

## **Senate Council Ad-Hoc Committee on Calendars Report March 24, 2016**

### Committee Members

Kevin Real, Communication and Information, chair  
Margaret Bausch, Education  
Sharon Lock, Nursing  
David Timoney, Registrar

### Charge

At the Senate Council meeting on October 27, 2014, the SC approved the charge (below) to the ad hoc Committee on Calendars.

- Review the report from the 2012 ad hoc Committee on Calendars.
- Liaise with the SAPPC to coordinate that committee's review of standardized meeting patterns and any intersections with issues discussed by the new ad hoc Committee on the University Calendar.
- Present SC with recommendations about the 2012 ad hoc committee's report, including limitations, prioritizations, and implementation plans.
- Create and suggest alternatives, if appropriate, to the recommendations from the 2012 ad hoc committee.

### Activities

- 1) Reviewed the report from the 2012 ad-hoc Committee on Calendars. This report recommended the adoption of a policy that would allow for courses to meet during the Fall, Spring, and Summer semesters in accelerated formats of varying lengths. Using a complex algorithm, possibilities for classes that met for 16, 12, 8, 6, 4, 2, and 1 week were developed.
- 2) Liaised with the SAPPC to coordinate the committee's review of the standardized meeting pattern. We did this by introducing the issues related to the standardized meeting pattern within the ad-hoc committee on calendars. David Timoney and Kevin Real participated in both committees and were familiar with the standardized meeting pattern.
- 3) As the committee worked, we engaged and considered a number of elements of the calendars proposal. As such, we distilled the issues down to:
  - A. College and department autonomy
  - B. Summer as single or multiple terms
  - C. Implementation of proposal
  - D. Classroom availability

### Recommendations:

We in favor of allowing departments and colleges more flexibility with offering part-of-term courses. We are also in favor a single summer term.

- A. Colleges and departments can offer courses using the schedules they need to use, within reasonable structural guidelines.
- B. Create a single summer term. Doing this will allow department and college programs more flexibility with offering part-of-term courses during the summer.

- C. As an experiment, limit the implementation of the proposal to the newly-created single summer session.
- D. Address summer classroom availability in the following ways:
  - 1) Programs use the classrooms they control for these courses.
  - 2) Programs will need to coordinate with the Registrar to see if there are other departments that want to do the same. Perhaps these other departments could share the same classroom if their part-of-term courses are sequenced appropriately.
- E. The structure of summer is important and issues will need to be addressed. Our committee believes the following should guide scheduling:
  - 1) Having a scheduling structure in place that enables students to easily take other classes is good
  - 2) Those depts/colleges that wish to offer courses on different timetables will need formal approval from their Deans.
- F. The registrar's office believes we need to retain these options in order to have some structure for a one term summer session.

<b>Time Limit</b>	<b>Start Date</b>	<b>End Date</b>
Summer I 2018	5/8/2018	6/5/2018
First 4 Weeks	5/8/2018	6/5/2018
First 6 Weeks	5/8/2018	6/19/2018
Summer II 2018	6/7/2018	8/2/2018
Second 4 Weeks	6/7/2018	7/6/2018
Second 6 Weeks	6/21/2018	8/2/2018
Third 4 Weeks	7/9/2018	8/2/2018

Some colleges will require a more flexible schedule. We believe that departments and colleges know what works for them. For example, the College of Education needs to have the ability to offer shorter meeting patterns such as two week summer courses. In the department of Department of Early Childhood, Special Education and Rehabilitation Counseling, all summer courses are at the graduate level. Almost all of their students attending summer school are teachers. Many of those teachers live 3-4 hours away. While many of the courses are offered via distance learning, they have a few classes that the students must attend face-to-face in order to gain the necessary hands on skills. For logistical purposes, they offer those courses during the summer. Those students must "move" to Lexington while that class is in session. Any time period longer than two weeks becomes cost prohibitive and extremely difficult for the students to manage due to family and other obligations. There is a teacher shortage in eastern Kentucky and not allowing a UK department to offer some of the required courses for these teachers will only exacerbate the issue. Of course, during those two week courses, faculty are required to meet with the students as many hours as they would in the Spring or Fall semester. The faculty must also cover the same content that they would in the regular academic year. The content is not adjusted, only the meeting pattern.

