

**REPORT OF THE 2008-09 AD HOC COMMITTEE ON SEMESTERS**

**THE OHIO STATE UNIVERSITY**

**MARCH 4, 2009**

Ad-Hoc Committee Membership

Timothy Gerber, Professor of Music; Vice Chair, Faculty Council, Committee Chair

Kathy Corl, Associate Professor of Germanic Languages and Literatures; Council on Academic Affairs

Martha Garland, Vice Provost and Dean; Office of Academic Affairs

Don Haurin, Professor and Chair, Economics Department; Council on Enrollment and Student Progress

Christopher Highley, Associate Professor of English; Chair, Arts and Sciences Committee on Curriculum and Instruction

Adam Kolatorowicz, Graduate Student in Anthropology; Council of Graduate Students

Brian McEnnis, Professor of Mathematics; Regional Campuses

Meghan Meredith, Pharm.D. Student; Inter Professional Council

Brad Myers, University Registrar and Interim Director of Student Financial Aid

Ron Piscalko, Office of the Chief Information Officer

Josh Rackers, Physics and Political Science Student; Undergraduate Student Government

John Roberts, Professor of English and Dean; Colleges of the Arts and Humanities

Valerie Shafer, Office of Student Life

W. Randy Smith, Vice Provost; Office of Academic Affairs

Harald Vaessin, Professor of Molecular Genetics; Senate Fiscal Committee

Ingrid Werner, Associate Professor of Finance; Graduate Council

## INTRODUCTION

The Ohio State University has delivered instruction within a quarter-based calendar since 1922 when it converted from semesters to quarters. The prospect of reverting to a semester calendar has been considered on several occasions in modern history, most recently in 1991 and again in 2001. The 1991 commission, chaired by Professor Christine Verzar, was formed by Gordon Gee in his first term as president in response to a resolution from the Council of Graduate Students. The later investigation, chaired by Professor Grady Chism, came at the request of then president Brit Kirwan in response to provisions of the Academic Plan. Both committees produced thorough reports on the feasibility of converting to semesters. While the Verzar report recommended no action, the Chism committee by a vote of 11 – 4 recommended a calendar conversion in 2001, but an inadequate student information system prevented its implementation. The current study stems from a recommendation in the *Strategic Plan for Higher Education, 2008-2017* to adopt a common academic calendar across all universities in the recently established University System of Ohio.

While several state universities have switched from quarters to semesters since the mid-nineties (Cleveland State, Kent State, Youngstown State, Shawnee State), four of the thirteen universities in the University System of Ohio remain on the quarter system in 2008-09. Three of these, Ohio University, the University of Cincinnati and Wright State University have decided to convert to semesters beginning in 2012. In response to the “common calendar” recommendation of the higher education strategic plan, the Faculty Council at Ohio State voted unanimously on October 16, 2008 to approve a proposal *to appoint an ad hoc committee to explore the desirability and feasibility of Ohio State shifting to semesters and to propose to the University Senate that the University shift or not*. Faculty Council also recommended guidelines for the composition of the ad-hoc committee.

On October 21, the four faculty leaders representing Faculty Council (Secretary of the Senate Chris Zacher, Steering Chair Heather Allen, Faculty Council Chair Richard Gunther, and Vice-Chair Tim Gerber) met with President Gordon Gee and Provost Joe Alutto to discuss the process for exploring a possible conversion. Agreement was reached concerning the need for a broadly representative committee, as well as a timetable for its deliberations during the 2008-09 academic year. By November 10, a diverse representation of experienced faculty, staff, administrators, and students had agreed to serve on the committee. Composed of 7 faculty, 3 staff members, 3 administrators, and 3 students, the committee convened for the first time on November 13, 2008.

It was agreed when the committee was charged by Faculty Council chair Richard Gunther that it would build on the relevant data and source material disseminated in the previous “Verzar” and “Chism” semester conversion reports. The task of the committee was to explore the feasibility of converting to semesters rather than to ascertain details of a potential implementation process. Accordingly, the committee was asked to present a resolution to the University Senate by the end of the Winter Quarter, 2009, concerning whether the University should move forward with this conversion, as well as

recommendations concerning key issues related to that conversion, such as the length of semesters and other aspects of the University calendar. The University Senate will vote on this proposal. If a shift to semesters were recommended and then approved by the Senate and the Board of Trustees, implementation would be coordinated by the appropriate Senate committees working in collaboration with the Office of Academic Affairs beginning in the Spring Quarter of 2009. It is anticipated that all work on curricular and other related matters would be completed by the end of the 2011-2012 academic year. The new academic calendar would come into effect in the autumn of 2012.

