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Should the University of California Return to a Common Calendar?

BACKGROUND AND SCOPE

The University of California previously operated on a common semester calendar. Then in 1966, all UC campuses converted to a common quarter calendar to support year-round operations in response to the surge in college-bound enrollment from the baby boom. While UC campuses did and still do offer summer sessions, summer never became a full quarter. In 1983, UC Berkeley converted back to semesters, citing opportunities to improve academic preparation and student success,[1] and UC Merced opened with a semester calendar in 2005.

As of 2026, the California State University (CSU) system will have all its campuses on a semester calendar, after completing a 13-year effort to have six campuses convert from quarters to semesters. With that change, all CSU campuses and 113 of 116 California Community College (CCC) campuses will be on a semester calendar.

There have been prior UC systemwide and campus efforts considering calendar conversion. Recent discussions about ways UC can improve its student experience and support postgraduate outcomes have raised questions about returning to a common calendar—semester or quarter—to facilitate systemwide collaboration and cohesion. Differing start and end dates, exam periods, and breaks complicate efforts toward systemwide collaboration. These include providing comparable UC student access to summer jobs and internships, expanding cross-campus or dual enrollment to unique language courses or programs, and leveraging resources across campuses to advance UC's teaching, research, and public service mission.

In fall 2024, Provost Katherine S. Newman and systemwide Academic Senate Chair Steven W. Cheung established an Academic Planning Council (APC) workgroup to examine the issue of a systemwide academic calendar for UC's nine general campuses (i.e., excluding UC San Francisco and graduate professional schools). We recognize that a lot has changed since the workgroup started, with organizational attention focused on managing current challenges from the federal government and facing the state. Completing this information-gathering exercise will help inform

[1] UC Berkeley, Office of Institutional Research, *Berkeley Semester Conversion: Background, Results, and Ongoing Considerations,* p. 1, Sep. 25, 1985.

discussions about desirable calendar features and future deliberations about if or when UC general campuses should move to a common calendar.

PROCESS AND APPROACH

> *The report highlights the opportunities and challenges with each calendar option but does not recommend one option over another.*

The APC calendar workgroup[2] included 24 representatives from across UC campuses, academic disciplines, systemwide Academic Senate committees, and administrative roles. More than two-thirds were or have served as UC faculty, with 11 appointed by the Academic Senate chair and at least five administrative leaders who were UC faculty. Systemwide Senate leadership included the vice chair of the Academic Senate and the chair or vice chair of the following: Coordinating Committee on Graduate Affairs, University Committee on Educational Policy, University Committee on Planning and Budget, University Committee on Academic Personnel, and University Committee on Research Policy. Administrative leaders included a campus provost; undergraduate and graduate deans; a registrar; and lead administrators for student affairs, academic personnel, academic success, institutional research, and planning and budget. The workgroup also included both an undergraduate and graduate student representative.

Recognizing the members did not represent or reflect all interests, the workgroup took an inclusive and deliberative approach to collect quantitative and qualitative data to inform this work, including but not limited to an environmental scan of existing academic calendar features and potential new calendar features; input from UC student affairs, related campus offices, and peer institution representatives that completed or are completing a calendar conversion; 90 responses to a questionnaire directed to representatives of campus constituent groups; and hundreds of responses to the calendar@ucop.edu email. We also considered information submitted separately by the University Committee on Research Policy and the Council of UC Faculty Associations in producing an initial draft report.

The workgroup's draft report described existing semester and quarter calendar features, an alternate quarter calendar for consideration, factors to consider before any calendar change, and the opportunities and challenges with common calendar options. The draft report also presented multiple options for consideration: 1) a common semester calendar, 2) a common quarter calendar, 3) a hybrid option of semester calendar and alternate quarter calendar with aligned start dates (described later), and 4) maintaining the status quo. The draft report highlighted opportunities and challenges with each option but did not recommend one option over another.

The co-chairs requested UC President Drake and systemwide Senate Chair Cheung distribute the draft report for student, faculty, and staff input. The 90-day comment period ran from March 1 to

[2] Details on the APC workgroup and charge can be found at ucop.edu/apc-calendar.

May 30, 2025. During that period, the systemwide Academic Senate held a formal review,[3] including an Academic Council discussion. UCOP also met with the UC Student Association, UC Graduate & Professional Students Association, and UC Council of Presidents to encourage student feedback. UCOP received almost 5,900 responses to a questionnaire asking for draft report feedback and separately submitted calendar@ucop.edu emails. This final report incorporates changes based on that feedback.

INFORMATION COLLECTED

The workgroup examination began by comparing UC's existing semester and quarter calendars.

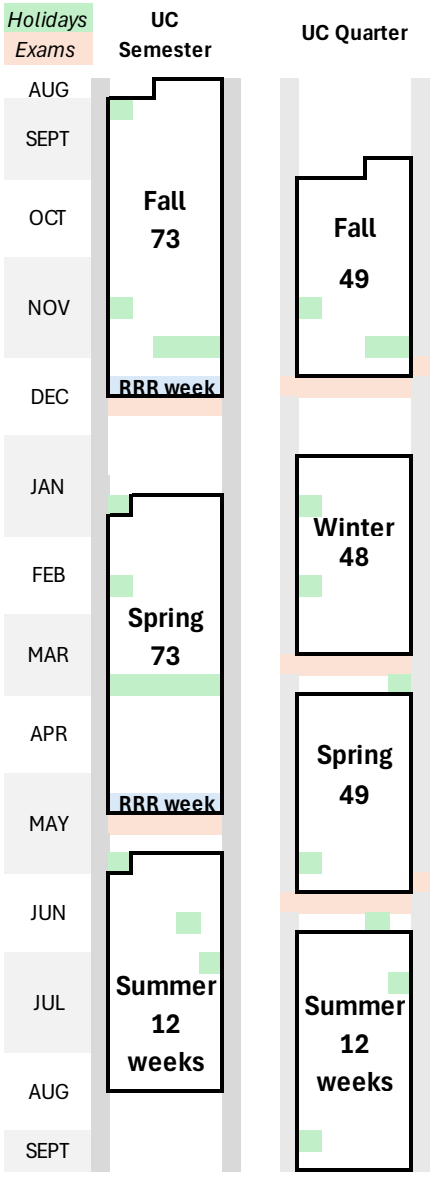
UC Berkeley and UC Merced operate on semester calendars and UC Davis, UC Irvine, UCLA, UC Riverside, UC San Diego, UC Santa Barbara, and UC Santa Cruz operate on quarter calendars.

Common features across both calendars include:

- 146 instructional days during the academic year, which at UC Berkeley includes a reading, review, and recitation or RRR[4] week each semester in advance of finals (i.e., 10 of the 146 days)
- 12-week summer session periods, with some variation in session lengths by campus
- Observed holidays, except for a 3-day Thanksgiving break[5] for semesters and 2-day break for quarters

Differing calendar features include:

- Fall start of instruction and spring end of instruction dates
- Term length (i.e., 15 weeks each semester compared to 10 weeks each quarter)
- Exam period length (i.e., 5 weekdays for UC Berkeley calendar, and 7 days including a weekend, for UC Merced and UC quarter calendars)
- Length of breaks between terms that includes exam period (i.e., 5 weeks between fall and spring semesters compared to 4 weeks between fall and winter quarter and 2 weeks between winter and spring quarter)



[3] See summary of systemwide Academic Senate review comments: https://senate.universityofcalifornia.edu/_files/reports/council-co-chairs-apc-academic-calendar-workgroup-report.pdf
[4] See: Reading, Review, and Recitation (RRR) Week Guidelines.
[5] One non-instructional day and a 2-day break.

The workgroup also reviewed academic calendars at other institutions. Fifty-four non-UC institutions within the American Association of University (AAU) (28 public and 26 private), all California State University (CSU) campuses,[6] and 113 California Community College (CCC) campuses are or will be on semester calendars. Seven non-UC AAU institutions (including Stanford, Washington, and Oregon on the West Coast) and three CCC campuses are on quarter calendars (see Appendix I).

Many academic calendars include features that provide additional flexibility for course offerings and co-curricular opportunities to further the student experience (see Appendix II). Some of these features were incorporated into the academic calendar as part of a calendar conversion process. These features include:

- **Minimesters:** Shorter blocks that run parallel to the traditional term, providing additional flexibility for curricular offerings. Some UC campuses use these blocks for graduate programs. For undergraduates, these sessions could provide focused learning, faster progress to degree, and the ability to retake courses.
- **Winter intersession:** Between the fall and spring term, these short, intensive periods can include coursework, education abroad, community learning, internship, or research experiences. Some CSU campuses use this period to provide academic support for students who faced difficulties in their prior fall term in order to get them back on track for the spring semester.
- **Maymester:** Some institutions end the spring semester with a special term to offer students opportunities for immersive learning with industry professionals, to satisfy major or minor requirements, or to participate in education abroad programming.
- **Fall/autumn break:** During the first third or half of the fall term, some institutions have implemented fall or autumn breaks to provide additional time for rest during the term. These breaks were considered holidays, and therefore not counted as instructional days.
- **Study/reading days:** Some institutions provide a break (one to several days) after the last day of instruction and before the first day of finals. The goal is to provide students with time to study before exams.