A second issue for this department is that many of these teachers are in districts in eastern Kentucky where they do not get out of school until mid-June and go back to school in very early August. They must have a meeting pattern that allows the UK department to offer courses at

various starting times during the summer rather than a 4 week start time, 6 week start time, or other designated time.

We understand that not all departments and colleges, because of size and logistical reasons, can offer all of the options. However, in order to serve the students, some departments and colleges need the flexibility of shorter meeting patterns and start and end dates for classes.

### Additional Considerations

#### Fall and Spring

For the fall and spring semesters, classroom resources are currently much too limited to be able to offer more part of term sections. In order to offer more part-of-term courses for these semesters, a concerted effort must be made by all departments and colleges to offer sections that maximize the utilization of a classroom throughout the entire semester. For example, programs could coordinate their schedule of part-of-term courses so that one part-of-term courses takes place for the first half of the semester in a classroom and another one takes place during the second half of the semester in the same classroom. Greater dialogue needs to occur with all colleges in order to make it work for the fall and spring semesters

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#### Q&A/Updates

On April 11, 2015, Guest Kevin Real (CI/Communication) presented the final report (see below) of the SC's ad hoc Calendar Committee. Guest Margaret Bausch (ED/Early Childhood, Special Education, and Rehabilitation Counseling), who chaired the previous ad hoc calendar committee in 2012, also attended. Real and Bausch explained how both final reports were complementary. The SC discussed the report but focused on a trial run of a 12-week summer semester. During discussion the SC posed a couple follow up questions and asked the Calendar Committee to find the answers.

#### **Questions from SC Responded to October 2015:**

1) Can the Registrar's office facilitate delivery of multiple start dates?

ANSWER: Yes, SAP is flexible enough to do this.

2) Can the Registrar's office prevent students from registering for courses with overlapping start/stop dates?

ANSWER: Yes, this is system default.

3) Can the Registrar's office facilitate location of rooms for courses for programs with no departmentally controlled classroom space?

Answer: There will be plenty of space in Summer.

4) How many simultaneous hours should students be allowed to take;

ANSWER: Per Senate Rule 5.2.2., the maximum load for undergraduate students in any combination of the four and eight week sessions/terms shall be thirteen (13) credit hours. The

maximum load for graduate students in any combination of the four and eight week sessions/terms shall be twelve (12) credit hours.

5) How many hours can a student take, total, in a 12-week summer session?

ANSWER: In line with 5.2.2., 13 hours for undergraduates and 12 hours for graduate students.

**David Timoney met with staff involved with the Registrar's office and the staff raised further questions for our committee**

1) Financial Aid: What about courses offered outside semester?

ANSWER: Keep main campus courses within boundaries of semester

2) Financial Aid: What about withdrawing from class?

ANSWER: See algorithm from 2012 report for when students can drop course.  
[appended to end of this file]

3) What will happen with orientation for new/transfer students?

ANSWER: Suggest that that be kept in place

**Issues that need be hashed out**

4) Will there be dorms available for students?

ANSWER: See housing

5) What type of billing issues will there be in regards to FY?

ANSWER: May affect summer revenue FY split

## Brothers, Sheila C

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**From:** Hippisley, Andrew R  
**Sent:** Sunday, January 31, 2016 3:37 PM  
**To:** Brothers, Sheila C  
**Subject:** Fwd: summer session proposal

**From:** "Tracy, Tim" <[tim.tracy@uky.edu](mailto:tim.tracy@uky.edu)>  
**Date:** January 31, 2016 at 3:36:08 PM EST  
**To:** "Hippisley, Andrew R" <[andrew.hippisley@uky.edu](mailto:andrew.hippisley@uky.edu)>  
**Subject:** Re: summer session proposal

Andrew,  
I have received this and support this recommendation.  
Tim

—  
Timothy S. Tracy, PhD  
Provost  
University of Kentucky  
Main Building, Room 105  
401 Administration Drive  
Lexington, KY 40506  
Assistant: Ann Becker ([ann.becker@uky.edu](mailto:ann.becker@uky.edu) or 859-257-2911)

