I. Minutes: Approval of the October 25, 1994 minutes of the Academic Senate (pp. 2-3).

II. Communication(s) and Announcement(s):

III. Reports:
A. Academic Senate Chair;
B. President's Office;
C. Vice President for Academic Affairs' Office;
D. Statewide Senators;
E. CFA Campus President;
F. Staff Council Representative;
G. ASI Representatives;

IV. Consent Agenda:
   Election of Reg Gooden to fill the CSU Academic Senate vacancy for the remainder of the 1994-1995 academic year.

V. Business Item(s):
A. Resolution on Change of Grades—Executive Committee, first reading (p. 4).
B. The Calendar—Executive Committee, first reading (pp. 5-12). [please bring all materials pertaining to calendar which were distributed with the October 25, 1994 agenda]

VI. Discussion Item(s):

VII. Adjournment:
Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-94/
RESOLUTION ON
CHANGE OF GRADES

WHEREAS, The current policy for change of grades, enacted by the Academic Senate in 1992, does not permit any change in a course grade after one year following the time the initial grade was given; and

WHEREAS, There are documented cases where grade changes after the one year deadline are eminently justified because of faculty and other administrative error; and

WHEREAS, One year is not enough time in some cases, such as senior project, for the instructor to make the necessary evaluation required to change an "I" or "SP" grade into another letter grade and the "I"/"SP" automatically turns into an "F" after one year; and

WHEREAS, There are cases other than those involved with administrative error or "I"/"SP" grades where grade changes may be necessary; therefore, be it

RESOLVED: That an administrative error in originally assigning a grade may be changed regardless of the time that has elapsed since its assignment and that an explanation be required with approval by the department chair and dean if more than seven weeks has elapsed since the original grade assignment; and, be it further

RESOLVED: That grades of "I" or "SP" issued by an instructor in a supervisory course that will automatically change to "F" after one year may be changed back to an "I" or "SP" with only the signature of the instructor required; and, be it further

RESOLVED: That changes of grades not involving administrative error, or "I"/"SP" grades which become "F" after a year, require a brief but clear explanation by the instructor of the reason for the grade change, which must be then approved by the department chair/head and dean. Then after its submittal to the Registrar, the grade change request be considered by a faculty subcommittee of three--selected from a larger faculty committee of six--to determine if the grade change is appropriate; and, be it further

RESOLVED: That the faculty committee be charged with developing a set of guidelines to assist in these determinations, and that these guidelines be submitted to the Academic Senate for its approval and then disseminated to the faculty.

Proposed by the Academic Senate
Executive Committee
November 8, 1994
GUIDELINES FOR DISCUSSION OF CALENDAR

1. Please observe the sound rules of parliamentary procedure. Especially important is the rule that those having the floor address their remarks to the Chair. Debate between individuals should be avoided.

2. The discussion will take place over two or three meetings and will be centered around the issues identified by the Executive Committee as outlined below:
   a. There will be 20 to 40 minutes available for discussion of each issue. During the discussion of an issue, remarks should be germane to that issue;
   b. Remarks should be limited to ones not already specifically stated by someone else. Everyone will get a chance to vote in the end;
   c. Remarks should avoid the obvious. For example, about one-third fewer courses will exist under the early semester system than with the quarter system. Let's not lose time debating whether it's one-third or one-fourth. The fact is we don't know exactly;
   d. PLEASE LIMIT YOUR REMARKS TO THREE MINUTES. We want to hear as many different points of view as possible in the brief time we have. If your presentation requires more than three minutes, please request this time before making your remarks.

3. After we complete discussion of the issues, a resolution will be drafted and brought before the Senate for a vote.

4. Maintain your sense of humor. The calendar is important, but in either case staying on the quarter system or changing to the early semester system is not the end of the world.

