



February 5, 2020

To: Ken Baerenklau, Associate Provost

From: Dylan Rodríguez, Chair  
Riverside Division

A handwritten signature in black ink, appearing to read "DR", is placed over the text "Chair" in the "From:" line.

**Re: [Campus Review] Senate Regulation R1.8.1-Final Exam Duration**

Dear Ken:

I am attaching the responses to the proposed change to the Senate Regulation on Final Exam Duration. In addition to the content of these responses, Executive Council emphasized concerns over classroom space and the possibility of extensive rescheduling needs for students with multiple or overlapping exams on the same day. The matter was also discussed as impacting academic freedom for faculty members who strongly desire a three-hour examination because they believe this duration is required for an adequate assessment of student knowledge and learning. I trust this feedback will further enrich the discussion on this issue.


Yours,  
dylan

Cc: Cherysa Cortez, Senate Executive Director



October 25, 2019

To: Dylan Rodriguez, Chair  
Riverside Division

From: Randolph C. Head, Chair   
Committee on Courses

Re: Proposed Change to Senate Regulation R1.8.1

At its October 23, 2019 meeting, the Committee on Courses reviewed the proposed change to Senate Regulation R1.8.1 that would shorten the time allowed for scheduled final exams from three to two hours. The Committee engaged in a lively discussion of a range of options to address the issue, with no consensus. The Committee's student representative noted concern that shortening the exam time would hinder students in disciplines who require more work to complete exam questions. Other members noted support for shortening the exam time to two hours if it will eliminate exams on the Saturday after the quarter's instruction has ended. Members noted that faculty do have the option of splitting the final exam into an in-person and take-home exam to cover the material. Lastly, concern was noted that with two-hour exam periods, there is a potential for students to have four exams in one day. The Committee recommends that if the revised regulation is approved, it should also contain a policy allowing students with too many exams on one day to move one examination to another day.



**COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION**

November 13, 2019

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Xuan Liu, Chair  
Committee on Diversity, Equity, and Inclusion

Re: Proposed Regulation Change. Senate Regulation R1.8.1-Final Exam  
Duration

The Committee on Diversity, Equity, and Inclusion considered the material provided for the proposed change to Senate Regulation R1.8.1 regarding final exam durations and expressed the following concerns:

Members raised concern over whether the proposed change was well discussed by our campus and supported by broad feedback from students.

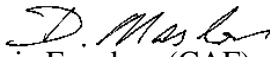
Members raised concern that the materials provided did not discuss the actual impact on students in general, let alone on diverse students, if a reading period is eliminated due to the suggested scheduling change.

Given these concerns, CoDEI recommends more campus wide data be collected for consideration before any further action is taken.

**UC RIVERSIDE** UNIVERSITY OF CALIFORNIA | **Academic Senate**  
**COMMITTEE ON ACADEMIC FREEDOM**

November 21, 2019

To: Dylan Rodriguez, Chair  
Riverside Division of the Academic Senate

From: Dmitri Maslov, Chair   
Committee on Academic Freedom (CAF)

Re: Proposed Regulation Change: *Senate Regulation R1.8.1-Final Exam Duration*

The Committee on Academic Freedom considered the proposed change to Senate Regulation R1.8.1 regarding Final Exam Durations. Finding the issue outside of its purview, the committee declines to comment.



**COMMITTEE ON FACULTY WELFARE**

November 21, 2019

To: Dylan Rodriguez  
Riverside Division Academic Senate

From: Abhijit Ghosh, Chair  
Committee on Faculty Welfare

Re: Proposed Change to Senate Regulation R1.8.1-Final Exam Duration

The Committee on Faculty Welfare has serious concerns on reducing the final exam time for all classes from 3 hours to 2 hours. There are some classes that require 3 hours to give a pedagogically sound exam. In addition, reducing the exam time would be especially detrimental for the disadvantaged students, and students whose first language is not English. Furthermore, shorter exams may cause students taking more final exams in a day compared to the previous system with longer exams, effectively increasing burden for the students.

The committee, however, recognizes the need for at least one full reading day for all students before final exam. Thus, we recommend no final exams on Saturday or Sunday, providing students with two full reading days. Furthermore, we recommend all final exams be scheduled only on weekdays during finals week. It is possible that 2-hour final exams may be acceptable to some instructors for certain courses. The committee recommends, therefore, that input from departments be sought to determine preferences for the duration of the final exam for each course to optimize scheduling of final exams.

UCR Course Scheduling Committee

REPORT TO THE RIVERSIDE DIVISION  
February 25, 2020

To Be Adopted

Proposed Changes to Regulation R1.8.1

PRESENT

8.4.1 The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement. The instructor's methods of evaluation must be clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed ~~three~~ hours' duration and shall be given only at the times and places announced in the Schedule and Directory.

PROPOSED

8.4.1. The instructor in charge of an undergraduate course shall be responsible for assigning the final grade in the course. The final grade shall reflect the student's achievement in the course and shall be based upon adequate evaluation of that achievement. The instructor's methods of evaluation must be clearly announced during the progress of the course. Evaluation methods must be of reasonable duration and difficulty and must be in accord with applicable departmental policies. The methods may include a final written examination, a term paper, a final oral examination, a take-home examination, or other evaluation device. If a final written examination is given, it shall not exceed two hours' duration and shall be given only at the times and places announced in the Schedule and Directory.

