September 8, 2008

MEMORANDUM

TO: Executive Committee of Academic Council

FROM: Provost Kim Wilcox

RE: Change in Academic Year Start Date, 2009

Last spring I spoke to Academic Council about my intention to begin the 2009 academic year on the Wednesday preceding Labor Day. This would allow a Sunday move-in to residence halls for first year students, creating a more “family friendly” travel and move-in schedule for most parents. It would also eliminate for first year students the first unscheduled weekend in East Lansing, reducing a recognized health and safety risk.

The proposed change would have the advantage of shortening the time before school begins, and allowing scheduled orientation-type activities to be held on “school days” during the “school week” (i.e., Monday and Tuesday). For some time, my office has been considering the purpose and content of these activities, and to what extent they represent our best efforts in helping students matriculate. The change in move-in and start dates would serve as an opportunity to re-structure these activities. I am confident that this change will provide the space to make needed changes in the lead up to the start of school, and reduce the incidents of risky behavior by freshmen during the weekend before the start of school. I am aware, of course, of the two obvious consequences of the change: an incomplete instructional week, and the shortening of the semester by two days.

As recommended by Faculty Council, I met with faculty over the summer to discuss ways in which the disruption of a shortened first week (especially those related to laboratory instruction) might be reduced. They suggested that we treat the first three school days (W-Th-F) as Monday, Tuesday and Wednesday, which would make laboratory set-ups more convenient. This modification of the class schedule is consistent with the suggestion provided to me by UCAP in their April 11, 2008 memorandum (attached).

I did not address the shortened semester given that, for most faculty and courses, this change would result in the loss of only one class meeting (courses taught M-W-F, or
T-TH, or four days), and our two semesters are already unequal in their number of
days. Instead, I asked that Faculty Governance in 2008-09 take a comprehensive
look at the calendar, and make recommendations to me about over-all modifications
to the entire year, including this imbalance of days in fall and spring semesters. This
request was made with the backdrop of the comparison of our semester lengths, start-
and ending dates, and exam schedules to other Big 10 and Michigan institutions.

The issue of a shortened semester has been raised as a primary concern in the most
recent version of UCAP feedback. Given the persistence of this concern, I am
willing to implement an option of extending the semester by two days into our
traditional finals week, reducing finals week to four days, and running finals week
Wednesday – Saturday evening. The Office of the Registrar has advised us that with
some modification of the final exam schedule, this would be possible. This would
maintain the total number of instructional days. I trust UCAP has fairly represented
the concerns of faculty from across campus, and that reconfiguring finals week to
recapture the two class days will find broad acceptance across campus.

I have heard, and appreciate, the concern that a Governance review of the academic
calendar could result in recommendations which would cause us to re-think the
Wednesday start date and bring about yet another round of change in fall semester.
While such a recommendation is a real possibility, I feel a responsibility to address
the health and safety issues associated with sponsoring an annual “Welcome Week”
celebration for MSU students and their friends from across the state, by making this
schedule change at this time. I trust that we, as an academic community, will be able
to accommodate any eventual governance recommendations on the academic
calendar when they are final.

AcadYearStartDate ECAC 9_8_08.doc

Attachment
MEMORANDUM

To: Kim Wilcox, Provost
    E. James Potchen, ECAC Chair
Cc: Douglas Estry, APUE

From: R. Sekhar Chivukula, UCAP Chair

RE: UCAP Response to Proposal to Change Academic Year Start Date

On April 1, 2008, ECAC requested that UCAP consider the academic issues arising from the proposal to change the academic year start date, eliminating two instructional days and beginning classes on the Wednesday of the first week. In the limited intervening time, UCAP members have solicited feedback from their constituencies, studied data on the celebratory drinking of students, and examined the calendar implications of various scenarios based on information provided by the Registrar’s office. This report summarizes the information and responses that the committee has received, and suggests several possible revisions to the proposed policy that the committee believes should be considered. The committee also respectfully suggests that many people in the MSU community have not yet been fully engaged in the review of this proposal, and that more time may be needed for the community as a whole to respond.

The data that UCAP reviewed in regard to students’ celebratory drinking during Fall Welcome indicate clearly that this period poses a significant health and safety danger for MSU students. UCAP concurs with the administration that revisions of Fall Welcome must be considered, to try to minimize the potential danger to students.

