February 5, 2020

To: Ken Baerenklau, Associate Provost

From: Dylan Rodríguez, Chair
Riverside Division

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 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.
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.
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

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

(leave blank)

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

53 responses

- Yes: 64.2%
- No: 24.5%
- I think starting on Monday is great but leaving the 3 hours because some...
- Continue as is: 5.6%
- Yes but that's not feasible: 1.9%
- Depends on if professors will adjust to the shorter timeframe 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: 76.9%
- No: 19.2%
- 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 of 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.

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 dont 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 alloted 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! :-}
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

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

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.

Subramanian “Bala” Balachander
Chair, School of Business Executive Committee
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 form 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

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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
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>
To: Philip Brisk <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