**Statement of Purpose and Effect:** Please refer to the attached memorandum.

Approved by the UCR Course Scheduling Committee

October 4, 2019

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Approvals

Approved by the Committee on Library and Information Technology:

November 21, 2019

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate:

January 13, 2020

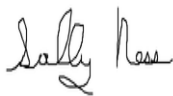
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Received by Executive Council:



November 22, 2019

To: Dylan Rodriguez, Chair  
Riverside Division

From: Sally Ness   
Chair, Committee on Physical Resources Planning

Re: Campus Review-Proposed changes to Senate Regulation R1.8.1-Final Exam Duration

The Committee on Physical Resources Planning reviewed the Proposed changes to Senate Regulation R1.8.1-Final Exam Duration at their November 21, 2019 meeting and came to a consensus that the shift from a three-hour to a two-hour final exam duration would be unlikely to have any adverse impact on campus physical resources. On the contrary the change would, if anything, be likely to result in less wear and tear overall since the total number of hours of usage in the buildings involved would be decreased. However, the committee did not vote to approve the proposed changes at the meeting because there was general concern that the memorandum of October 7, 2019 from Ken Baerenklau to Chair Rodriguez attached to the proposed changes, which was evidently intended to serve in the place of a Statement of Purpose and Effect, not only did not do so, but actually undermined the proposal to change R1.8.1 in two ways: 1) with its account of four other possible solutions to the problems of final exam scheduling that the proposed change was designed to address, one of which was characterized as "not [having] received much discussion yet," and 2) with its statement urging that, "if the Senate decides to take up this issue, the policy decision should be informed by broad feedback from our campus and the experiences of other campuses (both UC and non-UC) that may have changed their exam schedules and studied outcomes." With regard to 2) in particular, no such process of gathering comparative information appears to have been undertaken. This being the case, the committee viewed the request to approve the proposed change at this time premature and would respectfully request that a new Statement of Purpose and Effect be formulated for the proposed changes that actually supports them unambiguously and on the basis of such evidence as the memorandum recommends be collected.

**GRADUATE COUNCIL**

December 2, 2019

To: Dylan Rodriguez, Chair  
Riverside Division

From: Jason Stajich, Chair  
Graduate Council



**Re: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-  
Final Exam Duration**


Graduate Council reviewed the proposal to change Senate Regulation R1.8.1 – Final Exam Duration at their November 21, 2019 meeting. Graduate Council considered the impact of the change in exam duration for undergraduates on the graduate students. The Council noted there are positive aspects to this in that it will reduce graduate student workload and time spent grading exams. The reading day will also be a benefit to graduate students preparing for their own exams. However, two hours may not be enough time to complete exams in some courses, especially courses in which exams are weighted heavily. It is also unclear how graduate classes can still operate with a potential 3-hour exam period while undergraduate courses would be on 2 hours, this patchwork seems prone to conflicts. The Council recognizes the problems this change can have on both undergraduate instruction but also the benefits of a reading day. At this time the committee feels more details on implementation are needed and the potential impact on classes that currently use a 3-hour exam.





December 11, 2019

To: Dylan Rodríguez, Chair  
Riverside Division

From: Stefano Vidussi, Chair   
Committee on Educational Policy

Re: Proposed Change to Senate Regulation SR 1.8.1

The Committee on Educational Policy (CEP) reviewed the proposed change to Senate Regulation SR1.8.1 to change the length of exam hours from three to two hours at their November 1, 2019 and December 6, 2019 meetings. The Committee is supportive of reducing the exam time to two hours that would allow for a reading period over the weekend. The Committee recommends that faculty be flexible with students who have more than two exams scheduled in one day so that they are not overburdened by multiple exams on one day. Additionally, the Committee recommends that Banner clearly document the exam time for each course during scheduling so students can plan in advance for exams and potentially avoid having multiple exams in one day.



EXECUTIVE COMMITTEE:  
COLLEGE OF HUMANITIES, ARTS, AND SOCIAL SCIENCES

RIVERSIDE, CALIFORNIA 92521-0132

November 21, 2019

TO: Dylan Rodriguez, Chair  
Academic Senate

FROM: Lucille Chia, Chair  
CHASS Executive Committee

RE: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration

The CHASS Executive Committee discussed the “Proposed Changes to Regulation R1.8.1” at our meeting on Nov. 20, 2019. We strongly recommend that before the Senate votes on this change that, as noted on p. 3 of Associate Provost Baerenklau’s memo of Oct. 7, 2019, this decision “should be informed by broad feedback from our campus and the experiences of other campuses (both UC and non-UC) that may have changed their exam schedules and studied the outcomes. Such a review would ensure that the regulation reflects the current will of the faculty. . .”

Furthermore, the CHASS Executive Committee’s discussion touched on:

1. The wording of the proposed change to Regulation R.1.8.1 be more flexible, since there are valid reasons for some classes to have final exams that are three hours long and that the instructors should have the right to choose the duration of their final exams. We recognize that this will create further complications and more work in scheduling the final exams, but the ultimate consideration should be the pedagogical benefit of the students.
2. One important impetus for the proposed change is to allow for a reading period of a weekend between the last day of classes (Friday) and the first day of final exams, as had been the practice until exams began to be scheduled on the Saturday, 24 hours or less after the last class day. Indeed, our committee’s undergraduate student representative pointed out that rather than the 2 or 3-hour duration of the exams, more students are concerned about the lack of a reading period and that even a two-day weekend is insufficiently brief (a view supported by several faculty members of the committee). This last is a more complicated issue that requires more discussion.
3. Some EC members felt the whole concept of final exams, as institutionalized, should be re-assessed. For some kinds of courses, final exams may neither be necessary nor desirable for the best pedagogy. In fact, a discussion on this seemingly broad issue may actually help to reduce the number of final exams

that need to be administered and thus mitigate the crunch on classroom time and space and other resources needed during exam week.

Lucille Chia, Chair

CHASS Executive Committee

## Cherysa P Cortez

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**From:** Gabrielle Brewer  
**Sent:** Friday, November 22, 2019 2:32 PM  
**To:** Cherysa P Cortez  
**Cc:** Senate  
**Subject:** FW: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration  
**Attachments:** Proposed Regulation Change- Senate Regulation R1.8.1-Final Exam Duration.doc; Final Exam Schedule Undergraduate Student Survey Responses-sample size 53.pdf

Hi Cherysa,

One of the undergraduate students on the Executive Committee did an informal survey with 53 students regarding the final exam duration. The committee would like to include the survey as an addendum to the memo that was earlier today. I've attached both documents.

Thank you,  
Gabby

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**From:** Gabrielle Brewer  
**Sent:** Friday, November 22, 2019 9:52 AM  
**To:** Cherysa P Cortez <cherysa.cortez@ucr.edu>  
**Cc:** Senate <senate@ucr.edu>  
**Subject:** [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration

Hi Cherysa,

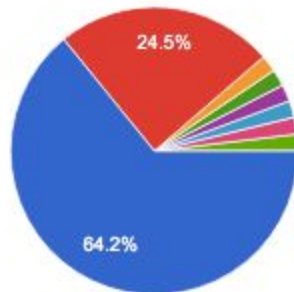
The CHASS Executive Committee reviewed the [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration at the EC meeting. Here is their response. At this point, they are not approving the regulation change. Please let me know if there are any questions.

