



Date: December 3, 2020

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Proposal to Extend the Break Between the First and Second Terms of the Winter Session**

BACKGROUND:

At a November 18, 2020 Leader's Forum on Online Teaching Quality and Assessment, a request to extend the break between the first and second terms of the winter session was expressed by a number of individuals in attendance. This meeting consisted primarily of academic leaders across the university campus. Recognising the important need to address workload requirements in preparation to pivot to online teaching in the Spring term for both instructors and students, it was agreed to forward this request to the Senate Committee on Agenda and Governance for review through the committee's responsibility for the Ten-Year Calendar and the Academic Year Important Dates Calendar, as well as the responsibility to appropriately channel proposals to Senate committees.

The request was to extend the break before the start of the spring term for three additional days. This would result in the spring term to begin Monday, January 11, 2021 instead of the currently scheduled start of Wednesday, January 6, 2021.

Past consideration to extend Fall Reading Break and the more recent extension of the break between the first and second terms of the winter session have shown issues regarding changes to the sessional calendar are complex and far-reaching, with academic implications that can be major and sometimes unexpected.

The most recent examination of this issue was considered and approved at the December 2019 Senate meeting (Appendix 1). This revision notes that our spring term's norm is now most consistently set to 59 days – the minimum allowed by our institution within the range of 59-62 instructional days. This was due to the recent revisions to the calendar but also the way in which the term impinges on the 14-day exam period and the following summer term. Through the work conducted by the Senate Committee on Agenda and Governance, it was clear there are major restrictions that prevent moving beyond April 7, 2021 as the last day of class. It was found that extensions to start the summer term affect student scholarships, bursaries, fellowships, and accreditation bodies. Even so, there was some significant progress through a revision of the 10-year calendar principles and concessions made with the exam timetable.



OPTIONS

In response to the November request to extend the break between the two terms of the winter session, the Senate Committee on Agenda and Governance discussed a variety of options.

Option 1: Shortening of Instructional Days:

Different institutions implement different principles to create their sessional calendars. It is important to note that the university's minimum of 59 days is already shorter than other comparator institutions.

For comparison purposes, the following chart compares the University of Victoria with other BC research universities.

	UVic	UBC	SFU	UNBC
Number of Class Days	59-62	60-63	63	60-61
January Start of Classes	2019 – Jan 7 2020 – Jan 6 2021 – Jan 6 2022 – Jan 10 2023 – Jan 9	2019 – Jan 2 2020 – Jan 6 2021 – Jan 4* 2022 – Jan 4 2023 – Jan 3	2019 – Jan 3 2020 – Jan 6 2021 – Jan 5* 2022 – Jan 5 2023 – Jan 4	2019 – Jan 3 2020 – Jan 4 2021 – Jan 5 2022 – Jan 5 2023 – Jan 4
Exam Period	14 exam days (no Sundays)	Up to 14 examinable days	11 calendar days (may schedule on Sunday if required)	10-11 calendar days

*both SFU and UBC have recently decided to move to a January 11 term start.

Concern was expressed that the move to a shorter set of allowable instructional days, even temporarily, may bring another set of unidentified and unevaluated consequences that would require examination by the Senate Committee on Academic Standards. Particular attention would be required to the implications of further changes in light of temporary academic and operational changes already implemented in response to the pandemic. As a result, this was not considered as a proposed solution.

Option 2: Elimination of Reading Break:

The elimination of the February Reading Break to allow for additional days at the start of the term was considered. The 2021 break, currently published in the academic calendar, runs from February 15 (Family Day) through to February 19, 2021. Considerations for student and instructor mental health during such a challenging period, in addition to previously scheduled travel/childcare/work commitments, resulted in elimination of the reading break as a viable option. As a result, this was not considered as a proposed solution.

Option 3: Shortening of the Final Examination Timetable:

Finally, a shortening of the final examination timetable for the 2021 spring term was considered. The Office of the Registrar was asked to investigate the possibility of providing a conflict-free schedule for students while still reducing the number of days in the time table. While there is a possibility that the number of exams to be scheduled for April will be fewer, the nature of assessments/exams have changed to include multi-day

open book, same-day open book, and exams with flexible start times. These factors have introduced a new complexity into the exam scheduling process.

- The following two scenarios were presented for a shortened final examination timetable:
- a) reduction of the final examination timetable by one full day utilizing both Sundays within the period or;
 - b) reduction of the final examination timetable by three full days with no Sundays utilized.