## **COMMITTEE PROCESS**

The ad-hoc committee was charged with (1) analyzing all materials disseminated by the two previous semester review committees, and (2) deliberating all necessary and sufficient research that would enable the committee to propose that either the University adopt a semester calendar or not. In order to acquire enough information to develop such a proposal, the committee began its investigations through shared assignments and follow-up discussions in weekly meetings. The scope of this work led members of the committee to:

- form two subcommittees to investigate questions and concerns surrounding funding responsibilities (the budget and finance subcommittee), and possible calendars (the calendar models subcommittee);
- meet with Provost Alutto and Vice-President Shkurti to ascertain how funding liabilities would be addressed;
- study conversion documents describing the respective processes at Ohio University, the University of Cincinnati, and Wright State University;
- discuss with colleagues from these schools the issues and challenges of converting -- through e-mail, conference calls, and a meeting at Wright State University;
- meet with Peter Zetterberg of the University of Minnesota to understand key problems and recommendations for an effective conversion process;
- study the calendars of 31 different universities, including all OSU benchmarks and all CIC institutions except those that remain on quarters (UCLA, the University of Washington, and Northwestern and Chicago, respectively);
- investigate conversion results at the University of Minnesota, a benchmark land grant university that converted from quarters to semesters in 1999);
- meet with the members of the Arts and Sciences Committee on Curriculum and Instruction;
- meet with the presidents of OSU's sanctioned student governance bodies, USG, CGS, and IPC;
- consult with Dr. Alan Kalish, Director of Faculty and TA Development about course redesign, student learning styles and related university resources;
- participate in discussions with members of the Ohio Faculty Council about common semester conversion issues;
- meet with the Council for Enrollment and Student Progress;

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- discuss faculty concerns at four meetings of the Faculty Council;
- host with Faculty Council an open forum for all faculty;
- meet with to solicit recommendations and feedback from members of Faculty Cabinet;
- meet with members of AAUP in an open forum;
- present details of a proposed calendar model to the USG senate;
- describe the committee's work and recommendations to an open student forum;
- provide updates on committee progress to the University Senate;
- ascertain whether major impediments to converting, such as an inadequate Student Information System, still existed as "deal-breakers."

On February 20, 2009, following three months of meetings and extensive investigation, the committee agreed that it had acquired sufficient information and concluded that no insurmountable financial or academic obstacles stood in the way of a conversion to semesters. Accordingly, it voted on the following proposal:

***NOW BE IT THEREFORE RESOLVED that The Ohio State University adopt a semester calendar with no fewer than 65 days of instruction in each semester to take effect no earlier than Autumn, 2012.***

The resolution passed by a vote of 15 in favor, 0 opposed. One member was absent for the vote.

After hearing faculty concerns at an open forum and at an immediately subsequent Faculty Council meeting on February 26, 2009, the committee sent a draft of its report to the Council on Enrollment and Student Progress. At its meeting on March 3, 2009, CESP considered student recommendations and faculty suggestions and recommended a revision to the above proposal by adding an upper limit to the number of days in each semester. The resolution as recommended by CESP reads as follows:

***NOW BE IT THEREFORE RESOLVED that The Ohio State University adopt a semester calendar with no fewer than 65 and no more than 70 days of instruction in each semester to take effect no earlier than Autumn, 2012.***

Faculty Council had not seen and therefore did not approve this resolution language at its February 26 meeting. The ad-hoc committee endorsed the new wording and recommends this emendation be proposed to the University Senate as a friendly and helpful amendment to its original proposal.

### **AXIOMS**

The committee determined in its initial meetings that a set of guiding principles would helpfully inform all deliberations. We subsequently developed the following list of axioms that describe the qualities of both the product (a newly adopted semester calendar) and the process of making the transition (the implementation).