PROPOSED OUTLINE FOR DISCUSSION OF CALENDAR

(Please refer to the attached "Department Responses...For Calendar Information" for a complete record of comments made regarding the items below)

1. Pedagogical comparison
2. Short- and long-term impact on students
3. Short- and long-term impact on faculty
4. Costs
   a. workload (of faculty and staff) to accommodate calendar conversion
   b. time required to complete calendar conversion
   c. costs of calendar conversion
5. Summer
   a. summer sessions - effect on student throughput
   b. use of facilities
6. Miscellaneous
   a. impact on labs
   b. impact on physical plant
   c. articulation
   d. effects on minors
   e. co-curricular concerns
   f. management of courses for improving student throughput
   g. seasonal needs of programs
MEMORANDUM

To: Jack Wilson, Chair, Academic Senate
From: Glenn Irvin  
Associate Vice President for Academic Affairs

Subject: Calendars

Jack,

The attached revised display comparing the quarter and early semester calendars indicates more precisely the differences between them. All tabulations are in days to avoid confusion between days and weeks, and categories describe the activities in greater detail. For example, under our present quarter calendar, the faculty is expected to be "on duty" for 170 days including Commencement, with 102 days off over a period of 272 days. In the early semester calendar used for comparison, the faculty would be "on duty" for 163 days, with 116 days off over a period of 279 days. Days of instruction are nearly identical, with the quarter system using 5 additional days for examinations.

Please call if you have any questions about this.
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1994-95

AUGUST
Mon. 22
Mon. 29

SEPTEMBER
Mon. 5
Mon. 12
Mon. 19

OCTOBER
NOVEMBER
Fri. 11 5 days Fall Conf
Wed 23 5 days exams
Thur 24 1 day cmcmnt
Fri 25 4 holidays

DECEMBER
Fri. 2
Mon-Fri 5-9
Fri. 9
Sat. 10
Mon-Fri. 12-16
Sat. 17

JANUARY
Tue. 3
Mon. 16
Wed 25 48 days inst
Mon. 30 5 days exams

FEBRUARY
Mon. 20 20 days weekends

MARCH
Mon. 13
Tue-Sat 14-18
Sun-Sun 19-26
Mon. 27

APRIL
Sat - Sun 8-16
MAY
Fri. 19
Mon-Fri 22-26
Sat. 27
Mon. 29 49 days inst
JUNE
Fri. 2 5 days exams
Mon-Fri 5-9 1 day cmcmnt
Sat 10 20 days weekends

Total days instruction 148
Total days examinations 15
Total holidays during terms 7
Total Sat & Sun for academic year 74
Total days vacation between terms 21 incl Spring Break
Fall Conference 5
Commencement 2
Total days 272 --12 Sep-10 Jun
DEPARTMENT RESPONSES TO THE REQUEST FOR CALENDAR INFORMATION

On September 22, 1994, the Academic Senate office requested all academic departments to provide information which would assist the Academic Senate in making its decision on the calendar options now being considered (quarter and early semester systems). Responses were received from 26 of 52 departments. All responses are represented in the following outline.

BENEFITS/DISADVANTAGES OF EARLY SEMESTER

student benefits/disadvantages of early semester:
+ less frenetic pace, thus, less burnout and stress (BIO, ENGL, FL&L, ME, MUSIC, PHIL, PSYC)
+ earlier access to summer jobs and earlier start in preparing for graduate school (BIO, CHEM, C/EE, MUSIC, NRM, SOIL, SPCH)
+ supports auxiliary exploration and research time; potential for more productivity; more conducive to creativity and development of course projects (BIO, ENGL, ME, MUSIC, PHIL, UCTE)
+ more time for instructors and students to develop better relationships (ARCH, ENGL, MUSIC, SPCH, UCTE)
+ more educational service opportunities--performances off campus, involvement in public school programs, outreach, and student projects in the community; better for coops (BIO, MUSIC, SPCH)
+ better student retention; i.e., easier to catch up if student misses several days due to illness; greater commitment to a class because repeating it would be problematic (MUSIC, SOIL)
+ performing groups have more preparation time; more time for team projects (BIO, MUSIC)
+ fewer registration costs and textbook expenses (NRM)
+ increased opportunity for intrusive advising (CHEM)
- a semester calendar puts more weight on the course final which is more stressful for students (EHS)
- second semester ends too early for student teaching (UCTE)

faculty benefits/disadvantages of early semester:
+ fewer preps per year per faculty member [although more depth per preparation] (ARCH, BIO, CHEM, ENGL, MUSIC, NRM, T&D, UCTE)
+ more time for professional development/activities and research; conference geared to semesters; sabbatical are more useful; allows faculty time to evaluate side issues; more "flex-time"; could result in more efficient use of faculty time depending on class sizes (BIO, C/EE, ENGL, ME, MUSIC, NRM, PHIL)
+ more time for instructors and students to develop better relationships (ACCTG, ENGL, MUSIC, SPCH, UCTE)
+ less frenetic pace, thus, less burnout and stress (BIO, FL&L, PSYC)
+ if professor misses class(es) due to an illness or conference, it is easier to make up the 'lost' lectures (C/EE)
+ FERPS [and others] teach longer terms thus earning more money (ENGL)