While the Office of the Registrar was able to map out the ability to schedule a conflict-free exam period, the consequence of students with two exams on the same day and/or students with two exams back to back increased depending with the each scenario (Appendix 2).

Scenario	# of Exam Days	# of students with 2 exams on the same day (9am & 2pm or 2pm & 7pm)	# of students with 2 exams back to back (7pm evening slot & 9am following morning slot)
1. April 10-26, 2021 (<i>current</i> April final exam period)	14 days	375	197
2. April 14-26, 2021 (One less exam day and use of two Sundays)	13 days	472 (26% increase)	305 (55% increase)
3. April 14- 26, 2021 (Three less exam days and no Sundays utilized)	11 days	837 (123% increase)	444 (125% increase)

CONSULTATION AND IMPACTS

Consultation was conducted with administrative leaders, various operational units, and the general faculty and students to ensure all potential impacts were considered. A number of areas noted that any change to the start of the term, regardless of the final exam period, would bring additional impacts on deadlines and commitments tied to the start of the term. The feedback from consultation and reported impacts are outlined here.

Impacts:

Student Awards and Financial Aid:

A later start to the term means a delay in sorting out registration problems. For example, a delayed start may be problematic for students on waitlists as registration relies on other students to test-drive and then drop a course so they may register. Government aid programs, scholarships, bursaries and work study require minimum registration before funding can be released.

Registrar Information Systems:

The January 2021 standard section start and end dates will need to be updated in Banner, both validation forms, and all individual course sections. This will require assistance from University Systems. As well, the 100% drop, last day to add, and 50% drop deadlines will need re-calculation based on the new term start date and updated in

Banner (also with the assistance from University Systems). Finally, these dates will be updated in the Academic Important Dates section of the academic calendar.

The final exam period will need to be adjusted to account for 3 additional instructional days at the end of the term. In each of the two scenarios considered, final exams will conclude on April 26, 2021, the current end to the April 2021 final exam period. As a result, grading and graduation deadlines are not impacted.

There are 19 non-standard sections that have a start dates before January 11, 2021. The variety of reasons for the differentiated non-standard course schedules meant the needs for each faculty was too individualized to account for a sweeping revision. As a result, all non-standard part-of-term sections will begin on their set dates unless a request for the start date to be delayed until January 11 is made by the Dean of the Faculty with whom the courses resides.

International Student Services:

There was no concern raised regarding international student requirements. Although there is a limited time for international students to be on an academic break, the addition of three days remains well under the maximum of 180 days.

Practicum and Co-operative Courses:

Practice and Co-op courses have contractual commitments with employers. These are proposed as out of scope for any delay to the start of the January term. Placements are contractual agreements with employers and have varied start and end dates that rarely fall on the standard dates of the academic schedule. It is standard practice for the students and the employers to negotiate start and end dates together to meet the needs of the hiring organization and the needs of the student. As a result, practicum and co-op courses will not be included in the revised start date and will begin as previously scheduled.

Centre for Accessible Learning (CAL):

Consultation with the CAL exam team noted that although shortening the exam period will impact students with exam accommodations to request additional changes in assessment dates and times with their instructors. The extra time required to accommodate some student exams could result in an increased number of back-to-back exams without break. As a result, the use of Sundays was more preferable to help avoid some of these timed conflicts.

Health and Dental Insurance:

Consultation with the Graduate Student Society brought forward the reliance on enrolment data and transfers of tuition fees to administer the Health and Dental insurance plans. The deadline extensions created the fall term of the winter session caused a number of challenges in administering these plans. As well, there are additional complexities for international students to secure MTMI or MSP coverage for their arrival in Canada/BC.

Although there is support to extend the winter break, in terms of health and dental insurance administration, the GSS has asked for additional notice regarding the changes in add/drop, and tuition deadlines. Also advised is greater communication and clarity on consequences to registration decisions and the consultation required when considering coverage requirements.

Learning and Teaching Support and Innovation (LTSI):

LTSI was supportive of the later start to the term for both instructors and students. It was noted that the elimination of reading break was not a viable consideration due to the reported high levels of stress on campus and the few opportunities for breaks since the advent of the pandemic. Noting the experience of continuous online work which many report to be exhausting (in a different way than face-to-face settings), it was felt the slightly later start date would recognize these challenges without compromising learning time.