***The Product. A successful conversion from quarters to semesters will yield the following results:***

1. A semester calendar will protect and enhance the intellectual mission and content of all academic programs.
2. The commitment to a strong general education component in all undergraduate majors will be preserved.
3. The distribution of courses by credit hour will be justifiable as judged by the impact on faculty workload and on student progress toward a degree.
4. The total amount of instruction needed to meet degree and accreditation requirements offered in any major or minor program will be approximately the same in a semester calendar as in a quarter calendar.
5. The beneficial relationship among programs will be maintained and enhanced, particularly in the service of one program area to another and especially in inter-departmental and interdisciplinary course offerings.
6. A semester-based calendar will not require substantially greater financial resources when implemented than its quarter-based predecessor.
7. A semester-based calendar will be justifiable in terms of space requirements for classrooms, laboratories, offices, and other university resources.
8. A semester-based calendar will not alter faculty allocations of time devoted to teaching, research, and service.
9. A semester-based calendar will enable substantial flexibility in stimulating and accommodating innovative approaches to course length and scheduling.
10. A semester-based calendar will facilitate opportunities for specialized programs, internships, international study, research initiatives, and service learning projects.

***The Process. A successful conversion from quarters to semesters will ensure consideration of the following concerns:***

11. The conversion of academic programs should be carefully coordinated to preserve the integrity of programs, especially those with an interdisciplinary focus and involving the intellectual resources of more than one department.
12. The impact of the conversion to semesters on students should not disrupt the academic progress toward degrees.

13. Provisions should be made to minimize complications created in the transition year by providing for additional and intensive student advising that accommodates the transition with a liberal treatment of exceptions, course substitutions, and other requirements.
14. Non-instructional staff will not be expected to increase their workload or time commitments during the transition process.
15. It is recommended that each department select an individual who will be compensated to serve as the coordinator for the redesign of courses, majors, minors and related programs.
16. Special attention should be given to concerns of regional campus faculty as drafted by representatives of the Regional Campuses and approved by all four regional campus faculty assemblies, outlined in Appendix B.

### **SEMESTER CONVERSION FEASIBILITY**

The costs of conversion from quarters to semesters involve a complex set of questions that few individuals solely can answer. Some involve huge expenditures that indeed can be “deal breakers.” For example, the 2001 “Chism Report” stipulates among its recommendations that “the new Student Information System (SIS) be fully functional prior to a switch to semesters.” A subsequent reference in that report estimated the SIS costs to be approximately \$50 million, rendering conversion at that time infeasible. In the years since the time of that recommendation, work on the SIS is now nearly complete and its costs have been largely paid and accounted for.

In 2009, the budget and finance subcommittee (Don Haurin, Brian McEnnis, Harald Vaessin, Ingrid Werner) reviewed the detailed fiscal analyses of projected costs reported in the “Chism Report” (see <http://senate.osu.edu/Reports/Calendar/CalendarReport01.pdf>). In collaboration with the Senate Fiscal Committee the current subcommittee compiled a list of 12 key questions which was discussed at length by the entire ad hoc committee and was subsequently presented to Provost Alutto and Vice-President Shkurti. In his response, Provost Alutto identified no obstacles of a similar scope to those identified in “Chism” that would make conversion infeasible by 2012. Alutto wrote:

*It is important to note that while there are “costs” involved, virtually all of these involve one time allocations of cash rather than continuing costs. In addition, these issues should be placed in the context of an economic and political set of realities that argue for moving forward if the costs of transition are not unmanageable. For example, at a time when the Governor and State Legislature are focusing limited resources in higher education, and [on] Ohio State in particular, it is important that we follow through on expectations that we will actively support the concept of a reasonably integrated system of higher education for Ohio. In addition, we have a Chancellor who has designed*

*funding systems that support the recognition of differential resource allocation based on quality and distinction. His plans assume greater coordination between units of higher education with Ohio State playing a leading role.*

With this context, the Provost described his responses to the committee's questions about the cost of conversion in a letter dated February 18, 2009. (Please see Appendix A for the full contents of the Provost's letter to the committee.) The total estimated costs amount to a range of \$8.7 million at the low end to \$11.2 million at the high end. Embedded in the Provost's estimate is the figure of \$5 - \$7 million for a range of technology modifications and system upgrades. While the Provost did not specify a dollar figure for course redesign and curriculum alignment, the subcommittee estimated this cost to be \$2.4 million. (This estimate was based on the subcommittee's assumptions that all TIUs would assign to coordinate the conversion the equivalent of one faculty member who would be compensated by buying out one course and one-ninth summer support in both salary and benefits.)

