The University Senate Ad Hoc Committee on Semesters adopted the following principles to describe the qualities of both the product (a newly adopted semester calendar) and the process of making the transition (the implementation). For the full report see:

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

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

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

11. The conversion of academic programs should be carefully coordinated to preserve the integrity of programs, especially those with an interdisciplinary focus and involving the intellectual resources of more than one department.
12. The impact of the conversion to semesters on students should not disrupt the academic progress toward degrees.
13. Provisions should be made to minimize complications created in the transition year by providing for additional and intensive student advising that accommodates the transition with a liberal treatment of exceptions, course substitutions, and other requirements.
14. Non-instructional staff will not be expected to increase their workload or time commitments during the transition process.
15. It is recommended that each department select an individual who will be compensated to serve as the coordinator for the redesign of courses, majors, minors and related programs.
16. Special attention should be given to concerns of regional campus faculty as drafted by representatives of the Regional Campuses and approved by all four regional campus faculty assemblies.