

Week		PROPOSED ACADEMIC CALENDAR 2012-13
Wed		23-May Last Day of College Year (2011-2012)
Thur		24-May Summer Semester Begins
Mon		28-May Memorial Day
Tues	1	29-May Instruction Begins for Session 6W1 & Session 12W
Mon	2	4-Jun
Mon	3	11-Jun
Mon	4	18-Jun
Mon	5	25-Jun
Mon	6	2-Jul
Wed		4-Jul Independence Day (Campus Closed)
Sun		8-Jul Instruction Ends for Session 6W1 ; Grades due Tues, 7/10
Mon	7	9-Jul Instruction Begins for Session 6W2
Mon	8	16-Jul
Mon	9	23-Jul
Mon	10	30-Jul
Mon	11	6-Aug
Mon	12	13-Aug
Sun		19-Aug Instruction Ends for Session 6W2 and 12W courses
Tues		21-Aug Summer Semester Ends - Grades due for 6W2 and 12W courses
Mon		27-Aug Academic Year Begins
Wed	1	29-Aug First Day of Instruction
Mon	2	3-Sep Labor Day (Holiday) Campus Closed
Mon	2	10-Sep
Mon	3	17-Sep
Mon	4	24-Sep Wed, Sept 26 - Census Date for Official Enrollment Report
Mon	5	1-Oct
Mon	6	8-Oct
Mon	7	15-Oct
Mon	8	22-Oct
Mon	9	29-Oct
Mon	10	5-Nov
Mon	11	12-Nov Veteran's Day (Observed Monday, November 12) Campus Closed
Mon	12	19-Nov Thanksgiving Holiday (Nov. 22,23) Campus Closed on Nov. 22 only
Mon	13	26-Nov
Mon	14	3-Dec
Mon	15	10-Dec Last Day of Instruction (Friday, Dec 14)
Mon	16	17-Dec Finals Week (Dec15-21); Commencement Dec 21-22
		24-Dec Winter Recess Students (Dec. 24 - Jan. 25)
		25-Dec Holiday campus closed (Dec. 25-31; Observed: Adm (12/26) Colum/Indig Plps (12/27) Lincoln (12/28) Pres (12/31))
Tues		1-Jan Holiday campus closed (New Year's Day)
Fri		4-Jan Last Day of Fall Semester; Fall Grades due
Mon		7-Jan Winter Recess Faculty (Jan. 7 - Jan. 22)
Wed		23-Jan Spring Semester Begins
Mon	1	28-Jan Instruction Begins
Mon	2	4-Feb
Mon	3	11-Feb
Mon	4	18-Feb Fri, Feb 22 - Census Date for Official Enrollment Report
Mon	5	25-Feb
Mon	6	4-Mar
Mon	7	11-Mar
Mon	8	18-Mar
Mon		25-Mar Spring Break (March 25-31)
Mon	9	1-Apr Cesar Chavez Birthday Observed (4/1)
Mon	10	8-Apr
Mon	11	15-Apr
Mon	12	22-Apr
Mon	13	29-Apr
Mon	14	6-May
Mon	15	13-May Last Day of Instruction (Friday, May 17)
Mon	16	20-May Finals Week (May18-24); Commencement May 24-25
Mon		27-May Memorial Day (Campus Closed)
Thu		5/30 Last Day of College Year; Spring Grades due
		Instructional Days 145-149
		Academic Work Days 170-180