[6] CSU Cal Poly San Luis Obispo will complete its semester calendar conversion in 2026.

EVALUATION OF EXISTING CALENDAR FEATURES

Page 8 presents a detailed view of existing UC semester calendars (columns A and B), UC quarter calendars (column D), and optional calendar features that may work with either (columns C and E). Below is a summary of the extensive feedback received on the strengths and opportunities for improvement associated with UC semester and quarter calendar features.

Fall Start and Spring End Dates

Semester (late August/early May)	Quarter (late September/early June)
Calendar alignment with 54 non-UC AAUs, allowing greater collaboration with these institutions and a more competitive advantage for UC students in getting paid or in-demand summer experiences. Calendar alignment with California public institutions (i.e., all CSU campuses and 113 CCCs), supporting CCC transfers along with UC students who take summer CCC courses. Start and end dates are better aligned with K-12 institutions, supporting UC parents with childcare needs (see Appendix III). Career center representatives indicated timing provides a competitive advantage for paid summer internships and jobs. The August start date aligns better with fall recruiting activities, making semester students more competitive in obtaining paid summer opportunities. The May end date provides better summer opportunities with employers that align cohort-style jobs/internships, co-op programs, and bootcamp training to semester calendars.	Calendar alignment with seven non-UC AAUs. Calendar alignment with three CCCs. Milder temperatures, particularly for inland campuses, with less time spent on campus during the hottest time of the year, which is of increasing concern due to climate change. The current start and end dates require less reliance on climate-controlled classrooms, if they exist on campuses. It also promotes electrical conservation and student comfort. Appendix IV provides monthly temperature comparisons across campuses, along with responses to questions raised on potential climate change impacts.

Length of Terms

Semester (15 weeks)	Quarter (10 weeks)
Pedagogical advantages include more time within a term to master subject material and engage in research or course projects. The term length provides more time to connect with instructors and students in a course and build deeper relationships. More time to advise students on how to get back on track during a term, rather than the quarter calendar where advisors indicated their focus due to timing is often on how to drop and repeat courses. Slower pace during the term provides more time to support accommodations, reduce stress, and an ability to recover if one gets sick or has medical issues during a term. The calendar is more familiar for students coming from high schools or CCCs on semesters, requiring fewer orientation sessions to support transition compared to quarter campuses.	Pedagogical advantages include curricular flexibility for faculty and greater course choice for students (e.g., electives and specialized topics that may not warrant a semester-long course). Modularity supports specialized instructional pathways. Faculty and students may face burnout by week 10. More likely to be able to fund a graduate student researcher over a quarter than a semester due to limited availability of grant funds. If students struggle or do poorly in a course, they have more opportunities to retake it and improve GPA than with semester calendar that provides fewer course offerings. Faster pace keeps students engaged and provides no time to procrastinate.

Reading, Review, and Recitation (RRR) Periods

APC workgroup members noted the instructional benefits of reading, review, and recitation periods, particularly before finals. Fall or autumn breaks were less popular, considering the existing fall holidays (particularly Thanksgiving break) and different midterm assessments and timing.

Semester	Quarter
The RRR period at UC Berkeley provides a week before each term's finals to review and reflect on materials. This time can reduce stress and support student success by consolidating learning. It could be a feature that UC Merced and any future semester campuses consider.	The quarter calendar makes it more difficult to include both necessary course content and an RRR period as instructional days. But there may be ways to adjust the calendar to provide a study break period after the last day of instruction and before finals.

Number of Terms

Semester (two terms)	Quarter (three terms)
Institutions that changed from quarters to semesters did not report major cost savings, but instead a reduction in workload once converted, providing more time to focus on activities related to supporting student success and institutional performance. Two instead of three cycles can reduce the amount of academic and administrative time spent "spinning up" and "winding down" courses. It can reduce the strain on faculty who have more time to refine courses and mentor students. Registrars, advisors, and financial aid staff would have two instead of three cycles for advising, classroom scheduling, course evaluation, processing transcripts, and allocating financial aid. Academic support offices could spread the workload over a longer term, instead of having to scale up at a faster rate and meet the more frequent peaks the quarter calendar demands.	Faculty can meet their instruction load in two quarters and then have concentrated time to focus on research and administrative service in the remaining quarter and summer. Some noted this calendar difference provides a competitive advantage when recruiting faculty. Three quarters instead of two semesters provides students access to more courses that can provide specialized instruction, give them more options if they need to repeat a course or move to another major, and support efforts to graduate in a timely manner.

Breaks Between Terms

This period promotes rest, along with time for faculty and staff to complete work for the prior term (e.g., grading) and the next term (e.g., class preparation, registration, financial aid processing).

Semester	Quarter
Semester calendars provide five weeks between fall and spring terms, including one for exams and two for winter curtailment.	Quarter campuses have four weeks between fall and winter, including one for exams and two for winter curtailment and there are two weeks between winter and spring, including one for exams.

Optional Calendar Features

These features can provide students with additional opportunities for experiential learning and support that can be balanced with the faculty and staff workload for those supporting these efforts. There may be a need to determine if financial aid or other support is available to support student participation.

Semester	Quarter
Two 7-week minimesters are possible within a 15-week semester. A winter intersession and Maymester period are also possible due to the length of the term, break between fall and spring semester, and end date for the spring term.	Two 5-week minimesters are possible within a 10-week quarter.

PROPOSAL OF AN ALTERNATE QUARTER CALENDAR

Page 8 also presents an alternate quarter calendar for consideration. It was developed as a result of a discussion among career center directors who emphasized the benefits that an earlier fall start and spring end date could have on summer job and internship opportunities. This alternate quarter calendar (column F) better aligns with the semester calendar by moving up the fall start and spring end dates. It would also not require the work associated with a calendar change (e.g., curricular revision and review).

APC workgroup members also discussed the benefits of UC Berkeley's RRR period for students, by having more time to reflect on the material provided and study and complete projects; and for instructors, by having less time required to prepare and present new content and instead being able to focus on ensuring students understand prior material.

The workgroup considered adding two study days after instruction and shortening the exam period to five weekdays, providing a four-day study period for students before finals. Implementing that change would have either required further shortening the break periods between terms or reducing the 12-week summer period. While that feature is possible, it is not an option in this alternate quarter calendar proposal.

Finally, this alternate calendar would include a two-week winter curtailment period during the winter quarter. It would be a week longer and occur earlier in the term than the spring break in the semester calendar.

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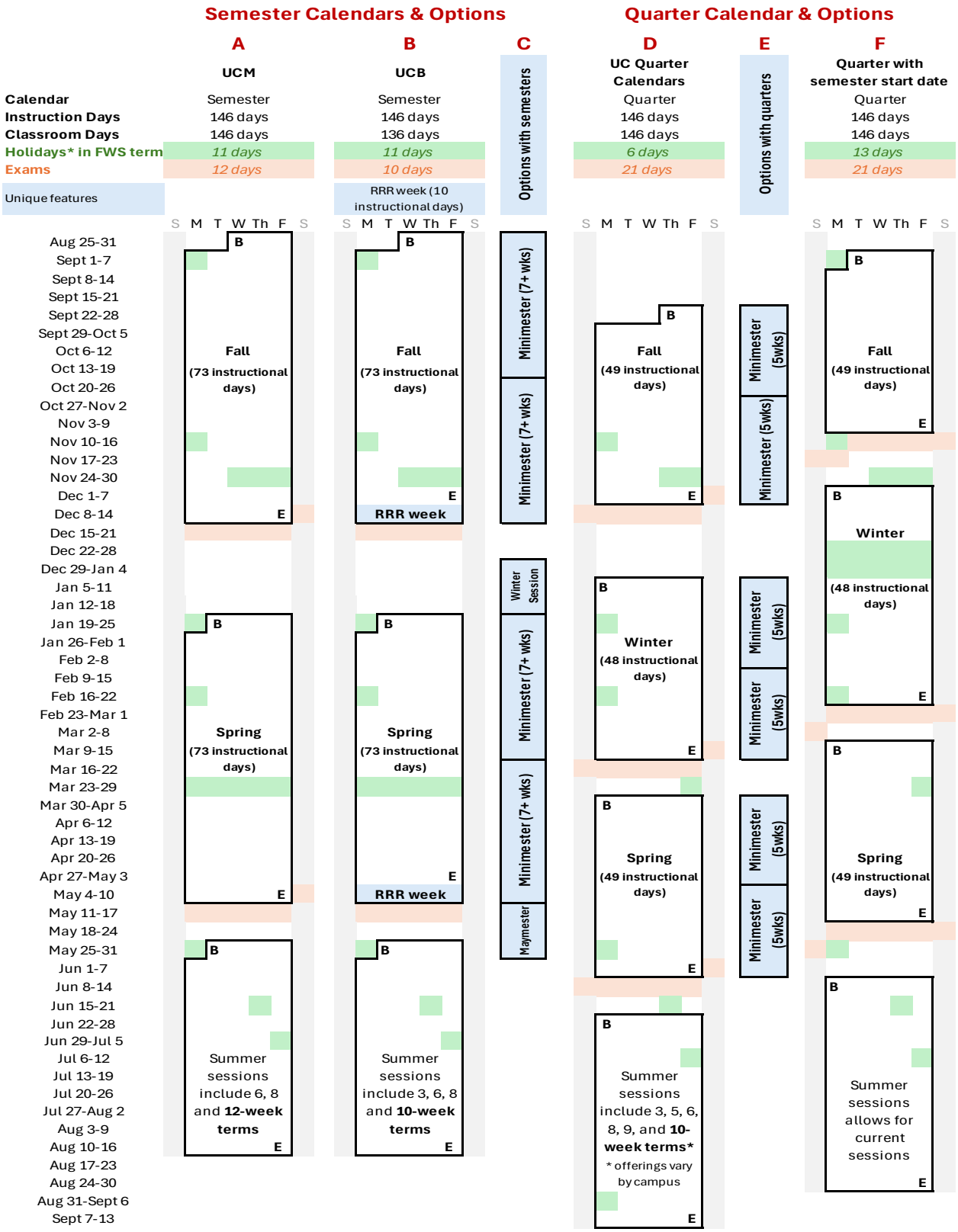
UC 2024-25 Existing Calendars and Alternate Calendar/Calendar Features



