WHEREAS, The survey of the faculty by the Calendar Committee in Spring 1993 did not yield a consensus choice for an academic calendar; and

WHEREAS, President Baker has stated that one reason for making a change in the academic calendar is to force a review of the entire curriculum; and

WHEREAS, A Task Force on Curriculum and Calendar has just been formed to review and make recommendations to the Academic Senate on, among other things, the guiding principles that should be considered in making curricular decisions; and

WHEREAS, The results of an extensive review by the task force of the curriculum and the principles that should drive the curriculum could lead to significant suggested changes in the curriculum--some of which could have implications on the choice of academic calendar; and

WHEREAS, Any calendar change will have far-reaching implications on the curriculum; and

WHEREAS, The burden of making the changes in the curriculum that would be necessary to implement a calendar change would properly and necessarily fall to the faculty; therefore, be it

RESOLVED: That any calendar change proposal be made only after the Task Force on Curriculum and Calendar and the Student Throughput Committee submit their reports and recommendations to the Academic Senate; and be it further

RESOLVED: That any proposed change in the academic calendar be approved by the Academic Senate; and be it further

RESOLVED: That any proposed change in the academic calendar, once approved by the Academic Senate, then be submitted to a referendum of the General Faculty with approval being required before it is formally adopted as the academic calendar of the university.

Proposed by the Academic Senate Executive Committee
December 7, 1993
Revised February 15, 1994
State of California  
MEMORANDUM

To: Jack Wilson, Chair  
Academic Senate  

Date: June 16, 1994

File No.: 

Copies: Robert Koob  
Glenn Irvin

From: Barren J. Baker  
President

Subject: RESPONSE TO AS-421-94/EX (Calendar)

I want to thank you and the members of the Academic Senate for your attention to the issue of calendar and its relationship to curricular revision, resources, and efficiency of the campus.

I agree with the resolution's statement that changing from a quarter to a semester calendar will require revisions to courses and the presentation of material in classes. It is further accurate that changes to courses will offer an opportunity for extensive curricular revision. However, I have no evidence that the reverse is true—that is, that extensive curricular revision will result in a change in calendar. Certainly on a campus as complex as Cal Poly, even if content drove calendar, there would not be consensus on that factor.

The question to be answered is which calendar best addresses our central concern with student learning and meets the effective utilization of time by faculty, staff, and students at Cal Poly? For example, the faculty might ask which calendar best serves the educational mission by offering optimum learning conditions, access, and efficiency for students? Which calendar offers the most time for professional development? And which calendar requires the least non-productive work? The staff might ask which calendar eliminates cycles of repetition that do not result in improved levels of service? The students might ask which calendar offers the best balance of the number of subjects taken during a term, the demands of the courses, and the time to learn effectively? Which calendar offers greater access? Which calendar offers the possibility of the shortest time to complete a degree?

As a result of a recommendation from the Curriculum and Calendar Task Force, 1994-95 has been declared the Year of the Curriculum. The regular curriculum review cycle will be delayed one year so the campus has time to focus on the recommendations of the Task Force, the recommendations of the Senate Throughput Committee, and other issues related to changing the academic calendar. I invite the Senate Executive Committee to engage in an early discussion on these matters, and urge that in these discussions, consideration be given to working closely with academic program administrators to assure timely and thorough review. I would also urge that a time line be placed on the discussion that would allow for firm planning toward resolution, including a faculty referendum should that prove necessary or desirable.