58 Instructional days
67 Academic workdays

74 Instructional days
87 Academic workdays

74 Instructional days
87 Academic workdays

	Week		TRADITIONAL ACADEMIC CALENDAR 2012-13
Wed		23-May	Last Day of College Year (2011-2012)
Thur		24-May	Summer Semester Begins
Mon		28-May	Memorial Day
Tues	1	29-May	Instruction Begins for Session 6W1 & Session 12W
Mon	2	4-Jun	
Mon	3	11-Jun	
Mon	4	18-Jun	
Mon	5	25-Jun	
Mon	6	2-Jul	
Wed		4-Jul	Independence Day (Campus Closed)
Sun		8-Jul	Instruction Ends for Session 6W1 ; Grades due Tues, 7/10
Mon	7	9-Jul	Instruction Begins for Session 6W2
Mon	8	16-Jul	
Mon	9	23-Jul	
Mon	10	30-Jul	
Mon	11	6-Aug	
Mon	12	13-Aug	
Sun		19-Aug	Instruction Ends for Session 6W2 and 12W courses
Tues		21-Aug	Summer Semester Ends - Grades due for 6W2 and 12W courses
Wed		22-Aug	Academic Year Begins
Mon	1	27-Aug	First Day of Instruction
Mon	2	3-Sep	Labor Day (Holiday) Campus Closed
Mon	3	10-Sep	
Mon	4	17-Sep	
Mon	5	24-Sep	Mon, Sept 24 - Census Date for Official Enrollment Report
Mon	6	1-Oct	
Mon	7	8-Oct	
Mon	8	15-Oct	
Mon	9	22-Oct	
Mon	10	29-Oct	
Mon	11	5-Nov	
Mon	12	12-Nov	Veteran's Day (Observed Monday, November 12) Campus Closed
Mon	13	19-Nov	Thanksgiving Holiday (Nov. 22,23) Campus Closed on Nov. 22 only
Mon	14	26-Nov	
Mon	15	3-Dec	Last Day of Instruction (Friday, Dec. 7)
Mon	16	10-Dec	Finals Week (Dec. 8-14); Commencement Dec. 14-15
Mon		17-Dec	Winter Recess Students (Dec. 17 - Jan. 25)
		25-Dec	Holiday campus closed (Dec. 25-31; Observed: Adm (12/26) Colum/Indig Plps (12/27) Lincoln (12/28) Pres (12/31))
Tues		1-Jan	Holiday campus closed (New Year's Day)
Wed		2-Jan	Last Day of Fall Semester; Fall Grades due
Mon		7-Jan	Winter Recess Faculty (Jan. 3 - Jan. 22)
Wed		23-Jan	Spring Semester Begins
Mon	1	28-Jan	Instruction Begins
Mon	2	4-Feb	
Mon	3	11-Feb	
Mon	4	18-Feb	Fri, Feb 22 - Census Date for Official Enrollment Report
Mon	5	25-Feb	
Mon	6	4-Mar	
Mon	7	11-Mar	
Mon	8	18-Mar	
Mon		25-Mar	Spring Break (March 25-31)
Mon	9	1-Apr	Cesar Chavez Birthday Observed (4/1)
Mon	10	8-Apr	
Mon	11	15-Apr	
Mon	12	22-Apr	
Mon	13	29-Apr	
Mon	14	6-May	
Mon	15	13-May	Last Day of Instruction (Friday, May 17)
Mon	16	20-May	Finals Week (May 18-24); Commencement May 24-25
Mon		27-May	Memorial Day (Campus Closed)
Thu		5/30	Last Day of College Year; Spring Grades due
			Instructional Days 145-149
			Academic Work Days 170-180

