

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
ACADEMIC SENATE

EXECUTIVE COMMITTEE - AGENDA

July 21, 1981

F.O.B. 24-B

3:00 PM

Chair, Tim Kersten
Vice Chair, Ron Brown
Secretary, Harry Sharp

I. Minutes

II. Announcements

III. Business Items

A. Ad Hoc Committee for a Faculty Club (Andreini)

IV. Discussion Items

A. Status of Senate Activities During Fall Conference
(Kersten)

B. Change in the Site of the Proposed Engineering South
Complex (Gerard)

C. Academic Calendars (Simmons)

Memorandum

To : Tim Kersten

Date : June 24, 1981

File No.:

Copies :

From : Bob Andreini

Subject:

I would like to be appointed as Chair of an ad hoc committee to investigate the possibility of forming a faculty club. Other interested faculty members are: Joe Weatherby, Paul Neel, Jacob Sabto, Mike Cirovic, Bob Sennett, Stu Larsen, Harold Miller, Dan Bertozzi, and Jan Duffy. I would like to meet with these faculty members soon and discuss the possibilities of forming a club on this campus.

Memorandum

to : Tim Kersten, Chairman, Academic Senate

Date : July 7, 1981

File No.:

Copies :

JUL 13 1981

Academic Senate

From : James Simmons, Chairman, Academic Senate Long Range Planning Committee

Subject: Academic Calendars

The Committee's first report is attached; it is preliminary and tentative in every way. The report arises from long discussions and thorough study of an extensive bibliography on the subject item.

Phase One (V., which includes IV. A to I) can begin in the Fall Quarter if the University Planning Officer or his designee puts in about one month's work this summer in preparing summaries of available information and in visiting universities that have recently undertaken calendar conversions. The Committee recommends that this be done and that the task be assigned to a doer who is enthusiastic about the whole project. Should the University decide to proceed as we recommend, the Committee has a person in mind for the job.

Preliminary report of the Long Range Planning Committee of the Academic Senate on a continuing study of the academic calendar.

I. Factors influencing the choice of an academic calendar.

- A. The combined personal preferences of the faculty, administration, and students.
- B. The dictates of the State Legislature or the Trustees.
- C. University administrative costs.
- D. Adjustments to offset declining enrollments or to expand programs.
- E. Adjustments to encourage and facilitate year-round enrollment.
- F. Decisions about teaching and learning effectiveness.

II. The major types of academic calendars.

- A. Traditional semester; until recently, the most common: two 15 to 18 week units, running from mid September to mid January and from early February to early June.
- B. Early semester; now the most popular: two 15 to 17 week units, running from late August to late December and from mid January to mid May.
- C. Quarter; four equal units of 10 or 11 weeks; designed to facilitate year-round operation.
- D. Trimester; three equal units of 15 to 17 weeks; designed to facilitate year-round operation.
- E. 4-1-4; two 16 week units separated by a 4 week unit that is used for intense short courses.
- F. Other; none of the above or specialized variations of them.

III. Number of institutions (and percentages of total) using the six types of calendars listed above.

| Year | Total | A | | B | | C | | D | | E | | F | |
|-------|-------|-----|-----|------|-----|-----|-----|-----|----|-----|-----|-----|----|
| 70-71 | 2475 | 895 | 36% | 680 | 27% | 539 | 22% | 73 | 3% | 186 | 8% | 102 | 4% |
| 71-72 | 2475 | 637 | 26% | 860 | 35% | 542 | 22% | 77 | 3% | 236 | 9% | 123 | 5% |
| 72-73 | 2450 | 354 | 15% | 976 | 40% | 585 | 24% | 81 | 3% | 329 | 13% | 125 | 5% |
| 73-74 | 2722 | 308 | 12% | 1170 | 43% | 653 | 24% | 77 | 3% | 393 | 14% | 121 | 4% |
| 74-75 | 2821 | 263 | 9% | 1269 | 45% | 696 | 25% | 90 | 3% | 383 | 14% | 120 | 4% |
| 75-76 | 2786 | 242 | 9% | 1257 | 45% | 675 | 24% | 101 | 4% | 375 | 13% | 136 | 5% |
| 76-77 | 2472 | 172 | 7% | 1172 | 48% | 586 | 24% | 86 | 3% | 324 | 13% | 132 | 5% |
| 77-78 | 2452 | 169 | 7% | 1165 | 48% | 565 | 23% | 72 | 3% | 299 | 12% | 182 | 7% |

(Source: College and University, Summer, 1978. The total number of institutions contacted each year is approximately 3,000. The same institutions do not necessarily respond each year. The sample probably is large enough each year to make the percentage comparisons valid.)

