly to Canvas than those in face to face settings.

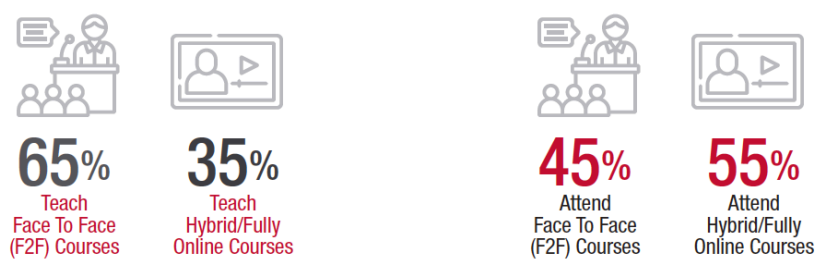


Figure 4. A majority of the faculty survey respondents (N=54) instructed face to face courses in Spring 2020 (pictured left). A slight majority of the student survey respondents (N=1,570) attended their Spring 2020 courses in a hybrid or online modality (pictured right).

Prior Canvas Experience Insights: Mirroring results from the Fall 2019 Week 5/6 results, *faculty and students* with previous Canvas experience reported adapting more quickly to the platform than those who were new to it.



Figure 5. In both the Fall and Spring surveys, faculty and student respondents reported similar levels of prior Canvas experience, stemming in part from teaching in and attending community college and high schools using Canvas.

Open Response Data -- Students and Faculty

A qualitative analysis of student and faculty open responses provided specific insights into their dispositions and needs as they experience Canvas at SDSU. Many of the themes and comments echo those appearing in the Fall 2019 survey outcomes. Survey respondents made an effort to provide balanced perspectives; more specifically, the majority of students and faculty noting drawbacks to the Canvas experience offered significant positive input as well.

Open Response Data – Students

| STUDENT THEMATIC ANALYSIS | DIRECT QUOTATIONS |
|---|---|
| <p>User Interface: 788 mentions (73% positive; 27% drawbacks)</p> | <p>Positive: "Blackboard is really confusing and there are a lot of tabs inside of tabs making it really difficult to navigate and find pieces of the course that I am looking for. Canvas lays everything out on the side where you can organize all of your class work, tests, and quizzes really easily and the grades are much easier to understand and have a better breakdown on Canvas than Blackboard."</p> <p>Drawback: "The modules are very disorganized sometimes, there are a lot of different tabs. I wish we could separate assignments and extra course documents."</p> |
| <p>Self-Efficacy: 657 mentions (72% positive; 28% drawbacks)</p> | <p>Positive: "I am familiar with both Blackboard and Canvas, but I prefer to use Canvas because it helps me be on top of my school work. Blackboard sometimes has too many notifications that are unnecessary and the format seems harder to familiarize with."</p> <p>Drawback: "The only thing is sometimes we have extra readings in the module description that aren't in the calendar so you have to ensure you're reading carefully to not miss any assigned readings."</p> |
| <p>Other: 279 mentions (49% positive; 51% drawbacks)</p> | <p>Positive: "The few times anyone has had an issue with Canvas, our professor was able to easily contact everyone and have the problem fixed."</p> <p>Drawback: "My only issue with Canvas is the fact that I only am using it for one class and having to switch back and forth between Blackboard and Canvas can leave me forgetting to check Canvas."</p> |
| <p>Communication: 169 mentions (40% positive; 60% drawbacks)</p> | <p>Positive: "It (Canvas) is very easy to use and sends me notifications on my phone when something is due or a new assignment is added."</p> <p>Drawback: "Both have their benefits and drawbacks I think Canvas is better for the grading and assignment part of classes, but Blackboard does better with communication."</p> |
| <p>Canvas Performance: 166 mentions (55% positive; 45% drawbacks)</p> | <p>Positive: "It (Canvas) is user friendly, easy to navigate and very straightforward. It's not glitchy, whereas Blackboard is, and the app for mobile devices works way better than Blackboards app. My community college has been using it for the past 4 years and I don't know why SDSU hasn't made the switch already."</p> <p>Drawback: "Sometimes, typing answers to assignments feels delayed or the user input seems to struggle or lag. To avoid this, I have typed most assignments from a word document and copy/pasted to the assignment textbox."</p> |

Table 2. The Spring 2020 student survey responses included 2,478 references relating to nine themes; those with more than 150 mentions appear in this table.

Open Response Data – Faculty

| FACULTY THEMATIC ANALYSIS | DIRECT QUOTATIONS |
|---|---|
| <p>Course Design/Development: 64 mentions (61% positive; 39% drawbacks)</p> | <p>Positive: "I absolutely prefer Canvas to Blackboard. It has forced me to think about designing the course from a student's perspective. This has been good and I have enjoyed the module-centered approach to course design. This has pushed me toward having more frequent assessment and integrating the online and offline features of my class. I also appreciate that the course looks great on a pc or on a mobile device." Drawback: "Setting up the Canvas site took a lot more effort than I anticipated. It was a lot of work to setup modules and pages that are linked, and to think about how all of this would be integrated."</p> |
| <p>User Interface: 33 mentions (100% positive; no drawbacks submitted)</p> | <p>Positive: "Blackboard gets the job done, but Canvas has been so much easier to use. I find it much less clunky. I think that there are a few features I miss from Blackboard ("items," being able to submit student's assignments for them), but any things I miss are more than made up by the features and benefits I get from using Canvas."</p> |
| <p>Tool Integrations: 19 mentions (53% positive; 47% drawbacks)</p> | <p>Positive: "Canvas allows me to integrate more EdTech seamlessly for students. I appreciate the more robust rich text editor for announcements. Please don't make us go back to Blackboard." Drawback: "For a writing course, Turnitin is important and it's less well-integrated in Canvas."</p> |
| <p>Grading and Assessment: 19 mentions (26% positive; 74% drawbacks)</p> | <p>Positive: "...I love the grading options (more transparent to students, weighted grading is available), don't get signed out, easy transfer of blackboard quiz to Canvas, previews of uploaded files and links to Google Drive files I link to (Google sheets, docs, slides, etc) are wonderful because you don't have to download everything, straight-forward captioning process for video files, SpeedGrader is wonderful." Drawback: "Many things are much harder because I used Bb all the time. For example, uploading scantron grades to Bb is easy. It took my GA several hours to upload the grades to Canvas and it still shows that the test is out of zero. There is no option for extra credit on a test in canvas, although I could fudge points. There are just little issues that crop up each week that are a bit frustrating."</p> |

Table 3. The Spring 2020 faculty survey responses included 173 references relating to 10 themes; those with more than 15 mentions appear in this table.

Data Implications/Pointers to Implementation Strategies

Both in Spring 2020 and Fall 2019, students reported more difficulty with tasks associated with communication and collaboration. The data, which largely replicate results from the Fall survey cycles, point to a number of factors or elements that must be addressed in developing Canvas transition and implementation strategies. Important to note is that although the **overall preference for Canvas is clear, such strategies take into account drawbacks to Canvas that both faculty and students articulated.**

1. Functionality

- Canvas offers a sophisticated mobile interface that allows students to both view content and interact with it; however, some students rely on older phones or tablets that cannot take full advantage of these functions.

Implications for Transition/Implementation: In designing their courses, faculty must be oriented to workarounds for features/functions that require newer mobile devices to ensure *all* students have access to site content.

2. Students' Perceptions of, and Misunderstandings about Communication

- Students can't completely distinguish between "standard" Canvas functionality and functions available to them because their professors made wise design choices. Canvas-savvy students point more specifically to a lack of faculty "readiness."

Implications for Transition/Implementation: No matter the modalities by which it is offered, faculty training/orientation must focus on the many Canvas functions to which students expect access. Students must also be oriented to such functions, in particular those that they themselves must activate (e.g., providing a secondary contact info).

- Students resent having to use two Learning Management Systems for coursework—a temporary but significant inconvenience that cannot be ignored.

Implications for Transition/Implementation: An empathetic communication strategy must be part of a campus-wide Canvas transition/implementation to acknowledge the situation and help make it more palatable.

Students' Perceptions of, and Misunderstandings about Communication (cont.)

- Students reported more difficulty with tasks associated with communication and collaboration, both in Spring 2020 and on surveys distributed in the Fall.

Implications for Transition/Implementation: Students crave interaction with both faculty and classmates; however, they are not sure how to communicate/collaborate or cannot access the functions (email, announcements, discussion boards, detailed feedback on assignments or quizzes/tests) that would allow them to do so. Faculty must be oriented to such features, be encouraged to include them in their course designs, and make students aware of those which require personal activation.

3. Class Size

- Class size may be a factor in how quickly and thoroughly students engage with Canvas.

Implications for Transition/Implementation: Regardless of its modernity and feature set, no LMS can fully resolve issues that students in large class settings already face. That said, a comprehensive transition/implementation plan must reinforce techniques and processes that faculty already know and practice. Canvas offers an array of affordances to help faculty a) stay connected to the entire class, and b) identify and reach out/offer support services to low-performing students as well as those with limited or no participation.

4. Student Feedback and Iterative Course Design

- Student input is key to the design and development of Canvas sites.

Implications for Transition/Implementation: Several scaled items directed to students focused on the ease or difficulty of locating specific site elements (syllabus, assignments, etc.); most earned mean ratings between 2.0 and 2.5, on a 1 to 5 scale of "very easy" to "very difficult." Many students used the open-ended questions to elaborate--often noting confusion over the way their faculty chose to organize the class or specific aspects of it. Sound transition/implementation strategies must include the criticality of student input before a course gets underway.

5. Campus Coordination

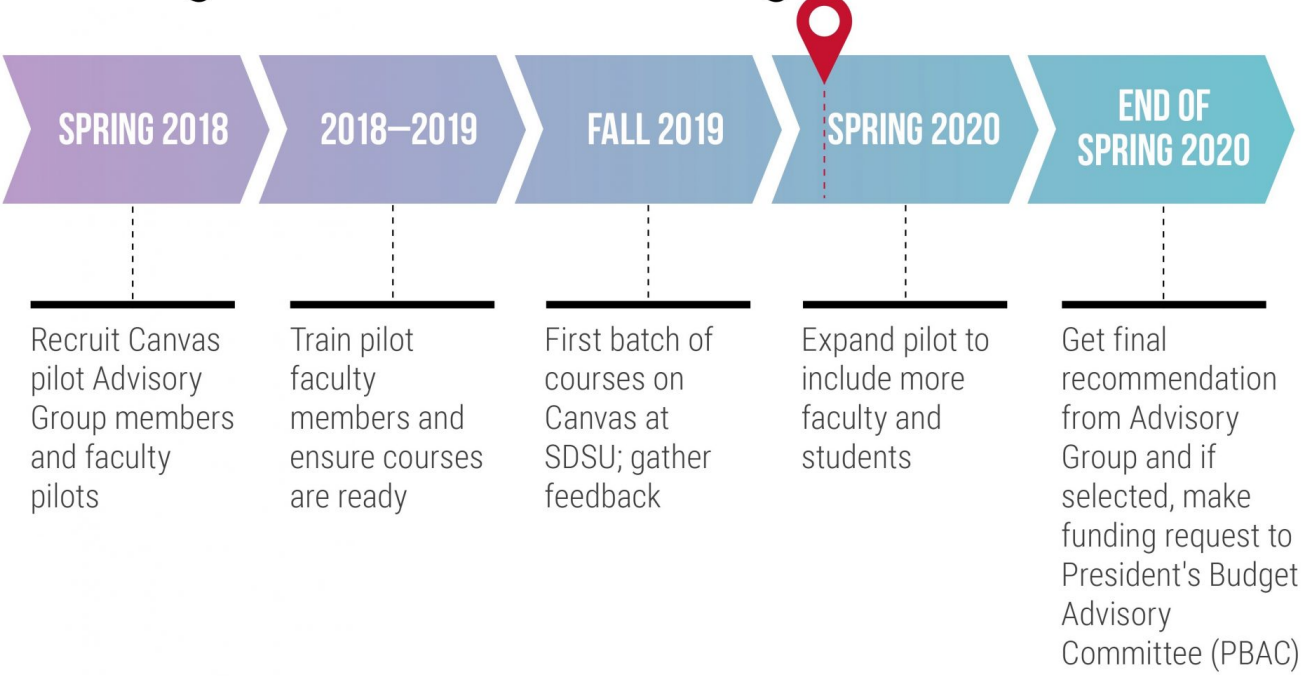
- A successful move to Canvas is predicated on coordination with other units on campus.

Implications for Transition/Implementation: The campus is fully engaged in a transition to PeopleSoft -- which, when complete, will offer access to student and faculty data that is not possible now; such access will eliminate large-scale and often error-prone manual data entry that happens now. Thus, key players in the PeopleSoft transition must be actively engaged in the Canvas transition as well--and vice versa. Also critical is coordination with Strategic Communications for assistance with messaging to our internal campus communities.

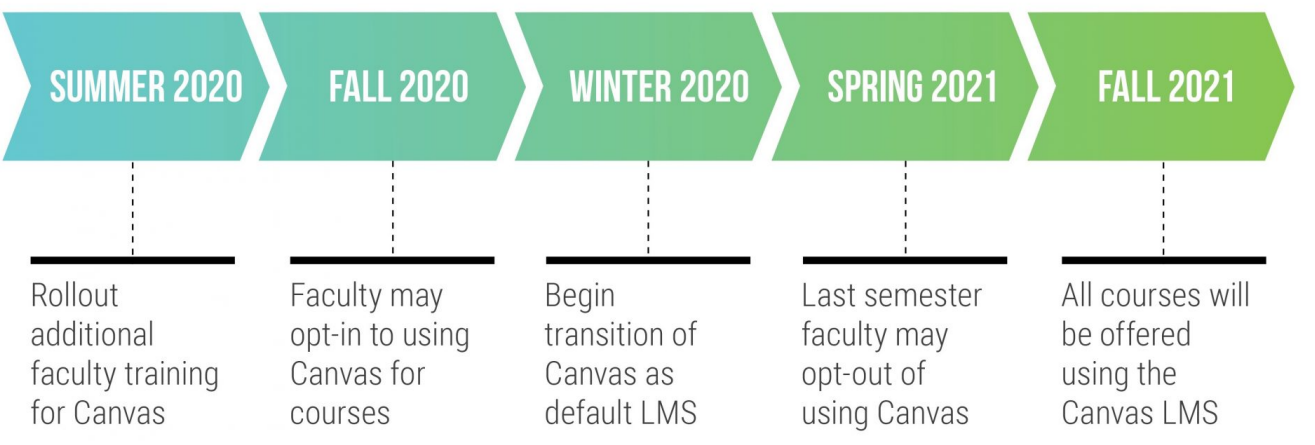
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Appendix A: Timeline

Deciding whether we are moving forward with Canvas:



If Canvas is selected as SDSU's next LMS:



Appendix B: Learning Management System Advisory Group

| Last | First | Title and Division | Working Group |
|--------------|-----------|---|--------------------------------------|
| Acevedo | Josie | Library Computing Hub Coordinator Library and Information Access | Training, Support, and Accessibility |
| Alexander | John | Director of Instructional Design College of Extended Studies | Training, Support, and Accessibility |
| Arias | Rudy | Associate Director – Learning Spaces and Faculty Support Instructional Technology Services | Steering |
| Baker | Rahim | ATI Coordinator and Project Lead Information Technology Division | Steering |
| Balsdon | Ed | Associate Dean Division of Graduate and Research Affairs | Assessment |
| Baweja | Harsimran | Associate Professor School of Exercise and Nutritional Sciences College of Health and Human Services | Communications and Outreach |
| Bober-Michel | Marcie | Professor Learning Design and Technology College of Professional Studies and Fine Arts | Assessment |
| Bodie | Lorah | Associate Director Regulatory Science College of Sciences | Pedagogy |
| Brown | Kathy | Director, Campus Stores Division Aztec Shops | Communications and Outreach |
| Bruderer | Sean | Assistant Professor Air Force Reserve Officer Training Corps (AFROTC) College of Professional Studies and Fine Arts | Communications and Outreach |
| Chie | Cyndi | Analyst Programmer Enrollment Services | Technical |
| Clements | Chris | Director, Enterprise Technology Client Services Enterprise Technology Services | Technical |

| Last | First | Title and Division | Working Group |
|-----------|----------|---|--------------------------------------|
| Conaty | Donna | Associate Dean College of Professional Studies and Fine Arts University Senate, Academic Policy and Planning | Steering |
| Denman | Phil | Instructional Designer Instructional Technology Services | Technical |
| Dodge | Bernie | Professor of Learning Design and Technology Department of Journalism and Media Studies College of Professional Studies and Fine Art | Pedagogy |
| Dowdy | Lisa | Assistant Director/Instructional Designer Regulatory Science College of Sciences | Pedagogy |
| Aurilio | Suzanne | Instructional Designer Instructional Technology Services | Pedagogy |
| Fajardo | Javier | Information Technology Consultant Imperial Valley Campus | Training, Support, and Accessibility |
| Fan | Juanjuan | Professor Department of Mathematics and Statistics College of Sciences | Assessment |
| Figueroa | Mark | Director, Library Technologies Library and Information Access | Communications and Outreach |
| Fitipaldi | Ricardo | Security Analyst University Computing Services | Technical |
| Frazee | James | Associate Vice President/Chief Academic Technology Officer Instructional Technology Services | Steering |
| Guarcello | Maureen | Research, Analytics, and Communications Specialist Instructional Technology Services | Assessment |
| Hauze | Sean | Associate Director, Instructional Design and Academic Media Instructional Technology Services | Steering |
| Holvoet | Kate | Electronic Resources Librarian Library and Information Access | Assessment |

| Last | First | Title and Division | Working Group |
|------------|----------|---|---|
| Hughes | Katie | Faculty Fellow / Lecturer Instructional Technology Services / Department of Rhetoric and Writing Studies College of Arts and Letters | Communications and Outreach |
| Imazeki | Jennifer | Associate Chief Diversity Officer for Faculty and Staff Division of Diversity and Innovation | Pedagogy |
| Interlando | Carmelo | Professor Department of Mathematics and Statistics College of Sciences | Training, Support, and Accessibility |
| Julius | Jim | Faculty Director, Online Education MiraCosta College | Steering |
| Laumakis | Mark | Faculty Fellow / Lecturer Instructional Technology Services / Department of Psychology College of Sciences | Training, Support, and Accessibility |
| Lopez | Leo | Faculty Support Specialist Instructional Technology Services | Training, Support, and Accessibility |
| Love | John | Associate Professor Department of Chemistry and Biochemistry College of Sciences | Steering |
| Moller | Kristina | Business Systems Analyst Enrollment Services | Technical |
| Reyes | Severino | Coordinator, Alternative Media and Assistive Technology Student Ability Success Center | Training, Support, and Accessibility |
| Pastor | Marc | Web Design and Digital Communication Specialist Library | Technical |
| Peterson | Michelle | Faculty Support Specialist Instructional Technology Services | Communications and Outreach |
| Rizzo | Jon | Instructional Materials Design Specialist / Instructional Designer Instructional Technology Services | Training, Support, and Accessibility |

| Last | First | Title and Division | Working Group |
|-----------------|------------|---|--------------------------------------|
| Ross | Donna | Associate Professor Center for Research in Mathematics & Science Ed College of Education | Pedagogy |
| Rothenberger | Casey | Executive Director Program Development and Administration College of Extended Studies | Steering |
| Saechao | Kao | Systems Lead Instructional Technology Services | Technical |
| Saltzman Martin | Andrea | Instructional Designer Dean's Office College of Education | Training, Support, and Accessibility |
| Sarkar | Mahasweta | Associate Professor Department of Electrical and Computer Engineering College of Engineering | Pedagogy |
| Schellenberg | Stephen | Assistant Vice President for Educational Effectiveness Division of Academic Engagement and Student Achievement | Pedagogy |
| Schuler | Ryan | Writer and Communications Specialist Strategic Communications and Public Affairs | Communications and Outreach |
| Sobo | Elisa (EJ) | Professor and Chair Department of Anthropology | Pedagogy |
| Timm | Randy | Dean of Students/Assistant Vice President Division of Student Affairs | Communications and Outreach |
| Tsui | Easton | Student Associated Students Fowler College of Business | Steering |
| Varaiya | Nikhil | Director of Graduate Programs Department of Finance Fowler College of Business | Pedagogy |
| Velasco | Aurora | Support Lead Instructional Technology Services | Training, Support, and Accessibility |

| Last | First | Title and Division | Working Group |
|-------------|--------------|--|---|
| Voytilla | Stuart | Faculty Fellow / Lecturer, Undergraduate Advisor Instructional Technology Services / Theater, Television, and Film | Communications and Outreach |
| Weinrich | Jim | Lecturer Department of Psychology College of Sciences - Imperial Valley Campus | Pedagogy |
| Woods | Linda | Instructional Designer Instructional Technology Services | Training, Support, and Accessibility |

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Appendix C: Evaluation Updates and Events

| Date | Event | Other Notes |
|------------------------|--|---|
| March 2018 | LMS Needs Assessment (Faculty) | Needs assessment (survey) |
| October 2018 | LMS Needs Assessment (Students) | Needs assessment (survey) |
| November 2019 | Focus Group | Needs assessment (focus group) |
| November/December 2019 | Focus Group | Needs assessment (focus group) |
| April 18, 2018 | Canvas LMS Advisory Kickoff Panel | Advisory Group (panel) |
| May 10, 2018 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| July 23-26, 2018 | Canvas InstructureCon | Professional Development |
| October 24, 2018 | Canvas Pilot Advisory Group Meeting | Advisory Group (meeting) |
| December 2018 | Canvas Pilot Status Update | Meeting with Provost |
| December 17, 2018 | Canvas Migration with Lorah Bodie & Lisa Dowdy | World Campus update |
| January 31, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| March 1, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| March 12, 2019 | CETC meeting | CETC (meeting) |
| March 14, 2019 | Canvas Discussion (Trusso, Moller, Fitipaldi) | Enrollment Services (Canvas integration strategy) |
| March 28, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| April 17, 2019 | Canvas Pilot Overview for ADC | Academic Dean's Council (Pilot overview) |
| April 17, 2019 | Associated Students Canvas Pilot presentation | Associated Students update (presentation) |
| April 26, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| May 8, 2019 | IIT update: Canvas Workshops | IIT Committee update (Canvas workshops) |

| Date | Event | Other Notes |
|----------------------|--|---|
| May 9, 2019 | Canvas Data Integration - SDSU ES | Enrollment Services (Canvas integration meeting) |
| May 15, 16, 22, 2019 | Canvas - Train the Trainers & Faculty | Canvas onsite training |
| May 20-21, 2019 | Canvas Admin Meetings & Trainings | Direct Canvas contact (onsite training) |
| July 9-12, 2019 | Canvas InstructureCon | Professional Development |
| July 23, 2019 | Canvas & SDSUid Meeting | SDSUid (meeting) |
| August 5, 2019 | Canvas Feed Files | Direct Canvas contact (feed files) |
| August 23, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| September 4, 2019 | ITS Faculty Fellows | ITS Faculty Fellows (meeting) |
| September 20, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| October 16, 2019 | CTL/ITS Lunch: Will Canvas replace Blackboard? | CTL ITS Lunch (presentation) |
| October 24, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| October 30, 2019 | Craft Your Canvas Course Kick-Off Workshop (F2F) | Pilot Faculty (Craft Your Canvas Course Workshop) |
| November 15, 2019 | Craft Your Canvas Course Kick-Off Workshop (Zoom) | Pilot Faculty (Craft Your Canvas Course Workshop) |
| November 19, 2019 | Email to Campus leadership regarding Spring 2020 pilot | Administrator update (email about Pilot) |
| November 19, 2019 | Craft Your Canvas Course Kick-Off Workshop (F2F) | Pilot Faculty (Craft Your Canvas Course Workshop) |
| November 20, 2019 | Email to Department Coordinators regarding Spring 2020 Pilot | Community communications (Dept Coordinators/Spring Pilot) |
| November 22, 2019 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| December 16, 2019 | Canvas Demo NE 275 | Community communications (demonstration) |

| Date | Event | Other Notes |
|-------------------|---|---|
| December 18, 2019 | University Senate Information and Instructional Technology Meeting Spring Pilot Update | IIT Committee update (Spring Pilot) |
| January 7, 2020 | Craft Your Canvas Course Kick-Off Workshop (Zoom) | Pilot Faculty (Craft Your Canvas Course Workshop) |
| January 8, 2020 | Craft Your Canvas Course Kick-Off Workshop (F2F) | Pilot Faculty (Craft Your Canvas Course Workshop) |
| January 31, 2020 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| February 12, 2020 | Interview with Daily Aztec | Community communications (Daily Aztec) |
| February 25, 2020 | PeopleSoft-Canvas possible integration | Integration (PeopleSoft) |
| February 27, 2020 | Canvas Update for SDSU Athletics | Athletics Advisors update (presentation) |
| February 28, 2020 | Canvas Advisory Group Meeting | Advisory Group (meeting) |
| April 10, 2020 | Canvas Advisory Group Meeting | Advisory Group (meeting) |

**GUIDANCE DOCUMENT
FOR
SAN DIEGO STATE UNIVERSITY'S SENATE RESOLUTION:
OUR COMMUNITY NEED FOR ETHNIC STUDIES**

The Senate has requested guidance from the Ethnic Studies departments (including the Center for Asian and Pacific Studies) in relation to Senate Resolution: Our Community Need for Ethnic Studies. Such guidance, includes reflections on three issues as highlighted in bold:

Issue I: The Ethnic Studies Task Force Report and other relevant updates and reports, as well as campus context, “What is to be included as Learning Outcomes specific to Ethnic Studies as derived from current best practices in the field of Ethnic Studies?”

