

## Collected Emails Regarding Winter Term

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From: Nancy Taniguchi  
Sent: Thursday, July 23, 2009 2:09 PM  
To: Stacey Morgan-Foster  
Subject: Winter Term  
Attachments: WinterTerm.doc

Dear Stacey,  
Unfortunately, I am unable to attend the meeting this afternoon, but would like to speak on behalf of Winter Term.

In the History Department in general, Winter Term has allowed an improved curriculum and increased availability of courses for our students, both graduates and undergraduates. We have been able to offer several special courses over the years, with highly favorable results in terms of availability, pedagogy and community service.

Many of our students come to us from the public schools, where they are aides seeking a teaching credential, or teachers seeking an administrative position. The fact that they can take a concentrated class in Winter Term, making special arrangements with their school district for a couple of weeks, has aided them in their career goals. Without Winter Term, we could lose this particular clientele, and, given our increasingly limited summer offerings, they might be lost to the university.

We have also been able to offer classes in Cuernavaca, Mexico, which would be impossible under other circumstances. Not only do the students have a deeply enriching educational experience, but the Spanish classes offered there have allowed several of our students to complete the language requirement for the M.A. in History. They can really immerse themselves in the language, and achieve a fluency impossible in the regular semester with its conflicting demands on their time and resources.

From a personal perspective, Winter Term has also been enriching and rewarding. I have taught History of the American West during Winter Term, with wonderful results, since part of the curriculum utilizes feature-length films. Most recently I offered the History of the Japanese American Internment. The Winter Term format (4 1/2 hours every Tuesday and Thursday) allowed me to invite several speakers who had previously been interned and allowed them all the time they needed to discuss their experiences with the students, who had very probing questions. We could have preparation before they arrived (internees who served in the Army or who were orphans sent to Manzanar having quite different backgrounds, for example) and to do follow-up after they left. In some cases, they remained for the whole class. Community members also occasionally attended, as did the Education Director of the national Japanese American Citizens League, headquartered in San Francisco. It was well worth his driving all the way to Turlock given the length and intensity of the class.

To illustrate the far-reaching benefits of Winter Term one need only look at this particular course's positive ramifications. Several local teachers/instructors (at the elementary, high school, and college level) have integrated material they learned into their own curricula. One of the students, Kayla Canelo, was so shocked to learn that Japanese Americans were imprisoned right here at the Turlock Fairgrounds that she has spearheaded a successful campaign to erect a monument on the spot. This monument should be completed before the end of this year. It will stand as a reminder for generations to come.

She has also been appalled to learn that Winter Term may be discontinued. Her letter is attached, with her permission.

Personally, I would be very reluctant to teach the Japanese American Internment under other circumstances, because the material is too sensitive, and requires too much discussion, to consign it to the regular time schedule. Secondly, several students (out of 28 in the class) told me that they were glad they had no other classes to distract them, as the educational experience was so intense. It would be a shame to lose the opportunity to repeat such a meaningful course.

Most of all, I hope that the members of your committee will keep an open mind and seriously consider all the ramifications before making any recommendation. Winter Term has proven to offer a unique, meaningful, flexible, and academically enriching experience. We have proudly advertised these features in the past. Let's keep Winter Term!

Nancy Taniguchi, Ph.D.  
History Professor  
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Dear Administration, Faculty, and Staff,

It has recently come to my attention that there is an ongoing debate on whether CSU Stanislaus should continue Winter Term. It is disturbing that this debate is only being made amongst administration, faculty, and staff with little to no student input. It is also troublesome that this is being discussed during the Summer Term while only a very small number of students are on campus.

Summer Term has already taken drastic cuts this year. In the History Department, only one lower division class is being offered. On top of this, the California State University has taken a 10% fee increase. While the need for an increase is acceptable during harsh economic times, it is NOT acceptable to offer the students LESS. If we students are paying more we should AT LEAST be receiving the same services we have been offered in the past. Winter Term is a part of these services and should include the same number of classes it has offered in prior years.

Many students need Winter Term in order to graduate on time. Cutting classes will extend the time it takes students to graduate. Students will not want to enroll at CSU Stanislaus if they will not be able to complete their program in a desirable amount of time. CSUS needs to be supportive of the students; one way to do this is to continue Winter Term. Lastly, IF Winter Term does get cut it is crucial to inform the students AS SOON AS POSSIBLE so that we may make any necessary changes in our futures in academia.