Holidays include: Labor Day (9/2), Veteran's Day (11/11), Thanksgiving Break (27-29 semesters and 28-29 quarter campuses), Martin Luther King Day (1/20), President's Day (2/11), Spring Recess (3/24-27) Cesar Chavez Day (3/28), Memorial Day (5/26), and Juneteenth (6/19)

FACTORS TO CONSIDER BEFORE ANY CHANGE

Campus colleagues, including APC calendar workgroup members, identified other factors to consider when deciding if, how, or when to implement a calendar conversion or revision, including factors which are important but difficult to quantify.

Calendar conversion costs: Calendar conversions take multiple years to complete, tapping both faculty and staff resources along with one-time funds. These expenses can be spread over several years, with financing options spreading costs even further. Campuses have taken different approaches on what to cover and/or extended the timeframe to leverage existing resources.

For example, the Ohio State University spent around $15 million (when adjusted for inflation) to cover its calendar conversion costs. Over 80 percent of those costs supported IT modifications, with the remainder split between advising and project management/calendar transition costs. Curricular and course conversion costs were borne by the colleges, departments, and faculty and are not included in the $15 million noted above.

CSU institutions spent over $90 million to have six campuses convert from quarters to semesters, ranging from $10 million for the initial converters to over $20 million for Cal Poly San Luis Obispo (i.e., the last to convert). CSU covered more expense categories than Ohio State, specifically curricular and program revision and review, advising, leadership transition and communication, operational support, and IT modifications.

Calendar conversion costs ($M, adj for inflation)

	CSU (6-campus total)
Curriculum	$ 23.29
Advising	$ 8.30
Leadership & Communication	$ 12.92
Operations Support	$ 13.33
IT Costs	$ 32.82
Total	**$ 90.65**

UC established a separate calendar costing subgroup[7] to produce an analysis on calendar conversion costs, creating low and high end estimates by using the most recent data from the CSU and adjusting these costs to account for the differences in the number of academic programs and students between UC campuses and the five CSU campuses[8] that completed conversions and Cal Poly San Luis Obispo, which is in progress. In addition, these estimates included adjustments for differential labor costs between CSU and UC in each category.

The table below provides the range of one-time calendar conversion cost estimates, along with annual financing costs.[9] Semester conversion costs discount those of UC Berkeley and UC Merced estimates by 95 and 90 percent, respectively, since they are already on semesters, but still allow for

[7] Calendar conversion costing subgroup members included Donald Senear (UCI), Kurt Schnier (UCM), Mary Lou Ortiz (UCI), Nathan Brostrom (UCOP), Caín Díaz (UCOP), Kate Glassman (UCOP), Van Williams (UCOP), Molly Greek (UCOP), Pamela Brown (UCOP), and Anthony Simbol (UCOP).
[8] CSU Bakersfield, CSU LA, CSU East Bay, CSU Pomona, and CSU San Bernardino.
[9] Financing assumption provided by the UC Finance division at UC Office of the President is $10 million in financing ranging from $1.3 to $1.7 million per year over a 7- to 10-year period.

some expenses to implement optional calendar features (e.g., RRR period for UC Merced). It also replaces CSU-derived estimates for IT costs with initial IT information provided by UC campuses.

Semester conversion cost and financing estimates

	One-time cost estimates		*Financing estimates*	
	Low $M est	**High $M est**	**Low $M est**	**High $M est**
UC Berkeley	$ 1.36	$ 1.68	$ 0.18 to $ 0.23	$ 0.22 to $ 0.29
UC Davis	$ 56.51	$ 59.90	$ 7.35 to $ 9.61	$ 7.79 to $ 10.18
UC Irvine	$ 35.25	$ 49.94	$ 4.58 to $ 5.99	$ 6.49 to $ 8.49
UCLA	$ 61.83	$ 76.11	$ 8.04 to $ 10.51	$ 9.89 to $ 12.94
UC Merced	$ 1.37	$ 1.78	$ 0.18 to $ 0.23	$ 0.23 to $ 0.30
UC Riverside	$ 40.05	$ 47.56	$ 5.21 to $ 6.81	$ 6.18 to $ 8.09
UC San Diego	$ 35.62	$ 44.43	$ 4.63 to $ 6.05	$ 5.78 to $ 7.55
UC Santa Barbara	$ 38.30	$ 47.49	$ 4.98 to $ 6.51	$ 6.17 to $ 8.07
UC Santa Cruz	$ 18.34	$ 42.07	$ 2.38 to $ 3.12	$ 5.47 to $ 7.15
Systemwide Total	**$ 288.62**	**$ 370.96**	**$ 37.52 to $ 49.07**	**$ 48.22 to $ 63.06**

The second table provides a similar range of estimates for converting UC semester campuses to quarters, while discounting the costs for the seven quarter campuses by 95 percent—assuming these campuses may implement some optional calendar features (e.g., minimesters).

Quarter conversion cost and financing estimates

	One-time cost estimates		*Financing estimates*	
	Low $M est	**High $M est**	**Low $M est**	**High $M est**
UC Berkeley	$ 46.40	$ 57.09	$ 6.03 to $ 7.89	$ 7.42 to $ 9.71
UC Davis	$ 0.98	$ 1.20	$ 0.13 to $ 0.17	$ 0.16 to $ 0.20
UC Irvine	$ 1.10	$ 1.36	$ 0.14 to $ 0.19	$ 0.18 to $ 0.23
UCLA	$ 1.18	$ 1.45	$ 0.15 to $ 0.20	$ 0.19 to $ 0.25
UC Merced	$ 14.38	$ 37.13	$ 1.87 to $ 2.45	$ 4.83 to $ 6.31
UC Riverside	$ 0.94	$ 1.18	$ 0.12 to $ 0.16	$ 0.15 to $ 0.20
UC San Diego	$ 1.11	$ 1.36	$ 0.14 to $ 0.19	$ 0.18 to $ 0.23
UC Santa Barbara	$ 0.91	$ 1.16	$ 0.12 to $ 0.16	$ 0.15 to $ 0.20
UC Santa Cruz	$ 0.91	$ 1.17	$ 0.12 to $ 0.15	$ 0.15 to $ 0.20
Systemwide Total	**$ 67.92**	**$ 103.11**	**$ 8.83 to $ 11.55**	**$ 13.40 to $ 17.53**

A more detailed description of these estimates[10], including the type of workload associated with calendar conversion and methodology for cost estimates can be found on the APC systemwide academic calendar website.

Opportunity costs: In addition to financial costs, any calendar conversion or revision will result in the opportunity costs of diverting attention of UC leadership, faculty, and staff from addressing

[10] https://www.ucop.edu/institutional-research-academic-planning/content-analysis/academic-planning/uc-academic-calendar-estimating-uc-calendar-conversion-costs-for-community-input.pdf

other issues. For example, organizational attention may be needed to successfully address unprecedented institutional challenges. These include technological disruption to traditional forms of teaching, learning, and research; declining public support for higher education and an overtly hostile federal policy climate; and persistent or growing financial shortfalls related to increased institutional costs, state budget constraints, and threats to federal research funding streams.