In relation to the exam period, the preference was a reduction of one full day with both Sundays utilized as the impact on students taking exams is less.

Consultation feedback:

Consultation on the proposed revisions to a shortened final examination timetable was also distributed to faculty and staff. Responses were received from the UVSS, GSS, student Senators, Deans, Chairs, and various faculty through individual emails, surveys, and petitions.

Student Response:

The majority of responses by students favoured the extension to the break between the fall and spring term of the winter session. Those in favour of the extension preferred a reduction in the final examination timetable by one full day, utilizing both Sundays within the period.

Students stressed an appreciation for a shift of the January term start to increase downtime for mental wellness and increase the time needed for international students arriving in Canada to self-isolate before the start of classes. The added self-isolation time would benefit any students returning to their home communities over the holidays or arriving in Victoria for the January term, regardless of whether students are domestic or international. It was also noted that the additional 5 days would give the University community a better sense of the post-holiday spike in COVID cases.

Additionally, students mentioned that the extension would allow more time for students to care for their children, as many school districts across the country are considering an extension to the K-12 break.

Concerns were raised regarding the need for religious accommodation with the addition of Sunday exams. It should be noted that any religious accommodation required falls under the [Accommodation of Religious Observance](#) regulation in the academic calendar.

Those in opposition of the extension cited concerns for a condensed exam timetable and the stress for those students in programs who are required to take courses which consistently conduct timed final examinations. A suggestion was made that if the Senate approved the reduction of days within the final exam period that it provide additional support to those students with a condensed exam timetable.

One student felt that the break as it stands, is much longer that most members of society receive. Another noted that as this break was not extended to university staff, this was not an equitable proposal.

Faculty Response:

Many faculty members responded in favour of the extension as a way to prepare more fully for the spring term, citing the need to make adjustments to course formats in response to issues identified in the fall term. Many faculty explained the need to focus the July and August Brightspace efforts on fall courses while learning the new platform, course planning for online instruction, and producing short videos and other course materials. This meant that the work of preparing new Brightspace and course materials for January must be undertaken now, at the same time as wrapping up fall courses and grading. Particular concern was raised for teaching faculty and sessionals who have a heavier teaching load. Most instructor responses also noted their worry for students and stress relayed to them during teaching this fall term.

The majority of faculty responses were in strong opposition to the removal of the reading break or a reduction in the number of instructional days. Those in favour of the extension favoured a reduction in the final examination timetable by one full day, utilizing both Sundays within the period.

Faculty in opposition of the extension to the winter break cited concerns that this would merely shift stress to a more condensed exam period. In addition, there was a worry that both instructors and students would be unable to find childcare to accommodate exams on the Sunday, should this scenario be approved.

SUMMARY AND RECOMMENDATION

In summary, taking all consultation under consideration, there appears to be no substantial burdens to extend the break between the fall and spring term of the winter session. Given the choice available, the preference is a reduction of the April final exam timetable by one full day with both Sundays utilized.

It should be noted that this flexibility afforded to the university is possible due to the principle to reserve Sundays during the final exam period for emergency situations. Any consideration to utilise Sundays on a more permanent basis would benefit from reflecting on this experience.

If approved, clarity will be needed to ensure the campus community is aware that although classes will not start until January 11, 2021, campus operations (including libraries and research labs) will still open and staff will begin their work on Monday, January 4, 2021. As well, considerable communication will be required to announce this revision and all corresponding changes to deadlines.

Motion:

That Senate approve the temporary revision to the January to April 2021 start of standard part-of-term courses, with the exception of practicum and co-op registration, by delaying the start of courses by three business days.

Motion:

That Senate approve the reduction of the April final examination timetable by one full day, and utilize both Sundays in the exam period.

/attachments

Respectfully submitted,

2020/2021 Senate Committee on Agenda and Governance

Kevin Hall (Chair), President and Vice-Chancellor

Saul Klein (Vice-Chair), Dean, Peter B. Gustavson School of Business

Carrie Andersen, University Secretary

Mauricio Garcia-Barrera, Faculty of Social Sciences

Chandra Beaveridge, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Helen Kurki, Faculty of Social Sciences

Valerie Kuehne, Vice-President Academic and Provost

Joseph Martin, Student Senator

Dean Seeman, Libraries

Ada Saab (Secretary), Associate University Secretary



Date: November 20, 2019
To: Senate
From: Senate Committee on Agenda and Governance
Re: **Proposal to Revise the 10-Year Sessional Calendar**

At the January 19, 2018 meeting of the Senate Committee on Agenda and Governance, the committee reviewed a request from the Chairs and Directors of the Faculties of Humanities and Social Sciences (Appendix A). This request proposed a revision to the current 10-Year Sessional Calendar (Appendix B). The suggestion was to increase to a five business day break between the last day of December exams and the start of the spring term to allow for greater planning and preparation. Following a discussion of the issue, a sub-committee was convened for further examination and to make a recommendation to the committee as a whole.