Ethnic Studies developed during the Civil Rights Movement and was gradually institutionalized at the California State University (CSU), with campuses developing either departments or programs in the four Ethnic Studies subfields: Chicana/o-Latina/o Studies, Africana Studies, American Indian Studies and Asian American Studies. The CSU’s Ethnic Studies Task Force Report (2016), commissioned by Chancellor Timothy White, notes that these are not uniform and not every campus has programs or departments in the four subfields. San Diego State University does not have an Asian American Studies department or program. The Report further says that there is declining institutional support for Ethnic Studies at the same time that national and local trends illustrate the need for it. This context led the Task Force to make ten recommendations for the CSU, with an Ethnic Studies GE requirement being first on the list.

Chancellor White, upon receipt of the Report, asked that a “robust discussion” about it take place. However, such a conversation did not occur until California State Representative Dr. Shirley Weber proposed legislation AB 1460 (introduced 2/22/2019), that would require all CSU campuses to offer Ethnic Studies courses, and all CSU students to take, at minimum, three-units of coursework in Ethnic Studies as part of their undergraduate degree. On September 19-20 2019, in response to Dr. Weber’s proposed AB 1460, the Academic Senate of the California State University (ASCSU) passed resolution AB3397-19, requesting feedback from all campuses about an Ethnic Studies requirement. The SDSU response is the Resolution of the San Diego State University Senate: Our Community Need for Ethnic Studies passed on November 5, 2019, which makes one three-unit Ethnic Studies course a requirement starting in the fall of 2020.

The Senate Resolution states that this Ethnic Studies requirement is distinct from an existing GE Cultural Diversity requirement. While cultural diversity is an area of inquiry within Ethnic Studies, the field itself is rooted in the comparative study of race and processes and institutions of racialization and in the knowledge produced from the epistemological perspectives of Chicano/a/x-Latinx, Asian American, African American, and Native American communities. As an explicit acknowledgement of these distinct

foci, courses that count towards the Ethnic Studies requirement shall not also count towards the Cultural Diversity requirement.

Subsequent to SDSU's Resolution being passed, the ASCSU approved the Recommended Implementation of an Ethnic Studies System Requirement AS 3403-19AA, which proposes at a minimum six units of an Ethnic Studies requirement and five specific student learning outcomes.

At SDSU all Ethnic Studies courses that fulfill the three-unit requirement will have the following student learning outcomes, which align with those proposed by the ASCSU:

1. Define core concepts that are foundational to the field of Ethnic Studies, including but not limited to: race, racism, racialization, ethnicity and culture, indigeneity, colonialism, equity, imperialism, power, Eurocentrism, insurgent knowledges and white supremacy;
2. Examine from an interdisciplinary perspective, the history, culture, and/or contemporary lived experiences of at least one of the following four groups: African Americans, Asian Americans, Chicana/o/xs--Latinxs, and Native Americans;
3. Explain how African American, Asian American, Native American or Chicano/a/x-Latinx communities use different forms of resistance and cultural affirmation for community engagement and the advancement of anti-racism and decolonization.
4. Analyze how race and racism intersect with ethnicity, class, gender, sexuality, and/or legal status to shape life chances and social relations;
5. Engage social and academic practices originating in African American, Asian American, Chicano/a/x-Latinx or Native American communities to work towards building a more inclusive, anti-racist, decolonial, and equitable society beyond the classroom.

As per the criteria noted below, all courses that have been designated to fulfill the Ethnic Studies GE requirement, courses at both the lower and upper division level, will introduce all of the above outcomes, achieving, at minimum, an introductory level of meaningful engagement with the desired learning outcomes.

Issue II: What best practices should be encouraged for SDSU to adopt in their course evaluation and approval processes for meeting the Ethnic Studies outcome requirements in order to maximize consistency and integrity of the requirement?

As per the language and directive of the Senate Resolution: Our Community Need for Ethnic Studies, courses that at present, and/or in the future, will fulfill the Ethnic Studies GE requirement will be courses designated from within the offered curricula of the

American Indian Studies, Africana Studies, Chicana and Chicano Studies Departments, as well as some courses in CAPS (until such time as an Asian American studies program or department is established). Courses listed in the 2020-21 General Catalog, will have proceeded through each individual department's and CAPS's established curriculum practices and will include all five above-noted learning outcomes.

We propose future courses that may fulfill the Ethnic Studies GE requirement receive an additional layer of review conducted by an Ethnic Studies committee composed of members from all three Ethnic Studies departments and the director of CAPS. This committee will conduct a review of course materials to ensure that all of the above noted learning outcomes are clearly present in the course content and design. Specifically, the Ethnic Studies committee will employ the following criteria when assessing and evaluating the academic rigor, disciplinary relevance, and general suitability of courses for a GE requirement in Ethnic Studies:

1. The design of the course, including content, pedagogy, classroom and community learning opportunities, discussions and interactions, and assignments, clearly advance all of the five central learning outcomes for the Ethnic Studies GE requirement as central to the course.
2. Core concepts that are foundational to the field of Ethnic Studies (including but not limited to: race, racism, racialization, ethnicity and culture, indigeneity, colonialism, equity, imperialism, power, Eurocentrism, insurgent knowledges and white supremacy) are central to the course content, classroom and community learning opportunities, discussions and interactions, written and other assignments, and continual engagement with these concepts is essential to students' active and intentional engagement in the course.
3. The content of the course--including readings and other media--primarily relies on Ethnic Studies scholarship and interdisciplinary course materials that centrally engage with core concepts, frameworks, and methodologies that are used in the field of Ethnic Studies.
4. The central purpose, focal topic, and design of the course, including content, pedagogy, classroom and community learning opportunities, discussions and interactions, and assignments, is centered on how race, racism, and racialization have impacted the experiences of one or more of the following ethnic groups: Native Americans, African Americans, Asian Americans, Chicana/o/x-Latinx Americans; and offers clear and consistent opportunities for students to consider these processes of racialization across the full scope of the course.
5. The course design and learning opportunities within the course--including classroom and community experiences, discussions and interactions, written and oral assignments, and tests and quizzes--require critical and decolonial frameworks and perspectives, and require students' active engagement and consideration of these frameworks.

6. The course content and learning opportunities within the course center, and encourage students to engage with, explicit social justice commitments and perspectives, including anti-racist, decolonial, and feminist perspectives.

7. The course no longer meets the Cultural Diversity GE requirement.

Issue III. Given learning outcomes, will all courses in Ethnic Studies (with the exception of those already excluded) be included as part of the requirement?

Not all courses offered by the three Ethnic Studies Departments and CAPS will be included as part of the requirement. This is because some of our lower division courses, though they engage with intersectional issues of race and ethnicity in keeping with the history of our discipline, focus on skills-development objectives (for instance writing or oral communication skills) as a significant portion of the course content. Additionally, any upper division courses that do not include all five student-learning objectives will not be included.

Some Final Reflections: Future Planning/Issues

As we consider the future of Ethnic Studies at SDSU, we note that the histories, perspectives, scholarship, and voices of SDSU's and San Diego's substantial Asian American and Pacific Islander population are barely represented. Acknowledging that Asian American Studies is a unique and distinct field of Ethnic Studies -- not simply an affiliate program, or a collection of related cultural courses and interested faculty -- we encourage the University Senate and SDSU Administration to pursue the formation and establishment of an Asian American Studies department or program, in consultation with SDSU's Ethnic Studies departments and CAPS, guidance from scholars in the field of Asian American Studies, and input and support from the Association of Asian American Studies (<https://aaastudies.org/>).

We also note that the resolution proposed by Dr. Weber sets three units as a minimum requirement, and the recent ASCSU resolution proposed at minimum six units be included as GE requirements in the CSUs. In this ASCSU plan, one course is to be at the lower division and to be implemented as an overlay and part of lower division GE; and one course is to be at the upper division and to be implemented as an overlay and part of upper-division GE. We agree with the spirit and intention of this plan, recognizing that competency with the complex ideas included in the Ethnic Studies Learning Outcomes will increase with sequential coursework, and our departments have the capacity and preparation to manage the prospective increase in enrollment.

Submitted by:

The Department of Africana Studies

The Department of American Indian Studies

The Department of Chicana and Chicano Studies

The Center for Asian and Pacific Studies

To: SEC, Senate Officers, and SDSU Senate

From: Mark Reed & Sherry Ryan, Co-Chairs, UR&P

Date: 4/21/20

Re: Information items UR&P Meeting

3/24/20 Meeting

This meeting was canceled.

4/13/20 Meeting

1. Crystal Little, Interim AVP for Financial Operations provided an update of how the state budget process is being affected by the COVID-19 pandemic as well as the effect on the SDSU budget. PBAC will be meeting on 4/30 to further discuss these implications.
2. The committee reviewed three referrals from Senate Officers (Independent PhD program resolution, DEI faculty hiring policy change, UR&P committee membership). The committee unanimously supported the Independent PhD program resolution and is currently crafting feedback/responses to the other two referrals.



**SAN DIEGO STATE
UNIVERSITY**

Date: May 4, 2020

To: Senate Executive Committee and University Senate

From: Paula C. Peter, Chair, Faculty Affairs Committee

Re: Memo: Faculty Affairs (FA) Summary of Activities for Fall 2019 and Spring 2020.

Committee members: Joseph Alter, Joanna Brooks, Margaret Field, Allen Gontz, Jennifer Imazeki, Paula C. Peter (Chair), Nellie Tran/Marcela Polanco, Luke Winslow, Luke Wood.

Below a summary of Faculty Affairs activities during the 2019/2020 academic year by areas. It is based on the Memo by Meeting (page 4-6) which summarizes the topics/discussions at each meeting (a total of 8 meetings, once a month for 1h30min).

There are 5 main areas FA addressed during the academic year 2019/2020:

- 1: RTP policies
- 2: RTP procedures
- 3: Senate policies
- 4: SDSU resolutions
- 5: Faculty concerns

1: RTP policies

| Discussion Topic/Issue | Originator of the discussion/ action item | Action by FA | SEC | Senate |
|---|---|---|----------------------------|--------|
| 1. Service Learning and Community Engagement (SLCE) | Prof. Vinod Sasidharan | Feedback to proposed RTP revision initiated by SLCE committee. (with SLCE as of 4/20/20). | - | - |
| 2. Amendment to University RTP process and policy | Faculty Advancement | Proposed amendment to current RTP process and policy. University Policy: Reappointment-Tenure-and Promotion: Procedures. Section University 4.5.1. | Action Item (4/21/20) | - |
| 3. RTP process recommendations | Faculty Advancement | Recommendations in order to guarantee RTP committees adopt evaluative procedures that emphasize criteria articulated in University/College/Dpt Policy files only. | Information Item (4/21/20) | - |

2: RTP procedures

| Discussion Topic/Issue | Originator of the discussion/ action item | Action by FA | SEC | Senate |
|-------------------------------------|---|---|--------------------------------|--------------------------------|
| 1. Guidelines for RTP committees | -Faculty Advancement -FA -AP&P | Proposed guidelines in collaboration with AP&P and Faculty Advancement sent to all the RTP committees members in the form of an email reminder. | Information Item (10/15/19) | Information Item (11/05/19) |
| 2. RTP Timeline | Faculty Advancement | Discussed RTP Timeline and the right for mentorship jeopardized by the current RTP timeline. (with Faculty Advancement as of 4/20/20). | - | - |
| 3. RTP Expedited review for Provost | Faculty Advancement | Discussed expedited review proposed by the Provost on UPRTP cases which are all positive. (with Faculty Advancement as of 4/20/20). | - | - |

3: Senate policies

| Discussion Topic/Issue | Originator of the discussion/ action item | Action by FA | SEC | Senate |
|---------------------------------|---|--|--|--|
| 1. Policy Change: FA Membership | FA | New membership composition proposed. Language change proposed. | Action Item: Referral to Constitution and by Laws (11/19/19) | Action Item (Reading 1: 12/03/19) (Reading 2: 02/04/20) PASSED President still needs to approve as of 4/20/20 |
| 3. BIE | Prof. Nola Butler | We discussed and voted in favor of the proposed BIE policy language (4/13/20 and 4/27/20). | Information Item (04/21/20) | Information Item (05/05/20) |

4: SDSU resolutions

| Discussion Topic/Issue | Originator of the discussion/ action item | Action by FA | Reference SEC | Reference Senate |
|---|---|--|-----------------------------|---------------------------|
| 1. Supporting Visiting Scholars at Risk | Prof. Mark Freeman | Unanimous vote in favor of the resolution after feedback provided to Prof. Mark Freeman. | Information Item (11/19/19) | - |
| 2. Women Faculty of Color | Prof. Nola Butler | We voted in favor of the resolution during our emergency meeting on 4/27/20. | - | Information Item (5/5/20) |

5: Faculty concerns

| Discussion Topic/Issue | Originator of the discussion/ action item | Action by FA | Reference SEC | Reference Senate |
|--|--|---|---------------|------------------|
| RTP process, Student evals, Class attendance and Participation | Prof. Fowler College of Business | Met and discussed the concerns raised by the faculty on 5 significant items being time bounded in the RTP process. (no further discussion by FA). | - | - |
| | Prof. College of Sciences Prof. Fowler College of Business | Discussed the concerns raised by the faculty on student evals at SDSU and policy on participation. (no further discussion by FA). | - | - |

The following provides a summary of the activities conducted during Fall 2019 and Spring 2020 by Faculty Affairs Committee organized by meetings.

| Meetings | Topics/Discussions |
|-------------|--|
| 1 (9/9/19) | <ol style="list-style-type: none"> 1. Shared Governance <ul style="list-style-type: none"> • Role of Senators and Engagement of each college in light of past FA reports presented at Senate. 2. Hiring and Retention <ul style="list-style-type: none"> • Resources and Infrastructure issues – Discussion with Faculty Advancement. • RTP committee procedures: Discussion of possible guidelines in order to help RTP committees in their meetings and discussion of RTP candidates (in collaboration with Faculty Advancement and AP&P). |
| 2 (9/30/19) | <ul style="list-style-type: none"> • Policy Change <ul style="list-style-type: none"> • Composition of FA committee and possible changes to the policy file. Changes proposed- Referral to Constitution and Bylaws Committee. • RTP Committee procedures <ul style="list-style-type: none"> • Discussion of the actual guidelines developed in collaboration with AP&P and Faculty Advancement. |
| 3 (11/9/19) | <ol style="list-style-type: none"> 1. Service Learning Classes <ul style="list-style-type: none"> • Prof. Vinod Sasidharan presented the need to comprehensively evaluate the instructional component of Service Learning classes in the RTP process. Specifically, he provided context (including Carnegie Classification Recommendations to SDSU) for incorporating Service Learning and Community Engagement within the RTP Policy. 2. RTP Committee procedures update <ul style="list-style-type: none"> • The Provost and Faculty Advancement have reviewed (10/11/19) the RTP Committee Guidelines developed and ratified by FA and AP&P. The FA Chair sent the guidelines on behalf of FA and AP&P to all the RTP committee members by email on 10/18/19. 3. Emeritus Status for Staff <ul style="list-style-type: none"> • Discussion with Faculty Advancement. Faculty Advancement moved the referral to the Senate Staff Committee. |
| 4 (12/2/19) | <ol style="list-style-type: none"> 1. Discussion of RTP concerns raised by SDSU Faculty member <ul style="list-style-type: none"> • Professor Nathan Oestreich raised by email the concern of the 5 significant items being time bounded in the RTP process. FA discussed. • Email drafted in response – sent out to Prof. Nathan Oestreich on 12/18/19. 2. Service Learning-RTP Policy <ul style="list-style-type: none"> • Proposal by Prof. Vinod Sasidharan (tabled to first FA meeting in January, 1/27/20). 3. Resolution of the SDSU Senate: Supporting Visiting Scholars at Risk <ul style="list-style-type: none"> • Professor Mark Freeman presented the resolution to FA. • FA affairs offered suggestions and voted unanimously in favor of the resolution. |
| | |

| | |
|-------------|---|
| 5 (1/27/20) | <ol style="list-style-type: none"> 1. RTP Policy (SDSU faculty raised concerns) <ul style="list-style-type: none"> • Meeting with SDSU Faculty member (Professor Nathan Oestreich) regarding concerns raised on 12/20/19. FA discussed. • Discussion of RTP policy changes suggested by Vinod Sasidharan (and others) regarding how to evaluate service learning in the RTP process. 2. Student Evaluation (Prof. Vaughn) and Attendance/Participation Assessment (Prof. Kamal) as raised by SDSU Faculty members <ul style="list-style-type: none"> • We discussed the reliability and validity of student evaluations at SDSU. We also discussed the SDSU policy on Students ‘attendance and participation. |
| 6 (2/17/20) | <ol style="list-style-type: none"> 1. RTP policy issues <ul style="list-style-type: none"> • Discussed Contract grants vs. Research grants and how they are covered and considered by different Colleges in the current RTP policy. • Discussed RTP Timeline and the right for mentorship jeopardized by the current RTP timeline • Discussed expedited review proposed by the Provost on UPRTP cases which are all positive. Discussed possible inconsistent evaluative matrix currently used by UPRTP according to Faculty Advancement • Discussed URTP terms limits and College election procedures of URTP members 2. Students evaluation of courses online <ul style="list-style-type: none"> • Discussed the need to make sure that each department and college provides an evaluation form that is consistent with the online format of the course (e.g. question like “the professor always started the class on time” is not appropriate for the evaluation of an online course. |
| 7 (3/23/20) | <ol style="list-style-type: none"> 1. Proposed Senate resolution on Women Faculty of Color <ul style="list-style-type: none"> • The Senate Working group asked the support of Faculty Affairs in the resolution. We discussed the merit of a resolution vs. action item. DDI still needs to discuss and support the resolution. FA is going to wait on their deliberation before waving in. 2. Faculty Retention and Morale <ul style="list-style-type: none"> • Discussed the increased request for sabbaticals, the lack of merit-based pay increases, and rejection by the provost of salary equity proposals from faculty in the college of Science 3. RTP policy (continued) <ul style="list-style-type: none"> • We continued our discussion of RTP issues from last month. We identified 3 main priorities before the end of the academic year: <ol style="list-style-type: none"> a. Requiring that term limits as well as limits on the number of times someone may serve on RTP committees be enforced. b. Requiring that elections to RTP committees actually be enforced. c. Requiring that RTP committees strictly base their decisions on published, public, approved criteria and nothing else, (e.g. “tally sheets” that might be currently in circulation but include other non-approved criteria). |
| 8 (4/13/20) | <ol style="list-style-type: none"> 1. BIE language for Policy File <ul style="list-style-type: none"> • We discussed the addition of language to the policy file regarding the criteria required by Building on Inclusive Excellence (BIE) initiative for tenure track hiring. The language will be included under the section “Tenure Track Planning Committee,” section 2.2. This change has already been approved by the DIE committee and they are asking our committee as well as AP&P and AR&P to also |

| | |
|------------------------------------|--|
| | <p>approve this change. We voted unanimously to accept the language pending the change to the numbering in the policy file.</p> <ol style="list-style-type: none"> 2. RTP process <ul style="list-style-type: none"> • We approved an information item regarding RTP procedure, which is that all RTP committees should base their decisions solely on public, approved, published criteria for promotion and nothing else. • We also discussed and revised our recommendation and action item to the SEC and Senate that section 4.5.1 of the policy file regarding RTP procedures be amended. The committee voted unanimously in favor of the revised language. 3. FA Memo 2019/2020 <ul style="list-style-type: none"> • The committee reviewed and approved the FA Memo 2019/2020 as summary of activities conducted by FA to be submitted to the last SEC and Senate meeting before the end of the Spring 2020 semester. |
| <p>Emergency Meeting (4/27/20)</p> | <ol style="list-style-type: none"> 1. Resolution Women Faculty of Color <ul style="list-style-type: none"> • FA discussed and revised the proposed language for the resolution and voted in support of it. 2. BIE language for Policy File <ul style="list-style-type: none"> • The Chair of FA was approached by some faculty with concerns (e.g. make a potential hire more difficult to fill, no real time among different colleges for discussion). We discussed the issues and voted again on whether or not to support the language. The item was supported without dissent (four FA committee members voted in favor, the Chair abstained). |



SAN DIEGO STATE
UNIVERSITY

Date: April 27, 2020

To: University Senate

From: Faculty Affairs Committee

Information Item: WFC Resolution

- On April 27, 2020 Faculty affairs discussed the revised WFC resolution as stated on page 2 -5 of this document and voted in support of it.

Draft 04/27/20
Resolution of the San Diego State University Senate:
Creating a More Equitable and Welcoming Environment for Women Faculty of Color

Whereas: the SDSU University Senate confirms its commitment to create a more welcoming environment for all of our diverse constituents, including Women Faculty of Color (WFC), through recent resolutions focused on the Pell Grant, African American, Native American and LGBTQIAA+ students; as well as the establishment of the Division of Diversity and Innovation.

Whereas: Students of color are the majority of the student body in the CSU system (75%), however tenured faculty continue to be majority white (62%)¹ and at SDSU In 2017, there were 19% tenure-track WFC.

Whereas: According to a national study, WFC continue to face serious disadvantages including: microaggressions, underrepresentation, lower pay² and service inequity.

Whereas: SDSU University Senate Officers sponsored a meeting on October 1, 2019 with WFC in response to concerns Officers received in summer 2019 from a group of WFC. The October 1st meeting was well attended and received.

Whereas: At that meeting, AVP of Faculty Advancement Joanna Brooks presented a report on SDSU Women of Color Tenure Track Faculty Data, which indicated that SDSU continued to maintain its predominantly white demographics between Fall 2016 and Spring 2019³.

Whereas: Of the 468 new tenure-track appointments between 2007 to 2018, almost half of those new hires were People of Color (225)⁴.

Whereas: Tenure Outcomes for 2008-2013 Start Date Cohorts included 21 People of Color/URM Female Tenure-Track Assistant professors. Of these, 13 were tenured; 3 left for a

¹ Want to Retain Faculty of Color? Support Them as Faculty of Color: <https://medium.com/national-center-for-institutional-diversity/want-to-retain-faculty-of-color-support-them-as-faculty-of-color-9e7154ed618f>
Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our Economy: <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Aascds%3AUS%3Ada371fb2-ae1c-41ca-a126-7bbd4695696e>

² Representation and Pay of Women of Color in the Higher Education Workforce <https://www.cupahr.org/wp-content/uploads/CUPA-HR-Brief-Women-Of-Color.pdf>

³ From 2014-15 to 2018-19, the numbers of SDSU tenure-track faculty with Underrepresented Minority (URM) status increased by less than one percent from 12.9 to 13.8%; Non-URM faculty decreased from 87.1% to 86.2%. Of these faculty, 61.4% were male (n=445); 42.4% (n=323) were female. Of the female faculty: 59.3% are White; 15.9%, Asian; 9.2%, Latina; 4.3%, Black or African American; .6% American Indian or Alaska Native; 1.2% Two or More Races; 5.5% Unknown; 4.0% Non-Resident.

⁴ These new hires were impacted by the 2008 economic downturn: ranging from 54 in 2007, to a low of 3 in 2010 and 2012 to a high of 72 in 2018. Two-hundred twenty-five of these new hires were Faculty of Color. Of the 72 new hires in 2018, 28 were white, 17 were Asian, 9 were Hispanic or Latino, 6 were Black or African American; 12 were Unknown; 0 were Native Indian or Alaska Native American. Of the 36 women hired: 13 were White; 6, Asian; 5, Hispanic or Latino; 4 Black or African American; 0, American Indian or Alaska Native; and 8, Unknown.

preferred tenure-track position; 1 left for performance-related non retention; none left for industry; 4 left for other reasons⁵.

Whereas: The disproportion between students of color and faculty of color contributes to service overload on SDSU WFC, who are significantly more likely than their white colleagues to spend more of their time on service (including committee and work meetings) than research: 86% of African Americans report spending more time on university service than research; Mexican American/Chican@s, 50%; East Asians, 40%; Filipinos, 33%; Southeast Asians, 20%; contrasted with White/Caucasians reporting 36%. These numbers contrast even more dramatically with 29% of white males reporting spending more time in service than research⁶.

Therefore, be it resolved that the SDSU University Senate urge President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following for SDSU WFC:

Fair Compensation

- Conduct an analysis of pay by discipline to determine whether WFC are paid equitably in comparison to their peers.
- Restore the Assigned Time for Exceptional Service program, which was designed to support faculty who perform excessive service. Ensure that WFC are fairly represented within this program.

Fair Retention and Promotion Processes and Support

- Charge the Senate Faculty Affairs Committee with developing a policy for review by the University Senate that enhances how service contributions to diverse populations are appropriately honored within the tenure and promotion processes.
- Require the Division of Research and Graduate Affairs to report to the University Senate on the proportion of their funds that support research and creative endeavors (e.g., seed funds, bridge funds, research labs) for WFC in comparison to the percentage of WFC on campus. If there are areas of inequity, then the Division should report on intentional strategies that can be used to ameliorate said differences.
- Charge Faculty Advancement with conducting an assessment of quantitative and qualitative student evaluation scores to determine the extent (if any) that WFC are evaluated differently than their peers. This analysis should also focus on the race/ethnicity and gender of the respondents. If inequities are identified, then Faculty Advancement should report on intentional strategies that can be employed to reduce said differences..
- Charge Faculty Advancement with conducting an analysis regarding the demographics of faculty who transitioned from visiting professorships and

⁵ 2008-2013 Start Date Cohorts Tenure Outcomes (N=104), 69 were tenured; 17 left for a preferred tenure-track position; 8 were non-tenured - performance-related; 4 left for industry; and 6 left for other reasons.