This work would also potentially affect other core missions of the University. For example, faculty supporting curricular conversion efforts would have less time to develop new instructional programs, conduct research, and engage in public service. Calendar conversion will require a significant amount of logistical coordination across campuses where timely completion from individuals and units is critical for smooth implementation. It is also important to consider the trade-offs as part of any decision-making process.

Some faculty also worry that implementing the change could divert time from research, particularly for early-career faculty. They also are concerned that the change could disrupt graduate student funding and appointments as well as lead to a loss of summer research grant activity if the academic calendar compresses summer break.

Timing: The University is facing a convergence of challenging events that include the continued ramifications and recovery stress from the pandemic, fiscal constraints with future budget cuts expected, heavy faculty and staff workload, growing external pressures and national attacks on higher education from a new U.S. presidential administration, and overall political instability. These factors should inform any decisions about whether or when a calendar conversion occurs.

Calendar conversion workload: Campus representatives that completed a calendar conversion project emphasized that it is a significant amount of work and that few campuses would independently choose to embark on such an endeavor. If supported and properly focused on student success, however, this effort could yield long-term benefits. Some of the critical areas of work include:

- **Curricular revision and review**, including evaluation of courses and academic programs for redesign; redesign efforts that consider appropriate pedagogy and modality; and department, college/school, and Academic Senate review.
- **Advising support** to help students graduate before calendar conversion, create individual advising plans for students spanning different calendars, and ensure students on the new calendar take appropriate courses to graduate in a timely manner.
- **Transition leadership and communication** for project/change management support and materials to keep key audiences aware of what to expect, progress to date, and next steps.
- **Operational support** to revise business operations, support calendar conversion changes, and test information technology (IT) modifications.
- **IT modifications** to key systems that rely on calendar features (e.g., degree audit, registration, payroll).

Faculty and staff workload regarding calendar transition: The amount of workload and impact on morale is significant, as many faculty members expressed feeling a sense of burnout that remains from the difficulties faced during the pandemic. Some faculty also have expressed concern over having to spend huge volumes of time redesigning all courses and program requirements to the detriment of their research. The Joint Senate-Administration Working Group on Faculty Work & Recovery Post-Pandemic[11] noted the negative impacts of other recent events on faculty workload and morale in their report. Some faculty expressed concern that calendar conversion so soon after the pandemic and current daunting institutional challenges could further exacerbate these issues and serve as a disincentive for recruiting new faculty.

Current faculty and staff workload is high and the work to support this transition would be significant. For example, advising staff would need to create individual advising plans for students who transition from one calendar to the other, while also learning the new course and program structure to advise students on the new calendar. In addition, faculty and staff would have to re-do existing transfer articulation agreements with the 116 California Community Colleges based on changes to the curriculum and undergraduate programs.

Calendar conversion can provide an opportunity to support curricular and pedagogical reforms and improve business processes, but doing so requires appropriate investment of time and support for faculty and staff who would take on that responsibility.

Based on the comments received, it is likely that several staff and academic bargaining units will want to bargain the effects on their workload of any transition or conversion to a different calendar.

Student success: Calendar conversion efforts need to focus on student success. The committee determined, however, that there was very limited methodologically rigorous empirical research that could be consulted on differences between the educational effectiveness of semester and quarter scheduling, or on the effects of calendar conversion on student progress. One exception to this dearth of credible research was a recent econometric study[12] examining universities that switched from quarters to semesters. Findings from that study showed a negative impact on four-year graduation rates (although the effect was not evident in the six-year graduation rate). This impact was potentially due to lower first-year grades, decreased likelihood of taking a full load, and delays in timing of the student's choice of major. While the study's "switching" institutions only includes five AAU institutions (or six percent of all switchers), some of these institutions did see a fluctuation in four-year graduation rates before a continued upward trend (see Appendix V). Calendar conversions that incorporate effective pedagogy in curricular innovations and expand advising support, particularly for students who span different calendars, will be critical to support student success.

[11] See final report: Joint Senate-Administration Working Group on Faculty Work & Recovery Post-Pandemic.

[12] Bostwick, V., Fischer, S., & Lang, M. (2018). Semesters or quarters? The effect of the academic calendar on postsecondary graduation rates. Institute of Labor Economics, 2-57. Retrieved from http://ftp.iza.org/dp12429.pdf

Equity and inclusion concerns: People expressed concern that any changes could disproportionately harm first-generation, disabled, or underrepresented students. One solution would be to assess equity impacts and ensure sufficient support before proceeding with any changes to academic calendars.

Academic freedom and program integrity: Faculty respondents viewed a lack of standardization of academic calendars as aspects of academic freedom and faculty governance. There was concern that imposing a common calendar could undermine shared governance, where curriculum and academic policy decisions are expected to be driven by faculty expertise. This was a particular concern among faculty teaching in interdisciplinary programs, which could face significant challenges when trying to restructure the curricula, given these programs often bridge departments or professional schools.

Cultural identity and system diversity: Standardization could erode UC campuses' distinctiveness and individual identities. Allowing campuses to make decisions about their calendars would maintain local governance and campus autonomy.

Faculty teaching workload and sabbaticals: In addition to the workload concerns related to the conversion from one academic calendar to another, many faculty respondents raised the concern that a semester system might increase faculty workload on an on-going basis. Given that faculty workload obligations vary by discipline and academic unit and include much more than just teaching requirements, it is a complex comparison.

The simplest comparison would be if a faculty member taught two 4-unit courses per quarter for three quarters. That would be directly equivalent to teaching two 4-unit courses for two semesters. In that case, there may be less workload, because there would only be two final grading periods instead of three and one less cycle of administrative functions like enrolling students and submitting grades.

However, the quarter system gives departments and the faculty more flexibility to allocate that same teaching load to two rather than three quarters (e.g., three 4-unit courses fall and winter terms, no courses in spring), therefore freeing up a quarter for that faculty member's research workload.

Thus, the concerns raised about increased faculty workload on the semester system after conversion are mostly about the time available for concentrated research (and sometimes service). It is important to note that there is nothing in current UC policy that prevents a department chair or dean from allowing a non-teaching term on the semester system, but obviously there are more constraints given the fewer number of terms.

Empirically, making objective comparisons of teaching workload across UC campuses is challenging due to differences in disciplinary composition.

Respondents to the draft report also raised concerns about how conversion to a common calendar would interface with UC's sabbatical leave policy. The concerns were raised for the option of quarter campuses moving to semesters. There were both conversion and long-term concerns:

- **Conversion concerns:** Like the issue of students partway through their programs needing clear guidance on credit conversion for the new academic calendar system, faculty members who are accruing sabbatical credit will need to be apprised of conversion rules for that credit. Fortunately, since there are UC campuses on both semester and quarter systems, current policy already has provisions that can be applied. Specifically, APM 740-13 spells out the details. Campuses and departments will probably have to develop some guidelines for instances in which a long-planned sabbatical occurs right after a calendar transition (e.g., a planned two-quarter sabbatical leave that no longer coincides with a semester calendar).

- **Long-term concerns:** At least one respondent to the draft report raised the issue that the quarter campus practice of allowing faculty to stack all of their teaching into two quarters (with one quarter off to concentrate on research) helps offset UC's nine-year timeline to earn a sabbatical (the respondent claimed comparable universities provide sabbaticals after six years). However, as is discussed above in the section on faculty workload, UC's policies do allow the possibility of a non-teaching term for Senate faculty without a sabbatical.

Classroom capacity and conditions: Converting from quarters to semesters could increase the need for larger classrooms, unless there is a concurrent effort to increase online and cross-campus course offerings. For example, high-demand courses offered over three quarters that are converted to a semester schedule will either need to be offered more frequently, which requires more instructors, or will need to be offered in larger classrooms to meet similar demand. This change will result in a significant strain on existing campus infrastructure.

The availability of classrooms and teaching labs on campuses varies. Below are data from the November 2023 Classroom and Teaching Lab Utilization Report on the number of general-assignment classrooms and teaching labs, along with utilization rates.[13] These data show that some UC campuses have fewer large classrooms or teaching labs, which may be needed to support larger and less frequent semester courses. This situation could either require expanded classroom capacity or changes in instructional delivery. For example, an unintended consequence of a calendar conversion process might be more courses moving to an online or hybrid format.

[13] Legislative standard for utilization rates is 35 weekly student contact hours per station for classrooms and 20 weekly student contact hours per station for teaching laboratories.