Week	#	Date	PROPOSED ACADEMIC CALENDAR 2012-13
Thurs		5/24	Summer Term Begins
Mon		5/28	Memorial Day (Campus Closed)
Tue	1	5/29	Instruction Begins for 1 st 5Wk & Full 10Wk courses
Mon	2	6/7	
Mon	3	6/14	
Mon	4	6/21	
Mon	5	6/28	
Sun		7/1	Instruction ends for 1 st 5Wk courses; Grades due Tues, 7/3
Mon	6	7/2	Instruction begins for 2 nd 5Wk courses
Wed		7/4	Independence Day (Campus Closed)
Mon	7	7/9	
Mon	8	7/16	48 Instructional Days
Mon	9	7/23	52 Academic workdays
Mon	10	7/30	
Sun		8/5	Instruction ends for 2 nd 5Wk and Full 10Wk courses
Fri		8/7	Summer Term Ends – Grades due for 2 nd 5Wk and Full 10Wk courses
Fri		8/17	Academic Year Begins
Wed	1	8/22	Instruction Begins
Wed	2	8/29	
Mon		9/3	Labor Day (Holiday) Campus Closed
Wed	3	9/5	
Wed	4	9/12	
Wed	5	9/19	Wed, 9/19 - Census Date for Official Enrollment Report
Wed	6	9/26	
Wed	7	10/3	
Wed	8	10/10	
Wed	9	10/17	73 Instructional days
Wed	10	10/24	87 Academic workdays
Wed	11	10/31	
Wed	12	11/7	
Mon		11/12	Veterans Day (Monday Nov .12) Campus Closed
Wed	13	11/14	
Wed	14	11/21	
Thu		11/22	Thanksgiving, Nov. 22, Campus closed; Academic Holiday, Nov. 23
Fri	15	11/30	
Thurs		12/6	Last Day of Instruction
Fri	16	12/7	Finals Week (Dec 7-13); Commencement Dec. 14-15
Fri		12/14	Winter Recess Students (Dec. 17 – Jan. 17)
Mon		12/17	Faculty workdays 12/17 and 12/18
Wed		12/19	Last Day of Fall Semester; Fall Grades due and Faculty workday
Tue		12/25	Holidays (Campus Closed 12/25-1/1)
			Adm (12/26) Colum/Indig Plps (12/27) Lincoln (12/28) Pres (12/31)
Tue		1/1	New Year's Day holiday
			Winter Recess Faculty Dec. 20- Jan. 15
Wed		1/16	Spring Semester Begins
Fri	1	1/18	Instruction Begins
Mon		1/21	Martin Luther King (Holiday) Campus Closed
Fri	2	1/25	
Fri	3	2/1	
Fri	4	2/8	
Fri	5	2/15	Fri, 2/15 - Census Date for Official Enrollment Report
Fri	6	2/22	
Fri	7	3/1	
Fri	8	3/8	
Mon		3/18	Spring Recess (March 18-24)
Fri	9	3/22	
Fri	10	3/29	
Mon		4/1	Cesar Chavez (Holiday) Campus Closed
Fri	11	4/5	
Fri	12	4/12	73 Instructional days
Fri	13	4/19	85 Academic workdays
Fri	14	4/26	
Fri	15	5/3	
Thu		5/9	Last day of Instruction
Fri	16	5/10	Finals Week (May 10-16); Commencement May 17-18
Mon		5/20	Faculty Workdays 5/20 and 5/21
Wed		5/22	Last Day of Academic Year; Spring Grades due and Faculty workday

Calendar Advisory Group Report

Charge

In the summer of 2010, the President asked the Provost to take a look at the calendar and figure out the extent that it maximizes the benefits for all the Divisions to better meet the needs of our campus since the calendar has not been reviewed in-depth in more than a decade. In early fall, the Provost tasked Lakshmi Malrouth with forming a Working/Advisory group representing the different divisions of the university. The Advisory group was represented by Lakshmi Malrouth (Academic Affairs), Dennis Geyer (Student Affairs), Kent Porter (HR), Stacy Hayano (Budget Planning), Justine Heartt (Financial Services) and Anne Bradley (APC rep). We worked through the fall semester coming up with different scenarios that would meet the guidelines set by the Chancellor's Office. The group members consulted with Student Affairs, Human Resources, Payroll, Financial Services, Facilities, IRT, Library, Parking, UEI, the WELL, University Union and Athletics to find out if the proposed calendar posed any problems for the functioning of the divisions. We considered several possibilities over the course of the semester but, in the end, the calendar that is proposed is not a radical one but more of a moderate approach for our campus.

Findings:

1. The proposed 2012-13 and 2013-14 fall and spring calendars with an earlier start date (one week) will be more in line with our area community college calendars providing an option for students to take courses at both campuses.
2. Of the 17 CSU campuses on a semester system, we are one of only four campuses that start later in fall semester and one of seven for spring.
3. Students will finish the semester/graduate at the same time as other students in the region competing for the job market.
4. Having fall grades posted before the holidays will allow students to benefit from knowing their grades in December. If a student is unsuccessful in a course at Sac State and wishes to repeat it at community college, he/she will have time to enroll in mid December. Generally, seats are not readily available at a community college when students attempt to enroll in early January.
5. The Registrar's Office can assist faculty submitting grades before the holidays and start the end-of-semester processing in December. The end-of-semester processes take approximately a week to run. Students are then notified of their academic standing. Students will benefit from getting this information in early January as they have an opportunity to adjust their schedules to better meet their academic plans.
6. Guardian Scholars – with an earlier start date for the spring semester, it would shorten their stay in the dorms in January when the campus is not in session.
7. No crossover for commencement if we begin Finals on a Friday and end on Thursday of Finals week. Graduating seniors and faculty will be able to participate in commencement ceremonies without having to take/give their finals on the same day.
8. Three-week winter intersession is not feasible.
9. Summer sessions will provide more options for course offerings. With the option of 5-5-10 or 5-6-11 week sessions, faculty will have a week off between summer and fall and spring semesters.