These funding levels were considered by the committee to be low, "minimally sufficient" at best. Several committee members expressed concerns that additional funding would be required, particularly in the areas of advising for students enrolled during the conversion, administrative oversight of the implementation process, and support of faculty research and professional development leaves. The total estimated costs for a semester conversion at Ohio State fall within the range of estimates provided by other universities considering a similar conversion. We recommend that the Provost regularly monitor and assess the real funding needs of all aspects of the conversion and that he commit to funding them adequately.

## **SEMESTER CONVERSION DESIRABILITY**

In its review of previous semester conversion studies, the committee acknowledged that student and faculty preferences for quarters or semesters vary based on certain assumptions and experiences. This decades-old variance continues to be true today, especially considering recent conversations campus-wide. As revealed in the "Chism Report," there is no clear pedagogical advantage to one calendar system over the other. While the issue of pedagogy is clearly relevant, different disciplines profit from different pedagogical schedules, and the divergence of human learning styles and capacities often require unique information bundling. For example, learning languages, writing extended works, and mounting artistic performances and exhibits often benefit from distributed rather than massed practice. One approach will not be seen as equally beneficial for all.

Proponents on either side of the calendar debate can readily cite the perceived advantages of both systems. Rather than reiterate them here, we direct readers to the yet-relevant listing on pp. 48-49 of the "Chism Report" which can be found at this URL:

<http://senate.osu.edu/Reports/Calendar/CalendarReport01.pdf>

The Calendar Models Subcommittee was formed in conjunction with the Council of Enrollment and Student Progress (CESP), the senate committee charged with reviewing recommendations related to the university calendar. Its members (Anne Smith, Chair of CESP, Tim Gerber, Robert Gustafson, Meghan Meredith, Josh Rackers, Allen Zimmerman, and Carl Zulauf) concluded that the most desirable semester plan would be one that afforded students and faculty the greatest flexibility in scheduling courses and taking advantage of unique opportunities for teaching and learning.

In this context, the subcommittee created and recommended to the larger ad hoc committee a semester calendar with the following distinguishing features:

- (1) Two semesters of equal length that have at least 65 but no more than 70 days of instruction in each;
- (2) A winter term of approximately three weeks that could accommodate the equivalent of a full-semester course;
- (3) A May term of approximately three weeks that could accommodate the equivalent of a full-semester course; and
- (4) A summer session of approximately nine or ten weeks that may be divided into three terms of approximately three weeks each.

In this model, the academic year would begin at approximately the beginning of September and conclude in early May. Each semester would include a full week of break, reading days prior to exams, and one week of exams. The two short terms following each semester are designed to accommodate international study abroad, special projects, short courses, research initiatives, and intensive full-semester courses.

While noting that other calendar models have been contemplated and that still others may be considered, the full committee endorsed moving forward for further discussion by the Council on Enrollment and Student Progress this “Working Semester Calendar Model for 2012-2013” from the Calendar Models Subcommittee as an illustration of what such a semester calendar might look like. It was thought that the flexibility of such a calendar would be seen as both faculty-friendly and academically inviting for students at all levels within the university. The committee also believed such a model would enable The Ohio State University to provide creative leadership in curricular innovation. (Please see Appendix C.)