Sincerely,

Kayla Sue Canelo

**From:** Deborah Kavasch  
**Sent:** Thursday, July 23, 2009 12:44 PM  
**To:** Stacey Morgan-Foster  
**Subject:** The Academic Calendar Advisory Committee Listening Hour

Hello, Stacey:

I am unable to attend The Academic Calendar Advisory Committee Listening Hour this afternoon but did have several comments.

Winter term has several important functions for Music, as it allows for:

Several large-enrolled General Education classes:

- usually 3 GE courses are offered, including one at the Stockton campus. These courses generate important FTES for the department and college. Given the many contact hours that music faculty sustain for the various types of courses we teach, these classes would not easily fit into fall or spring teaching loads if winter is eliminated.

MUS 2923/4923 Opera Scenes: when offered as a winter term course, this is a full production, not just scenes. In 2008-09 there was a newly established partnership between CSUS Music and Townsend Opera Players which, if continued, will provide:

- opportunity for students to perform with a professional cast
- a professional performance venue at Gallo Performing Arts Center; CSUS has no adequate stage/acoustics for opera
- professional production with much higher level of funding for costumes, sets and other production costs (TOP's 2009 *Magic Flute* had a \$70,000 budget compared to traditional IRA funding of a musical/opera production of \$7500-10,000)
- mentoring and masterclasses by professional performers
- a time-frame dedicated to only rehearsals and performances, probably not feasible/possible during the regular semester.

Faculty Professional Development time: winter term is also a time for faculty who teach full loads in fall and spring to have a dedicated period of time for professional development, with such activities as performance, composition, conference/festival attendance or participation, guest conducting, etc. Most full-time music faculty have many more contact hours than WTUs per semester plus unfunded masterclasses, student recital preparation, evening concert attendance and other activities considered essential for the department and student growth, making it challenging to pursue RSCA during these semesters.

Thanks for your consideration of these issues,  
Deborah

Dr. Deborah Kavasch, Chair  
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**From:** Julia [julia@geology.csustan.edu]  
**Sent:** Tuesday, July 21, 2009 5:44 PM  
**To:** Stacey Morgan-Foster  
**Subject:** Winter Term

Hi from Texas, Stacey:

I'm heading home from sabbatical/leave in TX later this week, but the last thing I'm finishing is a NSF proposal.

I received the email requesting input on the winter term just as I was modifying my RUI Impact Statement for my NSF grant. (RUI, Research at Undergraduate Institutions).

Below is what I wrote. I will put in bold the important points as related to the winter term. Note how important the six week winter term is for me and my students...this is a great time to be able to do research with students, field work in far away places, etc. It's been one of the most important features of CSU Stanislaus for me and for my students. More and more research supports how important it is for undergraduates to have research experiences.

The winter term and the ability to take students on these expeditions is one factor that keeps me at CSU Stanislaus.

Thanks,  
Julia

### **RUI Impact Statement – California State University, Stanislaus Geology Program**

The proposed research grant will have a significant impact on developing the research environment at California State University, Stanislaus' Geology Program.

#### **California State University, Stanislaus Background**

CSU Stanislaus is a public, primarily undergraduate university. It is a rapidly growing campus, located in Turlock, in the northern Central Valley of California. The university offers almost 100 majors, minors, concentrations, and teaching credentials. Average class size is 15 to 40. There are 285 full-time and 210 part-time faculty and 8,374 students, including 6,671 undergraduates (fall 2006). The student body is diverse, with many first-generation college students (60%), working parents, and female students (67%). The University is a Title V Hispanic Serving Institution and was listed by *Hispanic Outlook in Higher Education* as a "Publisher's Pick" for having a solid record in recruiting, enabling, and graduating Hispanic students. *Hispanic students comprise over 29% of the University's undergraduate full-time enrollment, 4% of students are African American, 12% are Asian American/Pacific Islander, 1% are Native American, and 40% are Caucasian.*

#### **Impact on Undergraduate Science Education at California State University, Stanislaus**

Teaching has traditionally been the primary role at the California State University system. However, a stronger emphasis on research is reaching the campuses, including CSU Stanislaus. Research in sciences at CSU Stanislaus benefited tremendously by the recent move (2007) to a new, 115,000 square foot, science building. The Geology Program has ~11,000 square feet of office and laboratory space,

including an undergraduate research room and two fully equipped teaching laboratories. We purchased ~\$0.78 million in scientific lab and field equipment, including geophysical and geochemical equipment, a rock/sample preparation lab with new jaw crushers, mills, shatter box, thin-section machines, saws, an XRD/advanced microscopy lab, cases for fossil storage, and equipment for fossil preparation (air compressor, air abrasives, and air scribes).