The sub-committee met regularly since October 2018 to review the suggested revision to the calendar by examining policies and practices at UVic. The committee was informed of the University Secretary's Principles of the 10-Year Sessional Calendar, which determined the process to assign the university's term dates. Consultations with the Office of the Registrar were conducted with a specific focus on the exam timetable.

During the research and preliminary consultation phase, it was found that a variety of restrictions must be considered. The start of each term must lie within the confines of a 365-day calendar of statutory holidays and weekends and also adhere to the Senate approved operational requirements of 59-62 instructional days per term. Consultation with the Senate Committee on Academic Standards was held to determine if there were any issues with a more consistent minimum 59-day term. It was concluded that as the term varies from 59-62 instructional days currently, curriculum planning has already accommodated this into the academic term.

As it was not possible to adjust to the requested five business day break between the first business day in January and the start of classes for the spring term, various alternatives were considered to recognize the work of teaching faculty required to work throughout the holiday to meet grading deadlines while preparing for the following term. In an attempt to include as much of a break as time would allow, several different scenarios were mapped out and are explained in this memo to recommend and explain the most optimal solution.

First, a three business day break was inserted using the existing calendar principles. Although this lengthened the break for an increased number of years, it left other years without any break between the last day of exams in April and the first day of classes for the summer term (Appendix C).

An adjustment was made to the principles to allow for classes to begin on the first Monday of the new year. Once again, this ran into issues with exams in April (Appendix D).

As a final point to the initial investigation, a solution was found using another adjusted principle for those classes currently scheduled to begin on Wednesday, Thursday, or Friday, to be moved to begin on the following Monday. After consultation with the Centre for Accessible Learning and the Faculty Association, the committee recommended to Senate at its meeting April 5, 2019 this solution (Appendix E). It was felt that this would allow enough

time for instructors to prepare for spring classes while maintaining a consistent set of principles for the preparation of the 10-Year Sessional Calendar.

Discussion among Senate members resulted in a request to investigate further scenarios to allow for less restriction due to the exam timetable. Senate members felt the length of the exam timetable was detrimental to the efforts to allow for a greater break between terms. The restrictions created were recognized as an important issue for investigation but are beyond the scope of the sub-committee.

Using the feedback received from Senate, a coordination with the K-12 calendar was investigated and resulted in a calendar that did not increase the number of days before classes began. This revision defeated the purpose of the adjustment (Appendix F).

A new proposed calendar revision incorporated a revision to the summer session classes with a revised start on the 1st Wednesday in May and the following revised calendar principles (Appendix G):

- In the current calendar, classes that currently begin on Wednesday, Thursday or Friday were moved to the following Monday; however, when the 1st business day starts on a Monday, classes will begin on Wednesday after the 1st business day of the year
- Total of 14 exams days for April exams (excluding Sundays)
- May/August (K) classes begin 1st Wednesday of May

It is this final calendar revision that the committee recommends to Senate as the proposal for revision to the 10-year Sessional Calendar.

Motion:

That Senate approve the revised principles for creating the Winter and Summer Sessions of the 10-Year Sessional Calendar and that these changes be implemented for the next iteration of the 10-Year Sessional Calendar.