administrative benefits/disadvantages of early semester:
+ less administrative time for faculty, students, and staff; fewer paperwork cycles; less administrative headaches per academic year associated with registration of students, scheduling, course assignments, hiring, academic/administrative probation decisions; fewer preparations and printings of syllabi, midterm and final exams (ACCTG, BIO, C/EE, CHEM, ENGL, MATH, MUSIC, NRM, PHIL, SOIL, T&D)
+ better articulation and transfer with community colleges and other schools since most
schools are on semesters (AGED, ARCH, BIO, CHEM, ENGL, MUSIC, NRM, PHIL, SPCH, UCTE)
+ an opportunity for doing things in new ways (BIO)
- less flexibility in adjusting to budget changes (MATH)
- semesters will increase time to graduation as students will have fewer chances to
  register for an inadequate supply of classes; course enrollments will be a concern (EHS, ME)
- it is unclear whether there would be a sufficient number of classrooms to accommodate
  larger classes (NRM)

pedagogical benefits/disadvantages of early semester:
+ greater depth of course content [but less breadth] [fewer courses] (BIO, CHEM, ENGL, MUSIC, ME, NRM, SOIL)
+ allows more time for courses to develop and progress without cramming materials into
  10 weeks; more "soak-in" time; better assimilation of course material; more time to
  review and reflect information; more time to focus on specific topics (ARCH, BIO, ENGL, NRM, MUSIC)
+ better suited to the format of standard textbooks (BIO, CHEM, C&RP, MUSIC, PHIL)
+ better suited to team-taught courses (SOIL)
+ allows for spring/summer research of season-related studies (BIO)
+ semesters "match the need for profundity and timely distillation of major trends/aspects
  of a subject matter... facilitates natural life rhythms with the logistical nature of the new
  electronic information age on whose threshold we have just stepped" (FL&L)
+ allows smaller number of large-unit core courses (BIO)
+ will force a review of every course (BIO)
+ some course consolidation would be beneficial (NRM)
- fewer course offerings, thus, less breadth; semesters require faculty to teach more
  "required courses"; topics would have to be combined; the greater number of courses
  available with the quarter system provides opportunity for instructors to teach specialty
  courses (BIO, CHEM, MUSIC, PE&K, PHIL, PHYSICS)
- senior electives would be reduced by about 30% (ME)
- starts and ends too soon for field botany (BIO)
- Agriculture breadth requirement would be affected (UCTE)

LABORATORIES:
+ more lab time would allow experiments not now possible (BIO)
+ conversion of labs and facilities would not be a problem (MUSIC)
- Labs would be impacted. Many years have been spent building labs around the quarter
  system. A shift to semesters would not be simple; i.e., equipment in 18 lab courses
  could not be made to fit 12 lab courses; scheduling labs would be difficult. It would
  require significant, time-consuming, expensive modification to accommodate our present
  laboratory facilities to a semester system. Fewer labs would mean less "hands on"
  experience (ARCH, BIO, CHEM, ME, PHIL, PHYSICS)
- existing labs and lecture facilities are better suited to smaller class sizes (SOIL)
- lab facilities would be tied up for longer periods of time (ARCH)
- number of productions and theatre bookings might be impacted (T&D)

GRADUATE PROGRAMS:
+ better for graduate programs where longer periods of application offer academic benefit
  (C&RP)
- larger graduate enrollment would be needed to support graduate courses (ME)
MINORS:
- would semesters make it more difficult for students to complete a minor? (STAT)

SERVICE/GE&B COURSES:
- the semester system would require development of "service" courses for other majors or
  1-and 2-unit courses would have to be developed--accreditation agencies frown on this
  and it would require more faculty preparations; semesters would likely require
  repackaging major requirements and support requirements into separate sets of 3- or 4-
  unit courses; may be pressure to reduce units in the major in order to accommodate
  increased units in GE&B and support courses--this is pedagogically unsound for
  students and inefficient for faculty (EHS, ME)
- drafting a semester GE&B package would be very important--i.e., reducing physical
  science requirements would be unfortunate in an increasingly technological age (CHEM,
  PHYSICS)
- may impact completion of GE&B courses in a timely manner (T&D)
- may be pressure to reduce units in the major in order to accommodate increased units
  in GE&B and support courses (EHS)
- semesters allow the department less flexibility in choosing support and GE&B courses
  for its curriculum (EHS)