However, due to the heavy teaching load at CSU Stanislaus (typically 3 classes and 2 labs/semester), there is little time left for faculty research or supervision of student research. Yet, undergraduate students benefit enormously from doing research<sup>1</sup>, so this produces an unfair situation for CSU Stanislaus students. Because of this and her enjoyment of doing research with students, PI Sankey has maintained an active research program that has included many undergraduate students.

For example, Sankey has led nine paleontological expeditions to Big Bend National Park, Texas and North Dakota, all of which have included students. **Since 2003, when she arrived at CSU Stanislaus, she has taken students to Big Bend during the university's six week winter term, funded by small campus grants and field trip fees. Upon return to campus, students do lab work for this research project. This has resulted in several student-authored abstracts and presentations at professional conferences<sup>2</sup>. Even in her general education courses, she includes students on research projects. For example, during the spring of 2008, 21 of Sankey's students presented research on latest Cretaceous dinosaur and bird fossils from the Hell Creek Formation of North Dakota. Due to these research experiences, many of Sankey's students want to go on to graduate school.**

*Funding this proposal will have a direct impact on the research in CSU Stanislaus' Geology Program, on Sankey's ability to pursue this research project during a climate of severe budget cuts to the CSU system, and on the early careers of undergraduate students.*

#### **Impact on Minorities and Female Students Entering Careers in Sciences**

Although female and minority students in the sciences have increased, their numbers are still lagging in geology. By the time students enter graduate school, the numbers are even smaller. And, in the academic ranks, they are further diminished<sup>3</sup>. Because of the high numbers of minority and female students at CSU Stanislaus, we are in a prime position to make a big impact in the recruitment of these students into sciences in general and geology in particular. Our goals for the Geology program at CSU Stanislaus include increasing the numbers of: 1) geology majors, 2) female and minority geology majors, and 3) students who enter graduate school. *Female and minority students will be targeted for participation in this project. Funding this proposal will directly increase the numbers of females and minorities in the geosciences.*

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1-Boyd, M.K. and Wesemann, J.L. Broadening Participation in Undergraduate Research: Fostering Excellence and Enhancing the Impact: Practical strategies for building sustainable programs. Council on Undergraduate Education. <http://www.cur.org/publications.html>

2- All student-authored publications denoted by \*. CSU Stanislaus students denoted by\*\* Note, two of these students now have Ph.D.s and are teaching undergraduates also, Farke and Guenther.

Wasson\*, H.; Breed\*, C., Sankey, J. In Press. Paleocology of *Lonchidion selachos* from the latest Cretaceous Hell Creek Formation, North Dakota. Society of Vertebrate Paleontology 69<sup>th</sup> Annual Meeting, University of Bristol, United Kingdom. *Journal of Vertebrate Paleontology, Program and Abstracts*.

Gasaway\*\*, S., J. Sankey, N. Ortiz\*\*, and V. Meredith\*\*. 2007. Paleocology of a *Chasmosaurus mariscalensis* bonebed, Late Cretaceous (late Campanian), Big Bend National Park, Texas. 67<sup>th</sup> Annual Meeting, Society of Vertebrate Paleontology, Austin, Texas. *Journal of Vertebrate Paleontology, Program and Abstracts, Volume 27, Supplement to Number 3, 79A*.

Welsh\*, E. and Sankey, J.T. 2008. First dinosaur eggshells from Texas, USA: Aguja Formation