⁶ Data sourced from 2016 UCLA Higher Education Research Institute survey at SDSU with 49% response rate.

lecturer positions into tenure-track positions, to determine overall success of this strategy as a pipeline for highly qualified WFC faculty.

Supportive Work Environment and Community Culture

- Charge the Division of Diversity and Innovation with developing training programs for department Chairs, University Senate officers, and College Deans on: a) inclusive strategies for meeting facilitation; b) cultural competency; and c) racial and gender microaggressions.
- Develop a Grow Your Own Leadership (GYOL) program that provides opportunities for faculty members to further develop their administrative and leadership skills. This program should be intentional about recruitment of WFC to participate.
- Charge the Division of Diversity and Innovation with creating an ally training program for students, faculty, and staff on anti-blackness and anti-womanist racism.
- Charge the Division of Academic Affairs with developing a plan to create a more inclusive campus for faculty with children. This plan should be reported to the University Senate at the first meeting of the Fall 2020 cycle. Examples of strategies to consider include: a) more reasonably priced, easily available on-site daycare and sick care; b) make meetings child-friendly. Subsidize daycare off-campus for research trips and conferences; and c) synchronize the college schedule to the public school schedule.
- Provide information to faculty on FMLA and additional support for those taking care of elderly or incapacitated parents where facilities are not hospitable or cost-effective.
- Explore models for establishing a spousal hiring program that can serve to benefit all faculty, including WFC.
- Extend more flexible support beyond the SDSU housing escrow fund that requires the purchase of a home within 10-12 miles of campus.

Authored by: *Nola Butler-Byrd, Senate Vice Chair, Associate Professor and Director of the Community-Based Block Program*

Consultation with: *Mark Wheeler, Senate Chair; and Cyndi Chie, Senate Secretary*

Recommended for approval by:

Senate Standing Committee on Diversity, Equity and Inclusion

Senate co-sponsors:

Anh Hua, Senator and Associate Professor, Department of Women's Studies

Supporters:

Alda Blanco, Emerita Professor of Spanish & Chair, Department of Spanish and Portuguese

Minjeong Kim, School of Nursing

Cheryl James-Ward, Educational Leadership, College of Education



SAN DIEGO STATE
UNIVERSITY

Date: April 27, 2020

To: University Senate

From: Faculty Affairs Committee

Information Item: Support of BIE policy language for the Tenure-Track Planning Committee

- On April 13 and April 27, 2020 the Faculty Affairs committee discussed the BIE policy language for the Tenure-Track Planning Committee as stated on page 2 and 3 of this document and voted in support of the policy without dissent.



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate
Referral

Motion to Support Student Success by Building on the Inclusive Excellence of Faculty by adding the following policy to the policy language for the Tenure-Track Planning Committee:

Tenure-Track Planning Committee

1.0 Membership (6): Provost, Chair of the Senate, Chair of Academic Policy and Planning, Chair of Academic Resources and Planning, Chair of Faculty Affairs, Chair of Diversity, Equity and Outreach.

2.0 Function: The Committee shall annually consider programming initiatives and recommend to the Provost the allocation of new and vacated tenure-track faculty positions. *Functions*

2.1. The Committee shall annually consider programming initiatives and recommend to the Provost the allocation of new and vacated tenure-track faculty positions.

2.2. Building on the Inclusive Excellence of the SDSU Faculty: The following Building on Inclusive Excellent (BIE) criteria shall govern all tenured and tenure-track faculty searches. Successful candidates for all such searches must satisfy at least three (3) of the following BIE criteria:

- 1. The candidate has experience and is committed to engaging in service with underrepresented populations in higher education.*
- 2. The candidate has acquired knowledge of barriers for underrepresented students and faculty in higher education.*
- 3. The candidate has experience in teaching and mentoring underrepresented students.*
- 4. The candidate has experience in integrating understanding of underrepresented populations and communities into research.*
- 5. The candidate has experience in extending knowledge of opportunities and challenges in achieving artistic/scholarly success to members of an underrepresented group.*
- 6. The candidate has experience in research that engages underrepresented communities.*
- 7. The candidate has experience and interest developing expertise in cross-cultural communication and collaboration.*
- 8. The candidate has research interests that contribute to diversity and equal opportunity in higher education.*

In collaboration with the Senate Tenure-Track Planning Committee, and the Senate Diversity, Equity and Inclusion Committee and the Office of the Provost, the Chief Diversity Officer shall supervise this process and devise appropriate methods for implementing this policy.

The Administration shall provide an annual report to the Senate and to the Senate standing committees on Faculty Affairs, Tenure-Track Planning, and Diversity, Equity and Inclusion, addressing the outcomes of applying BIE criteria with regard to student success and faculty diversity. This report should include any proposed modifications to the program.

The Senate standing committees on Faculty Affairs, Tenure-Track Planning, and Diversity, Equity and Inclusion shall recommend amendments (if any) to the Senate Policy file to codify the BIE program within Senate policies and functions.

Rationale:

The California State Legislature has mandated that the CSU engage in “efforts and spending activity to close the achievement gap for low-income students, historically underrepresented students, and first-generation college students” (Budget Act: Sec 5, 6610-001-0001 of Section 2, 1.3, b, 5).

In response to this legislative and CSU mandate, San Diego State University adopted the Building on Inclusive Excellence (BIE) program in 2015-2016, which program “strives to support the success of students from historically underrepresented communities by focusing tenure-track faculty searches on candidates who meet criteria aligned with SDSU’s commitment to diversity, equity and inclusion.”

In an effort to further the historic mission at SDSU to foster a diverse and inclusive academic community, and in response to requests from the Senate Diversity, Equity and Inclusion committee and the Senate Tenure Track Committee, SDSU has implemented a revised version of the BIE program that expanded it to include 17 searches in AY 2020, and rather than allocating these additional lines for faculty who meet the BIE criteria, the revised program employs the BIE committee to certify that finalists across approved departments meet at least three of the BIE criteria.

The revised BIE program is operated by the Chief Diversity Officer in collaboration with the Office of the Provost, the Senate Tenure-Track Planning Committee, and the Senate Diversity, Equity and Inclusion Committee.

The BIE program can serve as a tool to help SDSU address goals set forth by Graduation Initiative 2025, the CSU’s “initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps”.

Referred by the Senate Officers to APP, FA, DEI, and the Senate Tenure-Track Planning Committee.

TO: University Senate
Senate Executive Committee

FROM: Debra Bertram
Chair, Staff Affairs Committee

DATE: April 21, 2020

RE: 2019-20 Staff Affairs Committee Report

During the 2019-20 academic year, the Staff Affairs Committee worked with the Senate and CCE Chairs to ensure that SDSU staff were represented all appropriate Senate Standing and Appointed Committees, in addition to numerous ad-hoc and personnel search committees that were created during this academic year.

The Staff Affairs Committee was also privileged to be given charges to develop an Emeritus Staff policy and establishing a Staff Lifetime Achievement Award. Both of these charges were finalized at the April Senate meeting. The SAC wishes to formally thank President De la Torre and Chair Wheeler for the honor of creating such prestigious awards for the Staff of San Diego State University.

To: Senate Executive Committee / Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: April 15, 2020
Re: 2021-2022 *General Catalog*

INFORMATION (4I-05-20)

AEROSPACE ENGINEERING

1. New course.

Aerospace Engineering

PROGRMNG & NUMRICAL MTHDS (C-4)

A E 260. Programming and Numerical Methods in Aerospace (3)

Prerequisite: Mathematics 151 with a grade of C (2.0) or better.

Basic programming concepts and numerical methods for aerospace applications. Hands-on MATLAB programming. Branching, data structure, debugging, functions, iteration, plotting, recursion. Common numerical methods in aerospace engineering to include interpolation, numerical differentiation and integration, regression. Simulink is introduced with aerospace applications.

2. Change to prerequisite.

Aerospace Engineering

A E 301. Low Speed Aerodynamics (3)

Prerequisite: Aerospace Engineering 340.

Subsonic flow, airfoil and wing theory, experimental characteristics of wing sections, high lift devices.

Change(s): *Credit or concurrent registration in statement removed from prerequisite.*

3. Change to description and prerequisite.

Aerospace Engineering

A E 302. High Speed Aerodynamics (3)

Prerequisite: Aerospace Engineering 301.

Normal shocks, one-dimensional governing flow equations, shock-expansion theory, small perturbation theory for subsonic and supersonic flow, supersonic flows in nozzles and diffusers, thermodynamics of high-speed flow.

Change(s): Description updated from *Supersonic flow, two- and three-dimensional compressible flow, wings in compressible flow, two- and three-dimensional method of characteristics, transonic flow* to what is presented above. M E 350 removed as prerequisite.

4. Change to description, grading method, prerequisites, title, units.

Aerospace Engineering

AEROSPACE STRUCTURAL MECH

A E 310. Aerospace Structural Mechanics and Materials (4)

Prerequisites: Aerospace Engineering 260, Chemistry 200 or 202, Civil Engineering 301 (or Mechanical Engineering 304).

Analysis of thin-walled beams under bending, shear loads, torsion. Buckling, energy methods, engineering materials and their processing, equations of elasticity. Relationship of atomic and molecular structure of materials and their mechanical properties. Material failure by fatigue, fracture, and yield.

Change(s): Description updated from *Methods of static structural analysis of problems encountered in flight of aerospace vehicles* to what is presented above. Grading method updated from *+LETTER (C/N OK)* to *+LETTER*. Prerequisites updated from *Mechanical Engineering 240; and Civil Engineering 301 (or Mechanical Engineering 304)* to what is presented above. Title updated from *Aerospace Structural Analysis* to what is presented above. Units updated from three to four.

5. New course.

Aerospace Engineering

FEEDBACK FLIGHT CONTROL (C-4)

A E 331. Feedback Flight Control (3)

Prerequisites: Aerospace Engineering 280 and Electrical Engineering 204.

Bode plots, lead/lag compensator design using root locus and PID controller design and PID tuning, modeling mechanical and electro-mechanical systems, open loop response, principles of feedback, root locus construction, Routh's criterion. stability (gain and phase) margins and analysis, state variable approach, stability analysis, pole placement; time domain specifications.

6. Change to description.

Aerospace Engineering

A E 340. Fluid Mechanics (3)

Prerequisites: Credit or concurrent registration in Aerospace Engineering 280 and for aerospace or mechanical engineering majors, Aerospace Engineering 220 [or Mechanical Engineering 220] or for construction management, and civil, construction, or environmental engineering majors, Civil Engineering 225.

Dimensional analysis and modeling, drag forces on moving or immersed objects, fluid dynamic equations and the first law of thermodynamics, fluid statics. Laminar and turbulent flow of liquids and gases in channels, nozzles, and pipes. Reversible and irreversible processes. Not open to students with credit in Mechanical Engineering 360.

Change(s): Description updated from *Fluid statics. Laminar and turbulent flow of liquids and gases in pipes, nozzles, and channels. Dimensional analysis and modeling. Drag*

forces on moving or immersed objects. Not open to students with credit in Mechanical Engineering 360 to what is presented above.

7. Change to description.

Aerospace Engineering

A E 430. Aircraft Propulsion Systems (3)

Prerequisite: Aerospace Engineering 302.

Theory and performance of aircraft propulsion systems. Modeling of ramjet, turbofan, and turbojet engine components. Design of turbomachinery to include axial and centrifugal compressors and turbines.

Change(s): Description updated from *Theory and performance characteristics of aircraft propulsion systems including reciprocating engines, turbojets, ramjets, etc.* to what is presented above.

COMPUTER ENGINEERING

1. Change to prerequisite.

Computer Engineering

COMPE 160. Introduction to Computer Programming (3)

Two lectures and three hours of laboratory.

Prerequisite: Credit or concurrent registration in Mathematics 150.

Computer organization and operation. Binary representation of information. Fundamentals of computer programming using a C family language: data types, selection and iteration structures, functions, arrays, pointers, scope and duration of variables. Systematic design and development of computer programs.

Change(s): Current prerequisite changed to corequisite.

2. Change to description, prerequisite, and title.

Computer Engineering

DATA STRUCTURES OOP C++

COMPE 260. Data Structures and Object-Oriented Programming in C++ (3)

Prerequisites: Computer Engineering 160 with a grade of C (2.0) or better. Credit or concurrent registration in Mathematics 245.

Data structures using object-oriented programming in C++. Disciplined approach to design, coding, and testing using OOP, teach use and implementation of data abstractions using data structures. Arrays, linked lists, stacks, queues, trees. Sorting, searching, recursive algorithms.

Change(s): *In C++* added to description and title. MATH 245 changed to corequisite.

3. Change to prerequisite.

Computer Engineering

COMPE 270. Digital Systems (3)

Prerequisite: Credit or concurrent registration in Mathematics 151.

Modelling, analysis and design of digital systems, primarily at the Logic Design level. Combinational and sequential networks.

Change(s): Current prerequisite changed to corequisite.

ELECTRICAL ENGINEERING

1. New course.

Electrical Engineering

ANALYTICAL METHODS FOR E E (C-4)

E E 200. Analytical Methods for Electrical Engineers (3)

Prerequisite: Mathematics 151 with a grade of C (2.0) or better.

Complex analysis, Laplace transform with electrical engineering applications, linear algebra, multivariable calculus, ordinary differential equations, and power series.

ENVIRONMENTAL ENGINEERING

1. Change to description.

Environmental Engineering

ENV E 320. Designing Solutions for Environmental Problems (3) [GE]

Prerequisites: Upper division standing and completion of the General Education requirement in Foundations of Learning, II.A. Natural Sciences and Quantitative Reasoning.

Human interaction with the land, water and air environment; environmental pollution; role of engineering in solving environmental problems.

Change(s): Deleted *Not open to civil or environmental engineering majors* statement from description.

MECHANICAL ENGINEERING

1. Deactivation of course.

Mechanical Engineering

M E 310. Engineering Design: Introduction (3)

Two lectures and three hours of guided design activities.

Prerequisites: Mechanical Engineering 190, 202, and 220 [or Aerospace Engineering 220]. Every mechanical engineering student must have a master plan on file before enrolling in Mechanical Engineering 310.

Professional approach to engineering design problems. Problem definition, information gathering, feasibility studies, analysis, final design and communication. Several design studies and projects are completed.

2. Deactivation of course.

Mechanical Engineering

M E 351. Engineering Thermodynamics (3)

Prerequisite: Mechanical Engineering 350.

Analysis and design of gas and vapor power cycles, and refrigeration systems. Generalized property relations for gases and gas-vapor. Air-conditioning. Combustion and chemical equilibrium. Design of engineering systems and processes.

3. New course.

Mechanical Engineering

APPLICATNS THERMODYNAMICS (C-4)

M E 450. Applications of Thermodynamics (3)

Prerequisite: Mechanical Engineering 350.

Air-conditioning, combustion, exergy analysis, gas power systems, heat pumps, power plant cycles, psychrometrics, refrigeration; thermoeconomics.

4. Change to prerequisites.

Mechanical Engineering

M E 490A. Engineering Design: Senior Project (3)

One lecture and six hours of guided design activities.

Prerequisites: Mechanical Engineering 304 (or Civil Engineering 301), 310, 314, 452. Every mechanical engineering student must have a master plan on file before enrolling in Mechanical Engineering 490A.

Applications of engineering principles and design techniques to the designing, building, and testing of an engineering system. Part one of a single project is completed in this two-course sequence and is judged completed upon presentation of an oral and a written report. In addition, issues related to ethics and engineering practice are discussed.

Change(s): Deleted a deactivated course, M E 310, from prerequisites.

5. Change to prerequisites.

Mechanical Engineering

M E 495. Mechanical and Thermal Systems Laboratory (2)

One lecture and three hours of laboratory.

Prerequisites: Mechanical Engineering 330 and 452.

Data acquisition theory, instrumentation, sensors, data reduction, statistical and uncertainty analysis, and design of experiments. Experience in designing, performing, and reporting experiments on mechanical and thermal systems, mechanisms, vibrations, structures, thermodynamics, heat transfer.

Change(s): Deleted deactivated courses, M E 310 and 351, from prerequisites.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

TO: SEC/University Senate

FROM: Adrienne D. Vargas, Vice President, University Relations and Development

DATE: April 21, 2020

RE: Information

Philanthropy Report:

Alumnus Michael Olguin made a gift of \$30,000 to the Director's Cabinet in the Department of Athletics.

An anonymous donor contributed \$13,205 to support the Student Rocket Project in the College of Engineering.

The Sandvik Group contributed \$24,991 to support the Powder Technology Laboratory Activities Fund in the College of Engineering.

Judd Halenza made a gift of \$13,500 to support Men's Basketball in the Department of Athletics.

Richard Collins contributed \$13,500 to support Men's Basketball in the Department of Athletics.

Alumnus Jeffrey Patrick contributed \$30,000 to support the Department of Athletics.

The Matthew and Marion Dietschman Fund contributed \$13,584 to support the Matthew H. and Marion C. Dietschman Education Fund in the College of Health and Human Services.

Stuart Posnock contributed \$27,000 to support Men's Basketball in the Department of Athletics.

Alumnus Attended Joseph Fisch made a gift of \$47,000 to support the College of Professional Studies and Fine Arts.

Richard Woodcock contributed \$100,000 to support the Rocket Project in the College of Engineering.

Alumnus Jan Acton contributed \$10,000 to support the Economic Crisis Response Team in the Division of Student Affairs.

The Estate of Robert Puccini made a distribution of \$252,170 to support the Henry L. Janssen Honors Council Scholarship in the Weber Honors College in the Division of Student Engagement and Academic Achievement.

The Estate of John Cleary distributed \$262,510 to support the Office of International Programs to assist with study abroad and foreign students to study in the US.

Alumnus Michael Mulalley committed to a \$250,000 planned gift to support the Eleanor and Michael Mulalley Endowed Scholarship in the Division of Student Affairs. This will provide financial support to students who have or are affected by multiple sclerosis or other neurological conditions.

Alumnus Keith Gurule made a \$250,000 planned gift to support the Keith Gurule Endowed Scholarship in the Fowler College of Business. This scholarship is intended for members of the Hispanic Business Student Association majoring in Accounting or Finance based on GPA and community involvement as recognized by the Accounting and Finance Faculty.

Alumnus Alana Nicastro committed to a \$115,992 planned gift to support the Alana Nicastro Endowed Scholarship in Communication in the College of Professional Studies and Fine Arts.

Alumnus Fred Pabst committed to a \$100,000 planned gift to support the Fred Pabst Endowed Psychology Scholarship in the College of Sciences.

Associated General Contractors committed to a pledge of \$637,500 to support the AGC Construction Management Endowed Chair in the College of Engineering.

Eddie Rodriguez pledged \$25,000 to support the Aztec Cooperative Fund in the Division of Graduate and Research Affairs.

Alumnus Glenda Richter committed \$10,000 to support the Richter-Pearlman Guardian Scholars Scholarship in the Division of Student Affairs.

David Shaw pledged \$30,000 to support the Director's Cabinet in the Department of Athletics.

Alumnus John Webb committed \$50,000 to support the Joan D. Schlossman and Jack Webb Fund for Art and Social Justice in the College of Professional Studies and Fine Arts.

Adrienne Vargas, Vice President of University Relations and Development and her husband, Juan Vargas, committed \$50,000 to support the Adrienne and Juan Vargas Fowler College of Business Faculty Excellence Endowment in the Fowler College of Business.

Alumnus Marlene Ruiz pledged \$31,250 to support the Marlene Ruiz Endowed Nursing Scholarship in the College of Health and Human Services.

Presidential & Special Events:

On Wednesday, March 18 President de la Torre and Vice President Adrienne Vargas were scheduled to host the annual Scholarship Appreciation Luncheon. This annual stewardship event brings together scholarship donors and their scholarship recipients. Due to the COVID-19 pandemic, this event was postponed and will hopefully be re-scheduled in the fall of 2020. At the time of the cancellation, approximately 200 scholarship donors and 125 scholarship recipients had confirmed their attendance. Donors contributed over \$6.5 million dollars to support over 3,100 student scholarships (2018-19 academic year).

The annual Heritage Society stewardship event scheduled for Wednesday, May 6 was postponed. Heritage Society consists of donors who have left their estates to SDSU and over 500 households received a save-the-date nearly six weeks ago. All donors who received the save-the-date received an email letting them know about the postponement of this event. For those without email addresses, Special Events coordinated the effort, with the assistance of development officers and the vice president's office, to reach out to each of these donors. This provided an opportunity to personally connect with these individuals, thank them for their support and wish them well during this time.

Special Events, in conjunction with partners throughout SDSU, are planning a Virtual

Commencement Celebration on Saturday, May 16 in order to provide an opportunity for the Aztec community to come together and congratulate the Class of 2020. It allows graduates to continue to have their graduation moment in May and to celebrate with their families and friends utilizing “distant socializing.” It also provides an opportunity for our more than 300,000 alumni to participate by wearing their red and black and tuning in that day to show their support for the Class of 2020. A pre-recorded video would be shown via a livestream on sdsu.edu and via Facebook Live on the university’s official Facebook page. Utilizing Facebook provides an opportunity for graduates, parents, faculty/staff and alumni to view the video and engage simultaneously by posting messages, photos and videos. Components of the program would include a dynamic and fast-paced “Year in Review” video that highlights footage of student life and key university events and achievement; congratulatory remarks from President de la Torre; the Provost and Deans in unison through a platform such as Zoom in gallery view; and, notable alumni. AS President, Christian Onwuka, could also address the Class of 2020 and lead them in a virtual tassel change. The conclusion of the video could be the Fight Song playing while there is an animated photo mosaic of graduate pre-submitted photos. The final end graphic could be a version of our SDSU logo or “We Are Aztecs.”

Additionally, Special Events also serves on the CSU Special Events Advisory Board and has participated in numerous Zoom meetings with colleagues throughout the CSU system on best practices for postponing stewardship events as well as planning Commencement ceremonies and Commencement celebrations.

With a look to the future, Special Events is preparing a comprehensive report that reviews the touch points that President de la Torre and Vice President Vargas have had over the past 18-months with SDSU’s million-dollar donors. Touch points include event attendance and other hosting opportunities on and off-campus as well as scheduled meetings. The list will be shared with development officers and will result in an invitation list (by priority) of those donors to further engage them with an intimate dinner at the University House.

Special Events is also researching and creating a strategic plan for engaging donors in the Palm Desert area. Currently there are over 5,000 SDSU alumni households who have a second home in that region. The list was narrowed down to 75 donors who have given \$100K+ to SDSU plus prospects with the capacity to give \$100K plus. At some point, an event will be planned in the Palm Desert area for President de la Torre and Vice President Vargas.



**SAN DIEGO STATE
UNIVERSITY**

World Campus

**2020 Winter Session Report
March 2020**

Executive Summary

In January 2020, SDSU World Campus offered an expanded Winter Session term. As with the pilot offering in 2019, the primary goals for Winter Session were to:

- Offer courses to help students achieve their graduation goals
- Reduce the bottleneck in high demand courses
- Provide students a shorter term length and flexible schedule between semesters

This year, World Campus implemented several key changes based on feedback and recommendations from 2019, including:

- Offering fully online courses, with one exception, to accommodate students' varied schedules
- An expanded schedule, starting in December 2019, to allow for 15 instructional days
- A faculty-driven learning assessment, comparing assignments and results between Winter Session and regular term offerings

This report presents the findings of several survey documents provided by both faculty and students, to assess the effectiveness of Winter Session. The survey data is provided in **Appendices B-D**.

Winter Session Background

SDSU World Campus, in collaboration with representatives from the University Senate, the Division of Academic Engagement & Student Achievement, as well as other stakeholders across campus, determined that the positive feedback from both students and faculty to the 2019 pilot warranted continuing the Winter Session program. In response to concerns raised regarding course length, academic rigor, and workload, several changes were implemented for the 2020 term, including more instructional days, increased schedule with online course offerings, and the requirement for faculty to evaluate the effectiveness of their Winter Session courses compared to regular semester courses.

By comparison:

| | 2019 | 2020 | Increase |
|-------------------|------|------|----------|
| Courses Offered | 13 | 21 | 62% |
| Sections Offered | 14 | 23 | 64% |
| Students Enrolled | 335 | 562 | 68% |
| Faculty | 14 | 22 | 57% |

Courses were recommended and approved by each department and College, based on their understanding of student needs for high-demand classes. Course proposals were routed to World Campus and then to Academic Affairs for final review and approval before publishing the course list for students.

Instructional Design Process

Faculty who submitted Winter Session course proposals were invited by the World Campus Instructional Design Team to kick-off meetings in early October where materials and support to redesign courses for a shorter-term were provided. These included:

- Student Estimate of Workload worksheet to evaluate and compute the typical workload for existing courses, thus establishing a target number of hours for the WS course
- Course Planning Grid to organize content for a shorter term
- World Campus syllabus and schedule templates
- Blackboard Development shells customized to house shorter-term courses
- Teaching Online Primer (TOP) Blackboard course addressing pedagogy
- Regular drop-in meetings and individual consultations scheduled

The faculty who worked with the ID Team through consultations received full support before completing their courses. Ongoing support during the WS term was provided to all.