STRUCTURE:
- quarters are paced more like the real world--there is no time to waste (EHS, MUSIC,
  ME)
- the modularity of quarters are more appropriate for a wide-ranging field like urban
  planning (C&RP)
- Cal Poly has never fully adopted the quarter system. Larger-unit classes would have
  produced a reduction in teaching load and a more clearly defined program design in the
  same way that the semester system would (MUSIC)

YEAR-ROUND OPERATIONS:
+ a January intersession is a vast opportunity for development of international programs
  since summer sites and facilities are "maxed out" (FL&L)
+ a January intersession would be good for making up courses or focusing on single
  projects (SPCH)
+ a longer winter break would allow special short courses to be taught (BIO)
+ if semesters decided, summer sessions would be crucial (CHEM)
- the quarter system is designed for increased efficiency; i.e, year-round operation and
  utilization of campus facilities (ME, PHIL)
- unsuitable for year-round operations. 6-week summer sessions with classes meeting two
  or three hours per day are not nearly as conducive to learning math as a full summer
  quarter (MATH)
BENEFITS/DISADVANTAGES OF THE QUARTER SYSTEM

student benefits/disadvantages of quarter:
+ throughput; less time is lost when a student has to drop a class or fails a class (ACCTG, ARCH, CHEM, EHS, ME)
+ less boredom; better for sustaining a sense of momentum from beginning to end and provides more consistent student participation; students can't coast since the final comes so fast (CROP, ME, MUSIC, NRM, SOIL)
+ better for cooperative education courses and internships (ACCTG, CM)
+ allows students to work later in the field season; provides opportunity for departments to offer a field quarter at Swanton Pacific ranch (NRM)
+ students get to perform in a wider variety of performing groups, recitals, and design projects (ARCH, T&D)
+ provides extended opportunities for students to gain good study habits and skills through a sequence of briefer courses of increasing complexity and challenge; a more intense learning experience; time pressures prevent students from deviating too far from good study habits (C&RP, NRM)
+ greater student flexibility in scheduling classes (C&RP, ME)
+ Cal Poly students have indicated their preference for quarters (NRM)
+ companies that hire our graduates like the wide variety of courses (PE&K)
+ exposes students to a greater number of faculty, courses, other students, and ideas across the university (EHS)
+ students are at a disadvantage in the job market because they go on summer break or graduate almost a month later than semester system schools (C/EE)
+ more burnout and stress than with semesters (BIO, FL&L, PSYC)
+ greater turnover in performing groups (T&D)

faculty benefits/disadvantages of quarter:
+ less boredom; better for sustaining a sense of momentum from beginning to end (MUSIC)
+ spring breaks coincide with major professional meetings (BIO)
- the change to semesters could affect faculty staffing (BIO, CHEM)
- spring break is too short to prepare for spring quarter (BIO)
- doesn't allow time for faculty to explore interesting side issues (ME)
- more burnout and stress than with semesters (BIO, FL&L, PSYC)

administrative benefits/disadvantages of quarter:
+ our department most closely identifies with the Land Grant universities, 50% of which are on quarters (EHS)
- the quarter system is out-of-step with the majority of major universities in the U.S. "If the quarter system is so good, why aren't more schools switching from semesters to quarters?" (C/EE)

pedagogical benefits/disadvantages of quarter:
+ greater variety of courses, course diversity, subjects, and options available (ARCH, BIO, EHS, ME, MUSIC, NRM, PE&K, SOIL, T&D)
+ the greater number of courses available with the quarter system provides opportunity for instructors to teach specialty courses. Semesters require faculty to teach more "required courses" (CHEM, MUSIC, PHIL, PHYSICS, T&D)
+ encourages breadth [but less depth] (ARCH, CHEM, ME)
+ courses are narrower, more specific, and more focused (BIO, MUSIC, NRM)
+ the department's technical classes better suited to quarters (EHS, NRM)
+ allows a breadth of ag courses required for credentials in AG that the semester system does not allow (AGED)
+ course content better suited to quarters (CM)
- courses are cramped and rushed; less time to explore topics; no time to learn (BIO)
- too many "nickel and dime" courses (BIO)
IMPACT OF CHANGING CALENDARING SYSTEMS