To: Executive Committee
From: Kristin A. Van Gaasbeck, Chair, Academic Policies Committee
Date: March 28, 2011
RE: Academic Calendar

The Faculty Senate has charged the Academic Policies Committee (APC) to develop a two-year academic calendar (Items B. and H. in [FS 09-11A/Ex.](#))

The action passed by the Faculty Senate on March 12, 2009 ([FS 09-09A/APC/Ex.](#)), included an APC recommendation that a task force be established to investigate the possibility of a week-long Thanksgiving Break. A Calendar Advisory Group was formed to consider this and other issues with the academic calendar. The Calendar Advisory Group identified other concerns with the academic calendar, but found that it is not possible to incorporate a week-long Thanksgiving Break into the academic calendar. The Calendar Advisory Group proposed an alternative calendar to APC on February 18, 2011. The APC thanks the members of the group for their service and for the considerable time and effort required to investigate changes to the calendar.

On March 18, 2011, the APC voted unanimously to provide two calendars for the Executive Committee's consideration. The APC unanimously supports both calendars and elected to leave the decision of which calendar to recommend to the Executive Committee and Faculty Senate. The APC recommends that the Faculty Senate recommend adopt one of these two calendars for the 2012-2013 year.

The APC does not support Calendar Advisory Group's alternate calendar. The APC's rationale for recommending the traditional calendar in lieu of the alternate calendar recommended by the Calendar Advisory Group is available upon request. A brief overview of the APC's concerns regarding the alternate calendar is given below.

- The committee believes the Calendar Advisory Group recommendation lacks evidence to support the proposed changes to the academic calendar. There is no evidence provided that demonstrates a need to achieve some of the objectives cited in the Calendar Advisory Group report.
- The committee has serious concerns about the pedagogical soundness of the proposal. Lacking evidence that the proposed calendar addresses a demonstrated need in the campus community, the proposed alternate calendar may actually be harmful to students. The committee believes the proposed calendar is harmful to students by shortening the time they have to prepare for final examinations and the elimination of winter intersession.

The APC is ready to provide a two-year calendar in consideration of the APC's charge ([FS 09-11A/Ex.](#)), but would like to encourage the Calendar Advisory Group to propose an alternative for 2013-2014 that addresses the committee's concerns no later than the end of the spring 2011 semester. The APC is supportive of investigating alternatives to the existing calendar structure, and for this reason is recommending the Faculty Senate recommend a one-year academic calendar, to afford the Calendar Advisory Group more time to address the committee's concerns and suggestions, and to consider additional feedback from the Faculty Senate and the student body. As further evidence of the APC's

support for considering alternatives, the committee has provided possible avenues to explore to address the concerns raised by the Calendar Advisory Group in its report (available upon request).

The APC charge to develop a two-year calendar was designed to be included in the published two-year academic catalog. The catalog is no longer published in a two-year interval, but rather is available solely in an online, real-time format. For these reasons, the APC voted to recommend a one-year calendar, but is ready to provide a traditional calendar for 2013-2014 if referred to do so by the Faculty Senate. Rather than delaying the 2012-2013 calendar further, the committee believed it important to refer the traditional calendar early in spring 2011.

Justification for Traditional Academic Calendar 2012-13

Recommended by Academic Policies Committee (approved 3/18/2011)

Benefits of the traditional academic calendar

- Provides students with a weekend to prepare for final examinations and comprehensive assignments due at the end of the term.
- Offers students with a winter intersession, in addition to a summer session, in order to complete class requirements. In the face of budget cuts, it appears that some departments are increasingly relying upon intersession and summer session offerings to meet student demand for courses that cannot be offered during the regular semesters.
- Minimizes the disruptions caused to lab schedules by beginning instruction Mondays. The alternate calendar proposes the first instructional day is Wednesday in the fall, and Friday in the spring. Table 2 below reports the semester start and end dates in the traditional and alternate calendars.
- Allows for a less-compressed summer session by offering summer sessions over a six-week period. This allows faculty more time to deliver curriculum that is normally delivered over a 15-week semester during the academic year.

