

Question	Response	Number
01. If you currently teach 4 credit classes do you prefer:		
	110Min_2DaysWeek	10
	50Min_4DaysWeek	8
	75Min_3DaysWeek	19
	Avg	0.00
	Number	37
02. If you currently teach 3 credit classes do you prefer:		
	50Min_3DaysWeek	25
	75Min_2DaysWeek	34
	Avg	0.00
	Number	59
07. It is important to have one one-hour time open per week in the daily schedule for scheduling meetings.		
	1 Strongly_Agree	26
	2 Agree	17
	3 Neutral	10
	4 Disagree	6
	5 Strongly_Disagree	6
	Avg	2.22
	Number	65
08. It is important to have more than one one-hour time open per week in the daily schedule for scheduling meetings.		
	1 Strongly_Agree	12
	2 Agree	10
	3 Neutral	16
	4 Disagree	12
	5 Strongly_Disagree	14
	Avg	3.09
	Number	64
09. I would like to see options in the daily schedul for scheduling three credit classes on MW (currently the only two-		
	1 Strongly_Agree	30
	2 Agree	22
	3 Neutral	5
	4 Disagree	5
	5 Strongly_Disagree	3
	Avg	1.91
	Number	65

Question	Response	Number
10. The overlap of class times allowed in the current class schedule is a problem.		
	1 Strongly_Agree	20
	2 Agree	19
	3 Neutral	15
	4 Disagree	9
	5 Strongly_Disagree	1
	Avg	2.25
	Number	64
11. Start classes on the half-hour, rather than the hour would be useful.		
	1 Strongly_Agree	4
	2 Agree	7
	3 Neutral	42
	4 Disagree	7
	5 Strongly_Disagree	5
	Avg	3.03
	Number	65

3 Describe any time blocks you need to schedule for coursework that do not fit into

lab classes. 3 hour blocks 1 day a week.

I've long thought there should be a time slot for 4-credit courses from 8:40-9:50 MWF instead of the current one that runs into the 10:00 hour for just 10 minutes.

Evening classes are OK for one large block, one meeting per week. Three credit classes are fine in either 3 50 minute blocks or 2 75 minute blocks.

NO

3 credit courses-evenings 1 day /week for 3 hours.

Item 2 is a forced choice - I have some classes which fit well with two days a week while I have others that work better with a three day a week schedule. The forced choice in item two distorts the accuracy of the survey.

The four credit courses in sciences need to meet three times a week (lecture) and once a week for lab. The Lab times should be as flexible as possible, because we often cannot have more than about 25 in a lab, forcing us to have multiple sections of the lab.

I don't have a problem with either of these time blocks.

For question # 2 both time options are fine. In the HPE Department we have activity courses (1/2 of the semester that are an hour and 40 minutes which do not fit the time frames listed.

Two credit courses (non-evenings) are a major problem.

Senior-level elementary education students take courses in special time blocks that allow them to also complete two required practica experiences in elementary school settings. Courses are taken MH and TF, with each course meeting approximately 170 minutes per meeting. This allows students time to complete a Wednesday afternoon practicum over the course of five weeks, as well as a 3 week practicum that occurs MTWHF all day.

4 credit courses that consist of 3 hr lecture and 1 hr lab, where lab is scheduled for 3 hrs once/week.

It would be nice to have flexibility in teaching these labs outside of the MWF 8-11, 11-2, 2-5 and TH times.

We use class times that run t/h 2-4:45
we use mw 4-5:30
also sometimes extend one day to facilitate class lab work

2-credit undergrad course--twice per week, 50 minutes (MW or TH)
2-credit grad course--once a week, 100 minutes (evening)

Nursing teaches lab sections that are between 2 and 4 hours in length at the local health care facilities.

I teach two credit graduate classes that meet one time per week for 100 minutes.

More time slots available for MW courses, especially between 12:00-4:00

course meeting once per week, 3 credits, 2 1/2 hours

... Just want to add to #2 above: it really depends on the subject matter and its structuring over the course of the semester - so, two 75-minute meetings would work under certain circumstances, while three 50-minute meetings would be perfect for other syllabus-circumstances.