- no compelling reason for change (AGED, BIO, CROP, EHS, MATH, PHIL, PHYSICS)
- a lot of work for possibly little gain (AGED, C/EE, EHS, NRM, PHYSICS)
- in view of budget reductions, is it wise to change calendar systems at this time? (ME, NRM, UCTE)
- where would additional time for undertaking a calendar change come from? (C/EE, NRM, SOIL)
- faculty and staff already labor under heavy workloads due to budget cuts (NRM, MATH)
- some courses best taught in a semester system and some in a quarter system. It is difficult to say that it is universally best to change to the semester system (BIO, NRM)
- revisioning of the curriculum has been occurring without a calendar change (AGED)
- the perception by some that a calendar change has already been decided may predispose some faculty members to abstain from voting. To view such abstentions as supporting change would be inaccurate and inappropriate (NRM)
- other universities have recently changed over from quarters to semesters and have not realized the advantages expected (EHS)
- "In the event of a change to a semester calendar, the main recommendation...is that we have a 'zero-based' review of all university curricula...the fall semester begin after Labor Day to avoid an early 3-day holiday period and the loss of a Monday class" (SOIL)
- the changeover would be too time-consuming (BIO)
- much wrangling and territoriality will occur in adjusting to new course formats (BIO)
Academic Senate Budget Committee
Statement on:

CALENDAR CONVERSION COSTS

Converting from a quarter system to a semester system will impose additional costs on faculty. Faculty will have to change every course to fit the semester system, and this requires faculty time. Of course some time is spent on curriculum change anyway, but changing to semesters will involve additional faculty time. The real incremental costs to faculty of this additional time spent on changing courses are the activities faculty forgo in order to implement the course changes. Such forgone activities would include, but not be limited to, research, professional consulting, writing grant proposals, and fund raising.

It is impossible to place a precise dollar amount on these additional costs borne by the faculty. The time spent will vary from course to course, and the value of the time will vary from one faculty member to another. However, it is useful to estimate a range within which the costs will likely fall. There are about 2900 courses offered on this campus, and they average about 3 units each. The additional faculty time per unit required to change courses to semesters is difficult to estimate. Some courses are taught by one faculty member and it may be possible to implement the changes with a small amount of additional faculty time per unit. Other courses are taught in multiple sections and are taught by several faculty members. It requires many more faculty hours per unit to change these courses. As a possible range we consider the additional faculty time to lie between 3 hours and 12 hours per unit. This yields a range of between 26,100 and 104,000 additional hours of faculty time. The average work year for a faculty member is 1380 hours, so the change equates to between 19 and 76 additional years of faculty time.

The common way to evaluate faculty time is by the salary received. For some junior faculty, salary may underestimate the cost of time spent on course changes. Their professional development activities may be reduced setting back a promotion to a higher rank, or a merit salary increase to a higher step. If so, they will receive a lower salary than they otherwise would have until they reach the top rank of full professor. Taking this into consideration, assume the annual salary (including benefits) that measures the opportunity cost of additional faculty time is between $60,000 and $70,000. Then the opportunity cost of the additional time faculty spend on course changes is between $1.14 million (19 times $60,000) and $5.32 million (76 times $70,000).

The time of year the change is implemented also has implication for faculty. If the semester calendar starts with a fall semester and the quarter calendar stops in June, then faculty lose a month of summer break. This month would have to be made up in the future (including interest!), or compensation paid to faculty. Another alternative is to implement the changeover at a time when it does not penalize faculty.

The estimates above are quite rough, but the time frame does not allow a full cost-benefit study. The estimates do indicate a substantial cost, however, and this committee feels it would be appropriate to pursue additional funding to implement any changeover to a semester system.
NOTE: THIS RESOLUTION OFFERED BY THE ACADEMIC SENATE EXECUTIVE COMMITTEE DOES NOT REFLECT THE OPINION OF THE COMMITTEE; RATHER IT IS OFFERED AS A MEANS OF OPENING THE FLOOR TO DISCUSSION OF CALENDARS.

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- 94/
RESOLUTION ON
CALENDARING SYSTEM

WHEREAS, There has been substantial discussion and study of the pros and cons of the quarter and semester calendar systems; therefore, be it

RESOLVED: That the Academic Senate recommend an academic calendar change to the semester system.

Proposed by the Academic Senate Executive Committee
November 8, 1994