Number of General Assignment Classrooms and Utilization by Room Size (Fall 2022)

	Semester Campuses				Quarter Campuses											
Station Count	UCB		UCM		UCD		UCI		UCLA		UCR		UCSD		UCSB		UCSC	
1-15	13	15.1%	2	25.5%	11	57.7%	-	0.0%	12	22.5%	3	18.6%	16	77.6%	8	33.2%	4	12.7%
16-25	76	51.4%	38	71.6%	22	64.1%	35	59.4%	51	57.0%	5	76.7%	15	76.1%	31	64.9%	30	61.6%
26-50	175	58.2%	25	91.8%	70	63.6%	58	63.0%	116	61.6%	52	77.4%	42	90.7%	60	75.1%	32	119.6%
51-100	65	59.2%	11	66.0%	39	58.1%	40	69.3%	54	51.9%	18	89.1%	16	73.9%	28	57.7%	12	74.8%
101-200	18	78.2%	7	76.3%	25	77.8%	14	89.6%	22	79.8%	7	91.7%	18	106.9%	8	98.7%	7	125.0%
201-300	10	98.6%	2	127.9%	6	96.2%	5	97.2%	8	81.2%	5	97.7%	3	122.7%	3	101.9%	3	129.8%
301+	4	182.1%	1	47.5%	5	105.6%	7	87.7%	7	80.4%	4	87.4%	5	114.8%	2	105.2%	3	162.7%
Total Campus	361	78.4%	86	79.4%	178	76.8%	159	78.1%	270	66.9%	94	87.1%	115	101.2%	140	77.9%	91	115.6%

Number of General Assignment Teaching Labs and Utilization by Room Size (Fall 2022)

	Semester Campuses				Quarter Campuses											
Station Count	UCB		UCM		UCD		UCI		UCLA		UCR		UCSD		UCSB		UCSC	
1-15	-	0.0%	#	0.0%	6	45.5%	-	0.0%	12	48.9%	-	0.0%	-	0.0%	5	51.3%	7	74.7%
16-25	10	75.2%	27	76.8%	71	98.9%	25	113.4%	33	113.2%	45	113.8%	37	106.1%	34	105.2%	38	78.9%
26-40	45	76.0%	6	130.1%	28	113.6%	4	83.7%	9	54.1%	16	92.9%	9	98.9%	29	66.2%	4	44.5%
41+	28	60.8%	2	60.4%	6	41.1%	5	119.9%	4	32.5%	7	349.2%	1	37.1%	4	80.3%	4	110.8%
Total Campus	83	67.8%	35	87.3%	111	96.0%	34	111.2%	58	77.4%	68	124.9%	47	101.9%	72	82.7%	53	81.4%

Legislative support: State legislators would likely support UC aligning its calendars to K-12, CCC, and CSU institutions. This move could support dual enrollment across institutions, assist students with intersegmental transitions, improve the transfer student experience, and provide opportunities for joint academic programs.

Some institutions report a drop in enrollment (i.e., student full-time equivalent or FTE metrics) after a calendar conversion, either from larger cohorts graduating before a calendar conversion or students not taking a full load as they and advisors adjust to the new calendar. The Governor's Office and Legislature will likely support efforts for all public higher education systems to operate under the same calendar. While the State did not provide financial support to the CSU system for their calendar conversion, there may be other ways to ensure stable resources to UC. These include highlighting the likely impacts that a calendar conversion will have and negotiating multi-year enrollment agreements with the State that could provide more flexibility on compact goals or stability in state support during this process.

COMMON CALENDAR: OPTIONS TO CONSIDER

Differing start and end dates, exam periods, and breaks complicate efforts to support systemwide collaboration. Based on input received from campus colleagues, APC workgroup members identified multiple reasons to support a common calendar, including but not limited to:

- **Greater systemwide collaboration** among professional disciplinary and student extracurricular activities across the nine undergraduate campuses, along with conferences, systemwide meetings and workgroups, and planning for systemwide initiatives. Current calendar overlap is limited to end of September and early May, not counting break or exam periods.
- **Expansion of systemwide course and program offerings** including high-demand courses with capacity issues, UC Online cross-campus courses, and specialized and/or low-enrollment courses (e.g., foreign language courses). This change could support increased cross-campus course offerings across all nine general campuses and, depending on the calendar selected,

dual enrollment in high schools and concurrent enrollment with CCCs (this could benefit efforts to offer UC courses as a way of improving transfer from CCCs that are lower-sending institutions).

- **More comparable student experiences** across all nine undergraduate campuses, particularly related to experiential learning opportunities, cross-campus summer sessions, and for student athletes.
- **Easier administration of systemwide programs** such as UC Washington Center (UCDC), UC Sacramento Center (UCCS), and UC Education Abroad Program (UCEAP), along with multi-campus research institutes (e.g., CITRIS, QB3, CNSI, and Calit2) that require planning across campus calendars.
- **Simplify labor contract negotiations and implementation** with represented academic employees by considering decisions that apply to one academic calendar.
- **Opportunity to standardize administrative functions** such as fee due dates and academic deadlines, along with coordinating financial aid disbursements, appointments for non-Senate faculty teaching on multiple campuses, and systemwide policies.
- **Family-friendly policies** for UC faculty and staff if the common calendar better aligns with K-12 calendars (e.g., week-long Thanksgiving break), along with simplification for UC parents who have children at multiple UC campuses.

As part of the comment period, respondents were asked how important it was for UC to have a common calendar. On average 40 percent of all respondents did not think a common calendar was important; the remaining 60 percent split on the level of importance of a common calendar (i.e., 16 percent slightly important, 16 percent moderately important, 13 percent very important, 15 percent extremely important). Student responses were similar to overall responses (i.e., 60-40 split). But over 60 percent of faculty respondents felt a common calendar was not important, while more than 80 percent of staff respondents thought a common calendar was of some importance. See Appendix VI for the full set of results.

Below are four options to consider for a common calendar.

1. Common semester calendar (all nine general campuses adopt semesters)

Some of the greatest opportunities a common semester calendar could provide include:

- More time in a term to support in-depth learning and course/research projects, provide accommodations and get students back on track within a term, and support RRR periods and other optional calendar features.
- Earlier fall start and spring end dates to increase student competitiveness and experiential opportunities with paid summer jobs, internships, and coop experiences.
- Two cycles (instead of three) and longer breaks between terms to support faculty and staff workload.

- Calendar alignment with 88 percent of AAU, all CSU, and almost all CCC institutions, supporting student transfer and ability to reconnect with hometown friends during breaks.
- Calendar conversion provides an institutional opportunity to revisit curricula and implement pedagogical reforms.

Some of the greatest challenges of a common semester calendar conversion include:

- The timing and opportunity costs associated with a calendar conversion, pulling organizational attention away from other unprecedented challenges facing the institution.
- The amount of work for seven UC campuses to complete a calendar conversion, increasing existing faculty and staff workload.
- Potential risk to student success if institutional resources and expertise are not sufficiently directed to curricular conversion and advising support.
- One-time systemwide costs for calendar conversion that could range between $290 and $370 million and require changes to existing classroom and laboratory facilities to expand capacity and improve conditions.

2. Common quarter calendar (all nine general campuses adopt quarters)

Some of the greatest opportunities a common quarter calendar could provide include:

- Greater curricular flexibility for faculty and choice for students, including access to electives and specialized instructional pathways and ability to take more classes to get back on track (i.e., improve GPA) and change majors.
- Research quarter for faculty that meet instructional load in two quarters, providing more time to support research activities and serving as a competitive advantage when recruiting faculty.
- Greater ability to provide graduate research opportunities with greater likelihood to have sufficient funds over a quarter, compared to a semester due to limited grant funds.
- Faster pace to reduce burnout and prevent procrastination.
- Calendar conversion provides an institutional opportunity to revisit curricula and implement pedagogical reforms.

Some of the greatest challenges of a common quarter calendar conversion include:

- Similar concerns about semester calendar conversion related to timing, opportunity costs, and workload, though it would apply to two campuses instead of seven.
- Only gain in calendar alignment within the UC system, not with most AAU and the California public higher education segments (i.e., CSU and CCC).
- One-time systemwide costs for calendar conversion that could range between $70 and $100 million.

3. Maintain semester calendar and implement alternative quarter calendar

Some of the greatest opportunities of maintaining current semester calendars and having quarter campuses implement the alternative calendar include:

- Improving calendar alignment within the system, at least for start and end dates that could increase the competitive opportunity for students accessing paid summer jobs and internships.
- Less costly option that would not require curricular revisions or much of the other work associated with a calendar change.

Some of the greatest challenges of this option include:

- A winter term that includes a two-week winter curtailment break that is earlier in the term and a week longer than spring break on the semester calendar.
- Managing a hybrid calendar could create increased administrative complexity and confusion, introducing a calendar schedule different from other institutions.
- Shorter breaks between terms to accommodate the shift and continue to preserve a 12-week summer period.

