

Report of the 2019 Committee to Review the Academic Calendar

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Executive Summary

The Committee to Review the Academic Calendar was tasked by Dean of the College John Boyer with reviewing and assessing the rhythm, flow, and particular features of our present academic calendar, with attention to the experiences of our undergraduate students and to the various implications of our end date to the Spring term. In carrying out this mandate, we have been aware that no unit in the University operates in a vacuum, the College least of all, and that any adjustments to the College calendar will have an impact across the entire institution. We have been attentive to these repercussions in our conversations with numerous stakeholders and we have borne them in mind while developing our recommendations and seeking out supporting data. The complex inter-relations of the University warrant caution that some of those recommendations may require further exploration and elaboration. Although our conversations were wide-ranging and inclusive (see Appendix 2), they generally took place with a focus on a single issue or the impacts on a single stakeholder. Meanwhile, the academic calendar – today more than ever – is an intricate clockwork that requires precise attention from multiple stakeholders. We therefore present our recommendations with a request for a defined period of public comments and conversations with deans, faculty members, lecturers, students, and academic staff during the Autumn quarter of 2019.

Above all, our findings confirm the centrality of the quarter-system to our identity at the University of Chicago. We also recognize that the quarter system, as currently operated, likely contributes to elevated student stress, although the exact mechanisms here are difficult to capture quantitatively. Our findings also confirm that the late end-date of Spring quarter classes presents a major dilemma for students and faculty alike, with consequences that are academic, emotional, and operational. The single most important change for which we advocate is the conclusion of the academic year by June 1st. Many of the recommendations articulated in this report serve to attain or support this priority.

The outline below presents our recommendations chronologically through the academic year, with the following notable features: (a) every quarter has 9 weeks of instruction, embedded in either an 11-week (Autumn and Spring) or 10-week (Winter) footprint; (b) reading period extends for three days, from Saturday of the final instructional week through Monday of exam week; (c) exams run for four days from Tuesday through Friday.

❖ September Term

- Introduce a three-week term in September. This term will begin after Labor Day and is modeled both on the successful intensive courses offered in study-abroad programs and Summer Session, and on the limited pilot programs undertaken in recent years, including at the MBL.
- Students would receive Autumn quarter credit and academic year financial aid.
- Instructor compensation will be examined separately by the College, Divisions, and Schools. Compensation might involve either extra-service payments (as with Summer Sessions) or the fulfillment of teaching obligations.

- The number of September Term courses should be limited; the courses should be specially considered and approved by the appropriate College office.
 - Foreign language “boot camps” and acquisition of technical skills (programming, GIS, paleography, for example) may be especially welcome, as might high-demand small-enrollment classes such as those in creative writing or studio art.
- ❖ Autumn Quarter
 - Retain the Autumn quarter 11-week footprint.
 - All of Thanksgiving week (usually 9th week) becomes a holiday.
 - There are 9 weeks of instruction (eight weeks before Thanksgiving, one week following).
 - Reading period extends for three days, Saturday through Monday of 11th week.
 - Exam days extend from the Tuesday of 11th week through Friday. The Registrar may include evening scheduling for exams.
- ❖ Winter Break
 - Retain the three-week winter break, extending until early January.
- ❖ Winter Quarter
 - Reduce the Winter quarter footprint to 10 weeks.
 - There are 9 weeks of instruction.
 - Reading period extends for three days, Saturday through Monday of 10th week.
 - Exam days extend from the Tuesday of 10th week through Friday. The Registrar may include evening scheduling for exams.
- ❖ Spring Break
 - Currently, spring break lasts one week after a full week of Winter quarter exams. The reduction of Winter quarter to 10 weeks may allow spring break to be extended to two weeks. (The decision to retain a one-week break or to extend spring break to two weeks will determine the footprint of Spring quarter.) See Appendix 6 for pros and cons.
- ❖ Spring Quarter
 - The start date of Spring quarter will depend on whether the preceding spring break remains one week or is expanded to two weeks.
 - Retain the Spring quarter 11-week footprint.
 - There are 9 weeks of instruction.
 - Reading period extends for three days, Saturday through Monday of 10th week.
 - Exam days extend from the Tuesday of 10th week through Friday. The Registrar may include evening scheduling for exams.
 - 11th week is reserved for Senior Days/Week, with Convocation events to follow.

The academic year formally begins with the Summer quarter, for which we make no specific recommendations. However, we do expect that the dates for Summer quarter may shift one or two weeks earlier, better aligning our summer offerings with the schedules of high school and

college students from other institutions, and thus allowing for more robust Summer quarter course offerings and for stronger sustained enrollments.

During our investigations, we encountered reports of violations of existing norms and policies by current faculty members at all ranks and in all departments. Such violations -- and the perceived lack of students' recourse for addressing violations -- make it difficult for students to plan their schedules and responsibly meet their end-of-quarter obligations. These violations are mentioned often in reports about student stress, and students perceive that they have no clear avenue to lodge complaints about them. Most students are not aware of the services of the Ombudsperson, and many students do not see their advisors as effective advocates in this regard. Addressing this matter is beyond our remit but we do flag it for the attention of the Dean of the College.

Finally, we make some common-sense recommendations and draw attention to problems relating to policy and practice about exams, papers, and other interim or final course assessments. These recommendations are intended to relieve pinch points and to empower students to better anticipate and manage their schedules and their time.

Introduction

The Committee to Review the Academic Calendar was constituted in January 2019 by John Boyer, Dean of the College, and charged with reviewing the academic calendar for insights into the calendar's impact on and relationship to emotional stresses and academic outcomes of College students. The formation of the Committee comes in response to a number of factors, in particular in response to anecdotal reports of student stress and of the experiences of students, parents, and alumni, from both internal and external sources.

It is important to remember that 88% of our College students graduate within four years, and that 93% graduate within six years (see Appendix 5). While these numbers can and should be improved, they remind us that the overwhelming number of our students do thrive at UChicago, with all its stresses and with its current calendar structure. It is also important to remember that our students come to UChicago for our pedagogical rigor and high-intensity intellectual environment, and that they take great pride in meeting the faculty's expectations for their academic growth and achievements. Any changes to our academic calendar must be undertaken with caution and with awareness of the potential to damage rather than enhance the University's standing.

The Committee

The composition of the Committee reflects the range of University citizens whose experiences are informed by the academic calendar: faculty members with appointments in the College and in the Divisions and Schools; academic staff; undergraduate and graduate students.

Dan Black, Professor, Harris School of Public Policy
Scott Campbell, Assistant Vice President for Academic Services and University Registrar
Tyler Chan, BS'19 (Neuroscience)
Elisabeth S. Clemens, William Rainey Harper Distinguished Service Professor, Sociology and the College
Ebenezer Concepcion, PhD'19 (Romance Languages and Literatures)
Kevin Corlette, Professor, Mathematics and the College
Kaesha Freyaldenhoven, BA'19 (Art History), MA'19 (Humanities)
Daniel Koehler, Committee Staff; Associate Dean of the College for Academic Affairs
Peggy Mason, Professor, Neurobiology and the College
Mark Oreglia, Professor, Physics, Enrico Fermi Institute, and the College
Martha T. Roth, Committee Chair; Chauncy S. Boucher Distinguished Service Professor, Near Eastern Languages and Civilizations, the Oriental Institute, and the College

The work of the Committee

The Committee began its work immediately, holding regular, all-member Committee meetings to explore the problems that led to our charge, with a view to understand the structures at stake in our work; to consider a range of solutions and questions; and to review our findings. At the same time, we arranged meetings with a variety of University stakeholders, at which at least two members of our Committee could be present.

Our strategy in the Winter quarter was two-fold. First, we sought to meet with staff in the array of para-curricular offices that support our students outside the classroom. We aimed to establish in these interviews the “property lines” of the calendar that determine the limits of the possible and the invitation of dysfunction, as well as the unique “pinch points” experienced by these units with reference to the current calendar. In other words, we were interested in how and where, according to these offices, the calendar produces undesirable stress among students and faculty, and what alternatives they might see as beneficial. Second, we sought to substantiate the perceptions of these stakeholders with data (as far as possible given privacy considerations), and we researched and discussed the implications of different calendar models at peer institutions. These discussions and analyses were critical in developing our recommendations.

By the early Spring quarter 2019 we turned our attention to faculty and student groups. We summarized some of our findings, posed questions about pressures and tradeoffs, and delved into curricular and scheduling implications. A recurring theme in these conversations was the need for explicating and disseminating (and enforcing, as far as possible) certain “best practices” in relation to the calendar; we found several areas in which a lack of coordination across units and a too-frequent violation of policies make the student experience inordinately and needlessly stressful. We were also able by this time to present some preliminary findings about calendar adjustments and hence to engage in conversations with faculty members and students about possible revisions. A full list of our meetings and interlocutors can be found in Appendix 2.

We began our discussions with all possibilities on the table, including switching to semesters, splitting winter quarter across the winter break (recently considered but not adopted at Northwestern University), and offering adjustments to the quarter system. Our meetings with faculty and student groups revealed limited support for the first two possibilities and overwhelming support for the intellectual and pedagogical advantages of the quarter system. Students value the opportunity to take more and more varied courses; welcome the opportunity to engage with more faculty members; find it easier to recover should they have a difficult quarter; and appreciate that courses begin immediately, with reduced possibility of flagging interest or “down time” during the quarter. Instructors appreciate many of the same features, especially the opportunity to offer a greater variety of courses and the minimal time lost to ramping or dealing with fatigue toward the end of the term. Moreover, many faculty members (especially those outside of the lab sciences) are grateful for the possibility of consolidating their teaching commitments into two quarters, leaving one in-residence, non-teaching quarter in which they can attend to administrative and research responsibilities. Finally, we heard frequently from these same faculty members that September is a highly valued and indeed crucial time for travel and research. As one colleague put it, “September may be only one-twelfth of the calendar year, but it represents as much as a quarter of my research time.”

Consequently, our concluding discussions homed in on possibilities for modest and attainable reform to the quarter system that could also address deleterious emotional and academic impacts of the current calendar. We also explored areas where targeted, surgical changes in policy related to due dates, exam scheduling and information in course listings could mitigate some of the issues identified.

History of the academic calendar at UChicago

While the University's academic calendar has evolved over our history in response to internal and external changes, it has a strong basis of continuity in and identification with the quarter system (see Appendix 3). The quarter system was an integral part of William Rainey Harper's plan, famously conceived *en route* from New York to Chicago in 1890, to "revolutionize" college and university work. The intention was to economize the flow of academic work given the needs of an expanding student population and the research ambitions of a professionalized faculty. Whereas semesters produced operational dead-time, the calendar of the University of Chicago would be split into four equal terms, or quarters, each lasting twelve weeks, with each quarter divided into two six-week segments. A week's vacation separated the terms, which began, respectively, on the first days of January, April, July, and October. This highly rational calendar enabled students to enter and depart at any quarter during the year and to graduate as quickly as they desired. There were also benefits for faculty since they were granted one of the four quarters off with pay as research leave.

By 1916, this plan had been modified to deal with such realities as facilities maintenance and holiday disruptions, and the Spring and Summer quarters had been shortened to eleven weeks each, leaving the entire month of September as a recess. Acceptance of the Summer quarter as an equal term in the academic calendar diminished in the 1940s for reasons such as the rise of low-cost options for summer credit at public universities and the curricular structures and reduced enrollments of the Hutchins College. A two-day reading period and what is now known as College Break Day each February were introduced through the College Council by Dean Donald N. Levine in 1985, giving us the College academic calendar that exists today.