Drawbacks of the traditional academic calendar

- Commencement schedule overlaps with Friday of final exam week. The APC recognizes the difficulty this poses for students and faculty. However, the costs of reducing the study time for final exams affects students in all classes, not only graduating seniors who attend commencement. For this reason, the APC believes the benefits of beginning final exams on Friday do not outweigh the costs to students. It is unclear that given the choice, the student body would elect to reduce the time to study for final examinations in order to avoid the overlap between commencement and the last day of final examinations. APC encourages the Calendar Advisory Group to investigate the following alternatives:
 - Commencement on Saturday and Sunday, rather than Friday and Saturday. While Sunday is a religious day for many members of the campus community, Friday and Saturday are religious days for many others. An argument could be made in favor of holding Commencement over the weekend because many of our students and families work during the day, posing challenges for a Friday commencement.
 - Condensing the final exam schedule to four days by beginning the examination period one hour earlier in the morning/extending it to one hour later in the evening. The campus currently offers courses that begin at 7am and 7:30am. For classes that begin at 9am, an 8-10am final examination time is the norm.

- The number of instructional days in the fall semester does not equal the number of instructional days in the spring semester. The alternative calendar equates the number of instructional days by beginning the fall academic term earlier.
- Fall semester grades are due during the first week of January, rather than before the winter recess. While there are benefits to students receiving their grades sooner, there are obvious issues with faculty workload. Moving up deadline for posting may affect the quality and type of assignments it is feasible for faculty to assign during the final exam period. Also, across CSU campuses, the APC found it was more common to have a grading period that ends in January rather than prior to the winter recess.
- Difficulty with attendance during Thanksgiving week in the fall semester. This issue is resolved in neither the traditional calendar, nor the alternate calendar. The Faculty Senate endorsed the formation of a task force to examine this issue specifically in [FS 09-09A/APC/Ex.](#) While the Calendar Advisory Group considered a variety of issues with the academic calendar, this issue was considered, but not resolved in the group's proposed alternative calendar.

APC concerns with the proposed alternative calendar

The committee's primary concern is that the issues the alternative calendar are designed to address either (1) lack a rationale based on a demonstrated need, or (2) are associated with serious costs to students and faculty. The Calendar Advisory Group presented the alternative calendar to the committee on February 18, 2011, at which time the Calendar Advisory Group cited many issues and concerns with the existing academic calendar. These concerns had not been previously voiced in the APC or in the Faculty Senate. The committee made a determination based on the proposal as presented on February 18, 2011. The comments below are in response to the Calendar Advisory Group report submitted to APC on March 4, 2011.

The committee believes the Calendar Advisory Group recommendation lacks evidence to support the proposed changes to the academic calendar. There is no evidence provided that there is a need to achieve some of the objectives cited in the Calendar Advisory Group report. In response to the justification provided by the Calendar Advisory Group report on March 4, 2011, the APC has responded to each item in turn.

1. *The proposed 2012-13 and 2013-14 fall and spring calendars with an earlier start date (one week) will be more in line with our area community college calendars providing an option for students to take courses at both campuses.*

The local community colleges do not have a uniform calendar. In addition, some might argue that having final examinations fall on a different week might make coordinating classes easier for students, since Sacramento State and the local community colleges do not have a uniform method for assigning final examination times. Keeping this in mind, APC recommends a simple survey of students might better guide the Calendar Advisory Group and APC as to how many students

take courses concurrently at community colleges and Sacramento State, and the preferences and constraints of these students who do take courses concurrently. The group provided no evidence that this is a problem for students, or any sense of how many students this issue affects.

2. *Of the 17 CSU campuses on a semester system, we are one of only four campuses that start later in fall semester and one of seven for spring.*

The APC is unclear as to why it would be beneficial to the campus community to have an academic calendar that is more like that of other CSU campuses. There is no rationale provided for why this benefits the campus community at Sacramento State. It is unlikely that students would be concurrently enrolled in classes at Sacramento State and another CSU campus. Even if there is a case to be made in favor of syncing the campuses, there appears to be significant variation in the start date for classes in the fall semester across the 16 CSU campuses on a semester calendar.

3. *Students will finish the semester/graduate at the same time as other students in the region competing for the job market.*

Table 1 reports the key term start and end dates in the alternate and traditional calendars. Based on the proposed calendars, there is little difference between the start and end dates. While grades would be posted sooner in each term, it is unlikely that this would appreciably affect entrance into the workforce during the last weeks of December. Also, one must consider that by beginning the academic term earlier, this could affect students' ability to keep longer hours during the intersession and summer terms.