**APPENDIX A: February 18, 2009 Letter to Ad Hoc Committee from Provost Alutto**

February 18, 2009

TO: University Senate Calendar Conversion Committee

FROM: Joseph A. Alutto, Executive Vice President and Provost

SUBJECT: Conversion to Semesters – Responses to Committee Questions

The committee has requested clarification of a number of issues involved in any conversion from quarters to semesters. Responses to these questions are noted below. It is important to note that while there are “costs” involved, virtually all of these involve one time allocations of cash rather than continuing costs. In addition, these issues should be placed in the context of an economic and political set of realities that argue for moving forward if the costs of transition are not unmanageable. For example, at a time when the Governor and State Legislature are focusing limited resources on higher education, and Ohio State in particular, it is important that we follow through on expectations that we will actively support the concept of a reasonably integrated system of higher education for Ohio. In addition, we have a Chancellor who has designed funding systems that support the recognition of differential resource allocation based on quality and distinction. His plans assume greater coordination between units of higher education with Ohio State playing a leading role. The concept of one format for delivery of instruction, facilitating student, faculty and resource utilization across the system is central to such plans. This consideration should certainly inform, although not determine, any discussion of cost of conversion.

I should also note that many of the questions posed by the committee cannot be answered with precision. Responses depend on a variety of different assumptions. Thus it is important to keep in mind that these are best estimates. Related to this, a number of analyses have been forwarded to me that make assumptions that are simply not reasonable, include inaccurate information, or omit issues that serve to affect final estimates of cost. I would ask that the committee forward to my office any additional estimates so they can be reconciled with central information. In each of the following responses my office has attempted to clearly examine assumptions and the reliability of estimates indicating where we believe there will be the greatest uncertainty as to projected outcomes.

- 1. What will be the impact on faculty compensation, particularly 9 month appointments?** – There will be virtually no impact on short or long range compensation for individual faculty. The projected impacts on university budgeting are estimated to be negligible as illustrated in Appendix A. Interestingly, when a faculty member receives “two checks” the first month of

overlap he/she will see that benefits are only deducted from one check, providing a bit of “bonus” to the second check. Technically, a faculty member receiving a “second check” the first September of conversion will receive a check that is a bit smaller than one that would have been received at time of retirement (e.g., 5, 10, 20 years later) but would also have had use of those funds for the years between transition and retirement.

2. **How will the change affect support for faculty leaves?** – Current policy in the one unit that is on semesters (Moritz College of Law) is that faculty receive full pay for one semester on sabbatical and 2/3rds pay if they take a two semester sabbatical leave. The cost for this is borne by the TIU. We expect to follow this policy going forward.
3. **How will the change affect support for the coordination and redesign of courses, majors, minors, programs?** - The assumption here is that every unit will identify at least one individual to coordinate these activities. In some units this will be a relatively easy task but in other, larger units, it will require significant time and effort. Support for this will be determined and provided by each unit with an assumption that a maximum commitment of one course reduction from normal teaching and 1/9<sup>th</sup> summer support may be justified. This unit level of support would be provided only for the time of transition. This cost will be controlled by the unit through its internal policies.
4. **How would changes affect faculty teaching loads?** - Teaching loads currently vary considerably across the University making it difficult to project individual impacts of a semester conversion. As other universities have adapted to this change, quarter courses worth five credits have tended to convert to three credit hours under semester formats. In effect, the total number of courses taught by a faculty member will tend to remain the same. For example, given the proposed calendar developed by the committee the total number of classroom/contact hours required for a course will actually be considerably fewer than is currently the case (e.g., a three semester credit course generating 39 contact hours vs. 50 contact hours for a five credit quarter course). Thus, roughly speaking, there should not be any significant increase in teaching loads experienced by faculty, but again, that will vary by individual and department/program decisions.
5. **What will be the impact of implementation activities on faculty time and will there be incentives for units that make transitions earlier than expected?** – Faculty are expected to normally revise courses, redesign programs, change curriculum, etc., to meet deadlines. In addition, this is a one time event, although a very significant one. Finally, we are anticipating a three tiered process in which units with more complicated changes will have a longer period of time to complete their proposals. As a result there will be no centrally provided cash incentive payments for units or individuals who complete their planning ahead of or on time.

In a related issue, the calendar being developed by the committee is structured in such a fashion that faculty can link together extensive periods of time for research purposes. This is an issue that has been addressed successfully by our current and aspirational peer institutions without the level of flexibility anticipated in the projected calendar developed by the committee.