I hope all is well!!

Thanks,  
Gabby

### Would you like finals to start on Monday (following week 10) and have finals be 2 hours long instead of 3?

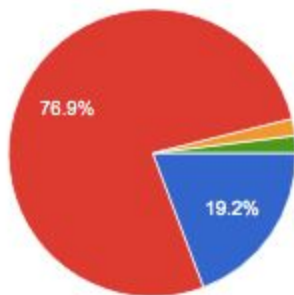
53 responses



- Yes
- No
- I think started on Monday is great but leaving the 3 hours because some...
- Continue as is
- Yes but that's not feasible
- Depends on if professors will adjust to the shorter time frame or keep it the...
- I would like Finals to be the Monday...
- Yes to beginning on Monday. No to...

### Would you like finals to start Saturday of week 10 (what the schedule is now) and continue to have finals for 3 hour periods?

52 responses



- Yes
- No
- Yes, but change it to two hours. So Saturday of week 10 and 2 hours
- I think 3 hrs is long, however I feel like it makes the students feel better knowing that they potentially have that whole time to finish their exam.

Please explain why you chose your answer for the 2 questions above?

It gives students who have a hard time with tests to process the information less time and more pressure.

Because I feel like it is more efficient and it will also allow for the professors to create exams that would be more relevant to the class time.

Starting Monday would give people at least 2 days from the end of classes to be able to study however I think 3 hours makes people feel less stressed especially if you have back to back exams

Professors never really let us use the 3 hours anyway so it wouldn't make that much of a difference. But not having finals the last last day would be better.

Most professors do not use the whole 3 hour time period and make it 2 hours.

It's unnecessary for CHASS majors to have that many hours for finals that require less than two hours to complete. I understand those who need the extra hours. Those who need it should have opportunities to arrange for accommodations. As for midterms, we only get less than an hour and a final/s is no different.

Most times, finals don't need a 3 hour time and they always give a final either really early or really late.

Some classes fully require the 3 hours

I think Saturday is okay, but like there's no way for people to spend the weekend to study for that test. And starting on Monday makes it easier for people to take a test when they are already set to take tests on weekdays.

We need time to study!

I don't usually take the whole 3 hours for the final & I usually finish before the 2 hours unless I'm trying to procrastinate

It would be nice to have the weekend to study and 3 hours is too long

See previous response

3 hours is a perfect length allowing enough time for slower readers or slower writers and does not pressure students to rush through an exam whether written or multiple choice

The additional hour is a comfort to slower students. Having a shorter time with which to complete the exam could lead to worse test anxiety, and thus make people do worse.

I agree with finals starting on Monday following week 10. I don't usually take the full 3 hours; however I know a lot of people that do.

Starting the day after does not give students enough time to study new material learned, can decrease scores on finals due to lack of time.

I want to have time to study for finals and not feel rush.

Starting early is preferable because it helps with getting tests done ASAP, and changing it to 2 hours is common sense because no one takes 3 hours. O

Starting on the Monday following Week 10 would create a far advantage to all students and provide the opportunity to have a minimal amount of time to study before exams officially begin; instead of learning material at the same time.

Depending on the class 3 hours are required, it gives students more time on the exam and it is most likely they'll do better. We already struggle with 40 minutes when taking midterms

I chose 2 hour finals starting Monday of Finals Week because I believe that college finals for undergraduate CHASS courses do NOT need to be 3 hours long, nor should they take over our weekends. In addition, professors can create a shorter exam very easily, but students cannot so easily catch a break.

It honestly depends on how complex the finals are, some may need more than 2 hours to write essay portions of the final. I wouldn't want to have a final on a Saturday. But at the same time, having it the following Monday gives us time on the weekend to study.

Let's students have more time to study

I prefer not to have to commute to school on a Saturday when I normally have to work. I would much rather have my finals during the week rather than beginning on the weekend. I do not mind them being three hours long, however. I believe some people utilize the full three hours and I don't think they need to be reduced. If someone finishes early they can just leave early so I don't think those who need more time should have to suffer.

I would like for finals to start Monday but keep the 3 hours.

It's long enough to where there is not rushing

We already come to school for the whole week, why add weekends too? I want to go home.

We already have a lot to do week 10 and we can't take finals on content we just learned and don't have enough time to conceptualize and many people have plans. However, I would also wanna start early if I was able to end early

By having them start on Monday students that would have the exam on Saturday are given a few more days to prepare which can be the difference between a B and an A. Many students leave before the 3 hour block period, and many professors don't make the exam 3 hours long (except linguistics). Therefore the two hour block is fine as students typically take an hour and a half. I can vouch for this as I personally take 1 and 1/2 on my exams and I am typically one of the last few people to leave (from a room of 200 I'm one of the last 10-15 people to leave )

I feel like Saturday finals are at a disadvantage because it doesn't even give students the weekend to study

Maybe leave it up to the professors to choose how long it should be.

Sometimes you need more time than you might think, yes moving the exams up would help but also allowing students to have time to truly answer the exam

Having it on a Monday would provide students a chance to prepare for finals after completing their normal assignments. A weekend would provide them a chance to take a breather and prep for the final.

It would be better for finals to start on Monday so that students will have the weekend to study for their final. It is very stressful to have a final the day immediately after week 10 ends because students need time to process the material being taught during the final week. As for the length of the final, since students have all finals on Monday instead of Saturday, the duration of the final should remain 3 hours. Having the weekend to study for a final should be enough time to be prepared for a 3 hour final.

Similar to my answer as to how I feel about finals in the Saturday of Week 9, I just think there will be more time to study if finals began on Monday, even if it means not being able to finish finals earlier. As for wanting 2 hours instead of 3, I just think that professors will better be able to make much more efficient final exams rather than dragging the exam out and burning the students out in the meantime.