As for other time-blocks, evening-classes for 3-credits to meet once a week from 5:30 p.m., or 6:00 p.m. ... Why has it always been 6:30 p.m.?

3 Describe any time blocks you need to schedule for coursework that do not fit into

I currently teach two 4 credit classes, one of which meets 2 days a week for 100 minutes, not 110 minutes as stated in #1, above. The other meets one day a week for 100 minutes (not 110), and students spend a significant amount of time outside of class in an internship.

My preference of scheduling depends on the course content. When I am doing a "lab" (teacher methods) the 75 minute sessions work better. For math straight lecture the 50 minute sessions work better.

When four credit courses are scheduled during 4 50 minute meeting times, you can take up three regular course slots. That is a scheduling nightmare for students and we are a small institution with limited offerings. Schedule the class during the normal 3 credit times with a hour lab/lecture during a regular 3 credit time. At least, only 2 slots are taken and not three.

The content that I teach best lends itself to 150 minutes one time per week. This allows for several things:

1. A sustained period of time for students to engage not only in hearing new information but for exploring the new information and / or accompanying skills.
2. A sustained period of time prepares students for the workforce(in teacher education) where they are expected to attend and focus on their class, teaching, and any number of other tasks, for long periods of time.
3. A sustained period of time reduces the amount of time spent on mundane things like attendance, handing in papers, etc.
4. A sustained period of time allows me to address content indepth. The 50 minute hour is so short that I just get into the content and the time is up!

Another time block that is useful, for working professionals especially, is an evening and all-day Saturday format, meeting fewer times during the semester. For example, Friday eveing (6-9 pm) and All day Saturday (8am - 5 pm) four or five times per semester.

Another type of time block that would be useful would be longer but less frequent and used in conjunction with online delivery (hybrid). These in-person time blocks would allow for such things as demonstrations by the instructor (teaching) as well as by students (practice and evaluation). These might be 3-4 hours in length.

I believe flexibility is needed in order to respond thoughtfully to both the content and pedagogy of effective teaching, and to student / candidate needs.

The reason that I have chosen the options with the least number of days per week is because of the nontraditional students. Many of my students travel significant distances to attend classes. And sometimes the class that I teach may be the only one they are taking in the semester. For that reason they prefer to come to campus as few days as possible.

While it would probably be best for face to face classes to teach them five days a week, (or at least the four days a week for 4 credit classes) this realistically does not fit the schedule of the modern student.

Three hour labs, 70 minute labs, some 2 credit courses

I have labs that meet once a week for two hours.

4 What time would you prefer to see evening classes start?

- 6:00 _____
- 6:00pm _____
- 5 _____
- 6:30 _____
- 4 p.m. _____
- 7:00 _____
- anything starting after 5:00pm (but I really don't care) _____
- 6:00 p.m. _____
- 6:00 or 7:00 - no pref. _____
- 4:30 pm _____
- 6:00 _____
- 5:30 _____
- 5 pm _____
- 5:00 _____
- 5:00 _____
- 6:00 pm _____
- 6 _____
- 6pm _____
- 4:30 p.m. _____
- no preference _____
- as early as possible _____
- 4pm _____
- 5:30 _____
- 4:00 _____
- 6 _____
- 6:30 _____
- 6:00 _____
- 6:00 P.M. _____

4 What time would you prefer to see evening classes start?

- irrelevant to me _____
- 5:30 pm _____
- 6pm _____
- 6:00 _____
- 6:30 _____
- 6 _____
- 6:30 _____
- 7 _____
- 6:00 _____
- 4:30 p.m. _____
- 5:00 _____
- 6:30 _____
- 6p.m. _____
- n/a _____
- 5:30 _____
- 5pm _____
- Sat at 9-12 _____
- 5:30 _____
- 5:00 _____
- As early as 4:00pm, but no set time. This depends on the needs of students, especially graduate students who may work full-time and need to commute to campus. _____
- 6 pm _____
- 5:30 or 6:00 pm _____
- 5:00pm _____

5 What problems do you see, or what concerns do you have, about the current daily

There is no time allowed for meetings

My class this semester was scheduled T,Th from 10:30-11:45. I found out after the last class there is a final conflict with other class. I checked with my final schedule before the semester. I appreciate if the University coordinate the class schedule and final exam schedule without any conflict with others.