- 6. What will be the cost of information technology upgrades?** – The new SIS can be reconfigured to support semester operations in a similar fashion to what has been done to provide functionality for the Moritz College. However, this will require additional one time investments for system upgrades and modifications. Based on planning assumptions including minimal external consulting resources, data conversion, process re-engineering and system alterations, converting the SIS, other systems and interfaces to support semesters across the university, it is estimated that the activity will take 18-24 months and cost \$5-7 million for labor and one time hardware and software purchases.
- 7. Do we have adequate classroom and laboratory capacity to handle additional class and laboratory requirements?** – Current surveys of space usage indicate that there is adequate space for classrooms and laboratories, particularly if we use the full day and week for scheduling purposes. As part of our review of space usage and facilities deferred maintenance, such increased space utilization will occur even if we remain on a quarters system. One difference is that in a quarter format we would be in a position to eliminate underutilized classroom/lab space while in a semester format we would expect to use some of that excess capacity for classes. Completion of the instructional space study that compliments the Academic Facilities Planning initiative will more completely inform decision-making to improve the overall type, quality and utilization of our facilities, including pool and unit-assigned instructional and laboratory space. Appropriate quarter to semester credit and contact hour conversions must be used in such analyses as would any changes in delivery modes. What can be said is that both semester and quarter formats will have to deal with limited access to 350-500 seat classrooms. All of the above are issues being explored in ongoing studies by external space planning experts (e.g., Sasaki).
- 8. How would we handle potential enrollment declines due to “loading up of credit hours prior to conversion?”** – Should this prove to be a problem we may well place a limit on the number of hours that can be completed in quarters prior to the conversion, thereby limiting revenue losses or by increasing tuition charges for enrollments over some limit. If there is a sense that we will experience a credit hour drop at the beginning of the semester conversion we will most probably increase enrollments from either incoming freshmen or transfer students to offset any negative financial impact.
- 9. What will be the impact of a change on student financial aid?** – If the larger payment required for semesters (i.e., total bill in two payments rather than three) proves to be a problem students will be free to use the T.O.P.P program, allowing

them to pay monthly and stretch their commitment over the course of the year. SFA and the Budget Office are examining the interaction pattern between tuition/fees and financial aid to be certain that during the year of conversion we are prepared for any temporary cash-flow dislocations. This is not expected to present significant difficulties.

- 10. Will there be negative implications for external funding of research?** – There would not seem to be a significant impact on grant applications or funding cycles. As of now, there are grants with start dates that span every month of the year and this would not change with a semester calendar. Some faculty have indicated that the grouping of research time might be impacted (i.e., being able to string spring and summer or summer and autumn together for research). Alternatively, some faculty members have indicated that our current calendar makes it more difficult to do collaborative projects with faculty from other institutions. Overall, percent effort on grants should not be substantially affected by conversion to semesters. Summer salaries are limited to a maximum of three months by most federal agencies and that would not change with a different academic calendar. One upside to switching to semesters is for student research. The Summer Research Opportunities Program (SROP) in the CIC is intended in part to allow students to participate in research on other campuses. Because many of these campuses are on semesters, now, we do not receive as many students from other universities here and it is more difficult for our students to go to other campuses.
- 11. How will we handle anticipated increases in student advising needs?** – We plan to increase academic advising support during the period of transition. This will be handled with cash allocations for the hiring of consultants and special overtime allocations as we deal with the peak year or two of need for increased advising services. Such temporary transition funds will be provided by the provost's office and are not expected to exceed \$500,000-\$600,000 over the transition period.
- 12. What will be done to assure adequate administrative and communication support for the change process?** – It is anticipated that the provost's office will recruit temporary faculty assistance to guide and monitor activities over a three year period. These activities will be integrated with and shared among existing vice-provosts as well. It is anticipated that \$200,000-\$300,000 per year will be set aside by the provost's office to support this activity.