Basically I will have more time to study without having to feel like I need to skip my sleep so I can study for the final.

Many professors make their exams extra long, meaning two hours sometimes is not long enough to answer everything. I'd rather finals start Monday after week 10 and still have three hours.

The time should be kept to 3 hours however the day we begin finals should be Monday and not Saturday. Again, students who are not good test takers or essay writers may feel pressured to hurry and finish. Some professors also implement shorter times (2 hours) for Finals and some students do not finish on time so keeping the 3 hour option open would be a good option. Concerning the day, the weekend after Week 10 should be reserved for studying and so Finals should begin Monday instead of Saturday. This would give more students the confidence and rest needed to do well in their Finals.

Midterms are not even 2 hrs long, most classes only use 1 30 of the allotted time. It be awesome to destress from everything for 2 days.

I think finals are already stressful enough with 3 hours and sometimes even 3 hours don't seem to be enough time. I can't imagine only having 2 hours for a final.

**Please leave any suggestions you have to overcome this issue! :)**



Let's have a dead week just to study for finals :)) cancel week 10

At least give students the weekend to study new information. Some of us also work on the weekends because we cannot work during the week due to school, therefore gives us less time to study as well. Keep finals 3 hours as some finals are lengthy and take time to gather our thoughts, specially for essay and short answers. 3 hours is a good time to start with.

I think people should schedule the rooms correctly because professors should not believe that the room is occupied during finals week.

This survey is a great way to start! :-)

N/a

Thats everything:)

It may be difficult to transition from beginning finals from Saturday to two days later on a Monday because there are a lot of finals from numerous classes to cover during the period of finals week. Moving finals to begin on Monday would result in a lot of final time being lost that would have been covered during the two day weekend. A lot of class finals are conducted during the immediate weekend after week 10. To compensate for this, it might be possible to end the duration of finals week two day later if it were to also begin two days later. As a result, instead of ending finals week on Friday, it would end on the following Sunday instead. However, that's just my opinion and I'm unsure about everyone's opinion about ending finals later because people do need to go home for break. On the other hand, final times can also start earlier or end early each day from Monday to Friday to balance out the two days that were sacrificed. I hope this helps and that a solution is proposed soon. Good luck with everything!

Maybe make it so that the students have a say on when to have Finals on the first day of lecture?

November 22, 2019

To: Dylan Rodriguez, Chair  
Riverside Division

From: Louis Santiago, Chair, Executive Committee  
College of Natural and Agricultural Science



Re: Final Exam Duration

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The CNAS Executive Committee discussed the possibility of changing the duration of final exams from three, to two hours. Some thought that the shorter qualifying exam duration would lower the quality of education and that it was simply not enough time. Some thought it was fine. Others thought that with the shorter exam time, that there would be more exams per day and potentially a greater possibility of a student having multiple exams on the same day. There was a general feeling that reading days are great. There was also a feeling that there should be some accommodation for students with multiple final exams scheduled on the same day.

Some looked deeper into the issue causing this change, which is, that the university has allowed student enrollment to grow beyond our capacity to conduct all of our academic activities within a normal schedule, and that changing final exam duration is a band-aid, but does not solve the larger problem of poor planning.

Others wondered whether undergraduates had an opportunity to provide input on this and that they should be given the opportunity because it mainly affects them. There was general discussion, but no resolution, on whether moving things back a day or so could alleviate the current scheduling issues.

TO: Dylan Rodriguez, Chair  
Riverside Division

FR: Richard M. Carpiano, Chair  
Executive Committee, School of Public Policy

RE: Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration

Date: November 22, 2019

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The Executive Committee of the School of Public Policy appreciates Associate Provost Ken Baerenklau and the UCR Course Scheduling Committee's efforts to consider options regarding final exam duration and scheduling, as discussed in the proposed regulation change and their helpful (October 7, 2019) memo detailing their rationale and consideration of various alternatives. As detailed in the last page of the memo, it would be optimal—for the benefit of students, faculty, and student services-related administrative staff—at this point to follow the proposed process:

“Several CSC members expressed that, if the Senate decides to take up this issue, the policy decision should be informed by broad feedback from our campus and the experiences of other campuses (both UC and non-UC) that may have changed their exam schedules and studied the outcomes. Such a review would ensure that the regulation reflects the current will of the faculty, informed by the tradeoffs that are described above.”

October 22, 2019

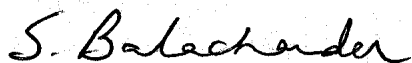
To: Senate

From: School of Business Administration Executive Committee

Re: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration. Distributed for Review: 10/15/19

The School of Business Executive Committee has the following concerns raised by faculty members.

1. While there are good arguments being offered for reducing the final duration to two hours, some faculty members teach large classes with more than 250 students. Because it is a big class, it usually takes about 10-15 minutes to set up for the exam (making sure everyone arrived, distributing the exam with multiple versions and making sure everyone gets the right version, etc.). One faculty member suggested a reduction to 2.5 hours to accommodate large classes that require additional setup time for the exam. Another option might be to institute a process by which instructors or courses can obtain standing exemptions from the 2-hour upper limit and have a different duration ceiling.
2. Some professors may offer a case exam, where a student has to read a business case and answer questions related to it. As some students, particularly international students, may need more time to read the case, a higher cap such as three hours may be warranted in such cases in order to prevent the exam from becoming a test of reading proficiency as opposed to proficiency in the subject matter. Providing the case beforehand for case exams has become a problem, particularly with online cheating resources such as Coursehero. Again, it might be helpful to have a process by which instructors or courses offering case exams can obtain standing exemptions from the 2-hour upper limit and have a different duration ceiling.



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Subramanian "Bala" Balachander  
Chair, School of Business Executive Committee

**From:** Declan F McCole <declan.mccole@ucr.edu>  
**Sent:** Monday, January 27, 2020 1:16 PM  
**To:** Cherysa P Cortez <cherysa.cortez@ucr.edu>  
**Subject:** Re: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration

Cherysa,  
SOM FEC had discussed the Final Exam Duration at our October meeting but the comments obviously must not have been forwarded to you (Andrea was on leave at this time). The pdf with comment boxes is attached but the major comments were mostly seeking clarification on:

1. If exam duration is reduced from 2 hrs to 3 hrs, will exam content be modified accordingly?
2. Why reduce passing time from 30 minutes to 20 minutes?
3. Are students (i.e. students union) being consulted on this especially considering the blow up over the scheduling/reorganization of graduation ceremonies.