Comprehensive reviews of the calendar have taken place periodically over the University's history. In 1934, a proposal to adopt the semester system took shape in the context of the financial pressures of the Depression and larger debates about the College curriculum and the relations of the Divisions. It was ultimately rejected. The last calendar review took place in 1997, by a committee chaired by Professor Robert Rosner and charged by President Hugo Sonnenschein and Provost Geoffrey Stone. This occurred in response to the work of a faculty task force and outside surveys that identified a host of problems in undergraduate student life at UChicago contributing to high rates of attrition and a difficult campus climate. These included widespread perceptions about an unmanageable student workload and a relentless cycle of papers, midterms, p-sets and final exams. Many within the University assumed, then and now, that the quarter-system itself is the root cause of our high-pressure academic climate, but the investigations of the Rosner Committee produced rather different conclusions. They came to doubt the claim that the quarter system inevitably produces unmanageable levels of stress, nor were they convinced that a switch to semesters would resolve the pressures that

interlocutors identified, which seemed more directly attributable to the nature of the curriculum, the demands of the faculty, and the aspirations of our students. The Rosner Committee did, however, note the misalignment of our calendar with those of institutions and programs outside the University, a misalignment that results in substantial costs both to students and to the effective use of the campus facility as a whole. In 2019, our Committee has largely reaffirmed these conclusions.

The Rosner Committee made a variety of recommendations to address the problems of student stress and misalignments, from a modest reduction in the number of instructional days in the quarter, to extending the length of reading period, to allowing graduating seniors to receive provisional grades in the Spring. The Rosner Committee, recognizing that our Spring quarter end-date had already become a significant problem for many, stressed their opposition to any measure that might result in the Spring quarter ending even later. They also identified a basic trade-off in the retention of quarters: we could extend the length of spring break or we could complete the year at a reasonable date in June; we could not do both without dramatic interventions in the instructional period and redesign of the curriculum. We have not been able to determine whether or by whom the findings of the Rosner Committee were discussed, and to our knowledge the only recommendation of the Rosner Committee that was accepted and implemented was to extend Winter break to its current length of three weeks.

The 2019 landscape

Our Committee in 2019 faces a very different landscape than that encountered in 1997, largely as a result of twenty years of annual growth in the undergraduate population (3,756 undergraduate students in Autumn 1997 v. 6,600 in Autumn 2018) that has resulted in a student body that is not simply larger but more diverse by all measures and more interested in exploring new fields of academic study. At the same time, delivering the highest quality undergraduate education is complicated by a number of new factors. Doctoral programs in the Divinity School, Humanities, and Social Sciences have been reduced by a third (see Table 1) and today's doctoral students are better supported financially. These changes have reduced the pool of qualified teaching assistants and instructors in these areas, even as the expansion of postdoctoral teaching fellowships has gone some modest way to addressing this problem. Meanwhile, the increases in BSD, PSD, and IME doctoral enrollments -- where graduate students are funded by faculty research grants -- have not necessarily translated into the availability of more or better instruction in the College.

	AY97 Total PhD Yrs 1-6	AY18 Total PhD Yrs 1-6	Difference
BSD	334	382	+ 14.37%
Div	201	106	- 47.26%
HUM	651	442	- 32.10%
IME	0	98	+ 100%
PSD	436	744	+ 70.64%
SSD	981	646	- 34.15%
Total	2603	2418	- 07.11%
<i>Total University</i>	<i>2901</i>	<i>2667</i>	<i>- 08.07%</i>

Table 1: Comparison of doctoral student populations, AY97 and AY18

Since 1997, targeted faculty growth in PSD, IME, and the Harris School of Public Policy, in addition to strategic faculty expansion initiatives funded by the Mellon Foundation and the Provost's Office, have also increased the size of the tenure-track faculty with commitment to undergraduate College education.¹

	AY97 Total Asst, Assoc, Prof	AY18 Total Asst, Assoc, Prof	Difference
BSD	106	137	+ 29.24%
Div	29	28	- 3.44%
HUM	142	199	+ 40.14%%
IME		17	+ 100%
PSD	156	189	+ 21.15%
Public Policy	13	35	+ 169.23%
SSD	173	195	+ 12.71%%
Total	619	800	+ 29.24%

Table 2. Comparison of faculty at the ranks of Assistant, Associate, and Professor, AY97 and AY18

Finally, this larger population of undergraduates and their families now appropriately expect – in addition to the delivery of a superb education by outstanding faculty – robust, sophisticated student services to support a range of curricular needs (tutoring, special accommodations, test-taking facilities), para-curricular college life (housing, dining, athletics, counseling services), and career preparation (for internships, career assistance, fellowships, etc.).

The University has never existed in isolation, and at times in our history the political and social environments, both within and beyond our campus, have affected the classroom and the needs for student academic support. Such a time is again upon us: our students are deeply concerned with questions of human rights; urban affairs; environmental and climate change; local,

¹ See the Faculty Committee for a Year of Reflection report and recommendations, approved by the Senate Council in March 1998; see <http://chronicle.uchicago.edu/980319/councilvote.shtml>. Precise numbers and comparisons of faculty composition are difficult, given the changes in reporting and systems over the decades. The data presented here on tenure-track assistant, associate, and full professors were obtained from the Office of the Provost on 31 July 2019.

national, and global politics; diversity, equity, and inclusion; etc., which intensify students' engagement outside the classroom and their interest in the classroom experience itself. Such issues capture the attention of our students and faculty, inform our curricula, and enhance the campus conversations even as they also contribute to a sense of urgency and intensity about the organization of time.

Concerns about our culture of academic intensity and the compression of work into quarters have been present for the last century, but their consequences are more visible now, plugged in as they are to a larger and more complex conversation about mental health. The need to soften some of these impacts was an unequivocal theme of our conversations with student life professionals and a viewpoint shared by many faculty members. Meanwhile, the “misalignments” with external programs that the Rosner Committee identified twenty years ago not only remain but have been aggravated considerably in the College and the world that we now inhabit.

Stakeholders and Findings

In our conversations with academic support staff, faculty members, and students, we have identified three overriding and shared goals: **(1) retain and strengthen the many advantages of the quarter system; (2) address and relieve the pressure pinch-points; and (3) end the academic year by (or near) June 1st.** The section immediately below summarizes some of the specific concerns of these stakeholder groups and is followed by our consideration of questions of student mental health in relation to academic performance and advising.

Our interviews with academic staff and para-curricular offices charged with supporting student life outside of the classroom and curriculum – admissions, student housing and dining, advising, counseling, employment, etc. – revealed common observations, themes, and concerns.

- The cycle of quarters, each following rapidly one after the other, sets a “relentless” pace.
 - This is clearly true for academic and student support services. Managing course advising and registration, assigning classrooms, and opening and closing residence halls three times a year, etc., all are 50% more intense than providing such services twice a year at a semester school.
 - With little recovery time between quarters, the “relentless” pace takes its toll on students' emotional and psychological health, and may be particularly difficult for students who encounter setbacks or hurdles such as an extended illness or need for accessibility accommodations
 - This sense of relentless pressure is particularly acute during and following the Winter quarter. Spring break is not seen to provide much relief from this pressure.
- ⇒ **Longer breaks between and within quarters may allow for stronger recovery.**

- The month of September is not used to maximum advantage. It is a month when entering first-years are left at home while their friends and peers have already begun their college experiences; rising second-, third-, and fourth-years have concluded their summer programs or employment.
 - ⇒ **If more students were on campus, employer recruitment and other programs could take place in September and relieve the pressure of such activities during the formal quarters.**
- Our Study Abroad program currently serves more than half of our College students at some point during their studies and is therefore an important consideration. Any move to semesters would require a significant restructuring of our quarter-based Study Abroad model, with deep implications for student and faculty participation.
 - ⇒ **Retain the quarter-system.**
- Concluding the academic year in early or mid-June puts our students at a disadvantage for summer placements with formal and informal internships and summer school programs.
 - Although our Office of Career Advancement does a remarkable job of identifying internships for our students, they could identify more and better-suited internships, with better experiences and outcomes, if our students were able to take up offers with June 1 start-dates.
 - The Office of Career Advancement dedicates considerable resources to negotiating late start dates for student internships and arranging accommodations (such as remote exam-proctoring) for hundreds of students each year.
 - Note that the misalignment of our mid-June end-date with our students' need to begin their summer or post-graduation opportunities is a problem confronted by units across campus and has already led to "shadow calendars" operating now in the Medical, Law, and Business Schools.
 - ⇒ **Concluding the academic year by June 1st would encourage and support more rewarding summer experiences for our continuing students and allow our graduating students, across all units, to begin their next professional or academic encounters.**
 - ⇒ **A single calendar across campus is highly desirable, in particular as the professional schools play larger and more important roles in both undergraduate and doctoral education.**

Our interviews with [faculty groups](#) demonstrated overwhelming and nearly unanimous support for retaining the quarter-system at UChicago. Faculty members cite several factors to demonstrate the importance of the quarter-system for pedagogical and research excellence:

- Having more, shorter, and more intense academic terms encourages the delivery of varied and diverse course content.

- There is almost no “shopping period” in a short quarter, minimizing the problem of students dropping in and out of classes and allowing course content to begin immediately. This eliminates empty time at the very start of the term.
- There is little of the fatigue and flagging energy experienced in the tenth or twelfth week of a 14-week semester.
- ⇒ **Retain the quarter-system.**
- Many faculty members are able to consolidate their teaching obligations into two quarters, allowing one non-teaching quarter for administrative service and research.
 - ⇒ **Retain the quarter-system.**
- Faculty members use the month of September as a time for intense research and class preparation.
 - ⇒ **Retain the start of the Autumn quarter at around October 1, to preserve the special value of September.**
- Deans and department chairs note that the quarter-system, with all the advantages noted in the bullets above, is a strong component in our ability to recruit and retain the best faculty members.
 - ⇒ **Retain the quarter-system.**
- Faculty members experience particular and unwarranted stress at the end of Spring quarter, when they often are asked to administer up to three different exams: one for the majority of students; a second exam for continuing students with summer internships requiring them to leave campus before the end of the quarter; and a third exam for graduating College seniors and Master’s students to accommodate the early grade submission deadline.
 - ⇒ **Conclude the academic year by June 1st, with one deadline for grade submission for all students.**
- Instructors note that they cannot test these early exam-takers on the material covered in final classes. But of greatest concern to faculty members is the message sent to students when they are “excused” from as much as a week of Spring instruction to accommodate summer internships. Classes either are or are not important for all students.
 - ⇒ **Conclude the academic year by June 1st, with one deadline for grade submission for all students.**

Our interviews with student groups discovered strong support for the quarter-system, for many of the same reasons cited by faculty members.

- Undergraduate and graduate students cite the opportunity presented by the quarter-system to take more and more varied courses in their areas of concentration and to explore new areas of study.
- One bad term due to illness, personal problems, etc., is easier to recover from in a quarter-system school (one quarter out of twelve for an undergraduate) than in a semester school (one semester out of eight).
- Majors and minors are easier to fulfill and to change.
- Students have the opportunity to engage with more faculty members at the University.

- There is less “down time” at the beginning of the quarter and less “flagging” at the end.
⇒ **Retain the quarter-system.**
- The process of applying for internships and jobs throughout the year is stressful and time-consuming, amounting to enrollment in an additional course. The pressure could be alleviated by moving recruitment season to September.
⇒ **Move internship recruitment to September.**
- End-of-year pressure to conclude the Spring quarter and take up research and employment opportunities makes final exams (indeed, the last three weeks of Spring) highly stressful and detracts from the academic experience.
⇒ **Conclude the academic year by June 1st, with one deadline for grade submission for all students.**

Excursus 1. Student mental health: Some of our conversations with stakeholders revealed a need to probe more deeply into more precisely formulated questions relating to student mental health and its intersection with academic advising. Conversations with the directors and staff associated with student well-being, security, compliance, and advising carried a common theme: the repeated convergence of stressors, coupled with a student culture of overachievers, places a burden on the health and academic performance of our students that might be less pronounced in more forgiving academic climates. Accordingly, our Committee requested and received data captured by multiple units around campus with responsibility in these areas, which was gathered and pressed to identify points of connection between the quarter-calendar system and manifestations of intense student anxiety. (To our knowledge, previous committees did not have access to similar data.) We aimed to test the observations from counseling and student service professionals who are the most immediate points of contact with students in need of help. Their observations are significant evidence of campus experiences.