## **APPENDIX B: Regional Campus Resolution of Concerns**

Faculty members of OSU's Four Regional Campuses urge acceptance of the following principles in planning any proposed conversion to semesters:

*1. Workloads of regional-campus faculty should maintain the current proportion among teaching, research, and service.*

Rationale: Increasing faculty members' teaching load would adversely affect students and faculty, undermining the principles of OSU's own Academic Plan. Maintaining a reasonable teaching load is also crucial to attracting and retaining talented faculty and ensuring that they are able to obtain tenure and promotion. On the Regional Campuses, this concern is of particular urgency because faculty members already teach a higher load than do their peers on the Columbus campus, yet must meet similar requirements for research and service. A one-third reduction in the number of academic-year classes is one model we endorse: under such a model, faculty members teaching six quarter classes per academic year would teach four semester classes per academic year. While no one formula will suffice for all campuses or departments, the conversion should at the minimum recognize that maintaining the same number of contact hours over the academic year may increase the relative weight given to teaching. All faculty members need sustained time for research in order to meet their scholarly obligations but the semester system reduces faculty members' opportunities for conducting research in sustained blocks of time. All divisions, accordingly, should create flexible arrangements, potentially involving extended opportunities for professional leave and the innovative scheduling of teaching time across semesters both standard and accelerated, to maintain research time.

*2. Regional Campus faculty must be integrally involved in planning for a conversion to semesters.*

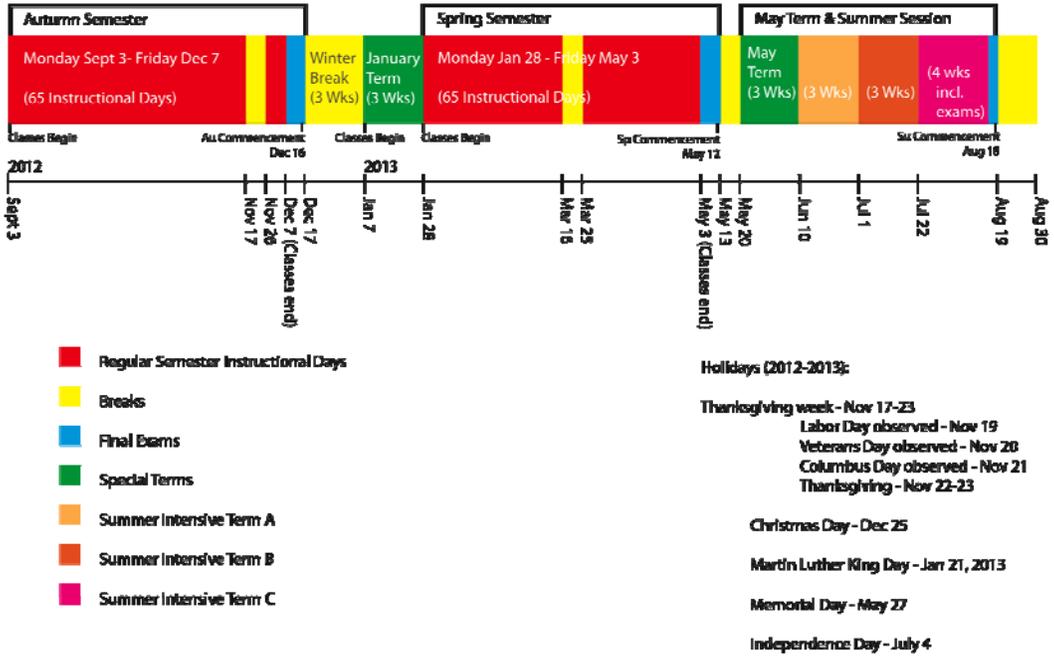
Rationale: Regional Campuses are an important part of the "one university model," and as such should be integrally involved in the process. The effect of any proposed shift to semesters on the overall workload of Regional Campus faculty is best appreciated by Regional Campus faculty, who therefore should have representation at the university level in planning any such conversion.

*3. A conversion to semesters should not occur as an unfunded mandate.*

Rationale: With its preponderance of 5-credit-hour lower-division courses, the Regional Campuses will shoulder a greater financial share of the burden of conversion. Any compensation from the central administration should reflect this disproportionate burden. Any proposed conversion should include specific plans for budgetary restructuring so that Regional Campuses can fund any changes in teaching demands and can continue to fund research leaves (i.e., SRAs and FPLs).

**APPENDIX C: Graphic Illustration of Possible Semester Calendar**

**The Ohio State University  
Semester Calendar — Working Model for 2012-2013**



**Note:** To meet the objective of Action 4 discussed above, class meeting times may be adjusted.