Survey Methods and Instruments

Students and faculty were surveyed at the close of the term to evaluate the effectiveness of the Winter Session. A follow-up student focus group was conducted in February. See Appendices B-D for the full results from the surveys as well as the focus group report.

In addition to demographic information and overall satisfaction with their courses, survey questions were designed to gather where non-SDSU students were currently enrolled. This data will provide insight on World Campus marketing efforts as the program continues to expand.

Faculty Survey Results

- 100% of faculty completed the Faculty Survey and would teach Winter Session again.
- 89% reported that course objectives were met to their satisfaction
- 89% reported that students comprehended and retained information in the shorter term

Suggestions for improvement:

- Continue to emphasize the strenuous nature of the condensed schedule to help better prepare students for the courses

- Stress the need for stable, consistent internet access
- Increased access to tech support
- Revisit instructor pay scale for Winter Session courses to align with rank, enrollment limits, and workload
- Address questions regarding prerequisite management

For complete results, see **Appendix B - Faculty Survey**

Approach to Assessment: Artifacts and Analysis

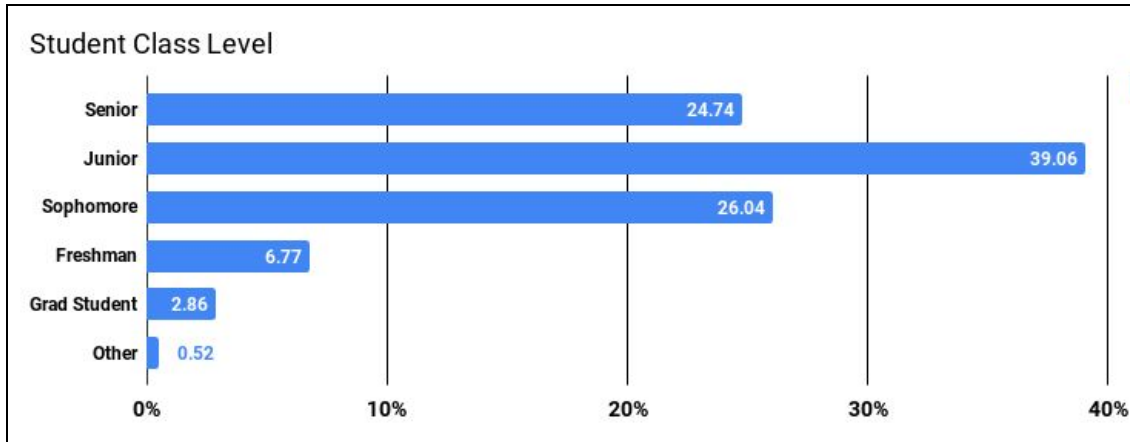
The Division of Academic Engagement & Student Achievement asked faculty to provide up to three artifacts that would show proof that the WS students met, or did not meet, their course learning objectives when compared to previous terms. Additionally, a short expert analysis was requested. A variety of artifacts and analysis were received, including:

- Statistics showing comparisons of individual assignments, exams, and final grades
- Student examples of work and projects
- Narrative evaluation of similarities and differences between the comparison courses

Overall, the faculty analysis affirmed the effectiveness of the Winter Session. To review artifacts and instructor analysis, please see [Winter Session 2020 Reporting](#) Google folder.

Student Demographic Data

- 562 students enrolled in Winter Session courses
- 387 students responded to the end of course survey (69%)
- 93% of students were matriculated SDSU students
 - 5% were from other schools, including schools in southern California, Alabama, Missouri, Maryland, Tennessee, and more
- 90 different majors were listed by students from all SDSU colleges with FCB and PSFA strongly represented
- 64% of students were Juniors and Seniors



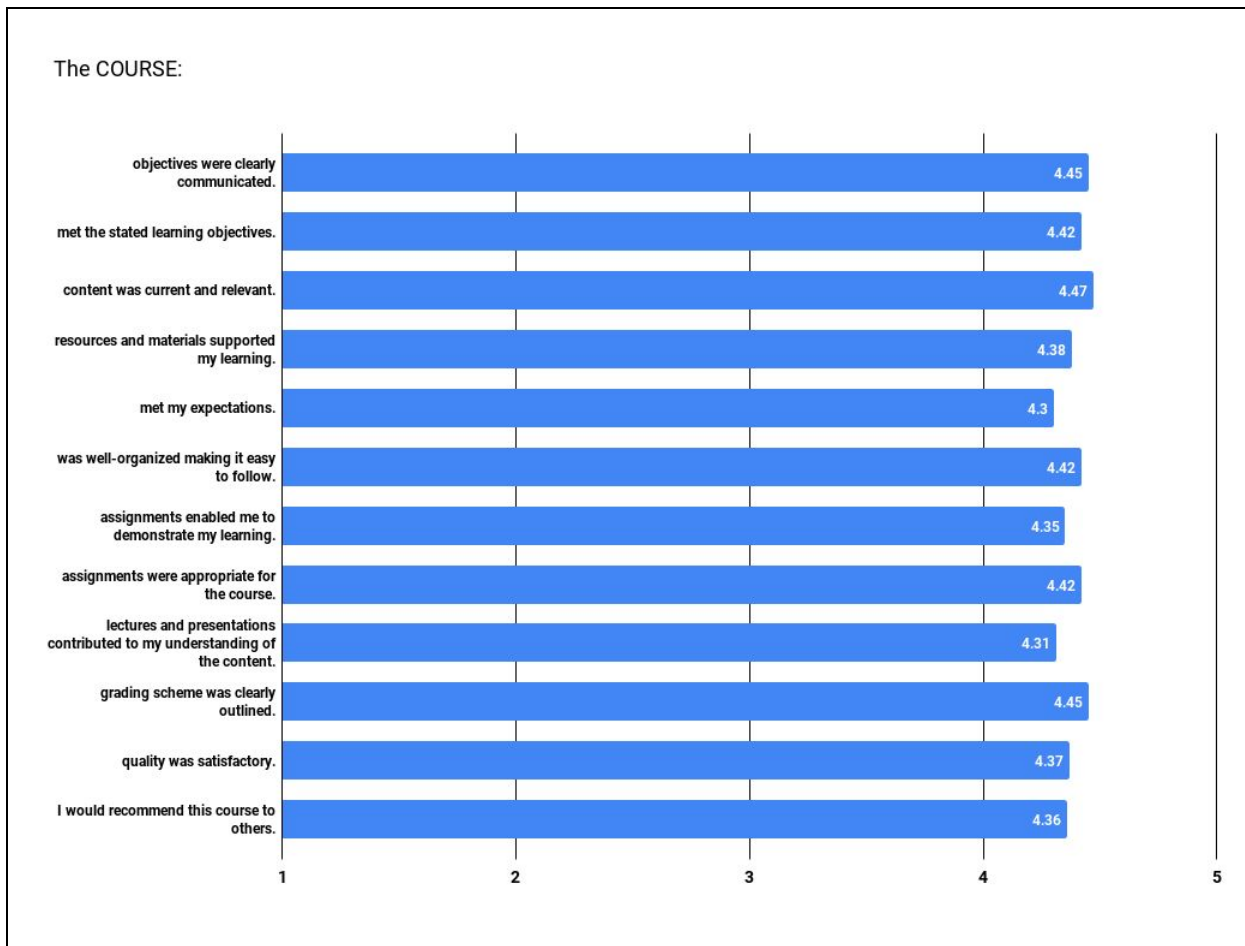
- Reasons students enrolled in Winter Session (able to select all that apply)
 - Met graduation requirements (215)
 - Required to make up a course (45)
 - Convenience (207)
 - Shorter term and less expensive (140)
 - Other (39)

(See **Appendix C - Student End of Course Survey**)

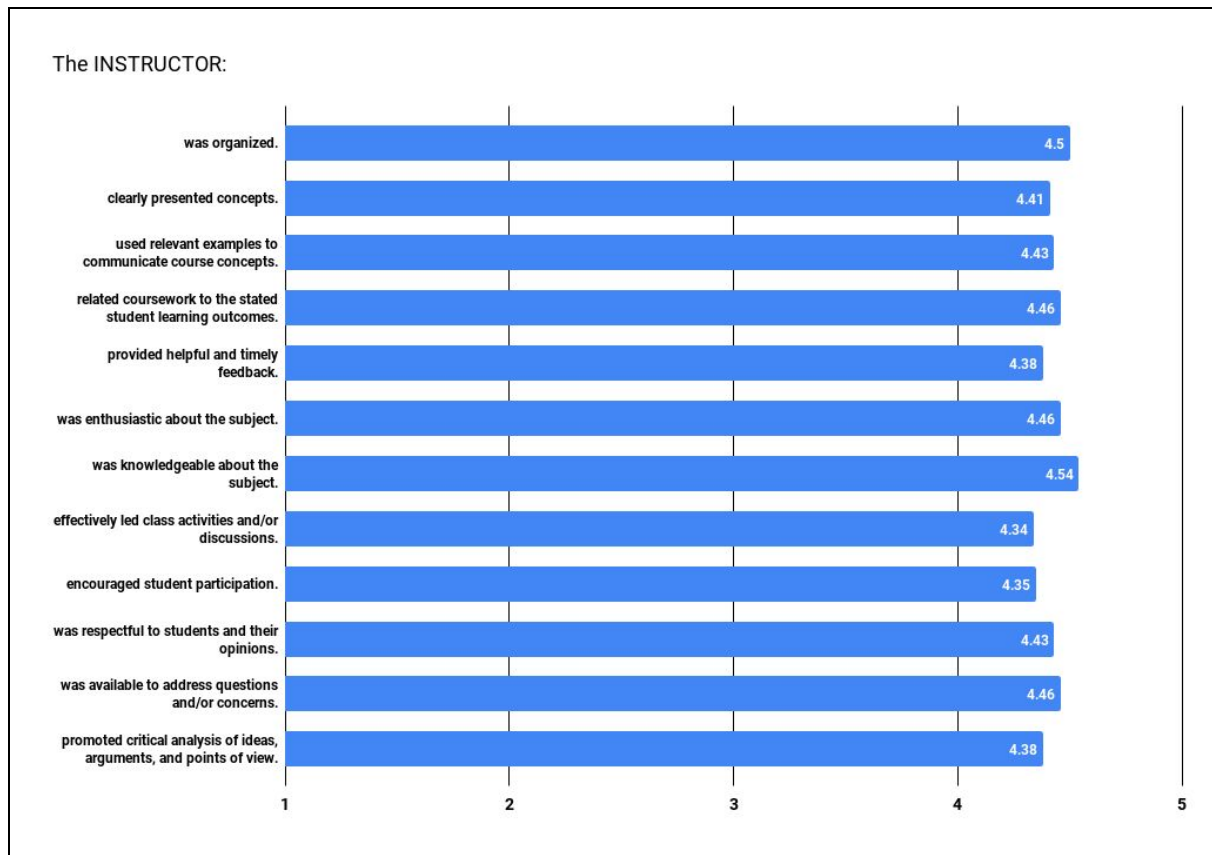
Student Survey Results

- 85% would take another Winter Session course (some of the 15% who responded no are graduating seniors)
- 92% felt that they had sufficient time to complete assignments and coursework
- 95% felt they received adequate support from instructors
- Student survey results were generally positive and are consistent with the 2019 pilot year data

Students were asked to select the answer about the COURSE they just completed which best reflects their opinion, on a scale of 1-5.



Students were also asked to select the answer about the Instructor which best reflects their opinion, on a scale of 1-5.



Qualitative Comment Trends

Students were willing to share their thoughts and opinions openly. Frequently heard topics were:

- Flexibility in the schedule allowed students to work at their own pace, work ahead when necessary, and still feel collaborative with their peers
- Course organization, structure, and expectations were well communicated and supported their learning
- Instructors were responsive to questions and issues
- Workload was manageable given the short term
- Allowed students to either “get ahead” and graduate sooner

Suggestions for Improvement

Programmatic level comments

- Expand course offerings
- Reduce cost of offerings

- Earlier access to course materials
- Provide more information regarding the registration process

Course level comments

- Make course syllabus and materials available earlier to acquire textbooks and begin reading
- Improve access to Blackboard / switch from Blackboard to Canvas to avoid registration delays
- Be more consistent with times assignments are due and when live discussions are offered

For complete results, see **Appendix C - Student End of Course Survey**

Winter Session 2021 Plan

Timeline:

| | |
|-----------|---|
| April 15 | Finalize WS 2021 Calendar |
| May 1 | Solidify plan to solicit course proposals |
| August 1 | Course proposals due to World Campus |
| August 15 | Finalize course information and provide to Academic Affairs |
| Sept. 10 | Publish course list and open registration |

World Campus Recommendations:

Programmatic recommendations

- Continue online course offerings to maximize instructional days
- Refine course proposal and approval process
- Communicate 2020 findings to departments to encourage planning and course decisions based on feedback
- Continue to expand course offerings based on departmental input, student needs, and feedback from students and faculty, including one unit options primarily for graduating seniors
- Examine course fee structure to align with student needs, fiscal viability, and market-based competitive data
- Review calendar to determine access to student services for Winter 2021
- Continue to refine registration procedures to meet student needs as well as campus system requirements
- Revisit instructor pay scale for Winter Session courses to align with rank, enrollment limits, and workload

- Refine Winter Session landing page content to address concerns from faculty regarding expectations for consistent internet access, and fulfillment of prerequisites

Course specific recommendations

- Identify Blackboard vs Canvas opportunities
- Revisit enrollment limits to determine a consistent strategy
- Encourage all faculty to collaborate with the World Campus Instructional Design team to optimize online course design
- Provide instructors with guidelines regarding student communication and expectations
- Work with World Campus Instructional Design and/or the Student Ability Success Center to design and follow accessibility requirements for online courses

Appendices

Appendix A - Complete list of courses offered in 2020

Appendix B - Faculty Survey

Appendix C - Student End of Course Survey

Appendix D - Focus Group Summary

Appendix A - Complete list of courses offered 2020

| College | Offering | Title | Instructor |
|---------|-----------|--|--|
| HHS | ENS 388A | Rehab Lab Fit Clinic (face to face) | Matthew Soto Melissa Moyer |
| HHS | NUTR 201 | Fundamentals of Nutrition | Mark Kern |
| PSFA | MUSIC 151 | Intro to American Popular Music | Bill Yeager |
| PSFA | RTM 404 | Cross-Cultural Perspectives of Tourism | Vinod Sasidharan |
| PSFA | COMM 371 | Intercultural Communication (2 sections) | Michael McHan |
| Sci/IVC | PSYCH 350 | Abnormal Psychology | Elizabeth Cordero |
| Sci/IVC | PSYCH 351 | Psychology of Personality | Elizabeth Cordero |
| CAL | ECON 101 | Principles of Macroeconomics | Michael Hilmer |
| CAL | ECON 102 | Principles of Microeconomics | Christiana Hilmer |
| CAL | PHIL 329 | Social Ethics | Alison Brown |
| CAL | SOC 101 | The Study of Society | Joseph Gibbons |
| CAL | WMNST 102 | Women: Images & Ideas | Kristi Abrecht |
| CAL | CLASS 120 | English Words from Latin & Greek | Joseph Smith |
| FCB | BA 300 | Ethical Decision Making in Business (2 sections) | Lori Ryan Wendy Patrick |
| FCB | BA 310 | Foundations of Bus in a Global Environment | Valerie Alexandra Kathryn Arsenault |
| FCB | BA 323 | Fundamentals of Finance | Kamal Haddad |
| FCB | ACCTG 201 | Financial Accounting Fundamentals | David DeBoskey |
| FCB | ACCTG 202 | Managerial Accounting Fundamentals | Nancy Jones |
| FCB | ACCTG 503 | Federal Taxation of Individuals | Narelle MacKenzie |
| FCB | ACCTG 505 | Fraud Examination | James Vogt |
| FCB | FIN 240 | Legal Environment of Business | Wendy Patrick |

Appendix B - Faculty Survey

Question 1 - Compared to my standard-length course, Winter Session:

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|--|------|------|------|---------|------|-------|
| 1 | Course objectives were met to my satisfaction. | 1.00 | 5.00 | 4.11 | 1.20 | 1.43 | 18 |
| 2 | Students successfully managed the workload. | 1.00 | 5.00 | 4.39 | 1.25 | 1.57 | 18 |
| 3 | Students completed assignments in a satisfactory manner. | 1.00 | 5.00 | 4.22 | 1.23 | 1.51 | 18 |
| 4 | Students comprehended and retained knowledge in this shorter term. | 1.00 | 5.00 | 4.06 | 1.27 | 1.61 | 18 |

| # | Question | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Total |
|---|--|-------------------|----------|----------------------------|----------|----------------|-------|
| 1 | Course objectives were met to my satisfaction. | 11.11% 2 | 0.00% 0 | 0.00% 0 | 44.44% 8 | 44.44% 8 | 18 |
| 2 | Students successfully managed the workload. | 11.11% 2 | 0.00% 0 | 0.00% 0 | 16.67% 3 | 72.22% 13 | 18 |
| 3 | Students completed assignments in a satisfactory manner. | 11.11% 2 | 0.00% 0 | 0.00% 0 | 33.33% 6 | 55.56% 10 | 18 |
| 4 | Students comprehended and retained knowledge in this shorter term. | 11.11% 2 | 0.00% 0 | 11.11% 2 | 27.78% 5 | 50.00% 9 | 18 |

Question 2 - How could we improve the Winter Session student experience?

How could we improve the Winter Session student experience?

We have it down to an effective experience. More prep time for class is always great but not necessary.

Students could benefit from a pre-enrollment video which emphasizes that the level of academic rigor is the same for Winter Session courses as is for the regular session. Therefore, students need to devote the same amount of time to winter session courses as they would for any regular course. What is expected from the student needs to be made clear.

I'm not sure if you're doing this already, but somehow emphasizing to students that the session is very fast paced and that it is their responsibility to have a stable internet connection to complete their online coursework. Maybe creating a survey for self-assessment of discipline and stable access to the internet, and invite students to take it before they enroll to see if this kind of experience is right for them? One of my students left the country to do her

international experience, and repeatedly asked for special favors because her internet access wasn't stable abroad. Another of my students didn't seem to stay on top of the work or checking her email for announcements at the beginning of the session and she ended up not being able to catch up.

I don't have any suggestions. The key is to stay engaged with students and to be very clear with expectations.

I think that Winter Session would really benefit from Canvas because it would help with student accessibility to the content. A lot of the issues that I had seemed to be related to Blackboard.

The new improved course calendar is wonderful: enrollments were stable. Out of 20 students enrolled in the course a full week before the course opened up, I only lost two students who, when they comprehended the workload of a 4-week class, dropped in the first few days of the course. I think my students demonstrated that the intensive time schedule is manageable for 3 units of study.

I think it is fine.

I thought the students seemed happy with the course. Therefore no improvements necessary.

If possible, more time for course activity in the Winter session. In my previous institution, online Winter Sessions were a full four weeks (5 business days) worth of coursework. This extra time made a small but important difference in the ability of students to complete activities.

I would ask the students

The breaks in the middle for holidays broke the momentum and the study habits that students developed. I'm not sure if anything could be done to avoid them though.

My students asked me for very little so I'm not sure what problems they had, if any. I had a lot fewer complaints from students about other students' work ethic. So that's already a good thing. I did have a couple students who misread deadlines, and that has a big impact when there is so little time for a course correction. Not sure what to do about that, however.

Maybe have dedicated student proctors during business hours on campus for things such as makeup exams and technological issues so that we have more options.

I was very pleased with the overall experience. Please continue to market this going forward. Is it possible for this to be offered as a short term (8 weeks) during Fall and Spring semesters?

Question 3 - How could we improve Winter Session?

How could we improve Winter Session?

I think things went well, and I always felt supported by World Campus staff. I don't have any suggestions for improvement.

Allow faculty to earn more for excess enrollment. More students will be able to participate and more revenue to WS. WS (CES) used to do so in the past.

I had some students miss some assignments, but I think this may have been due to the time frame confusion over the holiday. I'm not sure how to rectify that, but it seemed a little challenging with the schedule.

I am happy as it is.

It's good. No improvements necessary.

I think the remuneration should be thought about in regard to class sizes as there is great disparity between tenured faculty and instructors. One way to do this would be to consider the class sizes, as with on-line there is still grading and the cost to administer for World Campus is quite small.

I think it is fine.

Things were smoother this time and the extra time made a big difference, in my opinion.

Keep supporting these winter session programs!

If the course is booked to begin on "Date X" (just after Fall finals finish), I think that faculty should not be encouraged to open/start their classes earlier. Course schedules should be constructed and optimized based on those dates, and students should be able to focus on Fall until the first day of Winter (just as they do with other semesters). I also think the grade-submission deadline should be more than 24 hours after the course ends. That schedule encourages faculty to have little or no substantive submission activity (e.g., essay exams, papers) in the last few days of the course, shortening a short session even more.

Question 4 - What are your thoughts on the course approval process and procedure?

What are your thoughts on the course approval process and procedure?

It works.

The course approval process was transparent and feedback received for course development by the Instructional Design Team was thorough and extremely valuable for enhancing the student learning experience.

I appreciate how smooth this process was.

It seemed fine.

It should be left to the department chair.

I appreciated the course approval process. It was actually good for me to have this structure and earlier deadlines because I felt that I could relax a little more during the actual winter session and focus on communicating with students.

Hoping to be rolled-over to the 2021 Winter Session.

Good.

It is fine. Knowing that you are approved to teach a winter course is better to learn about in September than October or November.

I would like to see it more transparent. My course was a general elective and introductory course, so it was not surprisingly accepted. It would, however, be good to see more of the thought process on why other courses were not accepted/

Very glad it was determined by the Department

Difficulty in ascertaining prereq has been met. It is a manual process and it takes students awhile to get me the confirmation. Again, I am not certain much can be done unless World campus is responsible for prereqs.

N/A

They are fine.

Very efficient. The staff at World Campus are incredibly helpful. They deserve big praise.

Our course was a repeat from 2019, so quite streamlined.

It was all very easy.

Question 5 - Would you teach again during Winter Session? Why or why not?

Would you teach again during Winter Session? Why or why not?

Yes.

Yes

Yes. To me, a critical component of my interest in teaching this course again during Winter Session is receiving access to work with a team of highly-qualified and -experienced instructional design professionals who have helped me in matching the pedagogical components of the course with online instructional strategies for effective student learning.

Yes, I would. The structure of my online classes fit well with the needs of the session, and it was a pleasure to work with the World Campus staff.

Yes. It provides students an excellent alternative to help them balance their study schedules.

yes- it is wonderful to be able to help students to get a head start and graduate on time.

I would teach again during the Winter Session. I think it was a good experience to see how to effectively strategize for a shorter session.

Yes.

Yes.

Yes, I would teach Winter session again. The students are very motivated and do better than my regular semester students and my summer session students.

Yes. I feel it is important to give students ample opportunity to complete course activities.

Yes, for the course I have been teaching. Not all courses are suited to the short time frame but there are others I can think of.

yes, I felt very connected to my students b/c of the short time span and b/c I tended to "hover" to be sure they were on track. The students all successfully passed the class so I think it is a good format.

Yes. Maybe it is just a fluke, but I had far fewer students who failed to participate or participated haphazardly than usual. Also, the grades earned were, the most part, outstanding.

Yes, definitely. It does a great service to our students in reaching their graduation goals.

Absolutely.

Yes. It does fill a need for students who are trying to take a prerequisite for Spring. I would argue that it's more appropriate for 1-credit than 3-credit courses.

Yes! The group of students I had seemed to have self-selected to be very organized and motivated. They did a lot of work in a short time and met my expectations.

Question 6 - Please share any additional comments with us.

Please share any additional comments with us.

Thank you for this experience. The vast majority of the students in both of the classes I taught did incredibly well and it was a pleasure to work with them and with World Campus staff.

I think it would be more challenging to me to manage the grading work if I had more students (closer to an expected class of 70 like I typically may have in a full semester), but I think it would be a good class for 30-40.

Will be migrating the course to Canvas this summer session one. Will teach the course again in the fall. By Winter Session 2021, I'm hoping to have all the wrinkles presented by the migration to the new LMS ironed out.

The reality of the winter term is that with an online class, they really have from December 13 to January 15 to study the materials and take exams (and write their papers). We technically call it a 15 day course of studying, but in reality they have a little over a month to complete the curriculum. I see this as a positive. My students generally did better than my regular sessions and were highly motivated.

Thank you for all your support to World Campus team!!