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**From:** Andrew Hippisley <[andrew.hippisley@uky.edu](mailto:andrew.hippisley@uky.edu)>  
**Date:** Sunday, January 31, 2016 at 3:27 PM  
**To:** Timothy Tracy <[tim.tracy@uky.edu](mailto:tim.tracy@uky.edu)>  
**Subject:** summer session proposal

Dear Tim,

Thank you for letting me know that the deans were happy with the proposal to allow for a large summer session while maintaining the two existing sessions. The details of the expanding the summer session recommendation can be found in this report. Would you mind sending me a quick note to confirm? We will then move to a future Senate agenda for a vote.

best,

Andrew

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Dr Andrew Hippisley  
Professor and Director of Linguistics  
Senate Council Chair

<http://linguistics.as.uky.edu/user/751>

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# University Ad Hoc Calendar Committee Proposal

Period		Deadlines/Milestones				
Undergraduate	Full Refund	Withdraw or reduce course load 80% refund	Drop/Not on Transcript	Change type of grade (letter, P/F, Credit, Audit)	Withdraw or reduce course load 50% refund	
	11-Jan	10-Jan	18-Jan	1-Feb	1-Feb	8-Feb
<b>Full Semester</b>	Day before class starts	7 days after class starts (4 business days)	21 days after class starts (14 business days)	21 days after class starts (14 business days)	21 days after class starts (14 business days)	28 days after class starts (19 business days)
Number of total days			103	103	103	103
Percent of total days			6.8%	20.4%	20.4%	27.2%
Number of business days			72	72	72	72
Percent of business days			5.6%	19.4%	19.4%	26.4%

<b>12 Week</b>	Day before class starts	6 days after class starts (3 business days)	17 days after class starts (12 business days)	17 days after class starts (12 business days)	17 days after class starts (12 business days)	23 days after class starts (16 business days)
Number of total days			84	84	84	84
Percent of total days			7.1%	20.2%	20.2%	27.4%
Number of business days			60	60	60	60
Percent of business days			5.0%	20.0%	20.0%	26.7%

<b>8 Week</b>	Day before class starts	4 days after class starts (2 business days)	11 days after class starts (8 business days)	11 days after class starts (8 business days)	11 days after class starts (8 business days)	15 days after class starts (10 business days)
Number of total days			56	56	56	56
Percent of total days			7.1%	19.6%	19.6%	26.8%
Number of business days			40	40	40	40
Percent of business days			5.0%	20.0%	20.0%	25.0%

<b>6 Week</b>	Day before class starts	3 days after class starts (2 business days)	8 days after class starts (7 business days)	8 days after class starts (7 business days)	8 days after class starts (7 business days)	11 days after class starts (9 business days)
Number of total days			42	42	42	42
Percent of total days			7.1%	19.0%	19.0%	26.2%
Number of business days			35	35	35	35
Percent of business days			5.7%	20.0%	20.0%	25.7%

<b>4 Week</b>	Day class starts	2 days after class starts (1 business days)	6 days after class starts (3 business days)	6 days after class starts (3 business days)	6 days after class starts (3 business days)	7 days after class starts (4 business days)
Number of total days			28	28	28	28
Percent of total days			7.1%	21.4%	21.4%	25.0%
Number of business days			16	16	16	16
Percent of business days			6.3%	18.8%	18.8%	25.0%

[from 2012 Calendar Report]

2 Week	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	3 days after class starts (2 business days)
Number of total days		14	14	14	14
Percent of total days		7.1%	7.1%	7.1%	21.4%
Number of business days		10	10	10	10
Percent of business days		10.0%	10.0%	10.0%	20.0%

N/A?

1 Week	Day class starts	N/A	N/A	N/A	1st day of class
Number of total days		5	5	5	5
Percent of total days					20.0%
Number of business days		5	5	5	5
Percent of business days					20.0%

1 Week	Day class starts	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 days after class starts (1 business days)	1 day after class starts (1 business day)
Number of total days		5	5	5	5
Percent of total days		20.0%	20.0%	20.0%	20.0%
Number of business days		5	5	5	5
Percent of business days		20.0%	20.0%	20.0%	20.0%