/attachments

Respectfully submitted,

2019/2020 Senate Committee on Agenda and Governance

Jamie Cassels (Chair), President and Vice-Chancellor

Saul Klein (Vice-Chair), Dean, Peter B. Gustavson School of Business

Carrie Andersen, University Secretary

Chandra Beaveridge, Convocation Senator

Aaron Devor, Faculty of Social Sciences

Robin Hicks, Faculty of Science

Helen Kurki, Faculty of Social Sciences

Valerie Kuehne, Vice-President Academic and Provost

Annalee Lepp, Faculty of Humanities

Dean Seeman, Libraries

Alivia Wang, Student Senator

Ada Saab (Secretary), Associate University Secretary

APPENDIX A – REQUEST TO REVISE ANNUAL SESSIONAL CALENDAR



Faculty of Social Sciences
Cornett Building Room B246b, PO Box 1700 STN CSC, Victoria BC V8W 2Y2 Canada
T 250-721-7057 | F 250-721-6215 | uvic.ca/socialsciences/

SUBJECT: Request to Revise Annual Sessional Calendar

FROM: Faculty of Social Sciences and Faculty of Humanities Chairs and Directors

DATE: November 2017

We write to follow-up on a concern raised by the Faculty of Social Sciences Chairs and Director in October 2016 that seems to have gained no traction but has substantive implications for issues of “Quality” as articulated in UVic’s Strategic Plan and Enhanced Planning processes. As the Chairs and Directors of the Social Sciences and Humanities Faculties, we write to ask that steps be taken to **review and revise the annual sessional calendar and exam schedule**. We are motivated to press for this review in light of the **unduly short turn-around time between the official end of the fall and the beginning of the winter term**. This places faculty under considerable pressure to complete marking and prepare course materials for the new term during the official holiday closure, particularly in those years when winter classes begin a day or two after New Year’s Day. Faculty can be found working in unheated offices without access to library or computer staff (for reserve and CourseSpaces help) as they organise course materials for the new term and department. Office staff also have little time to prepare for the flurry of student activity that accompanies the term’s beginning. A similar tight turnaround is confronted by teaching faculty with a summer obligation, though without the added difficulty of university closure.

We are particularly concerned about this unduly short turn-around time for the **well-being of Assistant and Associate Teaching Professors who are faced with heavier teaching loads and have little down-time between terms to recharge**. We can all point to instances when ATPs had their finals scheduled late in the exam period. As a result they were marking papers up to and beyond the holiday closure and were faced with preparing for several new courses after a break of only a few days. This is **a recipe for faculty burn-out that can be remediated through modest adjustments to the sessional calendar**. Finally, the high rate of student absenteeism in the first week of the winter term suggests that students are voting with their feet on this matter, and in the process compromising pedagogical aims as instructors cope with consequences of students first attending classes several days or a week into term. Both have substantive implications for our institution’s aspirations to maintain and enhance quality.

We strongly urge the university to seek a solution that ensures that **faculty and staff have at least three and up to five working days after New Year’s Day when the university is open and services are restored** to prepare for the start of the new teaching term. This could be achieved through some combination of the following possible solutions:

Reduce the length of the fall and spring exam periods. Though this may lead to the problem of conflicting finals for some students, other universities address this through clearly formulated policies.¹ Reducing the

length of both exam periods will 'buy' days that can be used to provide a more substantive winter break without affecting the length of either teaching term.

Reduce the length of exam sessions from three to two hours, enabling more exams to be scheduled in a shorter exam period.

Extend the end date of spring term if no accommodation can be reached through adjustments to the exam schedule in order to provide a slightly later start date to spring term.

We urge the Senate and its relevant committees, administrators and the Faculty Association to work together to address this issue which has central relevance to the issues of quality highlighted by our governing frameworks.

¹ <https://www.mcgill.ca/students/exams/conflicts>; <http://www.concordia.ca/students/exams/conflicts.html>

**APPENDIX C: PROPOSED 10-YEAR SESSIONAL CALENDAR
WITH 3-DAY BREAK**

PROPOSED CALENDAR DATES (3 additional business days between 1st business day and start of classes)	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1 st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
Classes start-January	<i>7 (Thursday)</i>	<i>10 (Monday)</i>	<i>9 (Monday)</i>	<i>8 (Monday)</i>	<i>7 (Tuesday)</i>	<i>7 (Wednesday)</i>	<i>7 (Thursday)</i>	<i>7 (Friday)</i>
Classes end-April	<i>8 (Thursday)</i>	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	<i>8 (Wednesday)</i>	<i>8 (Thursday)</i>	6 (Thursday)
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 - 17
Examinations-April	<i>12 – 27 (Mon. – Tues.)</i>	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	<i>11 – 27 (Sat. – Mon.)</i>	<i>12 – 27 (Mon. – Tues.)</i>	10 – 28 (Mon – Fri)
Winter class days	59	59	<i>59</i>	<i>59</i>	<i>59</i>	59	59	<i>60</i>
SUMMER SESSION								
Number of days between end of April exams and beginning of May (K) courses	<i>3 (Wed. – Fri.)</i>	<i>0 days</i>	2 (Thur. – Fri.)	<i>5 (Mon. – Fri.)</i>	5 (Mon. – Fri.)	<i>4 (Tues. – Fri.)</i>	<i>3 (Wed. – Fri.)</i>	Saturday and Sunday only
May/Aug ("K") courses begin	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)	May 1
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)	May 8