Appendix C - End of Course Student Survey

Question 1 - Which course did you just complete?

| # | Answer | % | Count |
|----|-----------|--------|-------|
| 1 | ACCTG 201 | 12.27% | 46 |
| 2 | ACCTG 202 | 7.73% | 29 |
| 22 | ACCTG 503 | 6.13% | 23 |
| 23 | ACCTG 505 | 1.60% | 6 |
| 24 | BA 300 | 10.40% | 39 |
| 25 | BA 310 | 5.60% | 21 |
| 26 | BA 323 | 4.53% | 17 |
| 27 | CLASS 120 | 2.13% | 8 |
| 28 | COMM 371 | 8.27% | 31 |
| 29 | ECON 101 | 0.80% | 3 |
| 30 | ECON 102 | 2.40% | 9 |
| 31 | ENS 388A | 1.87% | 7 |
| 32 | FIN 240 | 2.13% | 8 |
| 33 | MUSIC 151 | 6.93% | 26 |
| 34 | NUTR 201 | 4.80% | 18 |
| 35 | PHIL 329 | 3.73% | 14 |
| 36 | PSYCH 350 | 4.80% | 18 |
| 37 | PSYCH 351 | 4.00% | 15 |
| 38 | RTM 404 | 1.60% | 6 |
| 39 | SOC 101 | 7.20% | 27 |
| 41 | WMNST 102 | 1.07% | 4 |
| | Total | 100% | 375 |

Question 2 - I am currently:

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|-----------------------------------|------|------|------|---------|------|-------|
| 1 | I am currently: - Selected Choice | 1.00 | 6.00 | 1.12 | 0.53 | 0.28 | 384 |

| # | Answer | % | Count |
|---|--|--------|-------|
| 1 | An SDSU student. | 92.71% | 356 |
| 2 | A student at another school. (Provide name below.) | 5.47% | 21 |
| 4 | Returning to school. | 1.04% | 4 |
| 5 | Not enrolled in school. | 0.52% | 2 |
| 6 | None of these options apply to me. | 0.26% | 1 |

| | | | |
|---|-------|------|-----|
| | Total | 100% | 384 |
| A student at another school. (Provide name below.) - Text | | | |
| Cal Poly Pomona | | | |
| University of Southern Denmark | | | |
| San Diego Christian college | | | |
| Grossmont College | | | |
| NAU | | | |
| The University of Alabama | | | |
| Missouri State University | | | |
| Roger Williams University | | | |
| Bryant University | | | |
| CSUSM | | | |
| DePauw University | | | |
| University of Maryland | | | |
| San Diego Christian College | | | |
| Moore college of art & design | | | |
| Tennessee State University | | | |
| Meredith College | | | |
| University of Maryland | | | |
| TCNJ | | | |
| Bryant University | | | |
| Somewhere | | | |

Question 3 - What is your class level?

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|---------------------------|------|------|------|---------|------|-------|
| 1 | What is your class level? | 1.00 | 6.00 | 2.92 | 0.97 | 0.93 | 384 |

| # | Answer | % | Count |
|---|--------------|--------|-------|
| 1 | Freshman | 6.77% | 26 |
| 2 | Sophomore | 26.04% | 100 |
| 3 | Junior | 39.06% | 150 |
| 4 | Senior | 24.74% | 95 |
| 5 | Grad Student | 2.86% | 11 |
| 6 | Other | 0.52% | 2 |
| | Total | 100% | 384 |

Question 4 - What is your current major?

| Major | Students |
|--|----------|
| Accounting | 48 |
| Accounting - Financial Reporting | 1 |
| Accounting (Taxation) | 1 |
| Accounting and Chinese | 1 |
| Accounting/Political Science | 1 |
| Advertising | 1 |
| Aerospace Engineering | 6 |
| applied math | 1 |
| Athletic Training | 2 |
| BA Marketing | 1 |
| biochemistry | 1 |
| Biology | 6 |
| Biology/Zoology | 1 |
| Business | 10 |
| Business Administration | 6 |
| Business Administration - Financial Services | 1 |
| Business Administration - Management | 2 |
| Business Administration with an emphasis in marketing | 2 |
| Business Management | 10 |
| Business Management with emphasis in Human Resource Management | 1 |
| Business Marketing | 7 |
| Business Undecided | 1 |
| child development | 2 |
| Civil Engineering | 1 |
| Communication | 16 |
| Computer Engineering | 1 |
| Computer Science | 7 |
| Computer Science, but switching to Accounting | 1 |

| | |
|--|----|
| Construction Engineering | 2 |
| criminal justice | 7 |
| Criminal Justice & Psychology | 1 |
| Econ | 11 |
| education | 1 |
| Electrical Engineering | 1 |
| Eng | 1 |
| Environmental Engineering | 1 |
| Environmental Science | 2 |
| Fashion design | 1 |
| Finance | 24 |
| Finance, Psychology | 1 |
| Financial Services | 1 |
| Food and Nutrition | 4 |
| General business | 8 |
| General Marketing | 1 |
| Graduated double major economics and arts management. | 1 |
| Health communication | 2 |
| History | 1 |
| Hospitality | 3 |
| Hospitality and Tourism Management | 7 |
| HTM emphasize in hotel operations | 1 |
| Human Biology | 1 |
| Human Resource Management | 3 |
| IB | 1 |
| Information Systems | 2 |
| Interdisciplinary Studies | 6 |
| International Business | 9 |
| international business french | 1 |
| International business in Spanish and Latin America | 1 |
| International Business with Emphasis in Spanish and Western Europe | 1 |

| | |
|--|----|
| international econ | 1 |
| International Security and Conflict Resolution | 1 |
| iscor | 1 |
| Journalism | 1 |
| Kinesiology | 18 |
| Kinesiology - Exercise Science Generalist | 1 |
| Kinesiology - Fitness Specialist | 2 |
| Kinesiology (Pre-PT) | 7 |
| Kinesiology Athletic training | 3 |
| Linguistics and Japanese | 1 |
| Management | 2 |
| Management Information Systems | 5 |
| marine bio | 1 |
| Marketing | 16 |
| Marketing (IMC) | 3 |
| Math | 2 |
| Mechanical Engineering | 7 |
| MIS | 5 |
| Music Technology & Audio Design | 1 |
| Nursing | 3 |
| Nutrition | 1 |
| Operations Management and Business Analytics | 1 |
| physics | 1 |
| Political Science | 3 |
| Pre economy | 1 |
| Pre-Business Finance | 1 |
| Psychology | 24 |
| Public administration | 3 |
| Public health | 2 |
| Real Estate Pre Major | 1 |
| Social science | 1 |

| | |
|--|---|
| Sociology | 3 |
| Software Engineer | 1 |
| Spanish | 1 |
| Statistics with an emphasis in Actuarial Science | 1 |
| sustainability | 2 |
| Undeclared | 3 |

Question 5 - Would you take another Winter Session course?

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|---|------|------|------|---------|------|-------|
| 1 | Would you take another Winter Session course? | 1.00 | 2.00 | 1.15 | 0.35 | 0.12 | 384 |

| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 85.42% | 328 |
| 2 | No | 14.58% | 56 |
| | Total | 100% | 384 |

Question 6 - Why or why not?

Why or why not?

I love accelerated courses, especially online courses. I'm not doing anything over break anyways might as well get a class or two done

I was bored over winter break and it was a something that kept me occupied but was not too strenuous

Knocks out units

easy to follow, not too fast paced

Considering I was only one course away, it made it so my entire plan was not thrown off. It was only one course, I am glad I could take the course. I also found I learned a lot in this short period.

Can't beat finishing a class in a month. No matter how much work it causes.

Good to learn

Too fast too little of time

I would because i am meeting the graduation requirements faster

I feel as though it was very doable and well organized.

Faster

Easier to understand format and lets you catch up on classes and credits.

I enjoyed the ability to learn a class at a fast pace and be able to get ahead in my studies.

It was so challenging

Yes it was at a good pace to stay focused. Nice to get over with.

Cordero was a fantastic professor. If there are any other Professors like her, I would consider myself lucky to take them next Winter. Please make the Winter courses cheaper though. The cost would be a factor as to why I might not take a Winter course next semester.

It will help be be ahead of my classes

Fast and simple

Was a good way to get through a gen ed class

Got ahead

Even though it's a semester's length of information crammed into a few weeks, I still learned very efficiently and it was not as hard as I thought it would be considering.

Efficiency

Quick course

Convenient

Well structured

I liked how short the course was and how easy the flow was. I did learn a lot in a small amount of time.

It was very helpful

Because they help with credits towards my degree

My course was all online and it allowed me the flexibility to complete 3 units while traveling the states with my family.

I will graduate on Spring semester.

It was easy to do on my own time and accomplish another course in a short period of time.

i enjoyed the timing of it

it is nice to get credits not during usual school time

graduating

Very fast paced and challenging but worth the effort. Helped me save time so I can get ahead with my classes and graduate on time.

I like the option of completing a 15-16 week course in quarter of the time.

cheaper than an actual class for out of state

Keeps me on track - lightens my load and stay focused

It was fun and I learned a lot without feeling overwhelmed over the break.

Because it means I don't have to take a summer class

I like to get things over with

It was quick and convenient

It's cheaper and I think it's better since you can spend your time studying instead of doing nothing.

It was an efficient way to take care of a neccesery course

Easy way to knock out classes

the teacher made the class way harder than it needed to be

The winter session course really saved my time.

I would be okay with taking another Winter Session course if I traveled less than I did this winter.

it was easy to keep up with

The Winter Class is too expensive.

Because I will take regular semester

This one was amazing

Got it done fast

This class section provided for me an option to finish last minute requirements that I would not have been able to complete without it.

If there's a major course offered in the winter, then I'll take it in order to finish it ahead of time before graduation.

they are convenient

it's a fast way to learn a semester worth of content

It is too busy to complete

It is challenging but I go at a faster pace but it goes by faster

It's a lot of work in a little time

I think it was very productive and efficient.

I like online format

I am graduating! yay!

It was nice to knock it out.

I loved it and it helped me with my class load

It was fast but I would be more inclined to take another if the prices lowered slightly.

I have taken Winter courses the past two years and have absolutely loved it. The ability to get ahead in units over such a short time period is worth every penny for me.

Because it was manageable

I enjoyd keeping my studies even on break and it helped me not to miss a semester.

Credit for classes I don't have time to enroll in during the school year

I liked it

To get ahead

It was quick and easy to focus on

It was a lot of work but worth it to get a class out of the way

Good professor.

It kept me productive throughout the break.

Quick and easy to navigate

It was very convenient and everything was organized very well. Instructor was very helpful whenever I had any questions.

Easy

I enjoyed how quick it was to obtain the credits and I liked the style of the online class.

It was an easy way to finish class requirements during the break to relieve some scheduling stress for spring semester.

It was nice and fast paced and kept me interested.

I'm not doing anything over break so why not keep learning.

I'm graduating in May

I enjoy the fast pace and clear organization of winter session classes.

fast paced

efficient and fast way to achieve credits

I have 2 jobs in addition to attending classes part time and I really the break in between semesters to have any time for myself.

It depends. This 1 unit class felt like a 3 unit class.

It was very convenient over winter break!

The shorter class length made me more motivated to do things in a timely manner and devote more time per day to do work

Because I am all caught up in classes and on time to graduate in 4 years. If I fail a class then I will.

It's too short time

Even though there are some things I would change for the class, it was structured pretty well for it being only being 4 weeks.

I thought they were long days, but I was more involved.

I had a great experience.

So I could earn more credits towards my degree faster

Offered me a chance to focus on one course at a time.

I loved how the course was taught and it was quick.

It wasn't rushed and was good to knock out a class in a shorter period of time

Very organized and efficient way to stay ahead on courses. These winter courses are always worth my time which is important.

Focused on 1 class only

I would take another class if I gave the time during winter break to manage assignments at the accelerated speed.

It was a convenient relatively unstressful way to get additional credits to be able to graduate with both degrees in 4 years

I like the fast paced environment. No downtime. Everything is fresh in my head when I take tests.

Allows me to take non-major related classes outside of normal semester, freeing up space to take major classes.

too difficult

It was a great way to complete a necessary requirement in a short amount of time and in a focused manner.

It's a great way to get a "crash course" of a full semester course. It helps out the people who are trying to graduate this spring but need to take a class or two more without overloading their spring schedule.

easy

Well organized and easy to follow

It was very quick and convenient

It is too much content in a few weeks.

Good way to get ahead as well as saving money for International Student

I think different courses can teach me different knowledge. Also, I enjoying learning.

Too hard. My holidays sucked.

This course was put together ver well. I was able to learn in an organized manner.

It's a great way to get a class out of the way in a short period of time

I loved getting to take the class on my own time from the comfort of my home over the break. I felt like I learned so much more over the winter teaching myself and going at my own pace then I did the first time around in Econ in person at SDSU (this is my second time taking the course).

It is fast and convenient

It fit into my schedule and I liked being able to take less units in the Fall.

I like it

It was extremely convenient and very educational

I like short term and online courses. With a short term you're mind is not wandering between multiple different subjects.

It faster to complete and working at my own time. Also less expensive !

enjoyed it- got ahead-saved \$

Easy to do from anywhere

Helps me to graduate faster

if i have time

i will be graduating after fall 2020

It was fun to keep myself busy, while trying to increase my GPA.

I enjoy the fast pace course and how everything is outlined well throughout the course. All the due dates were posted on Blackboard prior to the start of the course. This made it helpful to plan the assignments and when I would complete them.

because it is shorter and I can still do it from home if it is online

Good way to lighten up semester course load

It is very time consuming but you get the class over with in a few weeks rather than 5 months!

Its convenient

It is a convenient way to get GE credits and I don't have to worry about out-of-state tuition.

faster and a little easier

It was very helpful to fulfill a GE and I felt that I have learned a lot in a course such as this.

I would only take one if I had to in order to lessen my workload during a Spring or Fall semester. The workload was a lot to complete in such a short time and I felt extremely overwhelmed. I did not have enough time to soak in the information presented to me.

It was fast pace

It was a great course to complete in a month

I enjoyed the pace of the class. I think this winter session was extremely helpful in receiving extra credits in a fast amount of time.

I feel like it was really rushed but I might consider it.

I thought the course was very well organized and my teacher was fast at responding when I had any questions.

Because I am trying to graduate in three years and taking a course over winter break allows for me to not have to take so many during the regular semester and summer.

I would take another Winter Session course because its a quick way to get some of my general education courses completed.

If I had the need to, I certainly would. I find it to be very well put together. The material wasn't overly exhausting to where I couldn't keep pace. But I also felt that it was extremely informative.

The simplicity and availability to take a course online makes Winter Session an attractive option to get ahead on my classes.

I like the lay out of the courses

It was challenging but I enjoyed the fast pace of the course, I learned very interesting material in a very short amount of time which I rather than throughout 4 months.

I am looking forward to improve myself and fulfill the graduation requirement of my degree

Because it helps a lot in my future.

enjoyed the pace and well organized.

It's hard to get high marks because of the tight schedule

I would

It was quick and efficient

It was very effective in learning, yet I finished a class in 2 weeks

Allows me to focus fully on one class and help my GPA in order to get me ahead for the next semester.

It was very interesting and very accessible from my own home

Very conducive for my work schedule

I prefer online courses and seem to be more motivated and intelligent this way.

I am graduating in the Spring

Good time to get a course out of the way if you aren't busy during the break

Very straight forward and “rips off the band aid” for busting out a GE

It was effective and a good use of my time over the break

Ensures graduation sooner due to being behind in credits.

If Professor McHan teaches another winter session course, I absolutely would take it. It was organized spectacularly. He gave us enough time in a fast paced course. He was kind and understanding, and the assignments actually helped understand the material. I cannot speak higher of this course.

Conveniently organized and friendly in regards to respecting holidays

I liked taking an online course and how it was set up

Fast paced, kept me on track to focus solely on one course at a time.

I liked how short the term is

too compact

Efficient time use, gaining credit

This course was very condensed and rushed and I did not learn much except how to continually stress myself out.

I love the short, fast paced classes. I learn much better with shorter classes.

It's too rushed for me.

I enjoyed focusing on one class.

I really like the fast paced structure of the winter session course.

was my last GE so I won't need to take another, but it was a good way to get a class out of the way that I don't want to have to spend time on during semester and major courses.

to complete course credits

To get through my credits

It was nice to get a credit out of the way

I don't need to

Quick, efficient

Although it was very fast paced and demanding, I was still able to retain valuable information and get a good grade.

This course was great and timely to complete while still enjoying break.

to get ahead, if i need to

Given the course, it was manageable. Although not ideal, I personally would like to never take a winter course again, but I would recommend if trying to get a class out of the way.

I enjoyed the fast pace of this class and the ability to do it at my own speed.

Clear some GE's

It was convenient to do while traveling

I love the fast pace as well as the convenience of it being fully online!

Too much work

I enjoyed it a lot!

Very convenient way to earn extra units, course was well taught and easy to fit into a winter break schedule

It helps keep me focused while on break so I can get back into Spring semester with ease. Also helps me get further on my educational plan

I thought the work load, schedule, and dates were very manageable and beneficial to my SDSU career.

It was nice to get ahead at a faster speed.

It was a great way to complete an entire course within a short timeframe that did not overwhelm me as many semester long courses do.

It was efficient

I was able to go at my own pace which allowed me to absorb the material more effectively.

Quicker credit completion

I enjoyed the course and thought it was a good use of time I had available. I do wish there were more offered courses however

I liked the setup of the course and homework!

fast

I would because it helps me graduate faster.

Easier than regular class

Want to ensure my GI Bill benefits will last for my spring and fall semesters

Very flexible scheduling

These courses require a lot of work in a short amount of time but typically leave out all the extra stuff like quizzes, busy work, etc. You do HW to learn and take a test on what you've learned. I loved it. Was able to stay more focused throughout the online class knowing it'd be done quickly. They're also an easy way to get an extra course complete if you need it before the next semester like I did. All I needed was econ 102 to finish my GEs and move into upper division classes. This winter session allowed that to happen.

It was very convenient for my schedule and helped me get ahead in school!

It was a quick couple weeks and allowed me to knock out a class that I needed for my major.

I shouldn't need any more electives to finish my Undergrad course load.

it was an easy way to knock out a GE

Easy to get ahead

Got the class out of the way

It was helpful and quick

It was good

I was able to learn better with just one course.

It was quick, and effective

Because you can concentrate on one course, which is good especially if there is a lot of reading and writing involved.

I liked being able to do it at my own pace, but also the deadlines were quick so it forced me to stay on track not too bad

Loved it! Very easy to follow along and keep up with.

IT can save time and focus on one class.

Not too hard and less classes during the normal semesters

They are very organized and allows me to focus and really learn since I'm only taking one class.

I enjoy being able to focus purely on one course. Even with the short amount of time (1 month) I felt I was able to grasp all the concepts. Everyday I was doing homework/reading for 5 hours a day. It was a challenge but I'm happy I took the course. I felt like I retained the knowledge better than some of my Fall semester classes.

This was my last required course. Now that it is done, I've graduated.

I could manage on my own time

I will graduate in May 2020

All I left are the major classes

Yes because it is beneficial for me to learn.

It allowed me to get one step closer to graduation and to lighten my load for spring by a bit. Hopefully I can use that extra time to get a job.

Helps move towards graduation

It was a good class

Quick and efficient!

Because it was a great winter online session with reasonable cost.

credit

Don't need to

I see there are one course that we can chose.

The brevity of the course is so convenient to those who work full time and maintain families or take on caregiver roles. Some content is absolute misery and to students who suffer from anxiety, PTSD or depression, dragging it out for 4 months can be detrimental to our health.

It is very fast-paced and very difficult. I feel like in the time given, the material can be hard to process and although my teacher was great I most likely will not do this again.

So nice to get a class out of the way in only 4 weeks!

Not sure because it's very fast

GOOD PACE

IT ALLOWED ME TO STAY AHEAD OF MY MAJOR.

I will do what I must to fulfill my minor in psychology and graduate on time.

quick, convenient

It was easy to fit into my schedule over the break.

they are a great way to get ahead or catch up on credits

I thought the way it was taught was still very conducive to my learning and that I was more inclined to better research topics of interest.

It worked well with my schedule.

get credits done!

I would take a winter session course again because it was organized very well which enabled me to efficiently work on the class material. It was also a helpful way for me to stay on track in regards to taking classes.

I would

Easy

Because I am able to have more space for my classes during the fall and spring semester

It helps get ahead in credits.

It is not a good setting for me to take a class. Too much information in a small period of time

I am in BSBA online completion program, and Winter session actually saves tuition cost for me, i wish i was able to take both my upper division GE class during winter session

Helps complete classes

This Winter Session course offered a great way to complete a course I needed for graduation, it was completed quickly, and because I only had the one course, I was able to completely focus on this course and thoroughly learn the materials.

Saves a lot of time

It was very organized and everything was clear and straightforward. Due dates were also reasonable.

I like the vibes. Even though it is hard I would do it again.

It's cheaper than Summer Session

Convenient way to get units

time is too short

Help me a lot of use my free time to study

Fast paced, but manageable to save time.

It was straight forward, the schedule was easy to follow, and professor was interactive.

Time for me is very important. A winter course is an opportunity to learn taking advantage of time

short time frame, don't have to worry about other classes

It allowed me to get units completed

It was pretty fun, you can always rewind the lectures since i am a slow listener and writer.

It was nice to get credits out of the way online over break, I would not take a class this difficult over a break again though.

Good time to take a class

It was a quick way to get a needed class completed

Convenience and access to great professors

It is accelerated, but you still learn.

Because I am graduating in May 2020

To finish a class faster

I like how it a short class that you can get out of the way.

I feel like I need the few week break to just relax after the previous semester.

It is convenient.

I was going to take this class in the spring anyway so doing over winter allowed me to open up my schedule.

helpful for credits

It helps with credits

It was a great way to get a class done in a short time period and ease up my class schedule for next semester.

It was a good timeline and a class I would need to take eventually, anyway.

It was very convenient and efficient.

Quick way to get credit

I enjoyed completing a course within just a couple weeks.

Too expensive

I would take another 1 unit winter course because it was not too heavy of a workload.

Extremely stressful and chaotic. It is difficult to keep up with assignments and tasks that are due. Using Respondus Lockdown Browser seemed to freak me out more than taking the actual test.

It is too short of a time period (for me personally) to effectively be able to retain information and perform well.

I think that the cost of the course and the fast pace studies outweigh the benefits

I enjoyed the pace and the materials and was able to keep up my pace.

I like that it was fast paced and finished in a short amount of time

I can have all my focus on one class

I liked that I could work at my own pace and did not have to wait to complete assignments.

Didn't want to

Because i have learned a lot in a shot period of time. Very efficient process

I would take another Winter Session course because I found it very helpful and interesting to learn new things over break. Also, I enjoyed only focusing on one class.

This was a very nice, effective, and relatively easy way to learn a new subject and obtain more credits. I could do it on my own time and I think the class was taught well.

It was quick

Very convenient

It's a great way to satisfy graduation requirements in less than a month.

I like the ease of it

It was concise with information offered and allowed me to accumulate more credit for my major

It was a well paced class

This class was well laid out and was easy to follow. It was faster than a regular semester but gave you the same about of information as a regular semester.

It is a way to keep earning credits towards my major and will allow me to have lighter regular semesters.

it saves my time to work on another course during the spring/fall semester

I have enough credits

I like to get ahead

Because I can do it online and still go home during break! It's also very helpful, and can help me move on with my GEs.

Good time to get short 1-unit course requirements out of the way

It is an easy way to get credits, without the stress of other classes

it gives me the opportunity to do classes in the winter and fewer classes during the regular semesters. in other words it gives me more control over the pace of my studying and completing classes.

Yes because its short classes in winter session.

Amazing

Amazing & easy

Saves time

It was greatly paced and it is helping me make progress towards graduation

Winter break is so long and the online classes are concise and gives you something to do over break. Plus, it doesn't take up your whole break, so you'll still have plenty of time to relax.

Cus they're super chill and you don't have to have useless homework assignments that come along with a regular class

Good way to do GEs

They are perfect for squeezing in credits and are very informative.

We have a long winter break and I have enough time to spend with my family/friends as well as take an online course.

It was fast and easy!

I learned a lot, while allowing myself to graduate a year early.

It is easy and gets drawn-out classes out of the way.

Since I have a double minor, the winter session courses allow me to complete GE requirements and stay on track to graduate in 4 years. I like the fact that the course is online and can be completed rather quickly.

I will already be graduated by the next winter session

Quick class introduction and content uploaded, just needed few weeks for finish the class.

You only deal with one class.

easy way to get more units

It was interesting and flexible with my schedule

they are short

It makes it easy to catch up on credits if you are behind from switching majors

I am finishing undergraduate school in three years, so I need to take as many units and classes as I can, which is why I took a winter session class.

Very convenient and helpful to fit in schedule

Have more time to study.

Easy

I loved that I could complete each module on my own time and convenience as well as that the teacher communicated everything very clearly especially the time frame in which he expected everything to be completed.

Too expensive

Interferes with travel, prefer in person classroom setting for more effective learning

Fulfilled credits I needed, i enjoyed the format

Complete more units

Question 7 - Why did you enroll in Winter Session? (Select all that apply)

| # | Answer | % | Count |
|---|---------------------------------|--------|-------|
| 1 | Met graduation requirements | 33.28% | 215 |
| 2 | Required to make up a course | 6.97% | 45 |
| 3 | Convenience | 32.04% | 207 |
| 4 | Shorter term and less expensive | 21.67% | 140 |
| 5 | Other | 6.04% | 39 |
| | Total | 100% | 646 |

Question 8 - Do you feel you had sufficient time to complete assignments and work for this course?

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|---|------|------|------|---------|------|-------|
| 1 | Do you feel you had sufficient time to complete assignments and work for this course? | 1.00 | 2.00 | 1.08 | 0.27 | 0.07 | 384 |

| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 91.93% | 353 |
| 2 | No | 8.07% | 31 |
| | Total | 100% | 384 |

Question 9 - Did you receive adequate support from your instructor?