Our data show a dramatic rise in requests for mental health services and support in recent years (but note the caveats below), as well as for interventions at all levels of student life and urgency. In this we reflect national trends where, as one recent book argues, college students are experiencing unprecedented levels of anxiety about performance and failure in college.² If we compare our percentage of eligible undergraduates scheduling treatment on campus with peer institutions, our percentages appear similar and even favorable at 21.1% in 2017-18. Yet our investigations revealed that this number may reflect the limits of resources rather than actual student demand: mental health facilities at liberal arts institutions generally work to capacity, whether that capacity reaches 10% or 25% of the student body.

Student mental health needs are a national issue with origins deeper than the calendar and beyond the mandate of this committee. But the testimonies of campus staff and external

² Dr. B. Janet Hibbs and Dr. Anthony Rostain, *The Stressed Years of Their Lives: Helping Your Kid Survive and Thrive During Their College Years* (New York, 2019).

reports suggest that academic pressures are interacting with the mental health of our current student population in negative ways. A recent survey of students showed pronounced concerns about workload and life balance,³ while comparative peer data on recent alumni continue to report a less positive student experience at UChicago than that reported by alumni of peer institutions across the country. Meanwhile, our 6-year graduation rates, though dramatically improved in the last two decades, continue to lag behind those of our peers. These may be correlations, co-occurrences, or neighboring phenomena in the field of our academic culture, and the committee is not persuaded that student mental health needs, alumni dissatisfaction, or graduation rates are attributable to the structure of the calendar. Still, we conclude that it is beneficial to all to create additional release points within our quarter-based calendar. To that end, we make several recommendations intended to extend recesses, allow for optimized planning, and redistribute the pressures students experience between September and June.

Finally, the data are inconclusive and it is not possible to quantify or identify relationships with a high degree of certainty. Certainly, anonymized data from incident reports submitted to many offices on campus show some correlations with the flow of the academic calendar. But the periodic clusters one sees in these data also have exogenous causes. Some may be associated with environmental factors (homesickness, a brutal winter, a difficult job market) while others may be associated with structural and procedural issues within the University's control (wait times for intake appointments, the readiness of staff to submit and document reports). Some data sets correlate most directly with the season (viz., winter), while graphs on mental health emergencies over the last four academic years show no discernable patterns at all. None of this undermines the anecdotal testimonies from the professionals who are trained to spot and deal with such pressures. We might conclude, however, that our habits of data collection are not designed to answer these fine-grained social questions.

Excursus 2: Leaves-of-absence. Another area of our investigation, downstream from claims about heightened stress, concerned the sort of academic performance hurdles that come to the attention of the College academic advisors, including those that may result in leaves-of-absence or academic probation. We were interested to explore the decision-making of students who encounter limited crises within the quarter that require them to miss moderate amounts of class time (that is, not exceeding one week). Even acknowledging that the quarter system has clear advantages, as outlined above, we asked if the relatively shorter duration of the quarter requires a student to have a “clean run” with no serious obstacles, every quarter for four years. Such an ideal situation will be rare indeed, and we wanted to understand how students are navigating the normal and expected mental, physical, and personal emergencies within the hurried pace of the quarter. How difficult is it for a student to recover from the inevitable pile-up of responsibilities during an illness or period of grief? Do we have adequate advising and procedures in place?

³ Confidential report submitted to the College of the University of Chicago, August, 2018.

Here, too, the data lack the granularity that would allow us to draw definitive conclusions. Academic stress certainly can play a role in medically-related petitions for leaves of absence, but with such petitions we encounter the end result of a variety of conditions and forces that extend beyond the classroom. They do not provide clear variables and decision-making in a limited time frame. Nonetheless, we identified one circumstance for which we might be able to control for cause: head injuries that the Student Health Center identified as concussions in the Autumn and Winter quarters of 2018-19. Because head injury can cause memory and concentration problems for a number of days, it is reasonable to assume that it can interfere with a student's ability to complete a course or an entire quarter. Nonetheless, we found that of twenty students affected by these brain injuries, all but one successfully completed the quarter and remained in good academic standing.

Excursus 3. Navigating limited emergencies. In another attempt to understand the pressures our students face, we surveyed College advisors for anonymized examples of students who sought help navigating limited emergencies or potentially disturbing news from their families. Our survey was not scientific, but it did provide more than one hundred cases where a family divorce, death, or medical emergency created serious difficulty in meeting the demands of the academic term. We found that there is a small but significant subset of students who struggle to absorb these setbacks while keeping pace with their work.

These investigations point toward a theme that was already inescapable in 1997: The University of Chicago is a high-stress environment and the quarter-system offers very little opportunity for recuperation.

The lateness of our Spring end-date – the most significant calendar “misalignment” – is another ongoing point of friction. Today, however, that end-date requires intervention not only because it disadvantages students with respect to summer opportunities, but because the extent of student engagement in those opportunities has numerous cascading impacts across campus, especially on the planning and delivery of Spring courses and indeed on the integrity of the instruction we offer. These misalignments are felt in programs of study across the College and the University and are themselves a real source of student anxiety.

To reiterate, our investigations lead us to the following goals and conclusions. We must **(1) retain and strengthen the many advantages of the quarter system; (2) address the pressure pinch-points; and (3) end the academic year by June 1st**. We see these goals as potentially in conflict with one another (can we have longer recesses and still end by June 1st?) but affirm that they also are profoundly expressive of the distinct mission and identity of the University of Chicago, one in which students and professors take great pride in the quality of our education and in the rigor and discipline of our intellectual inquiry.

The Academic Calendar in AY20

The shape and outline of the current University of Chicago academic calendar has been largely unchanged for more than a generation. Currently, a 100-unit course demands between 2.5 and 4.2 in-class contact hours per week.⁴ Note that this range excludes writing tutorials, discussion sections, language drills, and laboratory sections that students may experience in a given class - often a significant time commitment -- and therefore understates the quantity of instructional contact-hours.

Current Calendar		2019-20	2020-21	2021-22	2022-23	2023-24
Autumn	MWF	27	27	28	27	27
	TuTh	18	18	18	18	18
Winter	MWF	27	27	27	26	26
	TuTh	19	19	19	19	19
Spring	MWF	28	28	28	28	28
	TuTh	19	19	19	19	19

Table 3: Instructional days per AY20 calendar, five-year projection

Within the ten weeks devoted to instruction each quarter there now are three or more non-instructional days: All three quarters lose the last Thursday and Friday to College Reading Period. In addition, Autumn quarter loses a Thursday and a Friday for the Thanksgiving break, and there may be an additional instructional day lost when the first day of Autumn classes falls on the first day of the Jewish High Holidays; Winter quarter loses a Monday for Martin Luther King Day and a Friday for College Break; Spring quarter loses a Monday for Memorial Day.

Between-quarter recesses now provide a three-week respite between Autumn and Winter quarters and a one-week respite between the Winter and Spring quarters.

Proposed Academic Calendar

Our recommendations for adjustments to the calendar result in **(a) a small reduction in the number of in-class experiences, (b) consideration of a longer respite between Winter and Spring quarters, and (c) a Spring quarter end-date (for all classes and, ideally, for exams) by June 1st.**

Note that the reduction in the number of in-class experiences is more modest than a first glance might suggest, as our proposal eliminates College Break Day in the Winter and Memorial Day would almost always fall after regularly scheduled classes. In most cases, implementing our

⁴ Seminars meeting once each week meet for 2.83 hours (two hours and fifty minutes); TuTh or MW classes meet for 2.67 hours (80 minutes each); MWF classes for 2.5 hours (50 minutes each); MTWThF classes for 4.16 hours (50 minutes each).

recommendations will result in only one fewer meeting in the Winter and Spring quarters, the consequences of which easily could be minimized by measures such as evening or take-home midterm exams rather than in-class exams.⁵ See Table 4.

Proposed Calendar		2020-21	2021-22	2022-23	2023-24
Autumn	MWF	26	27	26	26
	TuTh	18	18	18	18
Winter	MWF	26	26	25	25
	TuTh	18	18	18	18
Spring	MWF	27	27	27	27
	TuTh	18	18	18	18

Table 4: Instructional days per the proposed calendar, four-year projection

We recognize and appreciate that any changes to the calendar could present significant and unforeseen challenges for the design and delivery of courses. We leave exploration of these challenges and possible solutions to the departments.

Autumn Quarter

Classes: We recommend retaining the 11-week footprint, while giving Thanksgiving week off results in nine weeks of instruction.

In-term break: We recommend that the entire Thanksgiving week (9th week) be given as a holiday. Classes would resume for a week, followed by reading days and exams. There are several reasons for our recommendation of the Thanksgiving week as a holiday:

- With no classes on Thursday or Friday, and many students traveling on Wednesday to go home before Thanksgiving, classes that meet on Wednesdays are sparsely attended. Faculty members regularly report that they either cancel their Wednesday classes or expect only spotty attendance and hence do not plan on introducing new material that day. With classes thus held only on the Monday and Tuesday, those days also see far fewer students in attendance. The week is, therefore, *de facto* a non-instructional week, something our recommendation recognizes.
- One common complaint the Committee heard from students and faculty is that the pace of the quarter-system does not allow for a reflective, nuanced research paper or essay. A week without classes at the end of the Autumn will encourage such exercises. This

⁵ A shortfall in the number of classes might be alleviated by asking the Office of the University Registrar to schedule midterms in the evenings, leaving class times for the important work of delivering content. The extent of any demand for evening scheduling is not clear to us and requires further investigation.

may be particularly beneficial to our first-year students who are acclimating to the expectations and culture of the College.

- Classes with multiple laboratory sections routinely cancel all laboratories during Thanksgiving week in order to keep all sections, spaced throughout the weekdays, on an even-footing.
- NB: We recognize that, for more and more students, travel away from campus at this point in the calendar is difficult or not possible, presenting challenges for the dorms, dining halls, Library, and other campus services.

Reading Period: We recommend that reading days be counted as the Saturday, Sunday, and Monday following the instructional period.

Exams: We recommend that exams be scheduled (including in the evenings as necessary) and conclude within four days. The Registrar's Office made site visits during Exam period of Winter quarter 2019 to evaluate space usage. The site visits showed that only 14% of all Social Sciences and Humanities courses had in-class exams, and those in-class exams were concentrated in Economics and Psychology. On the other hand, nearly 85% of all exams that were scheduled for courses in the Biological Science, Physical Sciences, and Public Policy Studies were indeed administered during the times and in the rooms predetermined by the Registrar. These findings confirm that an overwhelming number of classes in Social Sciences and Humanities are paper-based rather than exam-based, and thus that a scheduled time-slot and room in exam week may be unnecessary. These findings lead to two recommendations:

- First, with the goal of giving students the tools to make considered decisions about their courses and time, **we recommend** that course listings include an indication of whether a given course is to be evaluated primarily by E(xams) or by P(apers or projects). The Registrar's office will implement a process to collect this information from instructors.
- Second, the number of days devoted to exams (currently five days) can be reduced to four. **We recommend** that the Registrar schedule final exams beginning on the Tuesday of 11th week of Autumn quarter.⁶

Post-term break: We recommend retaining the three-week Winter break.