Thanks,  
Declan

*Declan F. McCole, Ph.D.*  
*Professor of Biomedical Sciences*

307 School of Medicine Research Building  
University of California, Riverside  
Riverside, CA 92521  
Tel: (951) 827-7785  
E-mail: [declan.mccole@ucr.edu](mailto:declan.mccole@ucr.edu)

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**From:** Cherysa P Cortez <[cherysa.cortez@ucr.edu](mailto:cherysa.cortez@ucr.edu)>  
**Sent:** Friday, October 18, 2019 11:41 AM  
**To:** Teresa Buchanan <[Teresa.Buchanan@medsch.ucr.edu](mailto:Teresa.Buchanan@medsch.ucr.edu)>  
**Cc:** Declan F McCole <[declan.mccole@ucr.edu](mailto:declan.mccole@ucr.edu)>; Andrea Morales <[Andrea.Morales@medsch.ucr.edu](mailto:Andrea.Morales@medsch.ucr.edu)>  
**Subject:** FW: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration

Dear Teresa,  
Here is an item for SOM FEC originally routed for review 10/15/19.  
Best,

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**Cherysa Cortez**

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January 24, 2020

TO: Dylan Rodriguez, Chair  
Academic Senate

FROM: Philip Brisk, Chair  
BCOE Executive Committee

RE: [Campus Review] Proposed Regulation Change: Senate Regulation R1.8.1-Final Exam Duration

The BCOE Executive Committee discussed the “Proposed Changes to Regulation R1.8.1” at our meeting on January 24, 2019.

The Committee is uniformly supportive in our belief that students would benefit from an extra reading day prior to the start of final examinations.

The Committee had mixed opinions on whether or not a switch from 3 hour final examinations to 2 hour final examinations would be detrimental to the student experience. One Committee member opined that any experienced instructor should be able to write a good quality final examination, regardless of the duration. Another Committee member opined that shortening the final examination would increase the difficulty in writing an examination that adequately covered all course topics, and would instead assess student knowledge of a more limited range of topics. A third Committee member opined that a short exam, presumably with fewer problems, would increase the negative impact of small-to-medium scale mistakes on the overall exam score. If a shortened final examination period would be considered, the Committee agreed that a switch to 2.5 hour final examinations would be preferable to 2 hour final examinations.

The Student Representative opined that taking more than two final examinations in a single day is detrimental to students, regardless of the examination length; the other Committee members concurred. The Student Representative noted that the current system, in which students are expected to plan out their final exam when signing up for classes is not ideal, due to limited availability of courses, especially in upper division. This led to a side discussion, independent from this proposal, about potential policies that could ensure that students would never be required to take more than two final exams in one day. While no Committee members questioned the benefits of such a policy, there was concern about how to implement it; in particular, there was concern about any policy that could compel a faculty member to arrange to proctor multiple final examinations for a single class. Moreover, any faculty member who was serious about enforcing academic honesty would need to write multiple exams, which would take time away from research and service activities. This remains an open issue regardless of whether or not the duration of final examinations will be shortened, and while the Committee recognizes its importance to students, no workable solution was put forward.

Philip Brisk, Chair  
BCOE Executive Committee

**From:** [Philip Brisk](#)  
**To:** [dylan.rodriquez@ucr.edu](mailto:dylan.rodriquez@ucr.edu); [Cherysa P Cortez](#)  
**Subject:** Fwd: BCOE Executive Committee - Reducing final exam time  
**Date:** Monday, January 27, 2020 8:34:30 AM  
**Attachments:** [Reducing final exam time.pdf](#)

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Dear Dylan and Cherysa,

Maggy is the BCOE Executive Committee's Student Representative. If possible, I would like to add her comments regarding the reduction of final exam time to the official Senate record.

Would it be necessary or appropriate for me to put this on letterhead?

Sincerely,

Philip

----- Forwarded Message -----

**Subject:**BCOE Executive Committee - Reducing final exam time  
**Date:**Mon, 27 Jan 2020 02:18:03 -0800  
**From:**Maggy Harake <[mhara004@ucr.edu](mailto:mhara004@ucr.edu)>  
**To:**Philip Brisk <[philip@cs.ucr.edu](mailto:philip@cs.ucr.edu)>

Hello Dr. Brisk,

I have attached a pdf with my opinion (and support) of reducing the final exam time period from 3 to 2.5 hours. I hope this helps in supporting some further discussion about the matter.

Please let me know if there is anything else I can provide.

Thank you,  
Maggy Harake



## Reducing final exam time

To whom it may concern,

My name is Maggy, a 4th year Chemical Engineering undergraduate. I am the 2019-2020 student representative on the BCOE Executive committee. In addition to this, I am a Student Engagement Ambassador with the Office of Undergraduate Education and a University Advancement Ambassador.

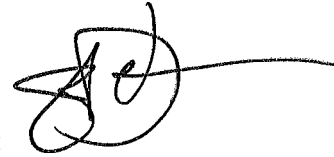
I am writing to you in response and support of the proposal to reduce the final exam time from 3 hours to 2.5 hours in order to avoid Saturday finals. I have been in several situations where the entire 3 hours is not used, had some of my professors decide to make their finals 1 hour, give no final, or give it during week 10. This leaves students who need to travel far distances to see and be with their families in a delay. With shorter exam times, students may have the added advantage of having their finals spread throughout the week rather than stacked. Consequently, because of the way finals are scheduled, it may be possible for a student to have all their finals in one day -- something that should be avoided at all costs. Students are not in class on Saturdays so taking exams on Saturday does not make sense. Students typically use their weekends to de-stress and prepare for the following week but having Saturday finals add more stress and anxiety to an already fast-paced 10-week quarter. Having a guaranteed reading period for each student will have its benefits, as I know I will be using that to review and practice. If there is a way for the university to schedule and accommodate students and professors by reducing the exam period to 2.5 hours, I am in full support.