There should be more options for 4 credit classes that are offered 2 days a week. Currently, these courses cannot begin until the afternoon. I think we should be able to offer these in the morning if desired. Also, 3 credit classes should have a 2 day a week option available on MW (see #6, below).

none, it fits general needs well and has been flexible to fit specialized circumstances too.

I prefer 75 minute segments as it allows me to more fully develop an issue and engage students more completely in each individual class. Students do not always carryover material very well between classes. Carrying over material can lead to inefficiencies as some things need to get rehashed and reviewed from the last class. With the present scheduling system, MW slots are available at 75 minutes only after 2:00. Students prefer earlier times and I would like to be able to give them earlier times on MW with 75 minute segments.

You need a mix of one, two and three day classes and I suppose four days a week for the 4 credit courses. I think the university ought to stick with three credit courses - four day a week classes worked well under the quarter system but create scheduling problems under the semester system. May be four credit courses ought to be evening only courses.

Item nine below is incorrect. There are some three credit, two day a week, classes scheduled on M-W now and we've used MW from 3:00-4:15 p.m. since converting to semesters.

4 credit classes should be eliminated from the curriculum.

Too many students avoid classes on Friday.

The only problem I have with the 50 minute period is that it is sometimes a bit short for exams.

See 3 above

Also, faculty should not be allowed to schedule MW 75 minute classes as this takes up 2 slots. Teach during the normal 3 credit slot on MWF or TH; If a college is going to use Friday afternoon to schedule meetings, then this model should be used campus wide and not just one area. Once again, this becomes a scheduling problem for students and limits available courses during the semester.

Inefficient classroom usage and partly-overlapping classes caused by 4-credit classes. They should be banned.

One problem I have had has been tricollege students. If we did start on the half hours, that MIGHT make it easier for tricollege students to leave class when it ends here, get to their vehicle, drive there, park, and get to class, which they can't do in 10 min. Or vice versa. ON the other hand, that is a pretty small minority to cater to- but an essential one in my dept.

Students have stopped showing up for Friday afternoon classes. In our department, we find that MWF afternoon classes are very slow to fill with students, but the same teacher teaching the same course on MWF morning will fill up. So it is clear the students are avoiding the Friday afternoon and not the instructor or course.

Students don't sign up for the early classes (i.e. 8:00 AM) I think more students should take classes earlier.

5 What problems do you see, or what concerns do you have, about the current daily

Faculty who have been at the university for some time sometimes feel uncomfortable changing what they have always done, to the point of being rigid.

Students in M-W-F classes sometimes skip Monday class and often skip Friday class. This means I must review extensively so they are not lost -- if they are "lost" then the success of the instruction I have planned is dramatically reduced. If I review extensively those students who do attend regularly are annoyed and feel the class is moving too slowly. I find students are much less likely to miss class if it is one time per week.

Some people who do scheduling think that it is necessary to use all possible traditional time-slots during the week but balk at different possibilities. For example, I have been told it is problematic to teach course "A" on Tuesday 12:30 - 3:15 and course "B" on Thursday 12:30 - 3:15 even though there is no disruption in room scheduling (both would be in the same room). I have been told it is problematic to teach course a course on M and W from 12:30 - 1:45 because we don't do 2xper week classes on Mondays and Wednesdays...even if it is a better format for the course content and/or more responsive to student needs and learning.

Finally, I don't like being asked to teach until, say 9pm on a Wednesday, and expected to teach an 8am class on Thursday... The current scheduling practices allow for this to happen.

None really, since I've always managed to balance my courses over the 5 days.

Too many start times, no enforcement of rules concerning start times, too much overlap between courses.