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|--|------|------|------|---------|------|-------|
| 1 | Did you receive adequate support from your instructor? | 1.00 | 2.00 | 1.05 | 0.22 | 0.05 | 383 |

| # | Answer | % | Count |
|---|--------|--------|-------|
| 1 | Yes | 94.78% | 363 |
| 2 | No | 5.22% | 20 |
| | Total | 100% | 383 |

Question 10 - Select all of the services you used during Winter Session:

| # | Answer | % | Count |
|---|---|--------|-------|
| 1 | Student Advising Center | 4.35% | 17 |
| 2 | College Advising Center | 1.02% | 4 |
| 3 | SDSU Writing Center | 1.28% | 5 |
| 4 | Math Tutoring | 0.51% | 2 |
| 5 | Library Services | 5.12% | 20 |
| 6 | Student Ability Success Center | 0.77% | 3 |
| 7 | Student Help Desk "The Hub" (Blackboard and Tech Support) | 6.39% | 25 |
| 8 | None | 80.56% | 315 |
| | Total | 100% | 391 |

Question 11 - How could we improve the Winter Session? (Given that we can't change the compressed time frame or make courses financial aid eligible)

How could we improve the Winter Session? (Given that we can't change the compressed time frame or make courses financial aid eligible)

Make the session a part of spring so that financial aid can be eligible like most community colleges do.

It was confusing that it is through SDSU world. I had a hard time finding the class and did not know I could register for it until the night before. I also do not know how to see the grade I got through webportal. The only reason I saw my grade was because it posted through my degree evaluation.

I do not see how a course can be improved. There could be a quick guided lecture for reassurance on the information. I found that when it came time to the zoom meetings I had no questions and if I did I could look through the textbook or the support on the programs.

There is nothing that I would recommend improving

Add an online upper division RWS course

Offer more courses.

More meetings

I think everything was perfect

| |
|---|
| Make the overall cost cheaper please. Provide more course options please. |
| A wider variety of classes to chose |
| Easier direct communication |
| The course I took during Winter Session was great, so I don't have any complaints. |
| It was good and there is nothing to improve |
| I thought it was run well |
| I think it would be a good idea to allow more course choices for students who are interested in taking winter courses. |
| More exercise |
| I think it is ran efficiently |
| i thought it was good |
| Shorter accounting cycle projects and shorter extra credit assignments. Found myself struggling to finish those on time even when completing the module early. Have the "hint" videos on all assignment questions because those helped A TON in understanding the material. When I didn't have those as an option and I didn't understand the question I had to do a lot of googling, watch YouTube videos, re-read the book, and go back to previous chapters for clues which was frustrating, time consuming, and not accounted for in the course tools. Since we are lacking full on instruction and in person class it's harder to learn subjects like these so the videos were key in my ability to understand the material. |
| Earlier access to course materials would be appreciated. Students will have even more time to begin working on the course requirements. |
| make the instructors have more video lectures |
| I would make students practice more on themselves and each other on stretching and machine fitting....and have the trainers show hands on to every single student how to correctly perform the stretch. Make students work in pairs at all times which was done pretty consistently. We learned a lot from working together. |
| Encourage professors to be more helpful |
| To be honest, the work load is heavy since it's my first time. Other than that everything is fine. |
| Nothing |
| Make the course load more reasonable for the time frame |
| It was honestly perfect, no need to change anything. |
| I would add more class sections. |
| No suggestions at the moment. |
| Seems fine to me |
| nothing |
| More information before registering. Nowhere was it stated how many credits the course was (only units), and it took a little more than a month for SDSU to answer. |
| No idea |
| It was fine but maybe have the final a day apart from the last quiz |
| More graceful and understanding towards students |
| It was great. |
| Very good, no need for improvement |
| A 75 question final that is all math problems in 2 hours is insane. This needs to be reevaluated. |
| Offer more lower division GEs at a cheaper price. In hopes of students being able to focus more on their major courses during the semester. |
| It was fine as is |
| It could be financial aid eligible to more of the students since financial aid is eligible in summer classes. |
| It's perfect |

It was great! No fixing needed

Add more classes when they fill up. I wanted to take another one but was waitlisted and couldn't get into it.

The course was fine and needed no changes.

maybe make more classes available

No improvements necessary.

Make course materials less expensive. I don't think we should have to pay for a \$150 book for a semester that's only a quarter the length as normal.

I'm not sure if there's anything the CES can do to change the Winter Session it really depends on the professor and how they structure the course.

Nothing.

A provided study guide for finals.

link students that are taking the same class to give them the opportunity to form study groups

This should be considered a 3 unit class because the amount of work needed is based on a 3 unit class.

amazing!

Nothing

I think it is good

For this class specifically, I would say that there should have been a test at the end of each week with consisting of 3 chapters of work instead of doing 2 tests where each test was on 6 chapters of content.

I do not know how it could have been better.

N/A - I thought it was great.

Overall had a pretty positive experience, so I cannot think of a way to improve the course, given the time frame.

Later start time

Less work

I honestly like it.

more time on test

Having New Year's Eve as a recognized no-school day may be helpful.

N/A. The course is great for it's compressed time frame.

I think its fine

Reduce just a bit the content.

More achievable assignments which accounted for students who are travelling outside of the USA who sometimes cannot complete the assignment due to various reasons

I suggest adding more interaction with teachers and classmates.

I think making it more known to students specifically HOW to sign up and whether or not they are able to retake a course and have it count as course forgiveness. I was sent to three different offices before I actually got some clear answers on winter courses. Everyone kept telling me the same thing "I don't know its not run through SDSU go to the office."

No work days on the weekends (Saturday and Sunday)

I liked it

Emails from the professor would be helpful especially as reminders since Winter is a busy time.

Not sure if RWS 305W is available in winter session but if it isn't, it should be available.

don't use this teacher- awful. does not communicate what is expected-

ha 323 is a tough class for such a short period

I think the structure and assignments on this course were perfect. Not crazy time consuming na but you did need to give yourself time to think and complete the assignments correctly and effectively.

Don't change a thing!

have a service open that deals with technical difficulties

I understand the time frame can't be changed but if it's possible, it would be helpful for the instructors to send out information maybe a week in advance in order for students to adequately prepare their schedules for the upcoming workload.

I thought it was great the way it is.

Nothing to say here.

I thought the accounting 202 session with professor Jones was very well organized and I see no improvements needed for the class.

Maybe add more classes.

To improve the Winter Session it would be more convenient to be able to take more than three units.

Along with our instructor's introduction videos, maybe our instructor could review problems that go over the core concepts of each chapter.

The Winter Session courses could be improved by providing an example of a course timeline before registering for Winter courses. I believe this would further mentally prepare a student for the coursework and help them decide if their life schedule would allow them to take this course.

Please improve the visual design of the mail system, we tend to miss it in numerous buttons.

The course is interesting.

It is good now.

Due to the time constraint I would recommend utilizing free open source texts for students that may have difficulties getting textbooks quickly.

everything was well put and organized, I would not change anything

I love the winter session I wouldn't change it

Considering it is an online class it should not be so expensive.

Maybe allow for students to communicate with other students in their classes for help

library access other than the 24/7 area

You could improve the Winter Session by making it an option to virtually connect with students over video calls if needed,

Allow more classes to be offered.

Other than the aid or time, not much. But honestly, if you could somehow get Professor McHan to give some tips to other professors on how to structure an online course, that would be nice. I've taken short term courses in which I felt like I was drowning in assignments given the short time. This course was different.

No adjustments.

more class options

Lockdown browser should allow multiple quizzes at a time

Too expensive.

split it up. a whole entire textbook in one month is extremely frustrating. i felt a lot of pressure and not a lot of results, even though i completed 90% of the assignments.

I don't see any changes needed at this time

a day in between accounting cycle and tests or quizzes.

Have the professors make all the assignments available from the start and not on a daily basis. Since it's a 24 hrs deadline, anyone might have an emergency that could not allow them to complete the daily assignment.

my course was very well done

Use updated material, I wasn't thrilled to be watching video lectures from 2016/2017. Given the \$800+ fee for this class, I think there should be new and updated lectures with more relevant content.

Make the time frame of winter a week longer to give more time in between assignments. One week I had four assignments back to back each day where I had to read a chapter, do homework problems, and take a quiz. This is

while working a part time job. It caused a huge amount of stress and would prefer the assignments be more spread out.

Make more courses available during this time period.

Nothing, it was great.

everything was good

No changes to be made.

Faster response time and grading of assignments from professors

More class options.

Give less homework

n/a, I think it was fine.

I understand financial aid isn't applicable, however I think the courses should be more affordable. At least make the books online or free.

nothing.

I don't think there is a way to improve. This course was really well formatted.

I felt the course was sufficient in time and learning.

More courses offered would be very beneficial.

I honestly think it was a good course!

A way to improve the class is not use the lockdown browser. I do not want to download that and have it on my computer. Stick to blackboard.

I think it was good course and included some days off from assignments for the holidays. Maybe allow 2 classes max per student.

Many teachers and professors like to use their normal syllabus for these classes and it's quite confusing for the students. They (professors) spend more time explain what not to look at on the originally used syllabus than they would if they just created a new syllabus for the winter sessions.

I wouldn't change anything about my course! I liked it

nothing

Make it more interactive and not just watching lecture videos

You can't, it's just difficult because of the short time period.

Less busy work

It was fine as is

None

There was no problem. My professor was well organized and I could tell he taught this online class before.

offer more courses

nothing really

have a few more discussions

Nothing I can think of at this time

The only problem was the test time because of the time difference. I would suggest providing 2 different time for the test so we can choose the one that fit.

Everything is fine

Winter session is a phenomenal option. For this course in particular--I don't like that the professor scheduled his meetings during working hours so I could never join. He also stated that they were optional but yet he stated some very important information that was not stated elsewhere (syllabus, announcements, discussions, ect) that I missed out on when I was reviewing for the final. Accounting is rich in material and the time was just enough to get through the assigned homework, discussions and video lectures, but adding zoom meetings with crucial information to the mix was not ok for students with extremely limited time.

I like it as is

financial aid

NOTHING I LOVED THE COURSE

NOTHING

I have no current insight for improvement.

thought it was perfect

Add more classes to choose from.

I would wait to start it at the beginning of January instead of starting it before the holidays

Require there to be more optional problems for practice.

i honestly have no complaints.

The class is fine

Wouldn't make a change

Provide extra credit or supplemental support for assignments

I think Winter Session provides a great chance for many students who 1)need to finish their degree on time, 2)save tuition cost, 3)clear major, and/or GE requirements in order to register other classes in spring semester.

Keep it like it is. It was challenging, but not too hard, easy to understand, and the pace was fine. If anything, maybe have students review just one recent article about an ethical problem. Two articles was hard since they needed to be original topics (or could be the same topic as one other person's.)

The course is a bit expensive. Hope all the BA courses can be taken during winter

provide more practice tests and not be as strict on the time frames of the exams.

Nothing

Provide a "planned" schedule ahead of time from instructors to see how heavy the workload is.

Worked well for me.

The usage of team work assignments using blackboard needs to be explained better.

offer more courses with bigger class sizes, make it easier to sign up for classes (like through sunspot) and more communication for students on the waitlist

Make it financial aid eligible

Nothing the school can do, but the professors could adjust the courses to be better.

Make it like 3 days longer, felt a little fast paced

Study guides 100%

Nothing really.

It was a wonderful session that didn't put me in pressure at all . I love psychology so I enjoyed it

Maybe provide the textbook online

Idk this class I was really looking forward to but it wasn't that interesting. I think it just probably would have been better to take it in person

I think it has a good design! My class was well organized and gave plenty of time for everything.

I wouldn't improve anything about this course

Offer more classes, any fully online classes should be available.

Nothing

No need for improvement.

Providing examples for each learning aid assignment would have helped immensely.

Make grades available online when they are turned in. It is frustrating to not know what grade that I have in the course.

I don't think that there is any way to improve the course.

I didn't realize that all the services were available. i thought it was all closed during winter so maybe more knowledge being spread would have improved the semester.

Would like to be able to use my person calculator on test.

Nothing

I actually have no complaints. everything was as expected.

You could improve the Winter Session by having more reminders on when tests are due.

Nothing.

Assign less homework materials.

It was well done

Add more courses!

Nothing really. It would be nice if the winter session was a little shorter to have a small break before going into the spring semester. Would not mind having more work in the week to get a little break at the end.

The only way I could think this could be improve would be by adding more courses to the list.

maybe expand the winter session up to the day before the spring semester so we have more time to work on

Everything is perfect

Offer more options

Wouldn't improve anything

make winter session part of the spring semester so that we can get financial aid, it was really hard for me to pay 600 for two 1 unit classes without any assistance. Or make them cheaper... Also let us take more than 3 units! 6 units max so that people can take up to 2 classes per semester if they are regular classes.

Nothing it was awesome

more interactive assignments

Make things as spaced out as possible

nothing

I think it is perfect the way it is

Nothing, SOC 101 was a very straight forward course and I knew exactly what was to come at the beginning because of the schedule.

Add powerpoint lectures for each chapter.

Making the course material less dry.

offer more online classes, especially for common GE courses

More detail information for introducing the winter session.

A longer semester

its fine

Make the professors more patient, kind and understanding.

I think the course I was enrolled in was very clear and nothing needed to be changed

Have professors be more interactive

Question 12 - Are there any additional comments about Winter Session you would like to share with us?

Are there any additional comments about Winter Session you would like to share with us?

If it is possible to view the classes through web portal it would be a lot easier

No everything was perfect for me

Other than the expensive cost and the lack of course options, great job! Y'all run a good program! Professor Cordero was fantastic!

Great professor

Everything was well organized and with the free time because of vacations I could focus in the class since it was in a short term.

What I felt was best about the class was the deadlines for writing assignments and Exams. The professor gave us enough time between certain assignments and exams so that we could read chapters at a slow pace. I liked having deadlines over not having them because it allowed me not to procrastinate reading chapter and fall behind.

Good

a little stressful having exams being the only way to earn points

Overall was a good experience. I found that shorter instructional videos by the professor are a lot easier to follow and reference rather than longer videos. Sometimes felt the workload in particular with the accounting cycle projects were a lot of work and time consuming and often found myself rushing to complete them. Professor was great at responding to emails quickly and helping us troubleshoot issues throughout the course.

Alison Brown is inadequate.

my teacher was awful

It was overall pretty good

Thank you for a wonderful Winter Session!

Can you extend the library hours to 7pm?

I probably would have done better if I would have known how to use blackboard, WebPortal and LockdownBrowser. Next time, maybe include a how to video of how to use such things.

100!

Glad it is available to students.

If more science based classes could be offered that would be amazing!! Or even more upper division GE courses.

Accounting 201 isn't an easy course and less than 1 month frame is really compact to learn but the support and interactive communication of Prof. Deboskey helped us students to keep up with the track of the course and different types of sources(homeworks) provided this course to be more interesting.

Thank you for the opportunity to take such an interesting class!

I'll take another winter session course, if available to my graduation requirements

It was good that we had a few days off for Christmas and New Years!

Thank you to Jaclyn Matt Joseph and Melissa for all the amazing help!

N/A - I thought it was great!

Professor Haddad was a great teacher to take for winter session, and even though it was a winter class, he was still available for us to make in person appointments with when needed.

Great course and I really enjoyed it. The professor was really understanding given it was during our winter break

Loved it!

I enjoyed the fast paced of the class. I liked it overall.

I wish the class materials were cheaper for Acctg 202. After paying a large sum for the class I had to pay approx \$170 more just to get required materials!

I think it is also good to increase group cooperation tasks.

My professor really stayed on top of his grading. Which is great when you are turning in multiple assignments in succession. It's nice to know exactly where you stand as all teachers grade things differently.

Well done

This course was very informative and learned so much. I will actually utilize the information I have received and apply it to my personal financial situations in the future!

Bill Yeager is an amazing professor with tons of knowledge!!

Really enjoyed the class and loved the professor! Will be taking more sociology classes in the future!

I had a very positive experience!

I think I had learnt a lot from this great course! The instructor is busy but she still helped us as soon as she can. I think everything is perfect except the email system.

I like the the courses in winter session

I enjoyed this Winter Session very much!

No it's a good program! Keep this goin.

Please keep this course and Professor McHan teaching it. It's so important and he just does a really good job.

Awesome opportunity to receive credits for a relatively long winter break!

Way. Too. Much. Work. for a winter course. I couldn't do anything. I barely left my house in 5 weeks and I am probably going to get a D anyway. Unhelpful and not worth the stress.

I really enjoyed the semester! I learned so much.

really enjoyed the class and there was a great response time.

Professor MacKenzie is great

Dr. Kern is very knowledgeable and I was able to learn from his nutrition course. However, I strongly feel that the video lectures were off topic at times and would appreciate more updated lectures.

Professor Hadad needs to be more flexible with his tests. Some of us don't have time to sit down on specified days between 3pm and 7pm especially with other requirements going on in our life. Also his lectures do not help at all and he would be better off not posting them and just telling students to read the book. I heard from other students he was not a very flexible person but now seeing it first hand leaves me with a very bad impression of him. If I didn't have to take this winter class, I would have much rather waited for a different professor and taken it during the spring semester.

I really enjoyed my experience.

Although it was a rushed course, it was manageable and slightly interesting.

Lockdown Browser calculator is hard to use.

I enjoyed my instructor very much and am glad I took a winter course.

comm 371 was great and would recommend it

Dr. Hilmer was very helpful in providing us with a plethora of resources to better understand the material. She was very fair and I would recommend her class to others as well!

The instructor was awesome

Great class, awesome teacher!

Make sure you keep offering a variety of GE courses or anything that is offered online.

Great professor!

So far so good

I love it; please do not remove this option from students who desperately need to get their degrees faster and online because of their life obligations. Winter session is truly a blessing.

I have no comments.

really appreciated my BA 300 professor. Lori was a great professor. highly recommend.

The class was engaging and I enjoyed the takeaways I've learned in this short amount of time

no additional comment at this point.

Loved it! Keep offering it.

Thank you for providing these services.

None, course wa fast paced but very informative. I feel I am walking away with adequate knowledge and this course was worth it.

Dr Debosky was amazing and needs a raise. Answered emails promptly and showed he cared.

Did not like that my professor did not provide study guides. When you are learning 4 chapters a week and your quiz is only 16 questions how can you perform well and prepare properly?

Prof deboskey was amazing big thumbs up

I professor is one of the best ones I have ever known .

I do not think that group work for every assignment was necessary. Most of the assignments would have been easier to complete by myself since they are only one page of information.

I feel like I would have enjoyed this class better if I didn't live on the other side of the country. The time zone issues messed me up on several occasions, but that is nothing SDSU could prevent.

It would be really nice if all instructors would follow the structure of my professor if they were to teach a winter class. The professor I had made everything clear and easy to follow.

I know you can't do anything but I do wish it was less expensive

You should keep winter session and have more open sessions because there were a limited amount of classes. Make winter session an extension of spring like most community colleges do so that people who are financially unable to afford the classes can access financial aid.

I think winter session is a great resource and although it takes up a lot of time I think it is manageable and worth the time.

if a course is fully online, why is the tuition still so expensive?!?!

That was a good experience

The instructor was excellent

Question 13 - Select the answer about the COURSE you just completed which best reflects your opinion. The course:

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|----|--|------|------|------|---------|------|-------|
| 1 | objectives were clearly communicated. | 1.00 | 5.00 | 4.45 | 0.90 | 0.80 | 357 |
| 2 | met the stated learning objectives. | 1.00 | 5.00 | 4.42 | 0.89 | 0.79 | 356 |
| 3 | content was current and relevant. | 1.00 | 5.00 | 4.47 | 0.86 | 0.74 | 356 |
| 4 | resources and materials supported my learning. | 1.00 | 5.00 | 4.38 | 0.93 | 0.86 | 356 |
| 5 | met my expectations. | 1.00 | 5.00 | 4.30 | 1.00 | 1.00 | 354 |
| 6 | was well-organized making it easy to follow. | 1.00 | 5.00 | 4.42 | 0.93 | 0.87 | 356 |
| 7 | assignments enabled me to demonstrate my learning. | 1.00 | 5.00 | 4.35 | 0.95 | 0.90 | 356 |
| 8 | assignments were appropriate for the course. | 1.00 | 5.00 | 4.42 | 0.87 | 0.76 | 355 |
| 9 | lectures and presentations contributed to my understanding of the content. | 1.00 | 5.00 | 4.31 | 0.98 | 0.97 | 356 |
| 10 | grading scheme was clearly outlined. | 1.00 | 5.00 | 4.45 | 0.89 | 0.79 | 355 |
| 11 | quality was satisfactory. | 1.00 | 5.00 | 4.37 | 0.94 | 0.88 | 356 |
| 12 | I would recommend this course to others. | 1.00 | 5.00 | 4.36 | 1.03 | 1.05 | 356 |

| # | Question | Strongly Disagree | | Disagree | | Neither Agree Nor Disagree | | Agree | | Strongly Agree | | Total |
|----|--|-------------------|----|----------|----|----------------------------|----|--------|-----|----------------|-----|-------|
| 1 | objectives were clearly communicated. | 3.92% | 14 | 0.28% | 1 | 3.36% | 12 | 31.93% | 114 | 60.50% | 216 | 357 |
| 2 | met the stated learning objectives. | 3.65% | 13 | 0.84% | 3 | 3.09% | 11 | 34.27% | 122 | 58.15% | 207 | 356 |
| 3 | content was current and relevant. | 3.09% | 11 | 0.84% | 3 | 3.65% | 13 | 31.18% | 111 | 61.24% | 218 | 356 |
| 4 | resources and materials supported my learning. | 3.37% | 12 | 1.40% | 5 | 7.02% | 25 | 30.34% | 108 | 57.87% | 206 | 356 |
| 5 | met my expectations. | 4.24% | 15 | 2.26% | 8 | 7.34% | 26 | 31.92% | 113 | 54.24% | 192 | 354 |
| 6 | was well-organized making it easy to follow. | 3.09% | 11 | 1.69% | 6 | 7.87% | 28 | 25.28% | 90 | 62.08% | 221 | 356 |
| 7 | assignments enabled me to demonstrate my learning. | 3.09% | 11 | 2.53% | 9 | 7.58% | 27 | 30.34% | 108 | 56.46% | 201 | 356 |
| 8 | assignments were appropriate for the course. | 2.82% | 10 | 1.13% | 4 | 5.63% | 20 | 32.11% | 114 | 58.31% | 207 | 355 |
| 9 | lectures and presentations contributed to my understanding of the content. | 3.37% | 12 | 2.81% | 10 | 8.99% | 32 | 28.93% | 103 | 55.90% | 199 | 356 |
| 10 | grading scheme was clearly outlined. | 3.38% | 12 | 0.56% | 2 | 5.35% | 19 | 29.30% | 104 | 61.41% | 218 | 355 |
| 11 | quality was satisfactory. | 3.65% | 13 | 1.69% | 6 | 5.62% | 20 | 32.02% | 114 | 57.02% | 203 | 356 |
| 12 | I would recommend this course to others. | 4.21% | 15 | 3.09% | 11 | 6.46% | 23 | 24.72% | 88 | 61.52% | 219 | 356 |

Question 14 - What were the key strengths of the course?

What were the key strengths of the course?

Well organized and the assignments helped me understand the material

The online program made the course very accessible at any hour of the week day/weekend. The project of diagnosing/not diagnosing an individual in a movie was a fantastic way to learn the course material, and overall an enjoyable project. The grading rubric was organized, well thought out, and very fair to the student.

Accessibility

Professor

Everything was well explained

The utilization of quizzes as a learning tool

The key strengths of the course were having a book that wasn't dull and having writing assignments about topics that I could actually engage in and write about.

Well organized, due dates were very clear

Discussions

The professor allowed us to take the course at our own pace, which allowed me to complete the entire course within two weeks.

Detail description

Writing work

The course was followed very well by the syllabus and the professor was very helpful

the professors explanations

Short videos helpful in understand and following the instructions. Smart book was very helpful with understanding key terms and referencing while studying for exams. "Hint" videos were extremely helpful in understanding the connect homework questions. I learned a lot from them. Course was organized well overall.

the music

Hands on Group learning

I'm not sure

Improved my writing

It's organized

Everything was easy to understand

The presentations and lecture videos she posted to correspond to each chapter.

Good content, easy to do one my own time, and straight forwrd lesson plans

Instructor was very informative and organized!

The instructors were there to help you as needed.

everything

well organized

The layout- for an SDSU everything was simple and it was not complicated to do.

Instructor clearly outlined due dates for all assignments/tests. Very easy to follow so students were aware of when everything was due.

It was very hands on, I learned a lot.

The topics

Lots of support and communication from our professor. Challenging course material, but did not feel impossible to learn in such a short period of time.

I liked how the course was straight to the point. I got the main concepts. The current events were interesting more video eligibility about the course subject.

Quickness

Not a lot of homework

Lectures

The videos were very helpful and the content was reflected onto the tests.

The class discussions were a great way of getting everyone actively involved in the course material. I really enjoyed the test format in that it was three different essay prompts which allowed for diverse thinking.

The book was helpful and informative, but expensive

I gained a lot of experience in a short amount of time due to the different clients I got to work with.

It had assignments due almost everyday and kept me up to date on all of the material. The youtube lectures were also very helpful.

Clear communication by professor

Convenience

Very interesting information.

The clarity of the syllabus, the directives provided to be successful in this course.

organization and structure

A lot of information was covered in a short period of time without it being overwhelming.

It was a learning experience

The homework helped me to prepare for the quizzes.

very clear and relevant information

Organization of the course

The key strengths of the course was the homework and readings for the chapters because it gives you a better understanding of the chapter and help prepare for the tests.

Hands on experience

The schedule was posted far in advance and it was a guideline for you to follow. This was nice since online classes can be confusing and this allowed me to stay on track and even get ahead.