I would be happy to discuss this in further detail!

Thank you for your time,  
Maggy Harake

**To: Course Scheduling Committee**

**From: Jason Weems, Chair, History of Art Department**



**Re: Pre-assignment Agreement for Watkins 1000—AHS 023 (Spring 2020) and Future Large AHS Courses**

Background: The teaching of Art History courses has specialized classroom technological requirements. At the center of all art history courses is the detailed analysis and interpretation of visual objects (artworks). This teaching practice requires classroom projection technology that includes large projection screens and enhanced, high end projectors. Such equipment is expensive, of course, and thus is not available in a majority of classrooms. **At present, the university has equipped only three classrooms in configurations that meet Art History's unique requirements.** One of these is a small seminar room (Arts 333), the second is a 75-seat medium classroom (Arts 335), and the third is a 150-seat large lecture hall (Watkins 1000). **As a 150-student, two TA course, the only suitable classroom for AHS 023 (and all other large Art History courses) is Watkins 1000.**

In recent years, Art History has answered the call from CHASS and UCR to increase the number of available seats for undergraduates, especially in relation to general education requirements. Last year CHASS granted us additional TAs in order to expand our lower division general education serving courses. This led the addition of a new 75-student course, and expansion of AHS 023 from 75 to 150 students. This is the most effective way for us to utilize faculty time (in this case one senior faculty in charge of a larger course). **To put it bluntly, we will not be able to fulfill our purpose of providing more seats if we cannot gain priority status in relation to Watkins 1000.** This would be a shame, as there is heavy demand for our courses. Even with the expansion of offerings this year, all of our lower division courses in Fall and Winter have been enrolled to capacity at the start of each term. We full anticipate the same in Spring, and ongoing.

Pedagogically speaking, our need for these technologically enhanced classrooms is non-negotiable. Our Dean recognizes this and in the past year has committed significant funds to technological updates to Arts 333 and 335. Still, Watkins 1000 is the only large scale classroom that provides the oversized viewing screen and high quality digital projector that we require. To draw an analogy, one would not enroll students in a microbiology course and then assign them to a lab equipped only with hand held magnifying glasses. It equally unworkable to ask art history students to learn from undersized, fuzzy images that cannot in any way convey the necessary information, let alone enable students to undertake analysis and interpretation at a high level.

Options Considered: Given the non-negotiate requirements of our pedagogy in relation to technology and the extremely limited number of appropriately equipped classrooms, there really are no other options. I can personally give two examples of instances where compromises were made—with disastrous results. In 2017 through a scheduling error one of my medium sized classes (a 75 student CHFY course) was assigned to an

underequipped general classroom. Due to the small screen size and low quality projector (not to mention inadequately shaded windows!) the students literally could not see what I was talking about during in-class analysis of artworks. By the second week of instruction, students had abandoned the desks and were sitting on the floor directly in front of the screen. Even then, the quality of the projector precluded effective teaching. Moreover, the small screen size made it impossible to perform comparative analysis of two artworks projected side by side, which is essential to our teaching. A second example is from further back, when I attempted to teach a 150-student course in the movie theater spaces in the shopping center. While the screens were well sized, the projectors in the room were of such poor quality that all of my images appeared fuzzy and indistinct. The class suffered for it, and the result was the most frustrating course experience I've had in my 12 years at UCR.

Another option, of course, would be to equip additional large classrooms with equipment that meets our pedagogical requirements. We have petitioned for this in relation to the new student building currently under construction.

The Request: Given our technological needs and the extremely limited number of classrooms that meet them, Art History must be given priority in those classrooms equipped for our needs. Of these, the seminar room Arts 333 is under department control and meets our need for small classes. AHS 335 is a CHASS controlled room and the Dean has understood the need to prioritize Art History in relation to it. It meets our need for medium classes. **Watkins 1000 is the only large classroom equipped to accommodate our pedagogical needs. It is also the only General Assignment room we use. We need priority access to it to complete our pedagogical mission.**

Chair Approval: In addition to being the instructor of AHS 023, I am also the Chair of the History of Art. It goes without saying that I understand the need for prioritizing access to Watkins 1000 not only for AHS 023, but also for all similarly sized AHS courses. This is a necessity for us.

Thank you for your time and consideration of this important matter.



Department of the History of Art  
**Professor Dr. Jeanette Kohl**  
900 University Ave., Arts Building  
Riverside, CA 92521  
Tel. 1-951-827-5919  
[jkohl@ucr.edu](mailto:jkohl@ucr.edu)

To:  
**Course Scheduling Committee**

From:  
**Jeanette Kohl**  
**Acting Director of the Center for Ideas and Society**  
**Former Chair of the History of Art Department (2015-2018)**

Re:  
**Pre-assignment Agreement for Watkins 1000 for larger AHS courses**  
**Endorsement of Chair's letter**

With this letter I fully and enthusiastically endorse Jason Weems's letter in the matter of **giving priority to all 150-seat lower-division courses in Art History for scheduling in Watkins 1000**. I was chair of the Art History Department from 2015 to 2018, and I am keenly aware of the vital importance of Watkins 1000 for our scheduling and the success of our teaching. Over the past decade, I have regularly taught AHS 017B (Art of the Medieval and Renaissance periods) in Watkins 1000.

As Weems rightly emphasizes, our discipline is in a particular situation within the College in that the success of its classes depends on specialized classroom technology. Teaching the history of art and the quality of our teaching both depend largely on the quality of the technology available to us and our students. While we can teach most of our other courses in the specially equipped room 335 in the Arts Building, we completely depend on the availability of Watkins 1000 for our lower division teaching, in particular the AHS 017 series, AHS 023, and other courses with more than 75 students. Our courses enroll strongly, the 017-series is always at limit, and we have just expanded our 023 course, which Weems is teaching, to become an important leg in serving the college's disproportionately growing undergraduate population.