4. Maintain status quo

Semester and quarter calendars both have advantages and calendar change is difficult. Now may not be the time to implement a common calendar, especially when one considers the financial and logistical costs, along with impact on faculty and staff. Without clear justification that any change would improve educational outcomes and efficiency, it may be better to maintain the status quo.

Campuses could consider whether any of the optional calendar features presented in this report would further benefit the student experience. For example, could a winter intersession period be created as a part of academic recovery plans to further student success and advance UC 2030 goals? Or could quarter campuses implement a spring minimester that could prepare students for a summer co-op experience and help them complete coursework earlier than the existing spring quarter calendar? The benefits of these opportunities would need to be evaluated against potential availability of student financial aid and faculty and staff workload.

Appendix I

Public Institutions

Semester Campuses	Instructional Days
Arizona	149
Penn State	148
Iowa	148
Indiana	147
Purdue	146
UC Berkeley	**146**
Colorado	146
Missouri	146
Kansas	145
Illinois	144
Maryland	144
Arizona State	143
Georgia Tech	142
Florida	142
South Florida	141
Utah	141
Ohio State	140
Stony Brook - SUNY	140
Texas A&M	140
Buffalo - SUNY	140
Minnesota	140
North Carolina	140
Pittsburgh	140
Texas - Austin	140
Michigan State	139
Virginia	139
Rutgers	138
Wisconsin	137
Michigan	136
Average	***142***

Quarter Campuses	Instructional Days
Washington	147
UC Davis	**146**
UC Irvine	**146**
UCLA	**146**
UC Riverside	**146**
UC San Diego	**146**
UC Santa Barbara	**146**
UC Santa Cruz	**146**
Oregon	145
Average	***146***

Private Institutions

Semester Campuses	Instructional Days
Tulane	142
Rochester	141
USC	141
Case Western	140
Emory	140
New York Univ	140
Notre Dame	140
Penn	140
Vanderbilt	140
Cornell	139
Duke	139
George Washington	139
Miami	139
Washington Univ	138
Brown	135
Columbia	135
Rice	135
Johns Hopkins	134
Boston Univ	133
Carnegie Mellon	132
MIT	131
Tufts	131
Brandeis	130
Yale	128
Harvard	124
Princeton	120
Average	***136***

Quarter Campuses	Instructional Days
Chicago	153
Northwestern	148
Stanford	144
Cal Tech	143
Dartmouth	138
Average	***145***

CSU Campus Instructional Days

Semester Campuse	Instructional Days
Maritime Academy	148
Fresno	147
San Francisco	147
Sonoma	147
Chico	146
Fullerton	146
Humboldt	146
Monterey Bay	146
Northridge	146
Pomona	146
San Jose	146
Stanislaus	146
Bakersfield	145
East Bay	145
Los Angeles	145
Sacramento	145
San Diego	145
Channel Islands	144
Dominguez Hills	144
Long Beach	144
San Bernardino	144
San Marcos	144
Average	***146***