Table 1: Comparison of key dates in the traditional and alternate calendars

	<u>Traditional Calendar</u>	<u>Equal Days Calendar</u>	<u>Alternate Calendar</u>
<i>Fall 2012</i>			
First day of instruction	Mon., September 4	Wed., August 29	Wed., August 22
Last day of instruction	Fri., December 15	Fri., December 14	Thurs., December 6
Final examinations	December 17-21	December 17-21	December 7-13
Commencement	December 21-22	December 21-22	December 14-15
Fall Grades Due	January 4, 2012	January 4, 2012	December 19, 2011
Instructional days	71	74	73
<i>Spring 2013</i>			
First day of instruction	Mon., January 28	Mon., January 28	Fri., January 18
Last day of instruction	Fri., May 17	Fri., May 17	Thurs., May 9
Final examinations	May 18-24	May 18-24	May 10-16
Commencement	May 24-25	May 24-25	May 17-18
Spring Grades Due	May 30, 2012	May 30, 2012	May 22, 2012
Instructional days	74	74	73

4. *Having fall grades posted before the holidays will allow students to benefit from knowing their grades in December. If a student is unsuccessful in a course at Sac State and wishes to repeat it at community college, he/she will have time to enroll in mid December. Generally, seats are not readily available at a community college when students try to enroll in early January.*

Based on the community college calendars, students receiving their grades in the end of December would not give them a significant advantage in registering earlier. For example, for spring 2011, the Los Rios Community College District held open registration from December 20, 2010 to January 20, 2011. If students receive their grades on January 3, they would still be eligible to register for classes at the community colleges. Furthermore, the APC encourages students to inquire about their grades in classes in which they are not performing well. A student could always register for a class at the community colleges and drop it without financial penalty upon learning his/her fall grades at Sacramento State.

5. *The Registrar's Office can assist faculty submitting grades before the holidays and start the end-of-semester processing in December. The end-of-semester processes take approximately a week to run. Students are then notified of their academic standing. Students will benefit from getting this information in early January as they have an opportunity to adjust their schedules to better meet their academic plans.*

The APC recognizes this as a benefit to students, but as potentially problematic pedagogically. The committee believes that reducing the time to grade assignments, especially in the face of increasing class size will affect the quality of assignments and potentially the faculty workload in evaluating these assignments.

6. *Guardian Scholars – with an earlier start date for the spring semester, it would shorten their stay in the dorms in January when the campus is not in session.*

It is unclear why *not* providing housing to these students would be beneficial to students. If the Calendar Advisory Group means to suggest that this would allow the campus to save on costs by not housing these students, the APC recommends providing an estimate of proposed cost savings.

Table 3: Comparison of CSU summer, holiday and spring commencement

<i>Campus</i>	<i>Summer Session</i>	<i>Thanksgiving Break</i>	<i>Spring Finals</i>	<i>Spring Commencet.</i>
Channel Islands	11 weeks	Thurs-Fri	Sat-Thur	Fri-Sat
Chico	11 weeks	Mon-Fri	Mon-Fri	Thurs-Fri
Dominguez Hills	12 weeks	Thurs-Fri	Sat-Fri	Fri
Fresno	9 weeks	Thurs-Fri	Mon-Thur	Sat
Fullerton	11 weeks	Thurs-Fri	Sat-Sun	Sat-Sun
Humboldt	10 weeks	Mon-Fri	Mon-Fri	Sat
Long Beach	12 weeks	Wed-Fri	Mon-Sat	Wed-Fri
Monterey Bay	8 weeks	Mon-Fri	Mon-Sat	Sat
Northridge	12 weeks	Thurs-Fri	Sat-Fri	Tues-Thurs
Sacramento	12 weeks	Thurs-Fri	Sat-Fri	Fri-Sat
San Francisco	9 weeks	Mon-Fri	Sat-Fri	Sat
San Jose	10 weeks	Thurs-Fri	Thur-Wed	Sat
San Marcos	11 weeks	Thurs-Fri	Sat-Fri	Sat
Sonoma	11 weeks	Wed-Fri	Mon-Fri	Sat
Stanislaus	9 weeks	Thurs-Fri	Fri-Thur	Fri-Sat

Includes campuses using a semester calendar only.