4-credit classes inevitably fill up 2 time slots, esp. if offered 4 x per week. Maybe there should be a time of day set aside for the 4th hour of a 4-credit class? E.g. 4 - 5 pm TH. So a course might meet MWF at 11 and H at 4, and another might meet MWF at 9 and T at 4. Maybe not ideal for the instructor, but better for students in terms of ability to pack things in.

One other problem is courses that meet on one schedule for part of the semester and a different schedule for the remainder of the semester. Classroom management does this because it's taken concurrently with student teaching. This makes scheduling very difficult, but I suppose it is inevitable.

School on Veterans Day and Presidents Day, and Staff have the day off.

None. When I was department chair, I found the flexibility of day and time combinations very useful for providing students a good mix of options for attending class. Many MSUM students work in order to attend college, and they need options so that they can pay for their classes. While some might find the idea of students working while going to school problematic, the fact is that most students today don't have the range of options for financing their educations that faculty may have had as undergraduates. The world is changing and if we do not respond to the needs of students, they will go somewhere else.

We aren't utilizing our space efficiently. We need to start scheduling Friday afternoons, and late afternoons, to change the perception of students that it's a 4-day week that ends at 2:30 or 3PM.

For some classes the TH 75 minute class periods are longer than one would like ideally.

I don't think there should be Monday night classes. They cause too many scheduling problems.

Students seem to have more and more difficulty attending 9:00 classes. From my vantage point, 9:00 has become "too early." This puts more pressure on our scheduling, since the optimal window for teaching has shrunk to a period from 10:00 to 1 or 2 pm. Not everybody can teach during those times; there just aren't enough rooms.

There are a number of classes that are only taught either MWF or TH. I would like to see more courses that have more than one section to meet MWF and TH and a night offering. Students work - that is a fact of life. We need to recognize that. Many of us had to work to get through school too.

5 What problems do you see, or what concerns do you have, about the current daily

There should be a block of time built in for all university meetings. This was done when we were on the quarter vs. semester plan.

four credit classes overlap three credit time lines

That longer class periods don't start earlier in the afternoons on M& W

That traditional students resist classes on Fridays & in the late afternoon

That Saturday classes don't meet often enough and students think they are an easy way to gain the credits for less effort.

Why don't we have slightly longer class periods to make a shorter semester?

The problem is clear, and it has been for years: do not schedule classes with overlapping times.

Difficult to schedule meetings.

When classes overlap in departments. It's probably impossible to not have campus-wide overlap, but within a department it should be feasible.

I also think we could begin classes earlier rather than running so late.

For science students, it is becoming extremely difficult to schedule labs and classes when there are not conflicts for the students. Why not allow an evening lab schedule also.

Also - it would be nice to have a designated non-scheduled time once a week for faculty meetings or other meetings. I find that I am not able to keep consistent office hours and therefore constantly setting up meeting times with students and also having to do more and more work at home, after hours.

8:00 am classes are poorly attended.

The conflict caused by extended classes on MWF, i.e., four hour classes taught in three days MWF.

NONE

If I have to teach an evening class I shouldn't have to teach a morning class on the same day. This semester I was often here 14+ hours on the days I had evening class.

The only problem I have experienced is room availability.

It is too easy for students to register for classes that overlap, leaving one class ten minutes early or arriving at another class ten minutes late unless the professor realizes the pattern.

Students do not attend class on Fridays (especially afternoon)

Classes that begin at 8 a.m. or earlier have very low enrollment.

A need for more flexibility overall in the scheduling.

A need to begin evening classes earlier than 6:00; students, especially those who work during the day, can't maintain a 4 credit, 3 hours 20 minutes time slot for classes. The course simply goes too late in the evening.

A need to offer more Saturday morning classes, beginning at 9 or 10:00.

A need to provide 2-week concentrated 3-credit courses during the summer session, either session.

5 What problems do you see, or what concerns do you have, about the current daily

More time slots available for MW courses, especially between 12:00-4:00

Overlapping 3 credit and 4 credit courses.

6 What do you like about the current daily class schedule?

Really, nursing schedules are set by the clinical facilities.