- (late Campanian), Big Bend National Park; 166-177. In: *The Unique Role of Vertebrate Microfossil Assemblages in Paleoecology and Paleobiogeography*, J.T. Sankey and S. Baszio (eds). Indiana University Press (Bloomington).
- Nona\*\*, E, S. MacInnes\*\*, S. Gasaway\*\*, M. Jamison\*\*, J. Mauterer\*\*, and J. Sankey. 2005. Ankylosaurs and more: recent dinosaur discoveries in Big Bend National Park, Texas. *Journal of Vertebrate Paleontology Abstracts of Papers 25(3):96A*.
- Farke\*, A., J. Cavin\*, and J. Sankey. 2001. A crocodylian footprint from the Fall River Formation (lower Cretaceous) of South Dakota. *Proceedings of the South Dakota Academy of Science 80:419*.**
- Farke\*, A.A., F.J. Varriale\*, D.B. Lien\*, J.L. Cavin\*, and J.T. Sankey. 2001. First trackway evidence of vertebrate animals from the Fall River Formation (Lower Cretaceous) of western South Dakota, USA. *Journal of Vertebrate Paleontology Abstracts of Papers 21(3):48A*.
- Guenther\*, M. and J. Sankey. 2001. Statistical analysis of small theropod teeth from the Late Cretaceous (late Campanian) Judith River Group, Alberta. *Proceedings of the South Dakota Academy of Science 80:375*.
- 3-Holmes, M.A., O'Connell, S., Frey, C., Ongley, L. 2008. Gender imbalance in US geoscience academia. *Nature Geosciences 1(2):79-82*.**

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Dr. Julia Sankey, Associate Professor

Book: *Vertebrate Microfossil Assemblages: Their Role in Paleoecology and Paleobiogeography*  
[http://www.iupress.indiana.edu/catalog/product\\_info.php?products\\_id=41856](http://www.iupress.indiana.edu/catalog/product_info.php?products_id=41856)

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<http://geology.csustan.edu/julia/index.html>

**From:** Joe Cash [joecash@sol.csustan.edu]  
**Sent:** Tuesday, July 21, 2009 7:07 PM  
**To:** Stacey Morgan-Foster  
**Subject:** 4-1-4 schedule

My students really like the Winter term because it gives them a chance to get credit for one class (or more) on their transcripts in a very short period of time saving them time and money. I am a part-time lecturer, so it helps me pay the bills to have a paycheck for teaching Winter. I am very much in favor of continuing the 4-1-4 schedule; and my students are, too.

Joe Cash  
Lecturer  
Computer Science Department  
California State University, Stanislaus



## CALIFORNIA STATE UNIVERSITY, STANISLAUS

DEPT OF PHYSICS, PHYSICAL SCIENCE, AND GEOLOGY

### MEMORANDUM

**DATE:** July 14, 2009

**TO:** Dr Hamid Shirvani, President  
Dr Steven Filling, Speaker of the Faculty

**FROM:** Dr. Ian M. Littlewood, Chair  
University Educational Policies Committee

**SUBJECT:** UEPC Academic Calendar Progress Report

The UEPC has taken up the issue of changes to the Academic Calendar. Meetings have already been held, including a large forum for staff, students, and faculty to raise issues related to the calendar. Guests whose insight into the issues will help the UEPC in its deliberations have been scheduled to talk to the committee, and a web site for gathering information from the campus at large is close to being ready.

In narrowing its focus to the most important issues related to the Academic Calendar Review, the UEPC is working on the following items. That is not to say that other issues will not be taken up should they assume the same level of importance.

#### **A realistic estimate of the savings incurred by changing the academic calendar**

On July 7<sup>th</sup> 2009, the UEPC received from the President, through the Vice President for Business and Finance, an account of the costs incurred in offering a Winter Term to our students. This account assigns a dollar value to various activity categories, from the salaries and benefits paid to part time faculty to the cost of enrolling students three times a year instead of two.

However, after a cursory inspection of these figures it seems that only a fraction of these costs can be translated into savings. For example, the UEPC notes the following:

- The cost estimate includes a figure of approximately \$480k for part time faculty salary and benefits<sup>1</sup>. However, if the academic calendar is revised, then the classes which are currently being taught by these faculty in Winter Term will have to be transferred to the proposed fall and spring semesters. Since full time faculty already have full teaching loads these classes will still have to be taught by the same part time faculty, and the same

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<sup>1</sup> This figure should have been reduced, as a substantial portion of the teaching undertaken by part time faculty has already been eliminated by cost cutting measures taken in earlier responses to the budget shortfall.

\$480k will still be spent in hiring them. Although \$480k is assigned on this line, the net savings would be \$0.

- The cost estimate includes entries for staff wages and benefits for 784 workload hours for staff dealing with payroll issues related to the part time faculty being hired for the Winter Term. However, it appears that the estimate includes all the workload hours in winter, *whether the activity is related to Winter Term or not*. The UEPC notes that with 78 part time faculty being hired this would correspond to 10 hours of staff time for each and every one of them, a figure which seems to lack credibility. An independent estimate of the hours needed to process the paperwork is approximately 60. Clarification is currently being sought on this issue. It is presumed that similar overestimates of workload hours directly related to Winter Term might also be included in other lines of the cost estimate given to the UEPC.
- The amount of financial aid received by students is counted in the total at the bottom of the spreadsheet, and then again at the top as extra fees received by the university. Such apparent 'double counting' makes it difficult to arrive at an accurate estimate of the savings which would be realized if Winter Term were to be abolished.