**APPENDIX D: PROPOSED 10-YEAR SESSIONAL CALENDAR
WITH CLASSES BEGINNING ON THE 1ST MONDAY IN JANUARY**

**** given that the 1st business day in January was Monday, classes were delayed by 1 week**

PROPOSED CALENDAR DATES (start classes on 1st Monday in January)	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1 st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
<i>Number of business days before classes begin (plus weekend)</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>1 day plus Sat and Sun</i>	<i>0 days</i>	<i>3 plus Sat and Sun</i>
Classes start 1 st Monday in January	<i>11**</i>	<i>10**</i>	<i>9</i>	<i>8</i>	6	5	4	<i>10</i>
Classes end-April	<i>12 (Monday)</i>	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	<i>8 (Wednesday)</i>	<i>8 (Thursday)</i>	6 (Thursday)
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 – 17 (Friday – Monday)
Examinations-April	<i>15 – 30 (Thur. – Fri.)</i>	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	<i>11 – 27 (Sat. – Mon.)</i>	<i>12 – 27 (Mon. – Tues.)</i>	10 – 28 (Mon. – Fri.)
Winter class days	59	59	<i>59</i>	<i>59</i>	60	59	59	<i>59</i>
SUMMER SESSION								
Number of days between end of April exams and beginning of May (K) courses	<i>0 days</i>	<i>0 days</i>	2 (Thur. – Fri.)	<i>5 (Mon. – Fri.)</i>	5 (Mon. – Fri.)	<i>4 (Tues. – Fri.)</i>	<i>3 (Wed. – Fri.)</i>	0 days
May/Aug ("K") courses begin	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)	May 1 (Monday)
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)	8 (Monday)

**APPENDIX E: PROPOSED 10-YEAR SESSIONAL CALENDAR
CLASSES THAT CURRENTLY BEGIN ON WEDNESDAY, THURSDAY OR FRIDAY MOVE TO FOLLOWING MONDAY**

PROPOSED CALENDAR DATES (If classes currently begin on Wednesday, Thursday or Friday, move to following Monday)	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1 st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
<i>Number of business days before classes begin (plus weekend)</i>	<i>0 days</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>1 day plus Sat and Sun</i>	<i>0 days</i>	<i>3 plus Sat and Sun</i>
Classes start-January	4 (Monday)	<i>10 (Monday)</i>	<i>9 (Monday)</i>	<i>8 (Monday)</i>	6 (Monday)	5 (Monday)	4 (Monday)	<i>10 (Monday)</i>
Classes end-April	1 (Thursday)	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	2 (Thursday)	5 (Monday)	6 (Thursday)
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 – 17 (Friday – Monday)
Examinations-April	6 – 22 (Tues. – Thurs.)	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	7 – 22 (Tues. – Wed.)	8 – 23 (Thur. – Fri.)	10 – 28 (Mon. – Fri.)
Winter class days	59	59	<i>59</i>	<i>59</i>	60	59	59	<i>59</i>
SUMMER SESSION								
Number of days between end of April exams and beginning of May (K) courses	6 (Fri. – Fri.)	<i>0 days</i>	2 (Thur. – Fri.)	<i>5 (Mon. – Fri.)</i>	5 (Mon. – Fri.)	7 (Thur. – Fri.)	5 (Mon. – Fri.)	0 days
May/Aug ("K") courses begin	May 3 (Monday)	May 2 (Monday)	May 1 (Monday)	May 6 (Monday)	May 5 (Monday)	May 4 (Monday)	May 3 (Monday)	May 1 (Monday)
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)	8 (Monday)