Winter Quarter

Classes: We recommend a ten-week footprint with nine full weeks of instruction. The only internal, non-instructional day is the Monday honoring Martin Luther King Jr. In all instances, this will take instruction through the first week of March.

⁶ Note that for the last three years (AY17, AY18, AY19), Spring quarter exam period has been just four days, a change implemented to accommodate Senior Class Day. Any students who might experience conflicts due to this compressed schedule have been able to resolve the issue with the cooperation of their instructors and the Registrar. Thus we have experience with this four-day schedule and are confident that it is manageable.

NB: One suggestion that came up late in our deliberations and thus that did not receive sufficient attention is worthy of further investigation. Given the difficulties many students and faculty members experience in the Winter quarter – fewer sunlight hours, cold and icy weather, etc. – and given the successful curricular design of our study-abroad programs, could the Winter quarter be a time for some students to take three successive, intensive three-week courses? (A fourth course, such as a foreign language or an art course, might be allowed if there are no scheduling conflicts.)⁷

Reading Period: We recommend that reading days be counted as the Saturday, Sunday, and Monday following the instructional period.

Exams: For the same reasons stated above in regard to Autumn Quarter, **we recommend** that exams be scheduled (including in the evenings as necessary) and conclude within four days, with final exams beginning on the Tuesday of 10th week of Winter quarter.

Post-term break: We recommend either

- (a) retaining the one-week Spring break (the Committee's strong and unanimous recommendation); or
- (b) making the Spring break two weeks long by adding one additional week, paralleling the longer break between Autumn and Winter quarters.

NB: This juncture in the calendar is the point of inflection in determining the end-of-year date. See Appendix 6 for some reflections on this decision. While the advantages of a two-week break between Winter and Spring are clear to us, and the Committee sees this as highly desirable, we are unanimously persuaded of the overwhelming benefits of ending the Spring quarter by the first of June. We therefore recommend retaining the one-week Spring break.

Spring Quarter

Classes: We recommend an eleven-week footprint with nine full weeks of instruction and with no internal break days. The beginning of the quarter will depend on the length of the Spring break (above).

Reading Period: We recommend that reading days be counted as the Saturday, Sunday, and Monday following the instructional period.

⁷ We note that a few years ago there were discussions of constructing a similar intensive experience for the Social Science Core "Power, Identity, Resistance." There may be lessons to learn, too, from the model of Chicago Studies Quarter or Calumet Quarter (both in Urban and Environmental Studies), in which courses run concurrently and students are expected to take a package of three courses that allows for flexibility for time in the field.

Exams: For the same reasons stated above, **we recommend** that exams be scheduled (including in the evenings as necessary) and conclude within four days, with final exams beginning on the Tuesday of 10th week of Spring quarter.

Grades for graduating seniors: Grades for graduating students are now due at the end of week 10 (before Exam period). Many members of the faculty report that this requirement places undue demands on the instructor and is detrimental to delivering the best pedagogical experience. For example, faculty members report having to write, proctor, and grade multiple versions of a course exam to accommodate graduating seniors (as well as other students going off to internships); they also report that they do not include new material in their final classes because a not insignificant number of students leave campus before the end of classes. With our recommendations for a full week between the end of exams in the Spring and convocation, the Registrar should be able to provide new deadlines that will enable all students in a class to take exams or to submit papers or projects at the same time. **We recommend** that the Registrar implement a system that allows instructors sufficient time for submitting grades for graduating seniors.

End of academic year: College students now experience the same pressures for starting summer internships that have long confronted students in our professional schools. We believe it is appropriate to recognize the benefits of summer opportunities for all our students without disrespecting our pedagogical mission. To address these pressures, we find it highly desirable that all classes and all or most exams end by June 1st. Depending on the selection of one of the Spring break alternatives, (a) or (b), there are two possibilities:

- (a) If we retain the one-week spring break: All classes in the Spring quarter will end by the end of the third week of May (21 May 2021, for example) and exams by Friday of the fourth week of May (28 May 2021, for example).
- (b) If we add one week and implement a two-week spring break: All classes in the Spring quarter will end in May (28 May 2021, for example) and exams by Friday of the first week of June (4 June 2021). No students should expect to be excused from classes.

Even with one of these earlier end-dates, a two-week break will leave instructors faced with requests from students wishing to receive accommodations in order to leave campus early. However, with the calendar adjustments in place that end all instruction and all or most exams before June 1st, no students should expect to be excused from any classes and the number of *legitimate* requests for examination accommodations should be minimal.

Senior week and convocation: The end of May and beginning of June are filled with important and complex events on and around campus such as Alumni Weekend, the Hyde Park Art Fair, and Convocation Weekend, and any changes to our academic calendar and to Convocation will affect these other operations. **We recommend** that Convocation could take place at the same point in the calendar as it does now, at the end of 11th week (e.g., Saturday, 5 June 2021). With a one-week spring break and hence with exams ending in May, the campus will be “empty” for

a week or more except for graduating students. This would allow Senior Week to run without competition from Exam Week and suggests a symmetry with O-Week.

September Term

The month of September is now used by a number of University offices, students, and faculty groups in a variety of important ways, including on-campus conferences and programs at our global centers. The most visible September uses of our Hyde Park campus are those surrounding O-Week and pre-orientation activities for entering first-year College students. Nonetheless, we believe that more and better uses of September are possible. Furthermore, we suggest that as a “September term” gains in popularity and more students are in the city and on campus in September, the increased numbers will allow for additional activities in September that could relieve some of the pressures experienced by students at other times of the year.

University facilities and para-curricular offices use the month of September to prepare for the influx of thousands of students for the Autumn quarter. For those dealing with spaces and facilities, dormitories are cleaned, painted, and refreshed; dining halls are renewed; classrooms and classroom technologies are inspected and repaired. For those offices involved in Orientation, preparation for incoming new students and training of residential staff begins in earnest at the beginning of the month.

These uses presume that few students (other than incoming first-years) are on campus during September (other than the final week). This is clearly not true: third- and fourth-year College students living in apartments will have already moved back; graduate students and professional students may never have left. What services might be delivered to all these students in September? The Office of Career Advancement, for example, is already thinking about moving (or adding) career and internship fairs to September. Scheduling of recruiting activity in this month would redistribute the burden of presentations, networking receptions, and interviews that many students experience during the Autumn and Winter quarters. Of course, we recognize that not all recruitment activity could be moved and that some students would still need to fly out for final interviews at various times during the quarters.

Students: A number of new courses and opportunities in September offer a glimpse into a possible “September term” for undergraduate courses. Run as three-week intensive experiences and following the curricular example of the study-abroad modules, returning undergraduate students now have the opportunity for intensive study of human rights in Hong Kong, Renaissance history in Florence, or field science or laboratory science at the Marine Biological Laboratory in Woods Hole. These courses each carry 100 credit units, counting as a full course, and appear as part of the student's Autumn quarter course load (Autumn financial aid packages apply). We suggest that “September term” can serve as a pressure-release for some students, allowing them to limit their Autumn, Winter, and Spring quarter course loads to a reasonable three

courses rather than over-extending with four or even five courses, as we see many students taking upon themselves.

Courses for September term might be held at our global campuses in Paris, Luxor, Beijing, Delhi, Hong Kong, and Woods Hole, and on our Hyde Park campus where we have ready and available classrooms, labs, libraries, dormitories, etc., as well as all the advantages of the city of Chicago.

In proposing the establishment of a September term, we recognize that the logistical and financial viability of such a program with additional instructional and infrastructure costs needs assessment beyond the charge of this Committee. We recommend that the Dean of the College consider the following:

- place oversight of September term and approval of course offerings with the office of one of the Collegiate Masters;
- limit and control the number of September term courses;
- limit September term course offerings to those that are pedagogically only possible or significantly enhanced by the nature of short-term, all-day, intensive instruction and/or by engagement with the local environment;
- consider skills-based courses such as foreign language refreshers, digital skills, tools-based learning, etc.
- exclude from consideration compressed versions of regularly-offered quarter courses;
- give enrollment priority to those students who otherwise would need to carry a four- or five-course load in a quarter.

For many faculty members, with their own children back in school, September is both a time to prepare for teaching during the coming quarters – organizing courses, preparing syllabi, etc. – and a time to engage intensively with their own research and writing. We stress that this "secret month" is a much-treasured advantage of the UChicago calendar for many faculty members and an important recruitment advantage. We do not intend the establishment of a September term to intrude on faculty members' obligations and commitments to research.

Best Practices, Further Considerations, Caveats, and Other Ideas

Final exams and final papers and the Office of the Ombudsperson: In addition to considering the weeks and days of the calendar itself, we came to recognize the ways in which the practices of faculty, students, and staff interact with the calendar to produce stress and pressure points. For example, students complain that they cannot plan for the end of quarters since many classes disregard reading-period policies, thereby violating guidelines for final exams. We heard repeatedly of professors who give in-class finals in tenth week. Furthermore,

students reported that the setting of essay or research paper assignments and due dates for papers can be erratic.⁸ Students in some majors in the Humanities and Social Sciences face a pile-up of papers, while those in STEM majors prepare for multiple exams, sometimes on the same day; we recognize that this last concern could be aggravated if the exam period is shortened, as we recommend.

Our response is to advocate for strong and renewed emphasis on compliance with established rules for final exams. We further propose adopting similar guidelines for final papers, maintaining that students have the right to a final assignment that conforms to known and enforceable policies.

At present, students are unaware of possibilities for recourse when existing policies are violated by their instructors. **The Office of the Ombudsperson** (<https://csl.uchicago.edu/get-involved/committees-and-advisory-boards/ombudsperson>) should be the site for dealing with these matters, yet it appears that very few students and faculty – including the members of this Committee – are aware of its existence let alone its purpose. The positions of the Ombudsperson and Associate Student Ombudsperson currently are part-time positions, with responsibilities to look into “problems, issues and complaints.” Academic issues such as exam scheduling are not specifically mentioned, and it is unclear that students would know to consult with the Ombudsman in such instances.⁹ The Office of the Ombudsperson must be strengthened and its purview extended to include recourse for violations of instructional guidelines. **We recommend** that the position be filled by either senior staff or a tenured faculty member as a significant but part-time position.

We recognize and laud the long history at UChicago of minimal systematic oversight of faculty compliance with evaluation practices for exams, papers, etc. On the other hand, we recognize that students have a right to be evaluated in ways that are consistent and reliable, as well as a right to a well-articulated process for addressing problems and issues that arise when faculty members violate fair practices.

For clarity and efficiency, **we recommend:**

- In the time schedule available to students and advisors at registration, the final assessment for each class will be designated P(aper, Project, or Presentation) or E(xam). Courses with both paper assignments during the term and also a final

⁸ See Alexa Perlmutter, “The Toll of Our Endless Finals Week,” *Chicago Maroon* March 2, 2019 <https://www.chicagomaroon.com/article/2019/3/3/toll-endless-finals-week/>

⁹ In addition to the Office of the University Ombudsperson discussed here, note that there are comparable offices and personnel elsewhere in the University, including in the Pritzker School of Medicine and the BSD Faculty Affairs.

(<https://voices.uchicago.edu/bsdfacultyaffairs/about/ombuds/>).

exam would be marked “E”; courses with both a final paper and a final exam would be marked “PE.”

- Final "P" assignments should be due no earlier than the first day of exams. The assignment itself must be distributed with sufficient lead-time.
- If the final assignment is a proctored exam, it must be given in the time slot during Exam Period allocated by the Registrar.
- If the final assignment is a take-home exam, it must be due no earlier than the time slot allocated by the Registrar.