Quarter Campus	Instructional Days
San Luis Obispo*	145
Average	***145***

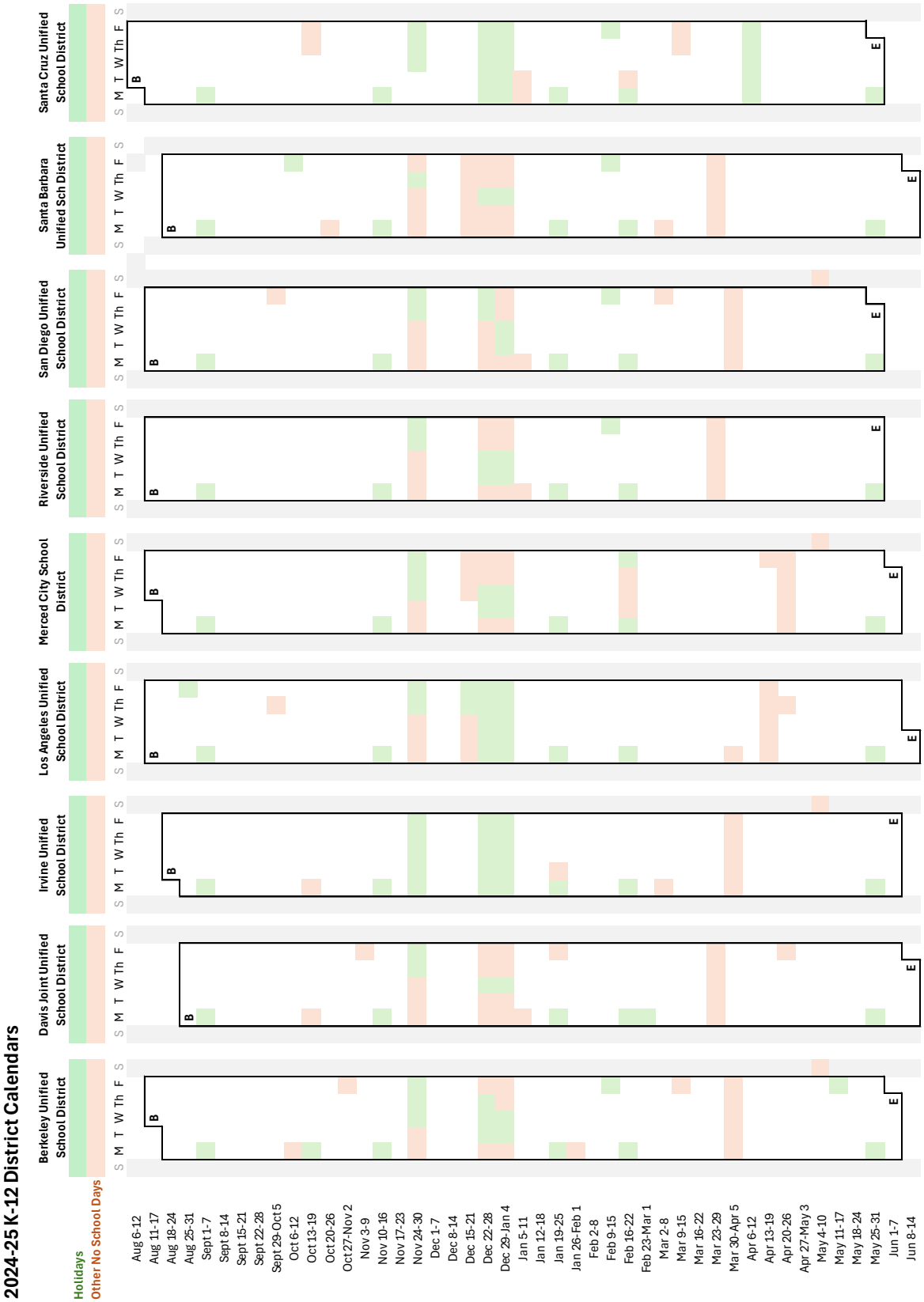
* CSU-SLO on semesters in 2026

Appendix II

2024-25 Calendars/Calendar Features for AAU/CSU Institutions

	Stanford	CalTech	Penn	Minnesota		Ohio State		Georgia Tech	CSU LA
Calendar	Quarter	Quarter	Semester	Semester		Semester		Semester	Semester
Instruction Days	144 days	143 days	140	140		140		142	146
Holidays in term		*5 days*	*13 days*	*7 days*	*2 days*	*13 days*	*11 days*		*9 days*
Unique features	Democracy day (1)	Study period (12 days)	Fall break (4 days)	Begins after Labor Day, study days, Maymester (3 wks)	Session (7 wks)	Autumn break (2 days), reading days (2 days)	Session (7 wks)	Fall Break (2 days), Reading days (2), Maymester (3 wks)	Winter 2 wk & May 3 wk intersession
Aug 18-24						**Inst Begins 20th**	**Inst Begins 20th**	**Inst Begins 19th**	**Inst Begins 20th**
Aug 25-31			**Inst Begins 27th**						
Sept 1-7			*Labor Day 2nd*	**Inst Begins 3rd**	**Inst Begins 3rd**	*Labor Day 2nd*	*Labor Day 2nd*	*Labor Day 2nd*	*Labor Day 2nd*
Sept 8-14									
Sept 15-21									
Sept 22-28	**Inst Begins 23rd**								
Sept 29-Oct 5		**Inst Begins 30th**	*Fall Break 3-6*						
Oct 6-12						*Autumn Brk 10-11*	**Inst Ends 7th**		
Oct 13-19					**Inst Ends 21st**		**Inst Begins 14th**	*Fall Break 14-15*	
Oct 20-26					**Inst Begins 22nd**				
Oct 27-Nov 2									
Nov 3-9	*Democracy day 5th*								
Nov 10-16						*Veterans Day 11th*	*Veterans Day 11th*		*Veterans Day 11th*
Nov 17-23									
Nov 24-30	*T-Break 25-29*	*T-Break 28-29*	*T-Break 28-29*	*T-Break 28-29*	*T-Break 28-29*	*T-Break 27-29*	*T-Break 27-29*	*T-Break 27-29*	*T-Break 28-29*
Dec 1-7	**Inst ends 6th**	**Inst ends 6th**				**Inst Ends 4th,** Reading Day 5th	**Inst Ends 4th**	**Inst Ends 2-3,** Reading Day 4th	**Inst Ends 7th**
Dec 8-14		Study period 7-10	**Inst Ends 9th**	**Inst Ends 11th,** study day 12	**Inst Ends 11th**				
Dec 15-21									
Dec 22-28									
Dec 29-Jan 4									**Inst Begins 2nd**
Jan 5-11		**Inst Begins 6th**				**Inst Begins 6th**	**Inst Begins 6th**	**Inst Begins 6th**	
Jan 12-18	**Inst Begins 6th**		**Inst Begins 15th**						**Inst Ends 18th**
Jan 19-25		*MLK day 20*	*MLK day 20*	**Inst Begins 21st**	**Inst Begins 21st**	*MLK day 20*	*MLK day 20*	*MLK day 20*	**Inst Begins 21st**
Jan 26-Feb 1	*MLK day 20*								
Feb 2-8									
Feb 9-15									
Feb 16-22		*Presidents Day 17*					**Inst Ends 21st**		
Feb 23-Mar 1	*Presidents Day 17*						**Inst Begins 26th**		
Mar 2-8					**Inst Ends 8th**				
Mar 9-15		**Inst Ends 12th &** Stdy days 13-16	*Spr Brk 10-14*	*Spr Brk 10-14*		*Spr Brk 10-14*	*Spr Brk 10-14*		
Mar 16-22	**Inst Ends 14th**				**Inst Begins 18th**			*Spr Brk 17-21*	
Mar 23-29									
Mar 30-Apr 5		**Inst Begins 31st**							*CC/Spr Brk 31-4*
Apr 6-12	**Inst Begins 31st**								
Apr 13-19									
Apr 20-26						**Inst Ends 21st,** Reading Day 22nd	**Inst Ends 21st**	**Inst Ends 21-22,** Reading Day 23	
Apr 27-May 3			**Inst Ends 30th**						
May 4-10				**Inst Ends 5th,** study days 6-7	**Inst Ends 5th**				**Inst Ends 10th**
May 11-17									
May 18-24								Maymester 3 week session	**Inst Begins 19th**
May 25-31		*Memorial Day 26*		Maymester 19th to 6th					*Memorial Day 26*
Jun 1-7	*Memorial Day 26*	**Inst ends 6th,** study period 7-10							
Jun 8-14	**Inst Ends 4th**		Summer session includes 2 five week terms and **1 eleven week session**			Summer sessions includes 3 four week session, 2 six week sessions, 2 eight week sessions, and **1 twelve week session.**		Summer sessions includes early short and late short four-week sessions, along with a **full eleven week session.**	**Inst Ends 7th**
Jun 15-21				Summer sessions includes 2 four week sessions, 1 eight week session, and **1 thirteen week session.**					
Jun 22-28									
Jun 29-Jul 5									Summer intersession is **1 eleven week term** (starting after Memorial Day)
Jul 6-12									
Jul 13-19									
Jul 20-26									
Jul 27-Aug 2	Summer session includes **1 eight week term**	Summer session includes **1 eleven week term**							
Aug 3-9									
Aug 10-16									
Aug 17-23									
Aug 24-30									

Appendix III



Appendix IV

Average temperatures

(Min daily temp, **Avg montly temp**, Max daily temp)

Time on campus in term: Part of month | Most/all month

	January	February	March	April	May	June	July	August	September	October	November	December
Semester												
Berkeley	42-**55**-58	44-**55**-62	46-**56**-64	47-**58**-67	49-**61**-70	52-**64**-73	52-**66**-74	54-**66**-74	53-**66**-75	51-**68**-73	47-**57**-65	43-**55**-59
Merced	32-**51**-73	37-**53**-71	40-**56**-80	37-**61**-88	43-**69**-96	60-**79**-105	64-**85**-107	59-**88**-105	54-**76**-103	45-**69**-93	36-**54**-78	34-**51**-66
Quarter												
Davis	33-**52**-73	30-**54**-75	40-**57**-80	36-**62**-90	39-**69**-97	51-**76**-105	52-**82**-113	54-**77**-103	50-**75**-106	41-**71**-105	31-**54**-76	24-**51**-72
Irvine	41-**58**-79	44-**58**-79	49-**60**-72	46-**61**-83	54-**64**-72	59-**69**-89	63-**73**-86	64-**75**-92	60-**73**-109	53-**68**-83	45-**61**-80	45-**59**-80
Los Angeles	45-**59**-79	43-**57**-78	47-**58**-72	44-**60**-76	52-**61**-70	56-**66**-83	56-**69**-81	59-**71**-87	53-**70**-105	53-**67**-83	49-**62**-78	47-**59**-82
Riverside	34-**55**-81	37-**55**-77	40-**57**-77	40-**61**-89	47-**65**-84	56-**75**-103	60-**82**-104	58-**81**-109	55-**78**-115	46-**73**-104	38-**60**-82	37-**58**-86
San Diego	39-**56**-77	42-**56**-73	47-**57**-73	45-**58**-72	50-**60**-67	57-**65**-81	61-**69**-78	61-**71**-82	57-**69**-92	51-**64**-76	43-**59**-80	41-**56**-77
Santa Barbara	35-**56**-81	40-**56**-74	42-**57**-76	42-**57**-74	45-**58**-72	51-**63**-83	52-**65**-78	53-**67**-84	49-**66**-96	43-**63**-81	36-**56**-76	36-**54**-80
Santa Cruz	34-**54**-82	36-**50**-78	36-**55**-86	40-**60**-86	41-**60**-84	44-**64**-99	52-**65**-83	51-**67**-85	48-**70**-92	42-**63**-93	38-**56**-82	34-**55**-83

Source: National Weather Service (https://www.weather.gov/wrh/climate)

Climate-related Comments for the Common Calendar Evaluation
Responses by David Phillips, UC Associate Vice President, Energy & Sustainability

Comment 1:

"I believe a study needs to be done to compare scopes 1, 2 & 3 emissions on both the quarter and the semester system before making any decisions. The UC has incredible goals to decarbonize but making a rash decision without taking into account a change in emissions could prove to be detrimental to human health and the environment. We would need to see if there is an increase in emissions from heating in January if schools switched to quarter/semester which impacts the start date of campuses and if emissions are reduced from no longer needing cooling in August-September. Additionally, we would need to see how travel to or from campus from people's homes may increase or decrease due to a schedule change."

Response 1:

We appreciate this comment and the underlying question about how a switch to a common calendar might change UC's associated greenhouse gas emissions (GHGs).

Scope 1 & 2 emissions are those associated with campus energy use (primarily the natural gas burned on campus for heating and on-campus power generation) and electricity purchased from off-site sources. Our team reviewed historical campus energy use for Berkeley and Merced, who are on the semester system, relative to the other UC campuses who are on the quarter system. Our aim was to discern if there were any trends in annual energy that could be tied to their academic calendars. We saw a high degree of variation in all of the campuses' energy use, which makes

drawing conclusions difficult. However, we did not note any obvious trends for increased or decreased energy use between semester/quarter campuses.

This finding was not unexpected, as our experience has shown that campus energy use is less correlated to the presence of students than most people would expect. Campus shutdowns during the COVID-19 pandemic provide some telling information. When the UC campuses switched to remote instruction (March through December of 2020), we documented that campus electricity use decreased by 10% compared to the same period in 2019. Campus natural gas use decreased by 7%. These relatively small reductions in campus energy use, when the vast majority of the campus populations were off-site, came as a surprise to many. However, a majority of campus energy use is associated with building heating and cooling systems. Generally speaking, these systems must be kept running even when building occupancy is low. Similarly, most research operations operate continuously independent of class schedules, and campus exterior lighting systems run year-round without regard to the number of people on campus. These results strongly suggest that switching the academic calendar would not result in any significant changes to UC's Scope 1 & 2 emissions.

UC's Scope 3 emissions include those associated with business travel and daily commuting. We did not identify how either of these sources would change based on the academic calendar. But one might expect that semester campuses would have slightly lower travel emissions than quarter campuses if students that live far enough away to need to fly do so at the beginning and end of two semesters versus three quarters. Note this potential slight increase in air travel emissions for quarter schedules is not part of UC's reported emissions since we only report University-funded travel.

In summary, we do not anticipate any significant changes in UC's reported GHG emissions if UC were to switch to a common academic calendar.