APPENDIX F: PROPOSED 10-YEAR SESSIONAL CALENDAR WITH CLASSES STARTING SAME AS K-12

	2021	2022	2023	2024 LEAP YEAR	2025	2026	2027	2028
WINTER SESSION								
1 st business day in January	4 (Mon)	4 (Tue)	3 (Tue)	2 (Tue)	2 (Thu)	2 (Fri)	4 (Mon)	4 (Tue)
<i>Number of business days before classes begin (plus weekend)</i>	<i>0 days</i>	<i>0 days</i>	<i>0 days</i>	<i>4 days</i>	<i>2 days plus Sat and Sun</i>	<i>0 days plus Sat and Sun</i>	<i>0 days</i>	<i>0 days</i>
Classes start-January	4 (Monday)	<i>4 (Tuesday)</i>	<i>3 (Tuesday)</i>	<i>8 (Monday)</i>	6 (Monday)	5 (Monday)	4 (Monday)	<i>4 (Tuesday)</i>
Classes end-April	<i>6 (Tuesday)</i>	4 (Monday)	<i>3 (Monday)</i>	<i>9 (Tuesday)</i>	4 (Friday)	<i>7 (Tuesday)</i>	<i>6 (Tuesday)</i>	<i>3 (Monday)</i>
Easter weekend (Friday – Monday)	Apr 2 – 5	Apr 15 – 18)	Apr 7 – 10	Mar 29 – Apr 1	Apr 18 – 21	Apr 3 – 6	Mar 26 – 29	Apr 14 - 17
Examinations - April 14 exam days	<i>9 – 24 (Fri – Sat)</i>	<i>7 – 26 (Thu – Tue)</i>	<i>6 – 25 (Thu – Tue)</i>	<i>12 – 27 (Fri – Sat)</i>	7 – 25 (Mon–Fri)	<i>10 – 25 (Fri – Sat)</i>	<i>9 – 24 (Fri – Sat)</i>	<i>6 – 25 (Thu – Tue)</i>
60 Winter class days	<i>60</i>	<i>60</i>	<i>60</i>	<i>60</i>	60	<i>60</i>	<i>60</i>	<i>60</i>
SUMMER SESSION								
<i>Number of business days between end of April exams and beginning of May (K) courses</i>	<i>5 days plus Sat and Sun</i>	<i>3 days plus Sat and Sun</i>	<i>3 days plus Sat and Sun</i>	<i>5 days plus Sat and Sun</i>	<i>5 days plus 2 weekends</i>	<i>5 days plus 1 ½ weekends</i>	<i>5 days plus 1 ½ weekends</i>	<i>3 days plus Sat and Sun</i>
May/Aug ("K") courses begin (Monday)	May 3	May 2	May 1	May 6	May 5	May 4	May 3	May 1
May and May/June ("A"&"M") courses begin (Monday)	May 10	May 9	May 15	May 13	May 12	May 11	May 10	May 8

APPENDIX G: PROPOSED 10-YEAR SESSIONAL CALENDAR

Revised Principles used

- In the current calendar, classes that currently begin on Wednesday, Thursday or Friday were moved to the following Monday, however, when the 1st business day starts on a Monday, classes will start on Wednesday after the 1st business day of the year
- Total of 14 exams days for April exams (excluding Sundays)
- May (K) classes begin 1st Wednesday of May