The flexibility of having some two and some three day classes.

I can offer a class just about any time I want to.

Flexibility to teach courses 2 days a week.

In general it is good for my timing and the classes I teach.

the number of options available

It makes sense when one thinks about it...People should try to follow the rules when they can (obviously, all the construction doesn't always make that possible, there are only so many classrooms on campus where one can carry out lab activities. It is those rule breakers who cause the problems.

For my computer lab based classes 75 minutes are perfect.

I use both 50 minute and 75 minute blocks for my 3 credit courses, and I like both. My schedule varies from semester to semester and I like the scheduling flexibility.

So far I am able to offer some classes in a different format, such as once per week for 2 1/2 hours and then I am able to offer 3-credit courses twice per week.

I have lots of experience teaching all credit hours at one time, once per week, and I can accomplish more during this time than if the hours were split.

Tuesdays & Thursdays have the flexibility for longer class periods.

Possibilities for half semester courses

With the exception of 2 issues above, it seems fairly efficient.

For #7 and #8, I assume this refers to periods that are free within a department so the faculty of the department can meet. This is important, but as of now we don't need 2 hr. I do not see a need to schedule meetings that are larger than a department. Special purpose meetings (e.g. University committees) can be worked out by having individual faculty members adjust their schedules.

the variety of options

Flexible

That it gives you about 15 to go to the next class.

Some classes are more conducive to teaching three days a week for a shorter period of time and other classes it is nice to have more time (e.g. 75 minutes).

I like the fact it covers a complete day well and if utilized properly it could facilitate just about any need by doubling time blocks etc....

As for setting aside an hour.. it just creates a false sense of order... one time block that every meeting will go after is a silly concept. It will just create bottlenecks not fix them... If there were 3 or 4 hour options a week that were "free" for all that would serve a purpose.

6 What do you like about the current daily class schedule?

Its flexibility. Many faculty spend time off campus observing students or conducting research in, for example, public school settings. Faculty, especially those in social sciences, need the flexibility to arrange classes so that they can also engage in service and research, or offer courses at off-site locations on days and at times that meet the needs of older-than average and/or working nontraditional students. Having flexible schedules on campus allow these faculty to arrange their time so that they can engage in a variety of activities that equally benefit the university.

Almost nothing. It is terrible. The 4 credit classes have made it unworkable. It's made even worse by all the departments who ignore the schedule and create alternate schedules. I don't understand why this is permitted. Any why is there no enforcement of the PRIME TIME rule, that courses have to be spread at different times?

It seems that many faculty like the two day per week option for 3 credit classes, which is currently available only for TH classes. However, it seems that as a result of this restriction, more courses are offered TH than MWF, which presents a greater likelihood of scheduling conflicts on TH for students (as well as room conflicts for faculty). I think the two day per week option should be available on Monday and Wednesday as well as TH. We would probably achieve greater balance in terms of the number of courses that are offered during the week, making scheduling of rooms easier, as well as making it easier for students to get the courses they want.

I like the mix of different session lengths.

Flexibility to teach in 50 minute or 75 minute. Depending on the course, I prefer one or the other.

I'm fine with the current time blocks.

From my vantage point, students need to have varying activities during a class. A long daily topic (long meaning over half an hour) can tax their attentiveness. Therefore, 50 minutes feels more natural to me.

Our department head is very good about consulting with us about our needs and preferences.

?? It's OK...it is traditional so it is familiar.

12 Would you find the option of block scheduling useful? Why or why not?

Perhaps, but ONLY if left up to departments to decide. Some classes might not fit well into an eight-week frame. If the intense schedule were an option, then departments could decide to use it or not, especially for graduate-level courses.

Since there is no comment box for questions 7 and 8, I am going to comment here. I do think that departments need a common time to meet, but to mandate a university-wide time would likely cut into someone's need to be off campus observing students, engaging in outreach, or conducting research. Departments, and perhaps colleges, are likely more aware of what faculty are doing M-F and can work to find a time for meetings.

It would be less than optimal for mathematics classes, where often students need time to assimilate material.