Watkins 1000 is vital for us: I would go as far as to say that we cannot teach our large survey courses – all of them based on the discussion of works of art, hence in need of large-screen equipment – in any other classroom open to CHASS courses. I know from experience, just as Weems describes it in his letter, that insufficient classroom equipment can lead to disastrous results, both for the student experience and for the quality of our teaching (and, in consequence, the student evaluations). I have taught in larger classrooms in Olmsted, Watkins Hall, and in the Interdisciplinary Building before, and I can assure you that none of them provided a satisfactory classroom experience. The screens were too small, the rooms could not be dimmed down to dark (an absolute must for some parts of our presentations and the students' learning to look), a full view of the screens was obstructed because there was no incline in the seat rows etc.

Let me reiterate that many of our undergraduate students have never been to a museum and/or have never been confronted with works of art before they take a class at UCR. It is our department's mission to educate them on a level that they deserve. To spoil a first experience with art by providing insufficiently equipped rooms is a crime against our undergraduate population. It is quite simple: We want to bring the arts closer to them, and for that we need the proper rooms.

I urge you to consider our request. The department of the History of Art, for all the reasons mentioned above and in particular for the benefit of our students, must be guaranteed priority in scheduling Watkins 1000.

Thank you for your time and consideration.

Please do not hesitate to be in touch if you would like to discuss the matter in person.

Sincerely

A handwritten signature in blue ink, appearing to read "Kohl". The signature is fluid and cursive, with a large initial "K" and a long horizontal stroke at the end.

Jeanette Kohl



## DEPARTMENT OF THE HISTORY OF ART

To: UCR Course Scheduling Committee

From: History of Art Department, Jason Weems (Chair)

Re: Art History Exception for Watkins 1000—Request for Further Information

In follow up to our exception request concerning Watkins 1000, the History of Art Department has been asked to provide additional background and information regarding its reliance upon and longstanding “special” relationship to that classroom. We will address our need on a point-by-point basis, beginning with classroom equipment requirements and concluding with course/curricular impact. This document complements the current primary exception request from the current department chair (Weems) and the additional statement of support from the immediate past chair (Kohl).

Please note that our research on this issue is ongoing and we are happy to work with the committee in all ways to ensure that the needs of our students and curriculum are satisfied. We appreciate the difficult decisions the committee must address. We do not make this request lightly.

### **1. Equipment Requirements for Art History Instruction**

Art history instruction is predicated on the exacting display and discussion of visual evidence (artworks) in high quality format. In every art history class, instructors discuss projected images in acute detail in order to provide cultural information and model methods of visual interpretation through the analysis of individual arts or the comparison of two or more works displayed side by side. Quality imagery is vital to this project, which has as its basic goal the training of students in high-level visual analysis. This training is relevant not only to art history, but all subjects where the detailed evaluation of visual evidence is central—from the arts and humanities to engineering and the sciences.

This required visual quality is achieved through five considerations:

1. Quality of the material being projected
2. Quality of the projector
3. Size and quality of the display surface
4. Quality of software, hardware, transmitters, and physical connections (cables) between components

## 5. Lighting Environment

—Art History addresses #1 by maintaining a departmental Visual Resources Collection (VRC) with a specialized staff to ensure that the latest, high-resolution photography of course material is made available to faculty for teaching purposes with the expressed goal of continually improving the classroom experience. A VRC is common to virtually every art history program nationwide.

—#2 is dependent upon specialized equipment for the room. In 2020, the standard requirements for teaching in art history rely on high definition projectors that offer a minimum native resolution of 1920 x 1200 enhanced for 4K technologies. In national surveys of peer level institutions conducted by the department in 2017 and 2020, 92.5% of respondents were currently teaching with HD projectors (see attachment).

—#3 is classroom dependent. Expanded screen size and Projection surface are key components in the delivery of quality images. Without a superior surface on to which to project classroom images, the value of high-resolution imagery and high definition projection is nullified. Without expanded size the capability to project in sufficient scale to make detail visible is lost, and comparison of multiple images becomes next to impossible.

—#4 is classroom dependent. To complete the “quality loop” from computer to screen requires HDMI connectivity. Ideally, all software supports HD, with hardware supporting HDMI including 1080p for video, with all cables and hard-wiring supporting HDMI. This “closed-loop” configuration creates an environment that fully supports superior quality display and differs from other configurations on campus where lack of HDMI connectivity hampers projection quality.

—#5 is classroom dependent. High quality projection requires fine control of room dimming, which means A) no external light sources [windowless or heavy duty shades yielding full control of ambient light] and B) multiple banks of independently dimmable interior lights that allow for a darkened screen but lighted seating for note taking. Control of lights immediately above the screen is tantamount.

## 2. Art History Compatible Classrooms at UCR

For as long as can be remembered, the campus has worked to support Art History teaching requirements (Art History was a founding discipline at UCR). Historically, this meant the availability of large screens, side-by-side slide projectors, and controlled lighting. Because of these requirements, only three classrooms were outfitted for **Art History, Arts 333 (seminar room), Arts 335 (seminar classroom) and of course Watkins 1000**. Though records are scarce from this early period, our longest serving faculty member (Distinguished Professor Conrad Rudolph) states that Watkins 1000 was always maintained in specific relationship to Art History requirements. This is why it has an oversized high quality screen. It also once featured dual slide projectors with a specialized control system (now removed) and until 2012 a highly effective multiple dimming system. The latter quit functioning around 2012 and inadequately replaced in a cost saving move. Art History protested, and continues to advocate for a full repair.

Beginning in the early 2000s, slides were phased out in favor of digital projection. Faculty believe that in the Watkins 1000 initial replacement a higher quality projector was put in place. We have consistently requested that this upgraded quality be maintained in all of our teaching spaces (sometimes with success). In 2016 our undergraduate program external review rated our classroom technology as inadequate. Since then, the department has aggressively pursued technology updates in all classrooms. With substantial investment of Department resources and CHASS funding, Arts 333 was upgraded in Spring 2019. Arts 335 received a partial upgrade over winter break 2019-20. Our intention is to pursue similar upgrades for Watkins 1000 in 2020. This remains our plan, as Watkins 1000 is the only large classroom that can feasibly be equipped to meet our pedagogical needs.

### **3. Art History's Specific Relationship to Watkins 1000**

The History of Art Department was housed in Watkins Hall from its inception to the construction of the Arts Building. Based on this and the longstanding configuration of the room, is our contention that Watkins 1000 has always had been directly purposed to meet art history teaching requirements. The oversized screen and now defunct lighting seem to bear this out. Moreover, department faculty have continuously attended to the room's condition and functionality over the years. Rudolph reports, for example, that it was at his instigation that a more advanced podium was installed some years ago.