PROPOSED CALENDAR DATES	2021	2022	2023	2024 (LEAP YEAR)	2025	2026	2027	2028
WINTER SESSION								
1 st business day in January	4 (Monday)	4 (Tuesday)	3 (Tuesday)	2 (Tuesday)	2 (Thursday)	2 (Friday)	4 (Monday)	4 (Tuesday)
<i>Number of business days before classes begin (plus weekend)</i>	<i>2 days</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>4 days plus Sat and Sun</i>	<i>2 days plus Sat and Sun</i>	<i>1 day plus Sat and Sun</i>	<i>2 days</i>	<i>4 days plus Sat and Sun</i>
Classes start-January	<i>6 (Wednesday)</i>	<i>10 (Monday)</i>	<i>9 (Monday)</i>	<i>8 (Monday)</i>	6 (Monday)	5 (Monday)	<i>6 (Wednesday)</i>	<i>10 (Monday)</i>
Classes end-April	<i>7 (Wednesday)</i>	<i>7 (Thursday)</i>	6 (Thursday)	<i>8 (Monday)</i>	4 (Friday)	2 (Thursday)	<i>7 (Wednesday)</i>	<i>7 (Friday)</i>
Easter weekend	Apr 2 – 5 (Friday – Monday)	Apr 15 – 18 (Friday – Monday)	Apr 7 – 10 (Friday – Monday)	Mar 29 – Apr 1 (Friday – Monday)	Apr 18 – 21 (Friday – Monday)	Apr 3 – 6 (Friday – Monday)	Mar 26 – 29 (Friday – Monday)	Apr 14 – 17 (Friday – Monday)
<i>Examinations-April 14 exam days</i>	<i>10 – 26 (Sat. – Mon.)</i>	<i>11 – 29 (Wed. – Fri.)</i>	11 – 26 (Tues. – Wed.)	<i>11 – 26 (Thur. – Fri.)</i>	7 – 25 (Mon. – Fri.)	7 – 22 (Tues. – Wed.)	<i>10 – 26 (Sat. – Mon.)</i>	10-28 (Mon. – Fri)
Winter class days	59	59	<i>59</i>	<i>59</i>	60	59	59	<i>60</i>
SUMMER SESSION								
<i>Number of days between end of April exams and beginning of May (K) courses (including Sat. and Sun.)</i>	<i>8 (Tue. – Tue.)</i>	<i>4 (Sat. – Tue.)</i>	<i>6 (Thur. – Tue.)</i>	<i>11 (Sat. – Tue.)</i>	<i>11 (Sat. – Tue.)</i>	<i>13 (Thur. – Tue.)</i>	<i>11 (Sat. – Tue.)</i>	<i>4 (Sat. – Tue)</i>
<i>May/Aug ("K") courses begin 1st Wednesday of May</i>	<i>May 5 (Wednesday)</i>	<i>May 4 (Wednesday)</i>	<i>May 3 (Wednesday)</i>	<i>May 8 (Wednesday)</i>	<i>May 7 (Wednesday)</i>	<i>May 6 (Wednesday)</i>	<i>May 5 (Wednesday)</i>	<i>May 3 (Wednesday)</i>
May and May/June ("A"&"M") courses begin - May	10 (Monday)	9 (Monday)	15 (Monday)	13 (Monday)	12 (Monday)	11 (Monday)	10 (Monday)	8 (Monday)

APPENDIX 2



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DATE:	November 24, 2020
TO:	Ada Saab, Associate University Secretary
FROM:	Nicole Greengoe, Registrar
RE:	April 2021 final exam period scenarios in consideration of request for later January start date

As discussed, the request has come forward to consider a later start date to the January 2021 term, specifically to start on Mon, Jan 11, 2021 rather than Wed, Jan 6, 2021 as currently scheduled. As the term must keep its minimum 59 instructional days, these three instructional days would need to be added to the end of the January-April term, thus impacting the April final exam period.

Currently, the April final exam period is 14 days, set to take place from April 10-26, 2021. The Office of the Registrar has run three scenarios to understand the potential impacts if any changes are made to the April 2021 final exam period:

Scenario	Total Number of Exam Days	Number of students with 2 exams on the same day (9am & 2pm or 2pm & 7pm)	Number of students with 2 exams back to back (7pm evening slot & 9am following morning slot)
1. April 10-26, 2021 (current April final exam period)	14 days	375	197
2. April 14-26, 2021 (One less exam day and use of two Sundays)	13 days	472	305
3. April 14- 26, 2021 (Three less exam days and no Sundays utilized)	11 days	837	444

Scenario notes:

- In scenarios two and three, the last day of the term will be April 13th.
- The December 2020 final exam period data (491 final exams and 26 special requests) was used to run these scenarios.
- The December 2020 final exam data was used as it will be comparable to the April 2021 final exam data.
- The following principles are used in creating the final exam schedule:
 - o The final exam schedule is created using student registration data to ensure that students have a conflict free final exam schedule.
 - o No student will have three exams in a 24 hour period.

Considerations



The scenarios highlight it may be possible to schedule the final exam period in either 13 or 11 days, thus reducing the overall final exam period to accommodate the three additional instructional days required. That said, the overall impact on students will increase with each day removed from the final exam period as noted by the numbers above that consider the number of students that write two exams in a row. These numbers are calculated based on the day and start time(s) of the exams only.

In addition, the format of final exams has expanded as a result of course delivery being mainly online. The final exam period includes the following exam formats in addition to timed exams: same day open book, multiple day open book and flexible start time. It is expected these same exam formats will be utilized in the April final exam period. The addition of multiple exam formats could further impact students, compressing their exam schedule into a tighter period and leaving them with less time to study in between exams.