It was well- structured

Professor Haddad really cares about his students and wants to make sure that we learn the topics.

Short and easy homework

Clear communication and easily accessible Blackboard links within course

The organization of the course was clear and easy to follow.

It uses platforms I am already familiar with as an SDSU student (Blackboard and Connect). It was well organized and well outlined.

The one-on-one experience with disabled clients.

well organized.

Ease of access and how easy it was to replay videos if the topic wasnt understood at first

Videos.

Efficient teaching interesting assignments teamwork

I could communicate with my classmates through the discussion board.

organization and speed of grading

I absolutely loved the professors use of both lecture slides and lessons in addition to Mindtap. I really learned more than I ever did in an in class version of Econ 101 I took last fall. The assignments felt relevant and the BlackBoard was very organized.

Instructor communication and feedback, clear instructions on assignments, manageable given the short time, all work days had the perfect amount of workload

Good class

Very educational, great professor

The course was extremely well organized. It was nice to be able to look at the schedule and see when every assignment was due. I usually dread responding to people in the discussion but they were set up so that everyone would write something different. With every person you got a different opinion to read and absorb.

Communication from professor and always updating materials to start early.

interesting subject

Ability to do it anywhere/at your own time

exam

organization

Everything was self explanatory

The organization of the course and how well explained everything was. All assignments were detailed as to what was expected from us by the instructor.

very organized; gave me ample time to complete

Straightforward what was needed to pass course

Organization

Easily accessible, everything was on my own terms, and it was fun!

transparency and good schedule

The textbook was very engaging and enjoyable!

There were many videos that helped further explain key concepts of each chapter. The homework also helped establish understanding.

Assignments were clear and had reasonable time to complete

the resource and notes provided each day

The objectives were clearly stated.

The organization and quick response time. Professor Jones had every single day outlined on blackboard, as well as a calendar of due dates so I always knew when assignments were due. I also did not have to wait long for any response to any questions I had.

Things we learned about were relevant and interesting not ancient history.

The key strengths of the course were it incorporated a lot of class activity.

Being able to do this at home is honestly a strong key strength for me, also the fact that it was compressed.

The accessibility, simple layout, and presentation of the class.

teacher was very helpful and answered emails quickly

The information I learned was very interesting and applicable to improve my life.

It is very convenient and it offers abundant and useful resources.

The course was flexible and interesting,

Commutation and Discussion boards

The video lectures were extremely helpful and informative

Working as a team when we are all in different places.

Getting a lot of hands on learning to understand everyday work

Practicality

It was set up in a very easy and accessible way

Professor Cordero made the material easy to digest and applicable to life

Updated material, "trendy" topics

online

structure, organization, fast feedback

Provides knowledge of English language

The organization, number and length of assignments, giving us little breaks from the work some days so we could still have the holiday etc, and the professor.

Assignments were relevant and interesting, discussion boards made textbook topics more understandable

Ability to practice several problems to solidify knowledge.

interesting, not too many assignments

information, yet short and sweet

Good organization

The instructor. Nothing else at all.

Everything was self explanatory and not difficult.

very well outlined

Professor had great knowledge on the subject matter and discussions board were really insightful.

very clear expectations and deadlines, communicative professor.

availability of practice work

Knowing my way around blackboard

Informational, quick

The course was well organized and easy to follow. Each chapter followed the same format and had the same requirements. The grading criteria was clearly outlined and very fair.

Fantastic instructor, interesting material.

The writing assignments really made us demonstrate what we were learning, and the video lectures were really helpful and made me feel connected to the course.

the videos provided for each chapter

Easy to follow along and did not require any lengthy reading to take up more time. Directions were always very clear and quizzes were manageable.

The information in the course is relevant to people of all ages. It is something everyone could relate to in some aspect of their life which makes it more interesting

a lot of time to complete the assignments and study

Structure and design

Good time frames and assignments.

organization

The amount of content that we got through given the short amount of time was impressive and was not overwhelming

Organized, everything was clearly stated.

The course tested textbook readings and knowledge very well. There was a sufficient amount of work everyday.

Very organized

I had no trouble navigating this course because everything was clearly displayed. The lectures were very helpful.

Flexibility to complete and submit assignments.

There was a lot of information provided and the teacher went multiple examples for different diseases.

Everything is straight to the point. No extra work, just simply watch the lecture, do the homework, take the test. That's it. It's perfect.

the professor seemed passionate about the subjects and was able to translated it through his course

It was very clear and simple what our assignments were, and easy to follow and learn.

It was essentially self paced. I enjoyed that their was a suggested timeline as a guidance but, there was no penalty for veering from the guidelines, so long as all material was completed by the end date.

professor communication

Instructor knew what he was talking about

The homework was explained well

Nah

Content was engaging. I wanted to know more

Interesting content

supplemental videos to help grasp concepts better
 organization
 supportive instructor
 Professor communication
 there was enough time to complete assignments
 Having real-world issues discussed
 The professor
 Good introduction videos to introduce chapters, well organized, etc.
 Blackboard well laid out. Easy to follow
 Efficient way to study everyday.
 Short & Helpful & Clear
 Short, sweet, and to the point, from the time frame to the lectures.
 It used the existing McGraw-Hill material and that was very organized.
 understanding smartbook and video.
 It was short and the homework was great.
 It was very applicable and showed me how accounting is in real-life situations.
 Laid out in a very organized manner, professor stuck to the schedule set forth at the beginning of the course
 which is always helpful, grading was very quick so students can stay on top of where they stand in the class
 broaden my knowledge of ethics
GOOD PROFESSOR
WELL STRUCTURED AND EASY TO COMPREHEND SYLLABUS
 Interesting course material, including the online lectures and the book's material. Plenty of other relevant
 outside material (ie, links to videos and articles) was provided to contribute to the material for each chapter.
 Fast grading and assignments were spaced out nicely.
 Excellent lecture videos
 I believe that the way the course is organized is very helpful and that the professor was there every step of the
 way if you needed to ask questions. All of the assignments were very straightforward, as well.
 Shortened time frame.
 organization. lectures.
 The professor was really supportive and wants his students to succeed.
 Lecture videos
 Schedule
 clear and organized structure, easy to follow, short lecture videos but to the point
 The instructor support, clearly explained assignments and an outline with assignments and due dates listed very
 clearly and separate from the syllabus.
 easy to follow, interesting videos.
 Structure and clarity.
 The different personality tests.
 The online homework and lectures
 Convenient
 Allowed students to display what they learned through essays that were open ended.
 It focuses on global institutions and how they work for other countries
 The book was well chosen and the professor was amazing.
 If you read everything it is stated very clear, most straightforward course i've ever had.
 No

The hw system

Organization

the links (videos) that were posted are very helpful

Teacher explained very well the assignments, made the class fun, got involved with the assignments as he asked for our perspective and gave us his own

Lecture was clear

Dr. Cordero did a great job with this scheduling this course and always was helpful and responded to emails on a timely fashion.

I learned about finance

I got to learn about how culture affects tourism

Ease of use, clear deadlines and assignments

Good videos to explain powerpoints

Organized

Practice problems offered

The textbook was very informative and the assignments helped me grasp concepts.

I knew ahead of time what was due and the expectations from the student.

Videos included in the textbook questions, additional review multiple choice

I thought the online videos and assignments were some of the key strengths.

This course was extremely organized and helped so much set a pace.

Efficiency

The smoothness of how the course operated. not confusion

Key strengths of the course was having a very passionate teacher. He made it very interesting and fun to learn.

The textbook was great, the lectures were good, the quizzes were relevant, and the writing assignments were thought-provoking.

Cover lots of materials in a short period of time.

great teacher

Resources offered

The structure of the quizzes and exams was very easy to understand.

Clear and easy syllabus. Easy to communicate with if I had questions. The book was very easy to read and understood the information. Discussion Boards connected to the book and was able to answer, unlike many other teachers.

The workload was manageable , the term was short, and it was fully online

Online material

Enhance my knowledge in sociology area

Easy to follow structure

It is very interesting and tackles many social issues.

Ease, relevance, and organization

Easy instructions, very organized, content was relevant and interesting

the strengths of this course were the instructions given to complete the assignment.

You learn things that is helpful in the real world.

Great pace

How objectives were laid out

interactive discussion with peers

great pace and very easy to communicate with professor

It was perfect

It was relevant

The timing of everything being due was extremely organized.

There were no surprises throughout the course, the assignments were easy to understand, and I learned many concepts I can apply to life outside of this course. It is nice to have a straight forward class during the break because you know what to expect and can plan accordingly throughout the break.

Very organized. Great material (songs).

It was flexible with its timing and it was very linear.

The structure was clearly outlined and easy to follow. Multiple attempts on the exam quizzes was also helpful.

Quick content upload

intense learning

easily outlined

the large history of music was covered well

Easy to follow lectures and modules

What was expected (for the most part), was clear.

The organization, good communication from the professor, and clarity of the materials, lectures, and tests.

Very similar assignments and routine everyday, aids to adjust to winter session.

Organization

Question 15 - How could this course be improved?

How could this course be improved?

Maybe by explaining the materials more

It can't. It was literally perfect.

Guide on how to study

Everything was easy too understand so nothing to be improved I believe.

More help by instructor

No problems or complaints.

It was very well ran no improvements

More HW

I think this course was ran greatly, everything was communicated greatly to the class. I always knew when things were due and which assignments needed to be done

not quite sure honestly

Shorter accounting cycle projects! They were too long and time consuming and I found myself struggling to finish them on time. Shorter extra credit assignments! I could barely manage the accounting cycle projects let alone the extra credit. Please always include the "hint" videos in the homework that's the only way I really grasped how to do the assignments. Update the syllabus with assignments that are actually on the course. Some modules didn't have connect homework or playposit videos.

Better communication and organization

make fewer exams/units

More training

Not as much homework and a clear study guide

Stick to intercultural topics

Maybe less homework.

| |
|---|
| Study guides |
| Less quizzes |
| It was perfect, no need to change anything |
| No comments |
| Not much. Make the video lessons more pointed |
| It was great |
| I wouldn't improve upon anything! |
| use canvas not blackboard |
| I don't know |
| Yet for me it was a little challenging because for like a week I could not login to blackboard and it caused me to miss exam 1. And then I could not figure out how to use lockdown browser, which caused me to miss some practice test. All in all, I probably could have learned early on- but i did not know how difficult it was to download Lockdown browser and how time consuming it would Be to register on blackboard. |
| Online lectures were too brief - notes from the lectures did not support what was on test. |
| Better prep for the first day of class. Very chaotic. |
| Make learning outcomes for each test as a sort of study guide to check off |
| I would love to see the questions I got wrong in quizzes. |
| No way. It was great |
| More times on quizzes |
| The course was perfect and needed no improvement. |
| Not really sure if much needs to be improved. |
| Less expensive book |
| I wasn't much of a fan of the discussions but they were alright. |
| A provided study guide for finals. |
| Use more examples of how to apply the concepts learned. Possibly through homework assignments to better prepare for exams. I felt i studied well, yet when I took the exam I was having a difficult time exercising application of material learned. |
| More organized, lower the amount of work due to week based rather than every 2 3 days, it was amazing! |
| I don't think this course have to improve |
| Doing weekly tests instead of bi-weekly tests. |
| I loved it |
| I think it is good as is |
| Given the short time frame bat the course was taught in (winter session) I don't think that there are many ways to be improved. Overall great course! |
| Not much to say |
| Less use of textbooks. Lectures were much more helpful than readings |
| Homework assignments should not be due every day online, maybe gap them so two chapters every two days so if someone has one day that is extremely busy it can be worked around. Same pace as 2 assignments will get done but a 2 day window for 2 assignments rather than 1 day 1 assignment. |
| A more updated version of the text used would be nice. Certain topics used outdated terms that could be incorrect or offensive in some ways. |
| add more time on test |
| The course was estimated to take about six hours of work each day and I found myself doing about nine hours a day to get an adequate understanding and to complete the lengthy assignments. A more accurate projection of daily time commitment would be useful to post on the website BEFORE people enroll. I know one of my concerns |

going into it was how intense the course would really be, having known that info before I enrolled would have been good.

Having less content of the material.

more realistic assignment

Maybe more materials could be given.

it's perfect

Econ is a difficult subject for me regardless of how much I think I understand the material sometimes I just got tripped up on answering questions on the tests. However some of the best grades I've ever received were in this course and because of the teachers grading system (ranking) I will end the class with a B instead of a B+. Percentage wise I have an 89% so in this case the grading system did not help me. I needed a B+ to live in my housing facility next year by achieving the grade requirement but I unfortunately did not achieve it because of this. Like I said I learned a lot which makes me feel amazing but I would've just liked my grade to reflect that a little more.

More comments on grading and what we missed

I liked it

Much of the course touched on multi cultural communication as in other countries. It would be nice to explore different subcultures and different regions of the USA.

none, it good how it is.

better teacher.

Lectures seemed to be outdated/poorly recorded

explained

I think the class was perfect for 4 weeks, so I can't comment on improvement.

I think the course was perfect.

not as restricted on new article dates.

I wish there had been study guides clearly outlining what was going to be on the quizzes and tests. Even with my cheat sheets I was still blindsided by some of the questions. I also think it would be helpful if students were able to see what questions they got wrong on the test in order for them to better study for the final.

having the exams relating to the course as a whole, instead of just multiple short answer questions regarding only one chapter

I think just make things clearer. Like there were some assignments that were not even there and there is just a lot to sift through.

It's a great class, no improvements.

This course could be improved by giving out practice exams.

More resources to aid in solving difficult problems in the homework. (Possibly video tutorial links)

It could be improved by providing a template of the coursework required to successfully complete the course.

It will be excellent if we have more interaction between the instructor and students.

The course could have more discussions.

Videos could have been shorter

It could be improved by more opportunities for learning and hands on mixed In

Maybe give more practice assignments with the text work to help prepare for quizzes

I would have liked to be engaged in more self- reflection assignments

Provided video chats

provide a copy of the slides to take notes with

Nothing. Great lay out

Maybe allowing backtrack on the tests. I got really anxious knowing I wouldn't be able to move on to the next question if I was stumped. But overall, honestly this course was fantastic.

Satisfied my expectations and then some, not sure on how it could really improve.

No adjustments

More time to take the tests

allow makeups on missed assignments

cutting it in half.

Maybe incorporating some video lectures.

make playposit videos easier to remember main points

Having short lectures on the readings to summarize.

there isn't anything I would change

make the homework questions and test questions more similar to each other

Not really sure

More updated material

Hadad needs to be more flexible.

Make the exams available outside of the time frame.

I can't think of anything I enjoyed this course.

everything was good

Can't think of much to improve. The 6 quizzes a day were ok. It was nice just having to focus on those only throughout the weeks and not have any additional assignments.

lockdown browser calculator was hard to use

Faster grading process

I think it is good as is.

less homework

The course could be improved by providing different types of activities per sub module.

some assignments were due at 5pm others at 11pm. more consistency would have been nice.

This course cannot be improved. It was perfect.

If there were comments on Turnitin assignments that'd be very helpful.

no improvement needed!

Maybe have treatment explanations in the video as well as what we can read in the book.

Explained earlier.

maybe more clear regarding assignment due dates

materials open before due date

More interactive

Actually it was well designed. Maybe being able to see my wrong answers on the exams

Less expensive book

more outside material other than textbook readings and lectures

maybe make some discussion posts optional

give a little more explanation on essays

Having to respond to one student rather than two on the discussion board. It seems repetitive.

Tests felt a bit too much of a jump in difficulty from the course work.

Nothing I can think of. Totally enjoyed

More points on assignments

There were word limits on the assignments that were unnecessarily restrictive. This did not really give us the opportunity to fully flesh out some of our ideas on the subject matter. 275-300 words is not a paper it is a discussion post. 300-500 word range would've been much more appropriate. I also feel like points were unnecessarily taken off for not following directions when the there were certain facets of the directions which

were vague and could be interpreted multiple ways. In cases like these there should have been an example on a correct assignment looks like. An example of this would be the new article assignment. Also it would be nice to know when the tests are going to be available so that we can plan our lives accordingly instead of just having to check to see if it is up yet and then try to notice patterns on when they become available. Also, if the point of a class is to teach you something I fell like everything you do should be a learning tool. Unfortunately the quizzes were not. I think that we should be able to see which quiz questions we missed and what the appropriate answer was and why. That way the quiz can also be used as a learning tool.

Not eating in front of the camera

Initially I had a trouble in onboarding: as a non-SDSU student, I didn't know what Blackboard would be and how the classes would be held. The first email I received about the class was from professor urging me to submit the first assignment, but I had no idea how to do so, since I had never received any email or seen any instruction on the winter course website. It could be improved.

maybe can extend more for students.

less homework, NO TRICK QUESTIONS. This is a difficult subject as it is, and the trick questions just make you feel like you haven't learned anything at all.

I LIKED THE COURSE

I have no current comments on how this course may be improved.

It was a little messy and took some time to figure out what was going on each week.

More practice problems.

honestly not sure.

Provide more lecture videos specifically demonstrating examples on the related material.

It is fine the way it is

No change

More additional support with learning material

Keep it like it is.

I put a lot of work into this class, but there still are questions in the test that puzzle me.

more flexible with students.

Already good as is.

Focus also on corporate culture. Employees have their own culture in their own department.

easier quizzes

Cheaper

flexible of test time because for people who is traveling, I tried to stick to the pst time zone but it was quite hard to try to stick to the time zone. I had to wake up at 3 am.

Study guides. When you are learning 4 chapters a week and being quizzed on less that 20 questions how can you prepare and know what is more important to know without a study guide. The homework did not reflect the information on quizzes which resulted in my failure to do well on the quizzes.

Review of quizzes or some way to know where I need to fix my understanding

Study guides

Less assignments

it's great for me

Textbook online

Made more interesting. I just think every lecture was directly out of the book and it wasn't interesting to learn about. Also, providing us maybe with a study guide because there's so much info in the book too I was confused on what I needed to study for the test.

I would like to be able to look at last exams to study.

A couple of lectures glitched up and froze but that may have been a computer problem on my end.

Different format for tests: allow students to go back and in between questions

More practice questions

More in depth lectures if possible

Aside from being very expensive, I don't see any other area where the course needs to be improved.

Less focus on group work.

By the professor recording working out examples. Often, the Connect videos were hard to follow and were frustrating to sit through a computer trying to teach the material.

provide more guided study materials and tailor homework questions to be more similar to the expectations and format of the exam

I don't think there is any way to improve it.

I enjoyed this course and this course really helped get a sense of what philosophy and ethics is.

Using personal calculator on test

all good!

Maybe have less songs to listen to for each exam because it is hard to memorize the music.

The online lectures could be more in line with the book, and maybe teach us more, rather than explain what we were learning about.

Please assign less work

Have maybe some assignments on introducing own genres of music

I don't think there's much to improve here unless the teacher wants to add some extra credit, but even without it the course wasn't that hard

Should provide PowerPoint. I was over the sea during winter break and I had a problem playing the video.

Powerpoint could be helpful

Some concepts from the book felt politically biased

I wouldn't change anything. I really enjoyed this course

get rid of the learning aids, no one is reading them and i had no idea how to make them.

Sometimes there are too many assignments due in every 2 or 3 days.

other individual assignments to help better understanding

maybe less reading with the time we had

Less homework

I do not think it needs improvement.

Some of the chapters were very long and took up a lot of time. Hard to keep up on the week that there was a chapter due every week.

No comment.

More relevant music and an analysis on where music is going today.

Some of the exam questions felt way to specific. Include more questions that relate to the "big picture" instead of those that simply test a student's ability to memorize a specific/random fact.

Needed more content explains

Make the teachers more kind, patient, and understanding.

Not applicable

No improvements I can suggest, I loved it

Question 16 - Please share any other comments.

Please share any other comments.

It was really hard and the webcam is uncomfortable at all

Professor Cordero was fantastic!

I felt comfortable to share my thoughts and opinions in the discussions on Blackboard when in other classes, I was hesitant to tell my viewpoints.

Good

Nice instructor, promptly responded to emails, and answered questions during live sessions.

Study guides

I enjoyed the course!

Thank you for a wonderful Winter Session!

I wish I could have done better. After exam 2- I learned how to use lockdown browser.

I found the test to be very difficult, even with many studying hours put into them. Test problems didn't align with how we did problems in the homework.

Teacher has well organized.

I enjoyed the class overall, and would recommend this to a friend. Very informative as to what creates potential barriers in communication.

Some assignments were confusing based on what was required.

Easy to follow

Thank you to the teachers who helped

Thanks for a great winter term.

I enjoyed this course

Great class with a great teacher

I really enjoyed this course and I'm so glad I took it!

I felt too pressured.

I think adding group work is better.

Responding to emails was a bit of an issue for the professor but other than that I think Dr. Hilmer has done an absolutely fantastic job with this online course. I will definitely be taking another summer or winter session because of this positive experience.

Great class

Professor gave really good discussion post to work on and powerpoint project was most enjoyable. I highly recommend.

I thoroughly enjoyed taking COMM 371, it was a great experience.

Good course! Really helpful and inspiring.

The courses were beneficial to me.

It was probably one of the better online courses I have taken especially considering the time constraint

LOVED this course!

Thank you for this course. Thank you for this professor. I learned so much and was challenged so much. This course should be the standard for winter session courses.

Awesome class to take over winter break!

Honestly I have never been more stressed and sad about a course in my life.

I learned so much from this class that can be applied to all areas of life. It exceeded my expectations!

great class overall

Other than it being expensive for an online 4 week class, I am pleased with my experience.

Enjoyed taking the class, very fun and learned a lot

Please update certain dates to correspond with this actual course. Although it did not effect the course content, it was just off for this current term in Unit 4.

I have no further comments. Maybe the syllabus can be shorter and more concise.

I would highly recommend this prof to others

Thank you

Very interesting course

Add Grades tab to course outline on blackboard

So far so good

Tests were tough but not unreasonable. I like that the class was clearly organized into unit on the sidebar; however, I think it would also be nice if it was organized on the side by assignment type as well. There was a link to the discussion board on the sidebar, having the quizzes and assignments accessible from there also would've been fantastic. Overall good class. If I could go back in time and had the option to take the class now or do it in the spring I would do everything the exact same way.

Loved the intro discussion board.

LOVED THIS COURSE. LEARNED A LOT.

It was easy to listen to lectures and take notes, even while visiting family out of the country.

great class. very relevant. professor was awesome.

The lecture videos helped a lot

Loved the course. Instructor lectures were clear and engaging. Assignments were relevant to current events. Lots of support and announcements from Professor.

Worth the investment.

Expensive

Professor was great and passionate about the subject and students success

It's an interesting class I enjoyed learning new material and shared it with my friends and relatives

Don't have any

Great course

I'm good

Great class!

I enjoyed listening to the music!

That was a great class

easiest class

I will miss the class, it was very enjoyable

Instructor was very communicative and the class was very fun

Question 17 - Select the answer about the INSTRUCTOR which best reflects your opinion. The instructor:

| # | Field | Min | Max | Mean | Std Dev | Var | Count |
|---|-----------------------------|------|------|------|---------|------|-------|
| 1 | was organized. | 1.00 | 5.00 | 4.50 | 0.93 | 0.87 | 353 |
| 2 | clearly presented concepts. | 1.00 | 5.00 | 4.41 | 0.98 | 0.97 | 351 |

| | | | | | | | |
|----|---|------|------|------|------|------|-----|
| 3 | used relevant examples to communicate course concepts. | 1.00 | 5.00 | 4.43 | 0.97 | 0.93 | 354 |
| 4 | related coursework to the stated student learning outcomes. | 1.00 | 5.00 | 4.46 | 0.93 | 0.86 | 353 |
| 5 | provided helpful and timely feedback. | 1.00 | 5.00 | 4.38 | 1.01 | 1.02 | 353 |
| 6 | was enthusiastic about the subject. | 1.00 | 5.00 | 4.46 | 0.98 | 0.97 | 353 |
| 7 | was knowledgeable about the subject. | 1.00 | 5.00 | 4.54 | 0.92 | 0.85 | 354 |
| 8 | effectively led class activities and/or discussions. | 1.00 | 5.00 | 4.34 | 1.03 | 1.06 | 352 |
| 9 | encouraged student participation. | 1.00 | 5.00 | 4.35 | 1.02 | 1.05 | 352 |
| 10 | was respectful to students and their opinions. | 1.00 | 5.00 | 4.43 | 0.97 | 0.95 | 354 |
| 11 | was available to address questions and/or concerns. | 1.00 | 5.00 | 4.46 | 0.96 | 0.91 | 354 |
| 12 | promoted critical analysis of ideas, arguments, and points of view. | 1.00 | 5.00 | 4.38 | 0.96 | 0.92 | 354 |

| # | Question | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | Total |
|----|---|-------------------|----------|----------------------------|-----------|----------------|-------|
| 1 | was organized. | 4.25% 15 | 0.85% 3 | 3.12% 11 | 23.80% 84 | 67.99% 240 | 353 |
| 2 | clearly presented concepts. | 4.56% 16 | 1.14% 4 | 5.41% 19 | 26.21% 92 | 62.68% 220 | 351 |
| 3 | used relevant examples to communicate course concepts. | 4.52% 16 | 0.56% 2 | 5.65% 20 | 26.27% 93 | 62.99% 223 | 354 |
| 4 | related coursework to the stated student learning outcomes. | 3.97% 14 | 0.57% 2 | 5.10% 18 | 26.06% 92 | 64.31% 227 | 353 |
| 5 | provided helpful and timely feedback. | 4.25% 15 | 1.98% 7 | 7.93% 28 | 23.51% 83 | 62.32% 220 | 353 |
| 6 | was enthusiastic about the subject. | 4.82% 17 | 0.85% 3 | 4.53% 16 | 22.95% 81 | 66.86% 236 | 353 |
| 7 | was knowledgeable about the subject. | 4.52% 16 | 0.00% 0 | 2.82% 10 | 22.60% 80 | 70.06% 248 | 354 |
| 8 | effectively led class activities and/or discussions. | 4.55% 16 | 1.70% 6 | 9.66% 34 | 23.86% 84 | 60.23% 212 | 352 |
| 9 | encouraged student participation. | 4.55% 16 | 1.14% 4 | 10.23% 36 | 23.01% 81 | 61.08% 215 | 352 |
| 10 | was respectful to students and their opinions. | 3.95% 14 | 0.85% 3 | 8.76% 31 | 21.47% 76 | 64.97% 230 | 354 |
| 11 | was available to address questions and/or concerns. | 3.67% 13 | 1.41% 5 | 7.06% 25 | 21.19% 75 | 66.67% 236 | 354 |

| | | | | | | | | | | | | |
|----|---|-------|----|-------|---|-------|----|--------|----|--------|-----|-----|
| 12 | promoted critical analysis of ideas, arguments, and points of view. | 3.67% | 13 | 1.41% | 5 | 7.91% | 28 | 27.12% | 96 | 59.89% | 212 | 354 |
|----|---|-------|----|-------|---|-------|----|--------|----|--------|-----|-----|

Question 18 - What were the instructor's strengths?