One of the most vexing problems in our current calendar articulated by students, professors, and career officers relates to the lateness of the conclusion of Spring quarter. Our proposals are intended to **eliminate any expectations on the part of students that they may be able to leave campus before the end of the instructional period** and to minimize requests for exams off-schedule.

Final exams and accommodations: Some of the most serious reservations about the move to a shorter exam period came from those responsible for managing requests for accommodations and disabilities. The number of accommodation requests has increased dramatically over the past few years, straining the ability of even a larger staff to manage extended time for exams and other arrangements. Were the exam period to be shortened, the level of difficulty in meeting these obligations may escalate. We recommend that additional staff be made temporarily available to assist Student Disability Services in providing accommodations during exam time.

Fewer instructional meetings: Any decision to move from 9.5 to 9 weeks of instruction will create challenges for courses to cover all the necessary material. One response is to reclaim valuable instructional periods by scheduling mid-terms for evenings or weekends (suggested by the program in Economics) or to forego one discussion or laboratory session for the mid-term exam. We recognize that these additional claims on the evenings of faculty and students might raise additional conflicts with other commitments, including religious observances, athletics schedules, and employment commitments.

Reentry after a leave: We were struck by the possibilities of cross-fertilization of programs and policies. In particular, much of the “stress discourse” was connected to the costs and difficulties of reentry after taking a leave: losing access or preference to housing, losing one’s e-mail address (recently remedied), and not being able to register along with one’s peers for courses, etc. Here, enrollment in Study Abroad provides a useful model that allows students to move in and out of on-campus residency and participate in registration more easily. This may be especially important as we consider our 6-year graduation rate, which can be interpreted as an indication of the consequences of getting off-track and the difficulties of re-entering one’s program of study.

Part-time status: In the same spirit, there was some discussion of revisiting the rule against part-time status, recognizing that at least some students facing difficulties might be better served by taking a reduced course load for one or two terms. Such students would face a less steep climb to get back on schedule to graduate with their peers.

Course loads: There was also discussion (and some bewilderment) about the new policy allowing students to take five-course loads. Many of our interviewees – students, faculty and staff – pointed to the inclination of students to enroll in as many courses as possible in order to maximize their opportunities for study, without proper consideration of the time commitments. While there is not yet a sufficient record to analyze academic performance or experience in connection with the five-course load, our Committee felt that this is clearly excessive, and likely to contribute to concerns about student anxiety and burnout.

Appendixes

1. Checklist of recommendations
2. List of meetings and interlocutors
3. Short history of the quarter system
4. Short history of reading periods
5. 4-year and 6-year graduation rates, with peer comparisons
6. Pros and cons of spring break as one or two weeks
7. Comparison of instructional days at peer schools
8. Total instructional days (reference to Tables 3 and 4 above)
9. Calendar simulations for five years

Appendix 1. Checklist of recommendations

Our recommendations fall into two categories, (A) specific and detailed adjustments to the academic calendar and (B) broader changes or innovations to processes:

A. We recommend the following adjustments to the academic calendar:

- ☐ Implement September Term (see report for observations and suggestions)
- ☐ Autumn quarter retains the 11-week footprint
- ☐ Autumn quarter has 9 weeks of instruction (8 weeks before Thanksgiving break, 1 after)
- ☐ Autumn quarter has a one-week break for Thanksgiving (9th week)
- ☐ Autumn quarter reading period is Saturday, Sunday, and Monday of 11th week
- ☐ Autumn quarter exam period is Tuesday through Friday of 11th week
- ☐ Winter quarter has a 10-week footprint
- ☐ Winter quarter has 9 weeks of instruction
- ☐ Winter quarter reading period is Saturday, Sunday, and Monday of 10th week
- ☐ Winter quarter exam period is Tuesday through Friday of 10th week
- ☐ Spring break either
 - a. remains one week (the Committee's strong preference) or
 - b. extends to two weeks
- ☐ Spring quarter has an 11-week footprint
- ☐ Spring quarter has 9 weeks of instruction
- ☐ Spring quarter reading period is Saturday, Sunday, and Monday of 10th week
- ☐ Spring quarter exam period is Tuesday through Friday of 10th week
- ☐ Senior week is 11th week, followed by Convocation
- ☐ Summer quarter start and end dates adjusted as appropriate

B. We recommend the following changes to processes:

- ☐ A period of public comment and discussion during Autumn 2019 about these recommendations
- ☐ Consider "block scheduling" in Winter quarter, allowing sequences of intensive 3-week courses
- ☐ Review and adjust Summer quarter footprint as appropriate
- ☐ Registrar should implement a system whereby course announcements/listings indicate whether evaluation is based primarily on E(xams) or P(apers/projects)
- ☐ Registrar should implement new processes and deadlines for submission of grades for graduating seniors
- ☐ Strengthen and publicize the Office of the Ombudsperson
- ☐ Provide additional personnel for the Office Student Disability Services during Exam week
- ☐ Ease the "cost of re-entry" after a medical or personal leave by providing returning students with the same access accorded to their peers who, for example, may be studying abroad for a term, including:
 - retaining UChicago email address
 - retaining access/preference for housing
 - registering for courses at the same time as continuing students
- ☐ Reexamine the rule against part-time status
- ☐ Reexamine the rule allowing five-course loads

Appendix 2. Presentations, Discussions, and Interlocutors, AY19

Wednesday, February 27

Biological Sciences Collegiate Division

Jocelyn Malamy, Master of the Biological Sciences Collegiate Division

College Dean of Students Office

Jay Ellison, Dean of Students in the College

Regine Desruisseaux Enuson, Deputy Dean of Students/ Chief of Staff

Swapna Shaw, Assistant Dean of Students

Monday, March 4

Office of Admissions

James Nondorf, Vice President for ESA & Dean of Admissions and Financial Aid

Career Advancement

Meredith Daw, Associate Vice President of ESA, Executive Director of Career Advancement

Student Counseling Services

David Albert, Director of Student Counseling Services

Wednesday, March 6

Humanities Collegiate Division

Christopher Wild, Master of the Humanities Collegiate Division

Friday, March 8

Housing and Residence Life, UChicago Dining

Sophia Chaknis, Executive Director of Housing and Residence Life

Richard Mason, Assistant Vice President for Campus Life

Study Abroad

Sarah Walter, Associate Dean for International Education

Summer Quarter Program

Christine Parker, Executive Director of Summer Quarter

Monday, March 11

Physical Sciences Collegiate Division

Stuart Kurtz, Master of the Physical Sciences Collegiate Division

Friday, March 15

College Executive Committee

Monday, March 18

Student Disability Services

Charnessa Warren, Director of Student Disability Services

Katherine Fahey, Deputy Director of Student Disability Services

Monday, April 1

Ingrid Gould, Associate Provost

Tuesday, April 2

Center for Identity + Inclusion

Raja Bhattar, Executive Director of the Center for Identity + Inclusion

Wednesday, April 3
Committee of the College Council

Monday, April 8
Council of Deans of Students

Tuesday, April 9
College Council

Wednesday, April 10
Campus Safety and Security
Eric Heath, Associate Vice President for Safety and Security

Thursday, April 11
Law School
Thomas Miles, Dean
Jeana L. Driggers, Registrar

Friday, April 19
Directors of Undergraduate Studies

Friday, April 26
Undergraduate Program in Economics
Victor Lima, Senior Lecturer in Economics and the College
Kotaro Yoshida, Senior Lecturer in Economics and the College

Monday, May 6
Humanities Division, Department Chairs

Thursday, May 9
Physical Sciences Division, Departmental Representatives

Friday, May 10
College Advisory Committee

Thursday, May 16
Humanities Division, Student Advisory Board

Wednesday, May 22
Maroon Key Society

Thursday, May 23
Social Sciences Division, Department Chairs

Monday, June 3
Graduate Student Council

Monday, June 10
Faculty of the Department of Geophysical Sciences

Appendix 3. The History of the University of Chicago's

Academic Calendar June 14th, 2019

Tyler G. Chan

The University of Chicago has embodied a culture of rigorous intellectual inquiry ever since its founding in 1890. Despite numerous changes to the academic calendar over the course of time in response to historical events, the pursuit of pedagogical and curricular ideals remained true. And this remains true today. The Chicago curriculum is designed to “give students access to the entire world of knowledge” and to appreciate the “possibilities of human achievement.”¹ In order to do so, a Chicago education develops “powers of judgement and expression” which equip students with the ability to think independently and pursue questions “on their own.”² This is what is meant by “liberal education.”³

Achieving this conceptual goal would require an academic structure in place. As such, in the “original plan of the University, it was contemplated that the calendar year should be divided into four quarters of thirteen weeks each.”⁴ In this model, the last week of each quarter was to serve the purpose of a “recess”⁵ and the remaining twelve weeks in the quarter were to be divided into “two terms of six weeks each.”⁶ This would be the standardized unit of time for the duration of a course. Evidence from this initial implementation of the academic calendar showed that “the term was too short for a satisfactory time,”⁷ suggesting that the length of each course should not impinge upon the quality of the academic rigour.

An advantage brought by the quarter system, claims first President of the University William Rainey Harper, was that “a student [could] begin at the opening of any one”⁸ of the four quarters, and receive his degree at “any one of four” of these occasions. In practice, this flexibility brought about significant advantages, allowing a student to pursue his or her academic goals in a timely manner despite facing many “special needs.”⁹ Furthermore, Harper in The President’s Report seems to convey a concern in delaying the granting of a degree “when the work required is finished.”¹⁰ In this way, the four convocations allowed the University to bestow honors while “prevent[ing] undue delay.”¹¹ All together, this curricular flexibility “proved an entire success.”¹²

¹ Courses and Programs of Study 1994-1995. (1995) *The University of Chicago Press*.

² Ibid. Page 1.

³ Ibid. Page 1.

⁴ Harper, W.R. (1899) The President’s Report for the academic year 1897-1898. *The University of Chicago Press*.

⁵ Ibid. Page 33.

⁶ Ibid. Page 33.

⁷ Ibid. Page 33.

⁸ Ibid. Page 33.

⁹ Ibid. Page 33.

¹⁰ Ibid. Page 33.

¹¹ Ibid. Page 33.

¹² Ibid. Page 33.

During the late nineteenth century, the quarter system was however not only beneficial for students, but also for the faculty. The “flexibility...which the system permits”¹³ allowed for more choice over when to take vacations, leading to more time either to travel or to “do some additional work.”¹⁴ It was observed at the time that “many faculty availed themselves of this opportunity,”¹⁵ greatly and positively influencing the “scholarly spirit” which permeates the University’s culture. So beneficial the structure of the quarter system was that it garnered the “attention of other institutions,”¹⁶ having even been adopted by schools across the United States. Clearly, the quarter system was instrumental in providing an academic structure within which the University’s intellectual foundation could flourish.

Over the following two decades, experience with implementation of the quarter system resulted in small changes to the academic calendar, as reported President Harry Pratt Judson. Although the original plan was that each quarter should begin respectively on the “first day of January, April, July and October,”¹⁷ experience showed that the quarter ought not to begin on “the first day of the month, but on a convenient day of the week”¹⁸. Furthermore, while the week of vacation at the end of Autumn and Winter quarters was preserved, there was no longer a “vacation between the Spring and Summer quarters.”¹⁹ Also, the “Spring and Summer quarters were made each eleven weeks long.”²⁰ In this way, “the entire month of September” became a recess, which at the time was considered an advantage for the facilities management and “care of buildings.”²¹

Judson further develops the benefit of the quarter system to administrative and operational logistics in the President’s report. He claims that the “four quarter plan” maximizes the “full utilization of buildings during eleven months of the year,” taking full advantage of the dormitories which brought in “a third more income than would ordinarily be received.”²² Furthermore, running the University over the course of the year kept “the buildings in better condition because of constant use.”²³ There were also financial implications of the quarter system. The larger “attendance”²⁴ in the Summer quarter, the decreased cost of

¹³ Ibid. Page. 33.