Input to UCAP also confirms that, in many cases, Fall Welcome is currently not fully utilized to orient and acclimate incoming students to the rigors and stimulation of college academic life, the adjustments necessary for on-campus housing, and the realities of living away from home. Many UCAP members suggested, however, that this should be taken as an indication to strengthen the orientation period, and to include more of an academic focus to the activities. Students on the committee, in particular, noted that Fall Welcome activities (with some notable exceptions, especially in the Residential Colleges) are typically unconnected to Departments or Colleges, and that very few faculty participate. UCAP respectfully suggests that the alternative of strengthening the existing Fall Welcome period be studied. UCAP notes, however, that this is only feasible if all Departments and Colleges become involved with Fall Welcome activities, and if faculty participate more often and more meaningfully in these activities.

Turning to the current proposal, the committee notes the following academic concerns:

1. The proposal reduces the number of instructional days in the fall semester from 72 to 70, increasing the disparity with the spring semester that has 74 instructional days. Since curricular demands typically specify that a fixed amount of material be covered in a course, the loss of two
additional instructional days to the already short fall semester poses a problem. This problem is particularly acute in courses which are offered both semesters: since courses are required to have identical content both semesters, the shortened fall will require them to be planned on a fourteen-week basis. UCAP believes the shortening of fall semester constitutes a major academic problem with the proposal as currently constructed.

2. The proposal reduces the number of complete instructional weeks in the fall semester from 13 to 12, again increasing the disparity with the spring semester that has 14 such weeks. This problem is particularly acute in laboratory classes configured such that each student attends once per week, but which have multiple sections scheduled all days of the week. In these courses, the effect of the current proposal is to reduce the number of "lab-weeks" to twelve. This is of particular concern in that enrollment in the STEM colleges with many such lab courses continues to increase. UCAP believes the loss of an additional instructional week in the fall semester is a major academic problem with the proposal as currently constructed.

3. With Labor Day falling during the week immediately after the first week of classes, classes that meet only on Mondays would go two full weeks into the term before the first class meeting. Data we have received indicate that this situation affects 120 sections in 63 undergraduate courses, and 95 sections in 56 graduate courses.

4. Some colleges, James Madison College for example, use Fall Welcome effectively for academic programs. These colleges will need to make alternative arrangements, if this content is to be provided.

5. As noted above, it is important to provide freshman and other entering students with a strong orientation period including, in the view of UCAP, events with an academic focus, particularly those including interaction with faculty. Necessary enhancements to Fall Welcome will be more difficult to arrange if it is shortened.

In addition, UCAP has received feedback questioning whether a shortened first week of classes prior to Labor Day Weekend will effectively curtail celebration. Some have suggested that student celebratory activities will simply move into the first week of classes, thereby undermining the hoped-for effects of the proposed policy. UCAP is not in a position to evaluate these concerns, and notes them here so that they may be addressed in future discussion.

The committee feels that the academic issues (1-5) raised above are significant, and respectfully requests that changes to the current proposal be considered which would mitigate some of these concerns. Specifically, the committee suggests that the following alternative proposals be explored:

A. Leave Start of Fall Term As Currently Scheduled: Reschedule freshman "move-in" to the Saturday prior to the beginning of classes, and hold all orientation events on Saturday evening and Sunday. The proposal here is that the first weekend of the term (Saturday night, and Sunday) would be used for University-sponsored, chaperoned, orientation activities for freshman and transfer students - including faculty and perhaps also parents who were on campus to help their student move in. This proposal would compress the orientation period further, but would allow for upper-class move-in to be on the Sunday prior to the start of the term, and for classes to begin on Monday. UCAP
notes that its student members felt this option was rushed, at best, for freshman orientation, and may not provide sufficient time for upperclassmen to settle in before classes resumed.