One response to our exception request is that the current projector in the room does not differ substantially from other general assignment equipment. This may be true and it is unfortunate. Yet, the room remains the only workable option for us because that inadequacy (projector) is compensated for by the larger, better screen and the lighting capabilities of the room (also diminished, as noted above). These two factors keep the room in place as the best and indeed only large classroom for Art History needs. Again, we would cite the examples of significant equipment-related issues we have encountered in other general assignment classrooms, as cited by Weems and Kohl.

### **4. Classroom Size and the Incompatibility of Other Rooms**

Art History has long taught 150-student (2 TA) courses in Watkins 1000 and the room seems to have been equipped specifically for this. Formerly, the only classes we offered at this size were our lower division AHS 17A, 17B, and 17C History of Western art series. These classes always enroll to capacity, suggesting both the desire among students for the material and also the central roll of the courses in fulfilling the Arts GE requirement. Due to classroom equipment needs, however, we teach the majority of our lower division courses at the 75-student level in Arts 335. As student numbers expand, the Department has answered the call to create more enrollment opportunities for students. Since we don't have the faculty to offer numerous 75-student classes, we need to expand our offerings at the 150-student level.



We understand that there are only two classrooms of that size on campus. Watkins 1000 currently works for us, though it should be upgraded. The other, UVTHEA 8, has sufficient seats and a larger screen. That screen, however, is of inadequate quality. Motion picture screens are made of a significantly different material and cannot capture the acuity required for our images. It is noteworthy that Arts 335, which doubles as a film screening room in fact has two screens: one for still images and another for movies. Other, somewhat smaller rooms in the general assignment pool are wholly unequipped for our teaching (lacking large screens and controlled lighting, in addition to inadequate projectors). As for still larger classrooms, it is impossible for us to expand classes beyond two TAs. Even if we could, the immense size and long sightlines of large classrooms would again make their optics unsuitable for our teaching requirements. Students need to be able to see our visual materials in sufficiently high quality. Currently, that can only happen at the large class level in Watkins 1000.

### **5. Art History Classes Impacted/Exceptions Sought**

Art History offers an array of lower division courses that attract students and satisfy GE requirements. While we can envision the possibility of offering all of them at a higher enrollment level, that is not our present goal. **AHS 17A, 17B, and 17C** are already taught at the 150-student level. Our enrollment data suggests that three additional courses: **AHS 023** (Introduction to American Art), **AHS 028** (Introduction to Latin American Art), and **AHS 008** (Modern Western Visual Culture) are best situated for expansion. At present, AHS 17A, 17B, 17C and 23 are the most pressing.

It should be noted that the CHASS Dean's office actively supports of our plan to expand our 150-student lower division offering and has provided us additional TAs to do so.

Attached Document:

1. Results of 2017 and 2020 Surveys on Art History Projection Technology (projectors only) Surveys conducted by the UCR History of Art VRC.

Results of 2017 Survey				
Unidentified Institution #1	Unidentified Respondant #1	NEC PA653UL	4K- UHD	
Unidentified Institution #1	Unidentified Respondant #1	Canon Realis	HD	1920 x 1200
Ohio State	Chris Strasburgh	Sony Laser Projectors	HD	
Unidentified Institution #2	Unidentified Respondant #2	Laser Projectors	4K- UHD	
University of Chicago	Briget Madden	Laser Projectors: Panasonic RZ-570	HD	Native WUXGA (1920 x 1200)
Williams College	Linda Reynolds	Laser Projectors: Panasonic RZ-570	HD	Native WUXGA (1920 x 1200)
University of Denver	Heather Seneff	Laser Projectors: Panasonic DZ-570-L	HD	1920 x 1200
Vanderbilt University	Chris Strasburgh (formerly)	Sony Laser Projectors	HD	
UNC - Greensboro	Teresa Transou	Panasonic PT-RZ570W	HD	Native WUXGA (1920 x 1200)

Results for 2020 Survey - Results and all anonymous

Response #1		Small seminar room - Canon realis. Larger but still small classroom (lecture shape) just got a huge NEC, even tho the realis was working fine for us. No one asked us. Apparently this is some college standard apparatus. (There are also small classrooms with multiple screens here, but they are not used for Art History.)	HD	
Response #2		Epson Pro L1100U Laser projectors (3	HD	WUXGA (1920 x 1200) with 4K Enhancement
Response #3		Varies, bought in different years under different budgets		
Response #4		All Epson projectors (about 10 different models). Ceiling		
Response #5		Panasonic PT-RZ970 WUXGA Laser Projector	HD	WUXGA (1920 x 1200)
Response #6		2x Christie LWU6011	HD	WUXGA (1920 x 1200) - similar model- 530
Response #6		4x DWU850-GS	HD	WUXGA, 1DLP laser projector
Response #6		Christie Boxer 4K30	HD	native 4K (4096 x 2160) 3DLP projector
Response #7		Data/video projector, with screen 1024x768 XGA - brand not given.		
Response #8		Large Lecture hall Epson Pro L1500UH, other models in smaller	HD	WUXGA (1920 x 1200) w/ 4K Enhancement Technology
Reponse #9		NEC 1150 getting a new projector tomorrow don't know the brand.	HD	4K Technology
Reponse #10		Typically epson projectors (not sure of the model)		
Reponse #11		Epson Power Lite L610U (all our classrooms are small)	HD	WUXGA resolution (1920 x 1200); Full HD 1080p support
Reponse #12		Canon Realis WUX6010-6000 Lumens	HD	WUXGA (1920 x 1200)
Reponse #13		Canon Realis WUX6600Z	HD	Native WUXGA (1920 x 1200)
Reponse #14		Panasonic RZ 570 WUXGA	HD	Native WUXGA (1920 x 1200)
Reponse #15	UCR Art History	Canon WUX 4000 with all HDMI connections	HD	WUXGA (1920 x 1200)
Reponse #16		Epson Pro G7650	HD	Native WUXGA (1920 x 1200)