¹⁴ Ibid. Page 34.

¹⁵ Ibid. Page 34.

¹⁶ Ibid. Page 34.

¹⁷ Judson, H.P. (1918) The President’s Report. *The University of Chicago Press*.

¹⁸ Ibid. Page 7.

¹⁹ Ibid, Page 7.

²⁰ Ibid. Page 7.

²¹ Ibid. Page 8.

²² Ibid. Page 8.

²³ Ibid. Page 8.

²⁴ Ibid. Page 8.

“heating and lighting,” and the fact that faculty teaching in the summer were paid only “two thirds the amount paid for any one of the three regular quarters” made it such that the Summer quarter was productive in many ways in the early twentieth century at the University. These facts however raise questions as to the importance or relevance of pre-professional opportunities and competitive summer placements during the time.

Beyond financial and operational benefits, the quarter system — over the first two decades of its implementation — successfully provided students with an academic structure to succeed. For example, “students who have been obliged by illness or by financial difficulties to lose one or two quarters”²⁵ were able to take to do “continuous work... to reach a degree as soon often times as if the misfortune had not occurred.” Ultimately, as concludes Judson, the “four-quarter system is well established in the University of Chicago, and it is the settled opinion of those concerned that it is on the whole decidedly advantageous.”²⁶

Several years later, President Robert Maynard Hutchins interestingly proposed a condensed academic quarter system “limited to eight weeks a quarter.”²⁷ Motivated by a desire to “give faculty time for research,” the recommendation however “appealed very little to the faculty.”²⁸ Despite being a system which was “in vogue in England,” faculty members were concerned over the students being not “sufficiently mature or sufficient interested to be self-propelling,”²⁹ suggesting that additional time to read and reflect would not in fact be intellectually stimulating nor pedagogically beneficial. Evidence for this claim could be found in the social science division, which “did adopt a variant of the plan” and discovered that many students “did not know what to do with themselves when they are not going to classes”³⁰. For these reasons, the longer reading and reflection periods — a product of condensed academic quarters — were inefficient and ineffective.

Since its inception, the University of Chicago’s curriculum and academic calendar “has varied in its details, but its intellectual foundations have been constant.”³¹ Despite administrative and financial benefits to the quarter system, the ultimate objective of preserving a culture of academic rigour and an environment in which students can succeed academically has been a priority. It is important that these ideals — to train “habits of mind and those critical, analytical, and writing skills which are most urgent

²⁵ Ibid. Page 9.

²⁶ Ibid. Page 10.

²⁷ Hutchins, R.M. (1935) The President’s Report. *The University of Chicago Press*.

²⁸ Ibid. Page 27.

²⁹ Ibid. Page 27.

³⁰ Ibid. Page 27.

³¹ Courses and Programs of Study 2004-2006. (2006) *The College, The University of Chicago*.

to a well-informed member of civil society”³² — are not forgotten, should any changes or modifications to the academic calendar be made. Liberal education cultivates “maturity and independence of mind,”³³ and the structure of the calendar and curriculum should serve to enhance this “exploration of intellectual universes.”

³² Ibid. Page 1.

³³ Ibid. Page 1.

Appendix 4. July 12, 2019
An Evaluation of Reading Period: Investigating Peer Institutions and The University of Chicago
Kaesha Freyaldenhoven

In this mini-brief, I will investigate the necessity of reading period by looking to peer institutions and evaluating the present UChicago calendar, with a two-day reading period. Then, I will use my findings to speculate how the proposed elimination of both the two-day reading period and following weekend for study time will impact students. I worry that eliminating both reading period and the weekend, which amounts to a total of four undisturbed study days, might exacerbate an existing stress pinch-point in a way that is detrimental to delivering students the best pedagogical experience, and damaging to the relationship between the university and the students.

To assure my own understanding of reading period and the advised changes, I will briefly review. Presently, reading period is Thursday and Friday of 10th week during which no new material is introduced, assignments are not due and final exams are not given. Instructors and/or teaching assistants may hold review sessions on these days. As written in the July 7 Report, Academic Calendar Committee proposes to eliminate this two-day reading period in order to start Winter and Spring quarter finals on the Saturday after 9th week and finish finals by Wednesday of 10th week. As a best practice, the Academic Calendar Committee also advises that professors adhere to the finals week schedule. These amendments aim to extend Spring Break, so as to alleviate the perceived “relentless” academic slog from January through June, as well as wrap-up classes before June 1.

Broadening the scope of my investigation, UChicago’s two-day reading period is already shorter than that of most peer institutions. Hamilton College recently published a data-driven article that established correlation between the caliber of school and the length of reading period.¹ The article claims, “Large state schools have the lowest mean reading period, Hamilton has the middle average, and the Ivies the highest, with some variation.” Surprisingly, the average reading period of the ten largest public universities in the US matches that of UChicago. Comparatively, Ivies have almost triple the length of our reading period. In skimming this article, I wondered why more selective institutions have longer reading periods. What are the academic advantages to reading periods? At more selective institutions, are there higher expectations of what a final essay or assignment requires, thereby necessitating a longer reading period for independent and focused study? Are these elite institutions more committed to a higher quality student life? Does a semester schedule that presumably covers more material demand a longer reading period than a quarter schedule?

To answer these questions using Hamilton College’s article as a launching pad, I started by contrasting the length of reading periods between semester and quarter schedule schools. I began by looking at semester schools. Harvard, an elite institution on a semester schedule with an average length reading

¹ The Spectator. “Hamilton Needs a Longer Reading Period. Period.” Medium. The Spectator, April 19, 2018. <https://spec.hamilton.edu/hamilton-needs-a-longer-reading-period-period-93c60fce4580>.

period for the semester scheduled Ivies. While it is possible that Harvard's weeklong reading period was conceived with the pedagogical intention of providing students with un-programmed time to produce their best work, it seems that reading period has morphed into a pre-finals, socially inclined recess. According to an editorial published by The Crimson, their weeklong reading period is not a purely academic experience.² In fact, "it would be lamentable, if not impossible, for a Harvard student to have enough schoolwork to fill an entire week. Many use the time to explore the Greater Boston area, catch up with friends, or even do some recreational [sic.], rather than reading."³ Furthermore, I am aware anecdotally, that numerous University-sanctioned banquets and unsanctioned parties often take place during this time. One could claim that social time can improve one's mental wellbeing and redistribute undue stress, so that a student could approach finals with a clear mind; however, the extensive nature of this social time seems a bit exorbitant. Acknowledging this arguable misuse of reading period, a recent report presented to Harvard's Faculty of Arts and Sciences recommended shortening reading period to three days.⁴ While this recommendation was made to accommodate for a shopping period, I assume it operated on the assumption that three days of reading period would retain the educational purpose of allowing students sufficient time for studying. Perhaps if implemented, this change would alter the culture of reading period by refocusing this time on more academic pursuits.

Moving beyond Harvard as a case study for semester schools, I also looked to other institutions like UPenn and Tufts. Both semester schools recently published articles complaining that their respective two and three-day reading periods were too short, citing scholastic concerns. An article published in The Daily Pennsylvanian claims that a two-day reading period is an educational disadvantage. One student said, "cramming material in just two days does not allow for true learning" because "at the end of the day, it's not about academic intensity. It should be about intellectualism and our ability to learn."⁵ A Tufts Daily editorial echoed this sentiment, saying that a reading period of three days to review before finals does not give students enough time to "thoroughly and adequately absorb 15 weeks worth of material."⁶ The reading period of both institutions fall at the end of the week, allowing students to have Saturday and Sunday as additional, dedicated time to study. As such, both articles maintain that unstructured time is essential to grasping coursework and that two to three days of reading time (in addition to the weekend) is insufficient.

In comparison to Harvard, UPenn and Tufts, the case for UChicago's reading period is unique because of the quarter system. According to an article from The Maroon published on January 7, 1983, the two-day reading period immediately prior to 10th week was introduced by Dean Herman Sinaiko to "educate both students and teachers that extra studying time between classes and finals is needed and

² Rosenberg, John S. "'Shopping Week' Extended." Harvard Magazine, April 5, 2019. <https://www.harvardmagazine.com/2019/04/harvard-shopping-week-changes-pending>.

³ Ibid.

⁴ Ibid.

⁵ Lieberman, Rebecca. "Students Weigh in on Penn's Comparatively Short Reading Period." The Daily Pennsylvanian. The Daily Pennsylvanian, December 13, 2016. <https://www.thedp.com/article/2016/12/reading-days-at-penn-and-at-peer-schools>.

⁶ "Tufts Should Extend the Reading Period beyond Just 3 Days." The Tufts Daily, April 22, 2019. <https://tuftsdaily.com/opinion/2019/04/22/editorial-reading-period-too-short/>.

beneficial.”⁷ Perhaps the length of reading period was deemed appropriate, in proportion to the material covered. Including the weekend, this four-day period was conceived to help students consolidate nine and half weeks of class material and ultimately succeed in their finals.

Other universities that operate on the quarter system, such as Stanford and Northwestern, have approached the challenge of reading period in contrasting ways. Stanford calls the last week of each quarter “End-Quarter:” seven days during which classes are regularly scheduled; however, graded homework assignments, mandatory quizzes and exams cannot be administered. Extracurricular activities such as musical, dramatic and athletic events involving compulsory student participation are also regulated. In theory, the policy serves to protect students’ opportunities for extensive review and synthesis of courses.⁸ In practice, students have voiced concern that professors frequently fail to abide by “End-Quarter” policies and regularly scheduled assignments lead students to suffer from high levels of stress.⁹ At Northwestern, students of the Weinberg College of Arts and Sciences have “Reading Week:” approximately one week during which classes are regularly scheduled and new material may be introduced; however, exams and assignments are prohibited.¹⁰ According to the Daily Northwestern, faculty violate reading period regulations similar to Stanford. In contrast, students seem to have more free time and enjoy the week of undisturbed study time from both a scholastic and social perspective.¹¹ These varied approaches to reading period, specific for quarter schedule schools, are worth considering as we examine UChicago’s reading period.

Historically, it seems UChicago students have used the violations of the two-day reading period as grounds to advocate for a longer time for self-directed study. These sentiments are reflected in Maroon Editorial articles since the mid-2000s. In 2007, the Editorial Board argued for a longer reading period because the meagerly enforced reading period “force[s] many students to choose between pulling several consecutive all-nighters or producing work of poorer quality than they might be able to produce with enough time.”¹² In 2011, the Editorial Board wrote that classes and labs scheduled for reading period “create a major hassle for students.” Addressing the challenge of only having the weekend to study, the Editorial Board claimed that thwarted reading periods leave students with “*only*... two full days [the weekend] to review and master a quarter’s worth of course material... Requiring students to prepare for cumulative final exam while also having to complete their regular homework assignments for other courses is, simply put, a pain in the ass.”¹³ In 2013, the Editorial Board wrote, “The University should stick with its current reading period and ensure that professors adhere to a strong policy of not

⁷ “Better off Read.” The Chicago Maroon. Accessed February 7, 2020. <https://www.chicagomaroon.com/article/2013/3/12/better-off-read/>.

⁸ “End-Quarter Period and Examination Policy.” End-Quarter Period and Examination Policy | Registrar’s Office. Accessed February 7, 2020. <https://registrar.stanford.edu/students/final-exams/end-quarter-period-and-examination-policy>.