B. Modify the Proposal to Move the Start-Date: Begin the academic year on the Wednesday prior to Labor Day, as currently proposed, but implement two more changes to the Fall Calendar: (1) use the first Friday of the semester (just prior to the Labor Day weekend) for a "Monday" schedule of classes and (2) move finals week by two days, having finals begin on the Wednesday of the currently scheduled finals week and end on the Tuesday of the following week. The intent of first modification is to "recapture" the Labor Day week as a "complete instructional week"; the intent of the second is to maintain the total number of instructional days. The viability of this proposal will depend on the practicality of running a "Monday" schedule on a Friday, and the willingness of the campus community to lose two days from the break between fall and spring semesters. (Note that the two parts of this option are separable, and one could implement the first change without the second and vice versa.)

C. Add Three Instructional Days to Fall Semester: Begin classes on the Wednesday prior to the current first week of class. In this proposal Fall Welcome would proceed as under the current proposal, but one week earlier. This proposal would actually increase the number of fall semester instructional days to 75, and make fall and spring semesters more comparable. The viability of this proposal depends on the willingness of the campus community to lose a week of summer, inconveniencing instructors and students with school-age children and affecting summer term. In addition, there is the concern that this proposal would result in celebratory activities being moved to the first weekend of the term (which, in this proposal, would be the weekend prior to Labor Day weekend).

D. Leave Fall Welcome and Fall Semester as Currently Scheduled: Establish a Faculty/Student/Staff Task Force to reform Fall Welcome to make it more academic and more engaging, and to study how best to avoid the problematic drinking which motivates the current proposal. UCAP notes that enhancements to Fall Welcome could include community service (helping students learn more about the communities of which they are becoming a part), small group discussions of the summer reading books, and one-lecture freshmen seminars across campus on a wide variety of engaging topics. These enhancements would naturally involve Departments and Colleges, and would facilitate interaction between students and faculty.

Given the limited time available, UCAP was unable to perform a detailed analysis of any of these scenarios. However the committee notes that, while proposals A-C would address items 1 - 3 listed above, proposal D could address items 4 or 5 as well.
Consultations with Groups and Individuals

Student Assembly and Academy Assembly leaders……September 12, 2008

Executive Committee of Academic Council (ECAC)……September 9, 2008

Faculty Council……August 26, 2008

Faculty from CNS, CANR, SS, CAL……July 22, 2008

Representatives from Olin Health, CATA, DPPS, Physical Plant……June 25, 2008

Chris Kulesza……May 8, 2008

Sandte Stanley……May 1, 2008

Associate Provosts……April 26, 2008

Academic Council……April 15, 2008

University Committee on Academic Policy (UCAP)……April 10, 2008

ECAC……April 1, 2008

Mark Dobson, RHA President, Eric Hinojosa, Academic Assembly Chair, Michael Leahy, Student Assembly Chair……March 31, 2008

Provost Staff……March, 2008

COGS President……March 11, 2008

Deans Council……November, 2007

Offices of Undergraduate and Graduate Education, Olin, Residence Life, AOP, Governmental Affairs……November 20, 2007

Offices of Admissions, Financial Aid, Housing and Food Service, Athletics, Registrar, International Studies & Programs……September 17, 2007
<table>
<thead>
<tr>
<th>Elements of the Proposal</th>
<th>Freshmen move-in on Sunday</th>
<th>Transition/Orientation Activities on M/T</th>
<th>Classes begin on Wednesday before Labor Day</th>
<th>Re-conceptualize orientation/transition Through 1st year</th>
<th>Teach M,T,W Schedule The first 3 days of class</th>
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<tr>
<td><strong>Goals of the Proposal</strong></td>
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<td>Re-focus start of school with an emphasis on academic transition</td>
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<td>Reduce overall number of unscheduled days before the beginning of classes</td>
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<td>Eliminate first &quot;unscheduled&quot; weekend before classes begin</td>
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<td>Create a more family-friendly move-in schedule</td>
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<td>Frame transition activities so they have a higher priority for students</td>
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<td>Provide a more thoughtful, intentional transition for students</td>
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<td>Enhance opportunities for faculty involvement in academic transition activities</td>
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<td>Reduce the number of 1st year students arrested for alcohol-related offenses before the start of school</td>
<td>X</td>
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<td>Reduce the number of 1st year students receiving emergency medical assistance for alcohol-related problems before the start of school</td>
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<td>Reduce the number of 1st year students attending off-campus parties before the start of school</td>
<td>X</td>
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<td>Minimize disruption of scheduled laboratory classes</td>
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