7. *No crossover for commencement if we begin Finals on a Friday and end on Thursday of Finals week. Graduating seniors can participate in commencement ceremonies without having to take their finals on the same day.*

The alternate calendar would give some students only one day to prepare for final exams held on Fridays during the last week of classes. The committee could not in good conscience recommend an academic calendar that would provide unnecessary challenges to student success by reducing the preparation time for final exams. The APC has proposed a number of alternatives to this issue for the Calendar Advisory Group to consider (see above). The primary concern is that shortening the study time would harm students. In addition, the committee believes the alternatives proposed by APC have the potential to be less disruptive pedagogically.

8. *Three-week winter intersession is not feasible.*

The Calendar Advisory Group did not provide evidence that this is the case. Also, it is not clear why eliminating winter intersession would necessitate the other changes in the academic calendar. In these uncertain budget times, it seems that allowing for the possibility of winter intersession would be preferable to eliminating the possibility by shortening the time of winter break. In the traditional academic calendar, the campus could still choose *not* to offer courses

during winter intersession. It is unclear to the committee why eliminating the *possibility* of winter intersession is preferred to leaving this option available.

In addition, the elimination of winter intersession is potentially harmful to students. When the alternate calendar was proposed on February 24, 2011, the Calendar Advisory Group suggested that there would be significant cost savings in eliminating winter intersession. The APC requested that evidence be provided to support this claim. Evidence of these cost savings is still absent from the Calendar Advisory Group Report.

There is significant variation across CSU campuses in how winter intersession is scheduled and used for traditional course offerings. If there are to be special sessions, it is unclear who would be responsible for doing this work, in supervising students or special sessions. Since the cancellation of winter intersession is likely to have a significant effect on departments that are increasingly relying on winter (and summer) course offerings to relieve budgetary pressure during the academic year, the APC finds that eliminating winter intersession may harm students by reducing their time to graduation.

9. *Summer sessions will provide more options for course offerings. With the option of 5-5-10 or 5-6-11 week sessions, faculty will have a week off between summer and fall and spring semesters.*

It is unclear how offering courses in a 5-5-10 or 5-6-11 pattern would allow for more course offerings. The alternate calendar has three summer session terms, just as the traditional calendar does. The shortening of the summer session calendar to 10 or 11 weeks does not grant more flexibility in course offerings. In fact, it would likely mean fewer courses offerings since class meeting times would have to be scheduled in larger blocks of time.

Furthermore, the patterns proposed in the alternate calendar (5-5-10 or 5-6-11) are possible within the existing traditional calendar. If there were a call to the committee to consider a more flexible summer session calendar, then the committee could easily accommodate this request by the Faculty Senate. Since we heard no demand or call for making this change, the committee's recommended calendar adopts the familiar 6-6-12 session pattern.

Having a week-long break before and after the summer term is potentially beneficial to the faculty. However, it is unclear that faculty would prefer this to having a longer winter break, especially if this means the elimination of a winter intersession as an option in the future.

Finally, while the consideration of a week-long Thanksgiving Break is not addressed in the Calendar Advisory Group report, the APC believes it important to speak to this issue since it was referred in the last Faculty Senate action on the academic calendar.

The Calendar Advisory Group proposed that the alternate calendar could not allow for a week-long Thanksgiving Break for two reasons: (1) payroll restrictions on the length of the first pay period, and (2) potential lost revenue from vendors renting space on campus. These issues were raised by the Calendar Advisory Group in the February 18, 2011 meeting of the APC.

The Calendar Advisory Group reported to the APC that it was not possible to have a week-long Thanksgiving Break because of payroll concerns. This issue was not raised in the report, but was mentioned by the Calendar Advisory Group several times during APC meetings. As indicated in Table 3, several CSU campuses do provide for a week-long Thanksgiving Break, with the preceding Monday-Wednesday as non-instructional workdays (Chico, Humboldt, Monterey Bay, and San Francisco). Two other campuses observe the Wednesday before Thanksgiving Day as a non-instructional workday.

In weighing the costs and benefits of the alternate calendar, it would be useful for the Calendar Advisory Group to provide an estimate of the losses in revenue that would be associated with extending the Thanksgiving Break to one week. Furthermore, the committee is unclear as to why these losses would not be recouped if the semester is extended to begin earlier in both the fall and spring. In addition, since the alternate calendar proposes the elimination of Winter Intersession, this would potentially reduce revenues from vendors during January, if classes are not in session. The APC encourages the Calendar Advisory Group to provide an estimate of cost savings and losses associated with the closure of campus not only during a week-long Thanksgiving break, but also during the first two weeks in January when classes would not be in session (in the alternate calendar).