⁹ “Can Someone Explain Dead Week to Me?: The Unofficial Stanford Blog.” Welcome to the Unofficial Stanford Blog! Accessed February 7, 2020. http://tusb.stanford.edu/2010/03/can_someone_explain_dead_week.html.

¹⁰ “Office of the Registrar Academic Calendar.” Academic Calendars: Office of the Registrar - Northwestern University. Accessed February 7, 2020. <https://www.registrar.northwestern.edu/calendars/academic-calendars/>.

¹¹ “Reading Week.” The Daily Northwestern. Accessed February 7, 2020. <https://dailynorthwestern.com/tag/reading-week/>.

¹² “Give Us Time to Read during Reading Period.” The Chicago Maroon. Accessed February 7, 2020. <https://www.chicagomaroon.com/article/2007/3/6/give-us-time-to-read-during-reading-period/>.

¹³ “Reading, Period.” The Chicago Maroon. Accessed February 7, 2020. <https://www.chicagomaroon.com/article/2011/5/24/reading-period/>.

scheduling classes, or it should add more reading days, like Yale and Harvard have done, to accommodate the variable needs of professors.”¹⁴ Reading period violations seem to have persisted since 2013, as we’ve heard in conversations with students through our committee’s work. To alleviate these reading period violations, the Academic Calendar Committee has recommended that professors must adhere to finals week schedules. While I feel this suggestion is incredibly valuable, it fails to consider the ramifications of eliminating the weekend as a time for finals studying.

In light of this information, I am fearful that changes proposed by the Academic Calendar Committee Report will concern many students. Scheduling finals for the Saturday immediately following classes during Winter and Spring Quarters will change the relationship students have with their coursework, and perhaps even with the university. By removing reading period and the weekend as study time, the pinch-point of finals will be exacerbated because students will be even more stressed about completing finals while balancing class assignments. Instead of thinking deeply and healthily consolidating information from 9th week, students will be rushing in haste to mechanically memorize factoids to just pass their classes. I am apprehensive that this change could lead students to resent the University. Although such amendments are suggested with the direct interest of students in mind, I worry that the act of revoking the privilege of reading period and the sanctity of the weekend will call these intentions into question. Students in fact may doubt the University’s interest in healthy scholasticism and mental wellbeing, perhaps presuming that the University is subjecting students to needless pain.

I’ve spoken with a few friends, and gave them the following hypothetical option for Winter Quarter:
Between [Any Form of Unstructured Study Time – Including Weekend] and [One and a Half Week Long Spring Recess]

Ubiquitously, students preferred unstructured study time, citing the following reasons:

- a. A desire to learn the material for the sake of learning, needing time to consolidate and memorize materials
- b. A fear of doing poorly in classes, without adequate time to study or write papers
- c. Strong performance in classes and learning materials were both more important than time to relax or recuperate with a longer break

While my peers vehemently advocated for retaining some form of a break with no classes before finals during Winter and Spring Quarter, they felt that blending Reading Period with Thanksgiving Break was more manageable because students would have a full week to study at an individually-specific pace.

Drawing from my personal experiences with the current academic calendar, I believe that some form of concentrated reading time is appropriate for all students; however, I believe that this reading time could – if necessary - take place during the weekend. Recognizing that different majors often use this time differently, the unstructured liberty of at least one day allows students to study in a way that is productive and healthy.

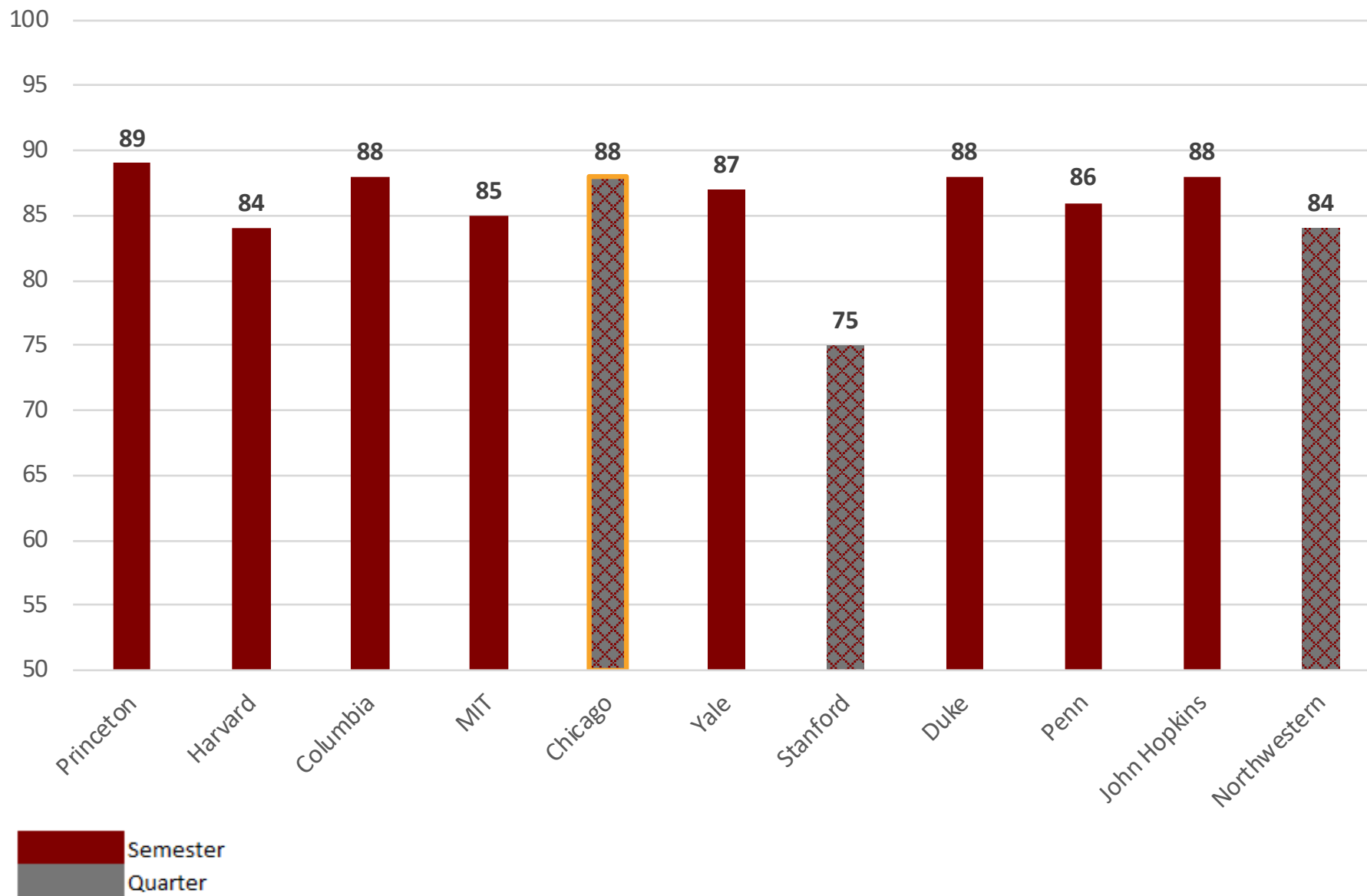
¹⁴ “Better off Read.” The Chicago Maroon.

As a humanities student, I believe that a free weekend has instructive and personal purposes. During the first day, I first catch up on unread emails and finalize extracurricular, or RSO, responsibilities. Then, I stop by a Wellness event like Pet Love (therapeutic dog petting in Reynolds Club) hosted by the University. After, I use this day to review coursework from 10th week and consider ways I can integrate the class materials into my final essays, if desirable. Most often, I do not incorporate material from the last sessions in my final essay because I would have already started constructing my argument and drafting the essay prior to the final class. Once finished, I relax and cook a meal with friends – a modest yet helpful respite. This time assists me to alleviate stress and approach my final studying with a healthy mental state. A second day is important to me, because I use this remaining time to continue marinating in the themes of the courses and drafting my final essays. The rate at which I finish my final essays is somewhat inversely proportional to how much time I have. If my final essays are due Monday or Tuesday of Finals Week, Reading Period and the weekend is a critical time for preparation. If my final essays are due Friday and Saturday of Finals Week, Reading Period is used less productively. Often, these two days become social time (in the Reg, nonetheless), and my schedule shifts backwards.

I recognize that eliminating reading period and the following weekend is a critical component of our proposed calendar and challenging quest to retain the quarter system, elongate Spring Break and finish classes by June 1. Nonetheless, I think that allowing for a minimum one day of unstructured time (Saturday), but preferably more, for Winter and Spring Quarters could deliver a better pedagogical experience for students to learn the material and perform well in their classes.

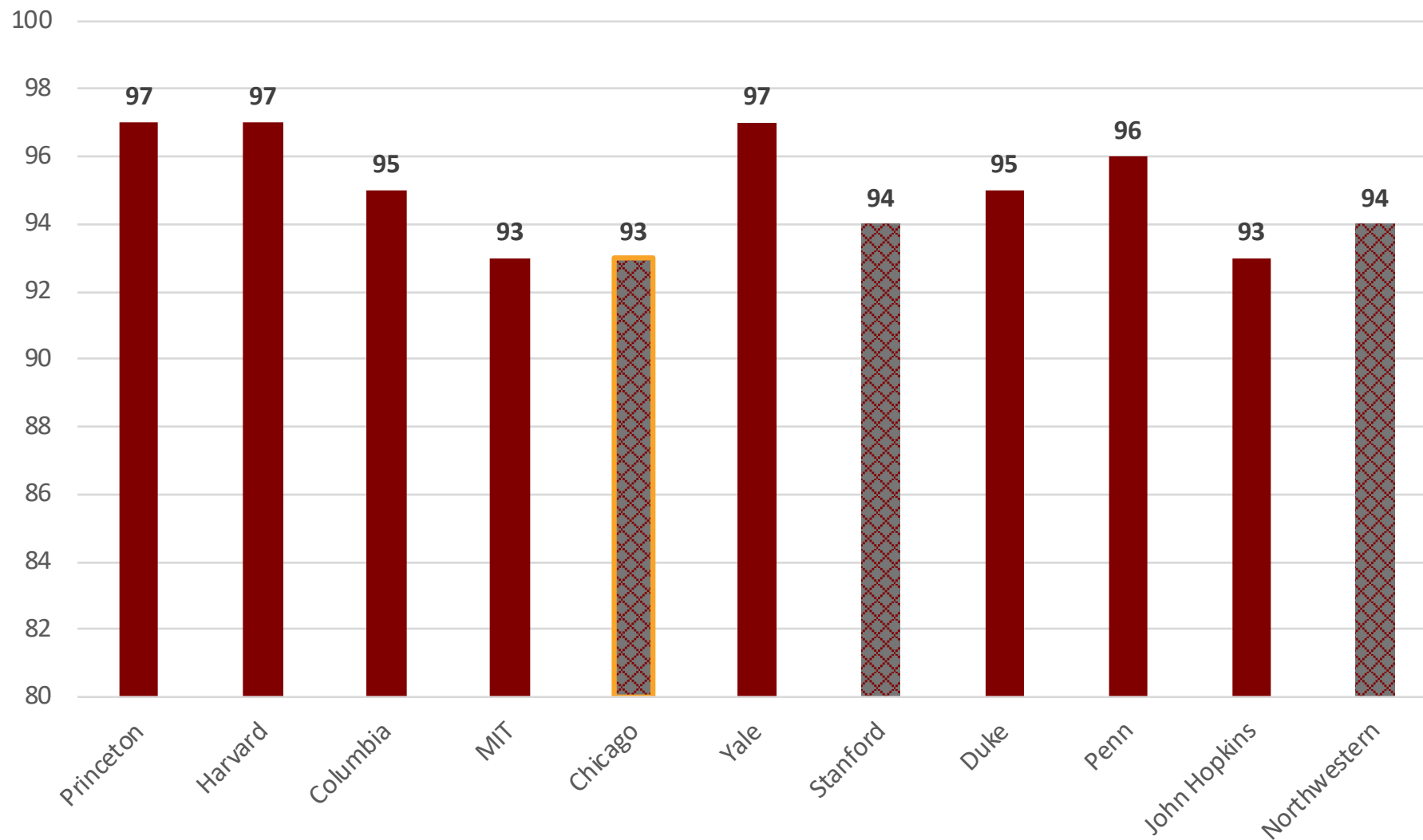
Perhaps to compensate for the increased stress created by consolidating reading period, the University could put on additional de-stressing programs during the weekend / finals week to help students maintain a healthy state of mind.