Comment 2:
A reviewer from Davis provided extensive comments related to our changing climate and its impact on campus operations, with key excerpts provided below:

"…the report does not tackle the very real issue of climate change and its consequences on human health - and fails to translate this into specific operational considerations."
"….Our campuses and the cities that host them - buildings, sidewalks and streets, and canopies - are built for a climate that no longer exists. Yes, there is a table included in the appendix that lists current average temperatures on campus included likely in response to community input, but this table says nothing about where our climate is heading, which is information we know and therefore should plan for: Average max Augst temperatures are 3 degrees F hotter than September currently. Extreme heat days under IPCC's RCP4.5 scenario will increase the number of >100F extreme heat days 3-5 times to well over 41-53 for Davis, Merced, and Riverside, vs. no such days most other UC locations. This is a 3-5 fold increase in the number of extreme heat days for the three

inland campuses by 2035 compared to now, most of these of course occurring in July and August and September. This reality is just 10 years away - and the academic calendar changes we consider would make changes for decades into the future beyond 2035."
"...while there are several versions of semester and quarter calendars suggested as options, all of them start 3-4 weeks earlier than the current quarter calendar. Any calendar with a start date in August (current semester start) would place 66.500 students from inland campuses of Davis and Riverside onto campus 3-4 weeks earlier - during the hottest time of the year."

Response 2:
We appreciate the reviewer raising these issues and concur that climate change is already impacting UC's operations and that these impacts will only increase in the future. However, we are unable to draw any conclusions about what academic calendar might best mitigate these issues.

UC's inland campuses generally have air conditioning systems in place for their facilities. Presumably, these systems will need to run more to keep our campuses functional during periods of extreme heat. Many of UC's students may live in similarly heat-impacted locations. Some may not have functional air conditioning systems in place. Thus, some students may fare better on a UC campus than at home during periods of extreme heat.

UC's coastal campuses may actually be more strongly impacted by increasing temperatures, as most of their facilities do not currently have air conditioning systems in place (e.g., Santa Barbara, Santa Cruz, Berkeley). UC may be forced to install more air conditioning systems on these campuses over time, regardless of the academic calendar.

In summary, UC's operations will need to evolve over time in response to our changing climate. However, as described above for Comment 1, UC will need to keep its facilities operational and habitable year-round without regard to the academic calendar. Accordingly, we see no compelling reasons to currently favor quarters or semesters for climate-related reasons.

Appendix V

The Effect of Switching from the Semester Calendar to the Quarter Calendar

Published research finds negative impact on 4-year rates but little impact on 6-year rates from switching from semesters to quarters

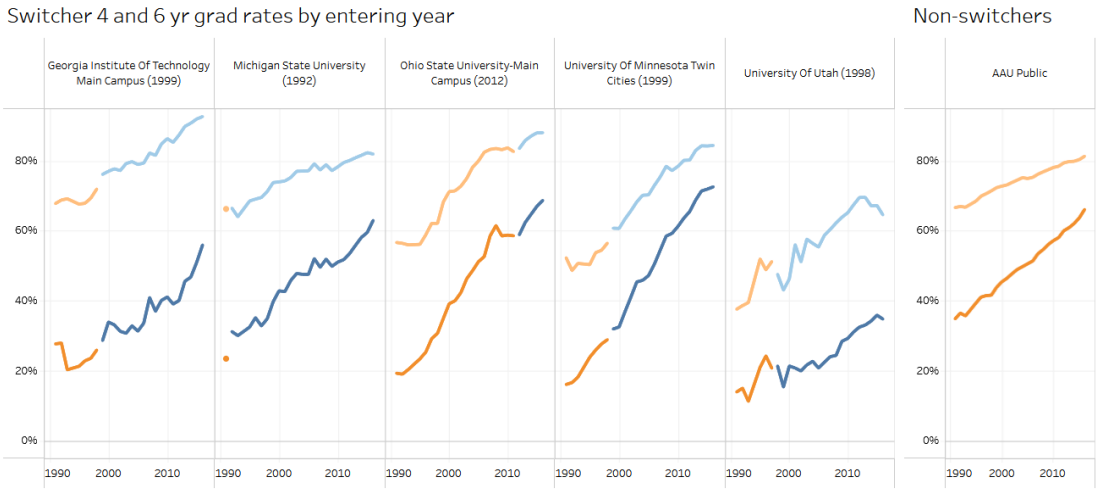
In "Semesters or Quarters? The Effect of the Academic Calendar on Postsecondary Student Outcomes,"[14] Bostwick, Fischer, and Lang use federally reported data to model the effect on undergraduate graduation rates of switching from a quarter to semester calendar. After controlling for institution- and year-specific effects, a set of institutional characteristics,[15] and institution-specific time trends, they found:

- A negative 3.7 percentage point decline in 4-year graduation rates for cohorts that started after the switch (full exposure). This does not mean graduation rates declined, but rather that modeled graduation rates would have been higher had the institution not switched.
- Effects on 6-year rates to be "small in magnitude and only marginally significant."

Five AAU institutions (six percent of switching institutions) were included in the study

The study included 731 institutions, of which 79 switched during the study timeframe from quarters to semesters. Over 40 percent of these switchers were baccalaureate institutions and about 30 percent were special purpose institutions. Only 14 were R1 institutions, out of which 5 were AAU members. Graduation rates for the AAU institutions before and after the switch, as well as overall rates for non-switchers, are shown below.

Four-year and six-year graduation rates before and after switch, AAU institutions

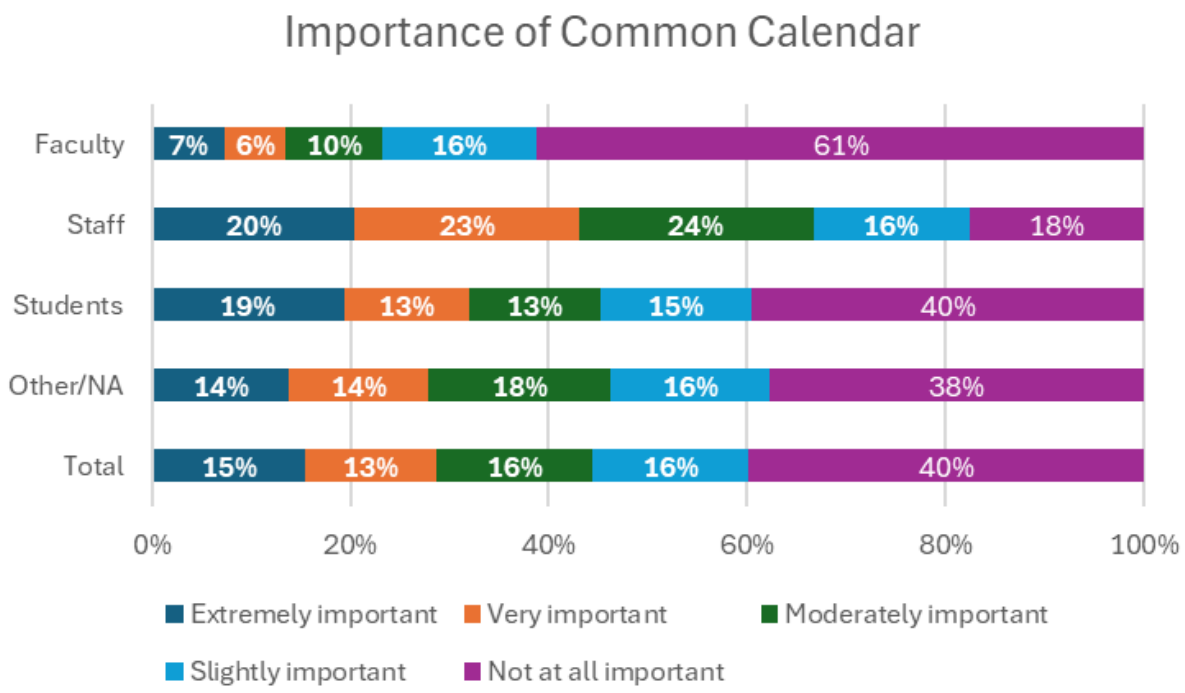


Switcher lines: **Orange** is graduation rate when on quarters calendar and Blue when on semesters. **Non-switcher:** **Orange** graduation rate for no change in calendar. Note: darker line is the four-year rate and lighter line is the six-year rate.

[14] See: https://doi.org/10.1257/pol.20190589
[15] Institutional characteristics included: total expenditures, in-state tuition, percentage underrepresented (not White or Asian), percentage White, and percentage female.

Appendix VI

Responses to community input question: "How important do you think it is for UC to have a common calendar?"



	Faculty	Staff	Students	Other/NA	Total
Extremely important	56	95	407	343	901
Very important	47	105	267	350	769
Moderately important	74	110	278	460	922
Slightly important	120	73	322	398	913
Not at all important	468	82	832	943	2,325
Grand Total	**765**	**465**	**2,106**	**2,494**	**5,830**