### **How cost estimates might be translated into actual cost savings**

The cost estimate assigns a dollar value to the various activities. *However, simply removing the activities does not in itself constitute a cost savings*. Savings are only incurred when something, in this case workload hours, are not paid for. Since the full time staff who deal with these activities must be retained, it needs to be made clear how the cost estimates can be translated into actual cost savings.

It is worth noting at this point that two staff concerns have been raised related to these cost savings, and the fear that staff will again bear the brunt of campus cuts:

- That cost savings might be put into effect by reducing the time base for staff members from 12/12 to 11/12 or 10/12. Staff members who have been with the university for many years recall that exactly this was done in the past, and are afraid that it will be done again.
- That cost savings might be put into effect by combining departments and/or colleges. Each time two departments are combined into one there is the elimination of at least one staff position. Again, there are staff members who can remember this being done in the past. Combining colleges would result in two or more staff positions being lost.

### **Cost of changing the academic calendar**

Missing from the cost estimates supplied to the UEPC is an estimate of the cost that will be occurred in making the transition to a new calendar. There are currently 2,801 active courses in PeopleSoft, and each one will potentially need to be reviewed, some for catalog description, many for compatibility with the longer semester. Most, but not all, will only need a change of syllabus. Those specifically designed for Winter Term might need to be revised completely, and some fall and spring classes (for example laboratory classes) might need revision to fit the longer

semester. In addition, there are 117 academic programs<sup>2</sup> on campus, and every single program will need to be reviewed, including the “road maps to graduation” which departments were directed to develop only a few years ago. Finally, all changes to the catalog will require staff time to incorporate the updates into the catalog, PeopleSoft, etc.

The workload hours required to handle all this review and revision will not be trivial, and the associated costs could be large. Changes to course descriptions will need to be written, reviewed by departmental curriculum committees, college curriculum committees, the Dean’s offices, and where appropriate the General Education Subcommittee, the Graduate Council, and/or the UEPC. Even those not needing a course catalog revision might demand considerable faculty time to adjust to the new calendar. The UEPC notes that at the time of previous proposal to change the academic calendar the Chancellor’s Office made available \$2M to each campus wanting to make the change. With inflation, the dollar value of the change is presumably larger now. The UEPC will try to estimate of the cost of changing the academic calendar in the near future.

### **Impact of changing the academic calendar on the teaching mission of this university**

The impact of Winter Term on student learning was adequately covered by the last review and summarized in the CROAC report. Their assessment of effectiveness, historic perspective, and literature review are accepted by the UEPC. In addition numerous responses have been received which indicate that some programs would be severely affected by the elimination of Winter Term, even to the point of jeopardizing the entire program. Most notable was the effect that it might have have on the new Ed. D program.

“Without the Winter (and Summer terms), the doctoral program here would face a significant challenge in complying with the commitments we have made to CSU-Long Beach and to WASC, not only with respect to the current cohort who have two more years of planned and approved Winter term (and Summer term) courses ahead of them, but also to the second cohort of candidate doctoral students that begins in a few days, one which also has the expectation of Intersession courses to complete their program. ”

As one of the earliest campuses in the CSU system to receive permission to begin cohorts of doctoral students, CSU Stanislaus is rightly proud of this program. To jeopardize this program is not in the best interests of the university.

In a similar vein, the Department of Chemistry has pointed out a problem associated with accreditation, in that there is a limit on the number of hours that any instructor can spend per week in class. Coupled with their extensive laboratory offerings (3 hours in class for a 1 unit course) it causes problems in assigning faculty the appropriate number of classes;

“Winter Term allows the chair to spread out the workload. The combination of assigned time and Winter Term has allowed the chair to assign workloads that remain in compliance with this accreditation policy. In the past, we have been put on probation for violating this policy and we are closely scrutinized now. Many other CSU Chemistry departments struggle with this same issue, particular those on the traditional semester system.”

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2 41 undergraduate majors, 24 graduate majors, 44 minors, and 1 doctoral major. Many have concentrations to be reviewed also.