Four-Year Graduation Rate (2019 – US News Top 10 Colleges)



US News & World Report 2019 Best Colleges Top 10 Rankings (schools shown in order; some schools tied)

Six-Year Graduation Rate (2019 – US News Top 10 Colleges)



 Semester
Quarter

US News & World Report 2019 Best Colleges Top 10 Rankings (schools shown in order; some schools tied)

Appendix 6: One-week or two-week spring break.

The tradeoffs necessary to implement a two-week spring break were somewhat controversial among shareholders and even within the committee itself. The the “A” and “B” calendars (having one- and two-week spring breaks, respectively) devised by the committee share an advantage over the current calendar insofar as classes end at least one week earlier than the current calendar. The following pros and cons were voiced during committee deliberations:

- Calendar A (One-week spring break with exams finished by the end of May)
 - Advantages
 - Exams end in time for the start of most summer internships
 - No need to schedule special exams for graduating seniors
 - “Senior days” occur during the first week of June
 - Summer quarter can be moved earlier, to begin the second week of June and finish in early August
 - Disadvantages
 - Does not address reports by some students and faculty indicating that one week of break after the hardships of Winter quarter does not afford students enough time to travel and re-energize
 - Special accommodation for early exams might still be requested by students departing for summer internships
 - 57th Street Art Fair and other Hyde Park events may conflict with convocation Saturday
- Calendar B (Two-week spring break with exams finished by the end of the first week of June)
 - Advantages
 - Classes (but not exams) end in time for the start of most summer internships
 - No need to schedule special exams for graduating seniors
 - Two weeks of Spring Break make travel more viable and enable students to re-energize for the Spring Quarter
 - Possible fewer conflicts with other events, e.g., 57th Street Art Fair occurs after exams and before convocation
 - Disadvantages
 - Exams end after many internships begin
 - Special exams may be requested for students with summer internships
 - Summer Quarter start date might not be moved, beginning in the third week of June and ending in mid-August

**Appendix 7. Comparison of Instructional Days/
Reading Period and Exam Days at Peer Schools**

	Instruction Days	Reading Period + Exams
Princeton	120	30
Harvard	124	25
MIT	128	12
Johns Hopkins	130	22
Stanford (Q)	133	30
Berkeley	135	20
Columbia	135	20
Yale	138	17
UChicago (Q)	138	20
Dartmouth (Q)	139	22
Northwestern (Q)	149	33

Appendix 8. University of Chicago Academic Calendar. Current and **Proposed**

	Total Instructional Periods	MWF Meeting Periods	MW Meeting Periods	TTH Meeting Periods	In-Quarter Days Off	Reading Period	Exam Period
Autumn 2020	45 (44)	27 (26)	18 (17)	18 (18)	3 (6)	2 (3)	5 (4)
Winter 2021	46 (44)	27 (26)	18 (17)	19 (18)	2 (1)	2 (3)	5 (4)
Spring 2021	47 (45)	28 (27)	18 (18)	19 (18)	1 (1)	2 (3)	4 (4)
TOTAL YR	138 (133)	82 (79)	54 (52)	56 (54)	6 (8)	6 (9)	14 (12)
Autumn 2021	46 (45)	28 (27)	20 (18)	18 (18)	2 (5)	2 (3)	5 (4)
Winter 2022	46 (44)	27 (26)	19 (17)	19 (18)	2 (1)	2 (3)	5 (4)
Spring 2022	47 (45)	28 (27)	19 (18)	19 (18)	1 (1)	2 (3)	4 (4)
TOTAL YR	139 (134)	83 (80)	58 (53)	56 (54)	5 (7)	6 (9)	14 (12)
Autumn 2022	45 (44)	27 (26)	19 (17)	18 (18)	3 (6)	2 (3)	5 (4)
Winter 2023	45 (43)	26 (25)	18 (16)	19 (18)	3 (2)	3 (3)	5 (4)
Spring 2023	47 (45)	28 (27)	19 (18)	19 (18)	1 (1)	3 (3)	4 (4)
TOTAL YR	137 (132)	81 (78)	56 (51)	56 (54)	7 (9)	6 (9)	14 (12)
Autumn 2023	45 (44)	27 (26)	19 (17)	18 (18)	3 (6)	2 (3)	5 (4)
Winter 2024	44 (42)	26 (25)	18 (16)	18 (17)	4 (3)	2 (3)	5 (4)
Spring 2024	47 (45)	28 (27)	19 (18)	19 (18)	1 (1)	2 (3)	4 (4)
TOTAL YR	136 (131)	81 (78)	56 (51)	55 (53)	8 (10)	6 (9)	14 (12)
Autumn 2024	46 (45)	28 (27)	20 (18)	18 (18)	2 (5)	2 (3)	5 (4)
Winter 2025	46 (44)	27 (26)	19 (17)	19 (18)	2 (1)	2 (3)	5 (4)
Spring 2025	47 (45)	28 (27)	19 (18)	19 (18)	1 (1)	2 (3)	4 (4)
TOTAL YR	139 (134)	83 (80)	58 (53)	56 (54)	5 (7)	6 (9)	14 (12)

Instructional Days = M-F class in-session days, not including Final Exams or Reading Periods

or Holidays or days lost due to starting quarter on Tuesday or Wednesday

Reading Periods = Uniform 2 (3) days after last instruction day and before first Exam day

Final Exams = days reserved for Final Exams only

In-Quarter Days Off = Thanksgiving and day after (Thanksgiving week), MLK Day,

Winter Break Day (no Winter Break Day), Memorial Day

Appendix 9. Simulations of Proposed Calendar, 2020-21 through 2024-25

The following simulations display the proposed academic calendar through 2024-25 in two alternative forms. Simulation A includes a one-week spring break; Simulation B accounts for a two-week spring break. For each academic year and simulation, we have used these guidelines:

- Each academic year begins at the Summer Quarter
- Summer Quarters begin one (1) week after Spring Quarters
- Winter Quarters begin three (3) weeks after Autumn Quarters
- Winter Quarters begin no earlier than January 3, to allow for a travel day after the New Year's Day holiday
- If January 3 falls on a Thursday or Friday, then the Winter Quarter begins the following Monday
- The following national holidays are recognized as staff holidays: New Year's Day, Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day (and Friday), Christmas Day
- Rosh Hashanah and Yom Kippur are observed when the holiday falls on the first day of Autumn Quarter classes

2020-2021 (Simulation A - one week Spring Break)

September						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 weeks of instruction in the Autumn/Winter/Spring Quarters
 Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color	Font Color
September Term	Days in turquoise = vacation/no instructional days
Autumn Q	Days in black = Instructional Days
Winter Q	Days in red = Reading Days
Spring Q	Days in lilac = Exam Days
Convocation	
Summer Q	
Holiday	

2020-2021 (Simulation B - two week Spring Break)

September

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 weeks of instruction in the Autumn/Winter/Spring Quarters

Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 2 Weeks for Spring Break

Fill Color

September Term

Autumn Q

Winter Q

Spring Q

Convocation

Summer Q

Holiday

Font Color

Days in turquoise = vacation/no instructional days

Days in black = Instructional Days

Days in red = Reading Days

Days in lilac = Exam Days

2021-2022 (Simulation A - one week Spring Break)

September						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
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					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
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	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
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26	27	28	29	30	31	

January						
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
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15	16	17	18	19	20	21
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29	30	31				

June						
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5	6	7	8	9	10	11
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26	27	28	29	30		

July						
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3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9 weeks of instruction in the Autumn/Winter/Spring Quarters
 Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color	Font Color
September Term	Days in turquoise = vacation/no instructional days
Autumn Q	Days in black = Instructional Days
Winter Q	Days in red = Reading Days
Spring Q	Days in lilac = Exam Days
Convocation	
Summer Q	
Holiday	

2021-2022 Simulation (Simulation B - two week Spring Break)

September						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
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					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January						
S	M	T	W	Th	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9 weeks of instruction in the Autumn/Winter/Spring Quarters

Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color

September Term

Autumn Q

Winter Q

Spring Q

Convocation

Summer Q

Holiday

Font Color

Days in turquoise = vacation/no instructional days

Days in black = Instructional Days

Days in red = Reading Days

Days in lilac = Exam Days

2022-2023 Simulation (Simulation A - one week Spring Break)

September						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
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						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
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21	22	23	24	25	26	27
28	29	30	31			

June						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9 weeks of instruction in the Autumn/Winter/Spring Quarters
 Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color

September Term
Autumn Q
Winter Q
Spring Q
Convocation
Summer Q
Holiday

Font Color

Days in turquoise = vacation/no instructional days
 Days in black = Instructional Days
 Days in red = Reading Days
 Days in lilac = Exam Days

2022-2023 Simulation (Simulation B - two week Spring Break)

September						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
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						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	Th	F	S
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16	17	18	19	20	21	22
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30						

May						
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21	22	23	24	25	26	27
28	29	30	31			

June						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

9 weeks of instruction in the Autumn/Winter/Spring Quarters

Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color

September Term

Autumn Q

Winter Q

Spring Q

Convocation

Summer Q

Holiday

Font Color

Days in turquoise = vacation/no instructional days

Days in black = Instructional Days

Days in red = Reading Days

Days in lilac = Exam Days

2023-2024 Simulation (Simulation A - one week Spring Break)

September						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
S	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30				

May						
S	M	T	W	Th	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 weeks of instruction in the Autumn/Winter/Spring Quarters
 Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color

September Term

Autumn Q

Winter Q

Spring Q

Convocation

Summer Q

Holiday

Font Color

Days in turquoise = vacation/no instructional days

Days in black = Instructional Days

Days in red = Reading Days

Days in lilac = Exam Days

2023-2024 Simulation (Simulation B - two week Spring Break)

September						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
S	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 weeks of instruction in the Autumn/Winter/Spring Quarters
 Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color

September Term
Autumn Q
Winter Q
Spring Q
Convocation
Summer Q
Holiday

Font Color

Days in turquoise = vacation/no instructional days
 Days in black = Instructional Days
 Days in red = Reading Days
 Days in lilac = Exam Days

2024-2025 (Simulation 3) (Simulation A - one week Spring Break)

September						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

9 weeks of instruction in the Autumn/Winter/Spring Quarters
 Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color	Font Color
September Term	Days in turquoise = vacation/no instructional days
Autumn Q	Days in black = Instructional Days
Winter Q	Days in red = Reading Days
Spring Q	Days in lilac = Exam Days
Convocation	
Summer Q	
Holiday	

2024-2025 (Simulation B - two week Spring Break)

September

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

9 weeks of instruction in the Autumn/Winter/Spring Quarters

Breaks: 1 Week over Thanksgiving; 3 Weeks in Winter, & 1 Week for Spring Break

Fill Color

September Term

Autumn Q

Winter Q

Spring Q

Convocation

Summer Q

Holiday

Font Color

Days in turquoise = vacation/no instructional days

Days in black = Instructional Days

Days in red = Reading Days

Days in lilac = Exam Days