There seems to be no universally applicable and conclusive evidence to show that any one calendar is, at all times and in all places, best academically for enhancing the learning process and for promoting a generally good educational climate.

IV. Planning a calendar conversion.

- A. Appoint a coordinating committee with broad representation.
- B. Find the facts; conduct feasibility studies and estimate costs and cost savings; explain the pros and cons of the various calendars; visit other institutions that have recently changed to new calendars.
- C. Gain the concurrence of top administrators
- D. Provide for student advice and counsel.
- E. Secure faculty and community support.
- F. Prepare a detailed position paper that explains the strengths and weaknesses of the existing calendar and the anticipated one, the financial implications of conversion, the immediate costs of a change-over, and the long-range effects.
- G. Conduct discussion sessions to address issues, air questions, and confront questions.
- H. Publicize the major issues.
- I. Final step: the faculty vote.

V. A conversion timetable.

- A. Phase One, four months. The various calendars are studied, debates are held, and a vote is finally taken. IV A-I are now complete.
- B. Phase Two, four months. Identify all the tasks that are to be accomplished and the policy decisions that are to be made. Develop guidelines to assist schools, departments, and administrative units in the conversion process. Establish timetables within the various units of the University for the completion of assigned tasks.
- C. Phase Three, twelve months. The detailed work takes place, courses and programs are re-planned, and the Office of Admissions and Records (and all other units dependent on computer systems) begins converting to the new system.
- D. Phase Four, four months. The results of Phase Three are readied for publication; workshops are held for advisors, students, faculty, and administrators to ensure that implementation goes smoothly.

VI. A calendar conversion provides the opportunity to study in detail all aspects of the University's policies and procedures and to investigate new ideas, new programs, and new approaches. Samples:

- A. The course numbering system: expand, change, or systematize.
- B. General Education-Breadth requirements: perhaps institute a core curriculum.
- C. Definitions: refine the explanations of major, minor, option, double major, concentration.
- D. Graduation requirements: lower and upper division distinctions can be clarified, total credits re-evaluated, transfer credits and articulation agreements and procedures re-examined.
- E. Academic standards: review and formalize, perhaps in association with a reformulation of missions and purposes.

VII. Suggested approaches in completing projects in the conversion process.

- A. As departments prepare lists of new courses and determine prerequisites for them, comparisons with old courses are made; when this information is shared with other departments, consultation aimed at reducing course duplication takes place.

- B. After all decisions have been made concerning graduation requirements, calendar dates, course conversions, etc., a mini-catalog (with cross references and indexes of old and new courses) is printed to help advisors and students in program planning.
- C. In a program of preventive advising, checksheets are prepared for students, lists of completed courses and further requirements. During the year prior to conversion, students are encouraged to complete sequences of courses. All this is to make sure that students are not penalized in the conversion process.
- D. An academic appeals committee is established to resolve student conflicts created in the conversion.
- E. Departments create transition courses (short) to cover material possibly missed in the changeover from one form of sequence course to another.
- F. A large summer term is scheduled to permit seniors to graduate before the new calendar begins operation.
- G. A long-term project involving all possible computer system considerations begins early in the conversion process so that the systems are in place when operation under the new calendar begins.
- H. Course contents are renewed, traditional teaching methods are reviewed and adjusted, and new teaching concepts are introduced to coincide with the changeover.
- I. A new academic/administrative policy handbook is written to conform to the new calendar, new procedures, and new aims.
- J. Provision is made for re-writing articulation agreements: contracts are reviewed and new transfer guides are created.
- K. The new calendar begins operation in a Fall term coinciding with a new two-year catalog. The previous Summer term is used to solve problems arising from the changeover.