What were the instructor's strengths?

addressed my questions right away and lectures were helpful

Knew the topics well and communicated regularly

She gives well articulated and to the point online lectures that are very helpful in understanding the course material. She gave me a very well thought out answer to a question I had in a very timely manner.

Fast grading

She gave us from her time in virtual meetings.

Personableness

The instructor gave us time to read chapters and would remind us of certain things so that we don't fall behind or forget to do something.

nothing

Organization, had a full calendar of all due dates

Organization

Very nice person, uses personal experiences to help explain complicated concepts.

Care

Expressing

Communication!! He responded quickly to all emails and sent out reminders

good at explanations

very clear

Organized and clear

Her ability to provide superb instruction and mass amounts of helpful information.

Knowledge of subject matter. And great organization

Her grading criteria wasn't too tough given the amount of work we had to complete in a short amount of time.

Organized and informative!

everything

The professor is nice

Very helpful and willing to take time to teach you things.

teaching

Patience

the topics he discussed

Communication and Promptness

The video lectures were helpful

The instructor was really helpful and eligible at any time. Also he watched all of our progress personally.

Good teacher

He was timely and graded fairly

well layed out

Great explaining of each concept

Very informative and kept the lectures interesting with real life examples.

Great feedback, and graded assignments quickly so that we knew what our current grades were in the class.

Very clear instruction and teaching

They clearly articulated how to do transfers, which were the most difficult to do.

His strengths were that he answered all emails very timely and helpfully.

clear and concise

Funny, passionate

Organization

Clear and concise instructions provided, his timely response if I had any questions regarding any course work or technical problems. His positive personality expressed in his videos giving an online course a sense of a human factor.

organized, knowledgeable, fun, lively, interesting

The instructor seemed very passionate about the subject.

Always helpful when I needed help!

Very helpful, clear, and passionate

Organization skills, blackboard was very easy to follow all assignments

She is clear grading

She was very helpful and always responsive when if there was help needed.

Clearly communicated what was expected.

He was respectful and helpful

He is very knowledgeable on this topic, and is always available if we have questions

Great class and easy to follow

Very encouraging and provided great feedback to help us improve as the course continued.

Stayed on track with the syllabus

Prof Jones had her Blackboard VERY well organized and that made it simple to follow along. That alone really adds to a course when you don't feel lost in requirements or expectations. You could also tell Accounting is a topic that she is passionate about which is nice.

Their knowledge and ability to be personable.

Fast response and easy to understand when giving assignments

knowledgeable and reachable

He responded very quickly, that was really good.

fair grading knowledgeable

He would send emails to students so that we won't miss any tasks.

The instructor was extremely organized when it came to the structure of the class, reminding students about assignments/exams, and the content.

clear on assignment instructions

Great class

Very good lectures and slides

The class organization with a clear schedule and goals were great. The pacing of the class was also good. There was ample time to complete all the assignments and study. Even with the class being condensed.

Reply back with a decent time. Gave personal videos about introduction to course.

Knowledgeable

He always made sure everything was working smoothly with the consistent quizzes and exams. He made it clear that we can get in contact with him if any problems occur.

Stating what the grading structure on each assignment would be. It helped me get a better grade by knowing exactly what to do.

organized

Straightforward

His organization

Passionate, genuine, and engaged

availability

Structure.

He was very prompt with responses and clearly wanted his students to succeed, which was encouraging.

Very knowledgeable about topic

providing great resources and feedback, updating grades quickly

He was very organized and stated things clearly in his lectures.

Very organized and good at communicating.

She made the class enjoyable and about things that will be apart of our lives and not just ancient history about women.

The instructor's strengths were encouraging students to participate and related questions to the coursework.

He sent out reminders about assignments, promptly responded to my emails, and fixed a problem on BB within the day.

Setting the agenda for each chapter.

Respectful, helpful, quick reply, organized

Dr. Michael Mchan was very clear and communicative, from the beginning to the end of COMM 371. I felt like his directions and coursework were all easy to follow. Time was definitely a constraint, but his organization in assignments made it manageable to complete.

Her feedback is timely and helpful.

Very kind and helpful.

Always emailed back

Very knowledgeable about topics

answering her emails quickly.

In teaching us ways to interact with our clients, and new ways to teach them new exercises to give them new perspectives

Very knowledgeable and passionate

Very good at explaining the lessons and what was being taught

Professor Cordero was very responsive and helpful in my questions. She is also passionate about this subject matter

Understanding, good knowledge on the subject

well organized

fast feedback and stayed focused on key learning concepts

Confident in this subject

His organization and understanding; also just his general attitude. I felt encouraged and not looked down upon.

Helpful videos, fast grader, good feedback

interesting to listen to, clearly well educated on subject

replied to questions very fast

very knowledgeable

Great guy.

She was clear and her schedule of the course was easy to follow. She was also passionate about the subject which made it seem easier to learn.

Answered questions quickly, seemed like he actually enjoyed teaching the course.

Great knowledge and organized course to distribute work equally over the short semester

extremely communicative, very helpful, clear explanations.

Quick to replying to emails and worked with my test accommodations

Knowledgeable

His course was organized and the book he chose for the course was very engaging and helpful for understanding the concepts of finance.

Very understanding, clear communicator, knows what they are talking about.

Communicating with the students and grading assignments quickly.

being organized

Very clear communicator, never felt lost by his directions. Did not over email or under, great guidance and resources included.

This class was nicely structured. Information learned from lectures and videos were exactly what was needed for exams.

answered all questions and would respond quickly

Organization

She was there for her students.

Organization, caring about the class and willing to help

Was very clear in her expectations from us and made sure to be available for any questions or concerns. Very easy to follow the course.

Organized, had lectures recorded and explained anything that was unclear

The instructor was available a lot of the time to answer questions and made instructions pretty clear.

very organized and fast communication

I think this instructor was well prepared. She offered several ways for students to understand the material if they were struggling. She offered practice material and previous exams that could be used for review.

Clearly organized and very timely.

Funny, really explained content in lectures, and was there if needed.

Gave frequent announcements on blackboard to keep students from falling behind. Was very understanding of the fact that the course is a LOT of material in a short amount of time so she made sure the students were on top of their assignments through the announcements.

very passionate, organized

Dr. Hilmer was very passionate about the subject and she was sure to give us an abundance of resources that we could use if we had questions or needed help with anything.

Made lecture videos entertaining

responsive

Easy to understand. Went out of the way to explain difficult concepts

Effective at communicating with students, assignments and tests were straightforward

He followed up every student discussion with his own points.

she was very clear and organized

reminding the class about due dates

knowledgable

Providing a great deal of material for all learning types!

graded assignments quickly

Explained the material in an organized and clear manner.

Knowledge

Her introduction videos.

Lecture Videos were well done and easy to hear

The Professor's video lectures are clear and easily understandable.

Engagement & Video is clear and understandable & Kind

I feel like the lectures were super efficient and the discussion questions were thought provoking. She also did a good job of keeping the workload manageable.

Knowledge

Very knowledgeable, very kind and considerate. He responded to emails in a very timely manner.

Very clear and made examples that were easy to follow along with as an introduction to the course.

EVERYTHING. I DID NOT DISLIKE ONE THING ABOUT THE COURSE.

CLEAR SYLLABUS AND SCHEDULE

Readily available to answer questions. Also very polite in the lectures regarding some of the course material that could potentially be tender topics to any students.

Stayed on top of grading.

Very effective at articulating course content and testing students appropriately

Always available, organized the material very well, did not make anything confusing or too complicated to understand.

Very knowledgeable and timely with responses.

very organized. very thoughtful.

The professor is organized and explains clearly what he wants from his students.

Email reminders of assignments

Keeping the class organized.

replied to email quickly and addressed the issue, respected students and provide timely feedback

Very organized, kept in contact with class posting announcements, clearly knew the course information and brought forth her experience to the class her assignments had very clear instructions and expectations

Interesting, easy to follow the lectures

Organized, knowledgeable, engaging.

She was very thorough in knowing what she wanted and needed.

Clearly explains material in an easy to understand way

Feedback

Knew the material well.

Good feedback on assignments, current events content, and responsive.

Well organized Promoted communication between students

Communication

Always available and helpful and nice.

She responded very quickly and she's very clear and organized

Explained things very well

Good knowledge of the subject

Dr. Cordero was helpful and very knowledgeable.

wise in finance

very helpful

Organization, good time management, interesting lectures

Interesting videos and good explanations

Organized

Always bring there to help

Organization of the class, the module videos were also very informative.

Organization in each day's folder

Pre-videos were helpful, offered good details about exa, considerate and generous with helping and reasonable about providing chances to improve grade.

I thought the instructor was well organized and always able to help.

My instructor was very clear about what she liked and was able to give us what we needed to succeed.

She is very kind and prompt with her responses. she really cares and was available

I loved having this instructor. He made it very clear that if we had any questions he would be there to help. He is very passionate and I loved this course.

She knew a lot about her subject matter, and definitely cared about what she did. She spoke very well and gave feedback when asked.

Good communication skills

Great teacher

Video lectures

Clear communication.

Communication and clarity

The main strengths of my instructor were that she was very straight forward with the assignments and she was very responsive when questions were asked

Giving very clear instructions and all assignments are well-orgaized

He had the course well organized

He is very nice, and he explains things in the discussion well. Also he is really funny.

Got points across quickly

Easy instructions, very organized, I enjoyed the topics he asked us to discuss

communication. when someone asked a question she would post her answer and explanation to whole class so that we were ALL on the same page

Teaching skills

Fast grader

Good grading and fast

gave an evaluation after every module

very easy to communicate with and was clear on what he wanted and when assignments were due

Great communication

very organized

He was extremely responsive and informative.

Posted updates frequently and was always replied to emails very fast. Put the course in a format that made it easy to retain the information.

Organized and gave reminders about upcoming due dates.

Bill was to-the-point and incredibly knowledgeable!

He was clearly passionate about the subject.

Quick grading

very helpful, knowledgeable professor

good lectures

very experienced

Organized.

Well organized and very knowledgeable

Communication and Clarity

Well organized, flexibility for students to schedule work by having all assignments available in beginning, seems enthusiastic about subject, works with students when corresponding on email/discussion board

Substantial knowledge of course material

Question 19 - In what ways might the instructor improve?

In what ways might the instructor improve?

Explaining the chapters in easier way

Her class set up was perfect.

Explain a little more big assignments

Better communication

Nothing that comes to mind.

I see no need for improvement, she was able to answer all my questions and ran the class very well.

Reminders of assignments

More HW

Possibly less Playposits? I felt like it was helpful but I was more focused on the quiz part.

Provide short instructional videos on more types of problems we'd encounter throughout the homework's. I relied heavily on the hint videos.

Be fair and communicative

Providing more feedback

Be more helpful and respectful to students

She did all her part so all good.

Give us study guides

No need to change anything it was perfect.

No comments

Better video lectures and seeing both sides of an issue

I enjoyed the discussions so maybe a bit more of those? Rather than the true/false quizzes?

I do not have any recommendations at this time. He was great!

Have more training days spread out.

Organizing schedule

Please be more graceful and understanding. The professor is a nice and understanding person but just a little more graceful.

Provide more detailed lectures - in beginning of course take a lecture to explain much of the vocabulary (the financial accounting language ie. notes payable, accounts receive, cash, etc) and when and how to use them

Better prep.

Everything is perfect

Maybe upload a current welcome video for the course each semester to feel more personable.

Everything was good with the instructor.

Less comments on discussions. Became tedious

Reply to emails

Not sure, great instructor overall!

Lectures were pretty dull

They could offer another lab session.

He did a great job nothing to comment.

Respond quicker to emails.

I find this difficult to answer, friendly reminders about upcoming assignments due were provided, response time to any questions were answered in a timely and informative manner, and course work was nutritious.

n/a

A quicker response time would have been appreciated.

Organize it into week based rather than every 2 days assignments due.

The instructor doesn't need to improve, she did well in assisting us as much as she can for a 4 week class.

No comment

N/A - he was great!

Overall great teacher, not sure how he can improve

Being more lenient with late work

More individual or specific feedback on assignments.

Making the online meetings worth points. I was one of the seven people who actually logged on every week and wish I was rewarded for that in some sense.

reach out more

By putting the instructions in a more clean and easier way to read.

Quicker response to questions

I am looking forward to more detailed comments.

The instructor didn't reply to some of my emails which could maybe help to improve the course.

more grading feedback when we missed points

I liked it

Feedback on assignments. knocking off a few points might not seem like much but it can be -15% of that grade. Without feedback it is a gussing game for the next assignment. When you are trying to get 94% or above for an "A" every point counts.

none, everything was good as is.

More energy/commitment to the material

bshhs

It might be a hassle but changing the dates from Summer to fall to winter. It would be confusing at times.

I think the instructor was great.

More knowledgeable of content and how to teach subject

His accent is very difficult to understand but you get used to it.

More clear on paper requirements

fixing the exams to cover the entire course, instead of just one chapter

He made things clear but there were just a few things that needed attention

For their being such a low number of students, it would have been nice to get feedback on assignments that we did not get full credit on so we could make changes for the next assignment.

The instructor might improve by giving out practice exams or questions.

I didn't feel he was lacking in anything in my opinion.

Help compare the chapter's concepts to a real world example.

I feel like Dr. Mchan knows what he is doing, I've never taken an online course that felt challenging but enjoyable at the same time.

Nothing, she is already doing her best.

They could increase more interaction.

Shorter videos, too much fluff

Maybe offer students the ability to try and be more open to try new things with clients

Exams questions seemed to fit a niche of questions when realized, changed the outcome of my grades in a positive way.

Give slides with the notes and slow down on lectures a little

Adding more lecture videos instead of just the first and last day

provide more time for the exams

Provide lecture presentations with example problems

more detail for the requirements of the diagnosis assignment.

He was great! Maybe a few video Lectures would be helpful.

It felt like all we had to do to pass the course was read the book and lectures were supplementary.

Playposit videos could be hard to follow at times.

Presentations of the readings to allow for more insights for the exams.

none that I can think of

Update course material

His lectures were not useful. He needs to find a better way to teach the material. None of the material in his lectures is relevant to the homework or the tests.

Faster grading

I think she is great.

Less homework assignments

The instructor can potentially grade things a little quicker.

Sometimes the material was a little bit dry. I enjoyed when she offered real world examples though. I think the material would be more engaging if I could see how it relates to the real world.

I felt she was a great instructor.

Comments on assignments would be beneficial.

He would a good instructor!

Creat a separate syllabus for the winter session class.

clear due dates

open material before due date

Find easier ways to explain some concepts

powerpoint

Add a couple of treatments explanations to your lecture

make lectures more interesting

tweaking out some technology issues we faced

updated lectures not from 2015

didn't reply to my emails quickly

List the extra credit, like the practice quiz date and points on the syllabus.

I think that the feedback could've been a little bit more productive.

Talk less monotonous

Graded discussion board harshly, using his own judgement to determine whether a question was worth the full points or not. This included one of my own questions that cited the book, an example from the book and the whole question I got wrong with serious concern over my error and I did not even get half credit. It is not ok--just because he might have thought my question was stupid or that I got something silly wrong does not mean it was not a good question on my end. Also, he held zoom meetings during working hours and stated that they were

optional, so naturally as someone who holds a full time job, cares for a family and takes on a caregiver role for someone with mental illness, I could not log in to the meeting. Later while reviewing the recordings for the final, I realized that he gave crucial information about the course that was not stated elsewhere (syllabus, discussion board, announcement, ect). You can imagine my frustration to learn information that would have helped my grade at the end of the course. Not ok.

Not much else she could have done to help us, I think she did a fine job

She was great; I have no comments for improvement.

Needs to clarify things in the assignments instructions.

The organization of the course could be improved.

more feedback.

Providing examples of reports and assignments

I liked the course.

He was real nice and helpful to me.

Offer another contact information?

None

Provide slides with notes for online lectures.

Give more instruction on team work. Make knowledge as soon as possible of team members Be more specific on the technical usage of blackboard regarding team assignments.

He was great!

Making the homework more similar to quiz questions.

Review quizzes

Study guides

Provide more reviews.

she's the best

He is a good teacher

Made the class more fun. Also made the assignment we had on a free link because the assignment was given to us on a short period of time and we had to find a way to pay for the movie.

Maybe post lecture slides to follow along with. I often had to pause to get the notes down.

More words on powerpoints for everything he says

Great teaching and always open to questions, no improvement needed!

Provide examples for each module assignment, maybe of past student work, so that it is easier to understand what they are looking for.

Making the grades available online (instead of X/X points, showing a letter grade)

Provide more video lectures, maybe focusing in on particularly confusing topics or questions if students repeatedly have concerns (and not just going over questions before/after exams)

No ways of improvement

I wish my instructor had maybe more insight on what our essays needed in the first syllabus.

nothing! very good professor

The instructor could make you memorize less songs. But overall I don't think he needs to improve on anything.

The lectures could be slightly more specific and in line with what the textbook talked about.

Perhaps more references to actual exam rather than broad info

I liked the instructor the way she was, I have nothing to suggest here

Have some lectures instead of all out of the book

Faster feedback and grading

I would not change anything

Power point slides!!!

Provide a better feedback after the assignments are graded.

no ways

assign less reading with the time we had

No ways in which he could have improved.

There was one week with homework due every day but some weeks with only one or two assignments due. It would have been nice to spread them out a little more.

Bill should remove some of the political undertones of the course.

Being understanding and kind when communicating to students.

No improvements needed

Have practice multiple choice style tests, to adjust to style of time-intense online multiple choice test

Question 20 - Please share any additional comments about the instructor.

Please share any additional comments about the instructor.

Great teaching

She was really helpful and explained everything without leaving more questions about any subject.

I liked that since it is an online class, he had us introduce ourselves and give other students insight into who we are and what we are doing.

She was a great instructor

Good teacher

Very enthusiastic, understanding, and helpful. Overall a great professor but it's a challenging subject to learn.

Horrible response time and unrealistic guidelines

Very professional, friendly and open staff - full of insight

Give us study guides please

It was great!

Thank you for a wonderful Winter Session!

I sent an email with a quite concrete question regarding one of the questions from one of the quizzes which was never answered. On the other hand, Kamal gave me good support when registering "late" for the course.

Professor Brown is very patient and organized.

Thanks Mr. Kern. Great class

Dr. Kern is awesome!!!!

HE is fantastic!

She was an awesome teacher and really knows her material. Very helpful and approachable

Very helpful

I enjoyed the class.

Thank you

Great teacher!

Great instructor. I am thankful!

Overall she was great!

he was good overall

I think it is a responsible instructor.

He's a great professor and I would recommend this course to everyone I knew taking Econ 101.

Great class

I would get rid of the A- If students can not get extra gpa points for an A+ why should they lose points by getting a 93%?

Instructor was communicating well and made really good hw topics.

Awesome teacher.

I really appreciated his reminders, and his inputs.

She has to take care of her family during the course, but she has still well fulfilled her responsibility as an instructor. Good job and wish her good luck!

Very kind and helpful.

She was nice

No other comments, great course, loved the music

Great job!

great teacher!

great class

He is truly one of a kind. I would take him again in a heartbeat. It's no wonder he can teach in communication, because he communicates so incredibly well.

Great instructor, his enthusiasm towards the subject has positive implications towards my learning!

I think that with the time that we had, the class was very organized and set up great

He was very knowledgeable and relatable. I enjoyed the class very much!

Would recommend to other students.

The instructor was very enthusiastic about teaching the course. I could tell he wasn't just make us do busy work but actually something that we could learn from.

Would take more classes.

Very organized and passionate about Psychology.

The instructor does a great job spreading out students' assignments.

I would recommend him to others!

She was great

Overall, he is great and I appreciate his help, his concern when I stated my home situation, and his consideration with students and the material learned. He is very encouraging and always cheering on his students.

Very supportive and helped where she could in this fast course.

GREAT PROFESSOR

GREAT INSTRUCTOR

Very approachable.

Awesome.

She was helpful when I needed clarification

Thank you for making this class enjoyable and organized.

Thank you!

Overall- The instructor knew what she was teaching and she did the best she could.

Fantastic

Very nice and a great professor

don't have any

He was really good

Great professor!

Responded to emails in a timely manner

Very good grader, and I enjoyed the overall class.

I think she could improve grading criteria, in that some writing assignments were graded in a way that seemed to neglect the effectiveness of what was turned in because the professor didnt agree with the response.

GREAT

he is good

He was great overall.

Made it a great class!

Fun and manageable course, would recommend!

Good

very accomplished

The fact that the instructor was so passionate about the material made it all the more enjoyable to learn

Great

Appendix D - Focus Group Summary

Conducted: February 28, 2020

Participants: 3

- BA 300: Ethical Decision Making in Business
 - Currently enrolled at SDSU - studying International Business in Latin America
- PSYCH 351: Psychology of Personality
 - Senior at San Diego Christian College
- RTM 404: Cross-Cultural Perspectives of Tourism
 - Current student in the Online Business Administration Degree Completion

Awareness

Participants learned about the Winter Session program through word of mouth, SD Christian College advisor, and a World Campus program manager. Each participant said they Googled the program after learning about it.

- Improvement Opportunities: More advertising across campus, similar to Summer Session (including banners, signs, pop-up boards, weekly emails and social media promotion through campus clubs); additional online advertising for non-SDSU students.

Website

Overall, participants found the majority of the information they were looking for but had to dig for it. The current SDSU student thought Winter Session was separate from the university and originally did not want to sign up. The non-SDSU student thought the Winter Session program was only for SDSU matriculated students. The student called in to see if they were able to sign up for the program.

- Improvement Opportunities: Improve content on the website to explain the program is open to all; officially part of the university; highlight the selling points above the fold.

Email

One out of the three participants received an email regarding the Winter Session.

- Improvement Opportunities: Increase the number of emails sent by World Campus regarding Winter Session. Evaluate a strategy to reach non-SDSU students more effectively. Ensure online degree completion students are receiving Winter Session email communication.

Customer Service

Two out of the three participants did not utilize World Campus staff and could not provide input on customer service. The one participant who called in was satisfied with the service they received from the staff member. However, the same participant later encountered technology

issues and was unable to reach a World Campus staff member for assistance because it was over the holiday break.

- Improvement Opportunities: Implement help desk/tech support during off hours and over holiday breaks to ensure students are receiving the service they need during Winter term.

Communication

Overall participants felt that the intensity of Winter Session was properly communicated. The non-SDSU student ran into some challenges with Blackboard, Respondus Lockdown, and other tech platforms due to the lack of information and support available for non-matriculated students. The same student was unable to receive proper assistance because World Campus was on holiday break and no one was available to answer questions. As a result of having to wait a couple days for a response, the student was unable to successfully pass the class.

- Improvement Opportunities: Create “how to” collateral for non-SDSU students who may be brand new to SDSU, Blackboard, Respondus, etc.

Registration

The current SDSU student was displeased they had to create a separate login from WebPortal; the non-SDSU student received registration assistance over the phone (was walked through the process); the final participant was a current World Campus student and already had a login and knew the process. There was an overlap between Fall/Winter and Winter/Spring terms for some of the students which was a bit challenging to manage. The registration timeline overall though was satisfactory to the three students.

- Improvement Opportunities: Provide clear instructions on the website for non-SDSU students.

Courses/Instruction

The current SDSU student was not concerned with needing a head start on the readings/assignments, however they received an email from the instructor that the syllabus was ready on Dec. 12 but had to wait until Dec 19 until it displayed in Blackboard. The non-SDSU student wished they had a better understanding of the different systems being used before they started the course. The professor in this scenario was understanding but did not respond in a timely manner. The participant didn't pass the first two exams because of this issue.

- Improvement Opportunities: Ensure the professors are available to assist students with questions and are following up in a timely manner

Conclusion

Overall the three participants were satisfied with Winter Session and the courses they took, even the non-SDSU student who did not pass the class. All three participants would recommend Winter Session to others.