Possibly. I think it depends on the subject matter. Some subjects require a maturation process that can't be easily rushed.

Yes. It provides an option for working and non-traditional students.

yes, it increases the number of options for students

I think this would be useful if we want to attract more non-traditional students or working students.

I wouldn't. It would be teaching hell. But the students might find it very useful, because it would allow NIGHT students to complete a full load every semester.

WHY DOESN'T YOUR SURVEY HAVE A GENERAL PLACE FOR OTHER COMMENTS? I have a lot to say that you haven't given any opportunity to say.

For example, your first two questions presuppose that I have a preference. I don't. Why wasn't that a choice? Also, why do questions 1, 2, 4 ask what I prefer? What the faculty PREFERS should not drive the schedule, AND YOU SHOULD IGNORE WHEN PUTTING THE SCHEDULE TOGETHER. What matters is what works best for the students, not what lazy faculty want.

No. The point of a semester system is to allow more time for writing assignments and other kinds of assignments that the old quarter system made difficult. Such a block system is a return to quarters in disguised form.

Yes. Some classes might work better with more intensive learning.

Yes - this could possibly increase the types of classes offered, especially with respect to certificate programs of skills-related classes.

I think this would work for our courses because students would appreciate getting more courses in a semester.

No. I currently do not teach any classes of this sort. I think they are just way too short.

It would work well for many of my students who work full-time and could work this time commitment into their life and still take two classes. Now they would take only one.

Would require departments or colleges to plan better to offer complimentary courses during the time slot or much of the advantage may be lost.

Absolutely not. Given the work schedule our students maintain, they do not have time to get through the material in the current load. Compressing it into a block schedule does not mean they have time to absorb the material, write papers, do the reading, contemplate what it is we are trying to get them to do--think critically.

More is not better.

This option does not appeal to me much, though I don't see a problem with it either.

No. Personally, I am not interested in teaching evening classes at this time.

12 Would you find the option of block scheduling useful? Why or why not?

Yes--allows the student and instructor the option of really diving into something intensely and then being done. Much like the quarter system....

I do find block scheduling very useful. However, having taught in an environment where we had 8 or 10 week offerings I would say that the shortened term does not support learning. There is very limited time for students to read, research and complete necessary assignments. Time is an important variable in learning. In order for more than the most rudimentary learning to take place students need to read, study, and reflect on their content. After time, learning begins to crystalize or come together...meaning forms. Rapid fire classes and crammed reading does not allow for this to happen.

It looks attractive, at first, but is not. Additionally, if a faculty member is expected to teach two 8 week sessions, it is very tiring; you end class on Friday and start a new term on Monday. Material is not covered as well or in as much depth; For example, I may have an evening class for 8 weeks, scheduled from 5pm - 10:30 pm (5.5 hours per week x 8 = 44 hours) (Note: this is not using Carnegie hours.) Typically this type of course is taken by working adults. After putting in a full day of work they come to class and are expected to attend for 5 1/2 hours. They simply are not able to do this very well. Instructors resort to front loading the first 2 hours with content and just doing busy work the remaining time in order to keep students awake and attending. When we are in the business of preparing professionals (I'm in the School of Teaching and Learning) we have an ethical obligation to make sure that our students REALLY learn and know the content so they can be appropriately prepared to teach children and youth. Better formats are the Friday evening / all day Saturday sessions or the hybrid formats.

Have you considered tri-mesters of 13 weeks each with at least 1 full-week break in the middle? Then you can teach 12 weeks @ approx 4 hours per week (5-9pm?), spread study and reading over a longer period, and give students a week to catch up somewhere in the middle... Also faculty get a break, get to catch up on grading and providing feedback to students.

Creative options are good, but please don't compromise quality and rigor for speed and pseudoconvenience. Thank you for asking.

It's not pertinent for me because I don't teach classes in the evening.

I think this would be a good option for our non-traditional students. And, as an instructor - this would be better scheduling. So a faculty member will have four preps, for example. But if two of them are evening classes, then there is one during the first 8 weeks and the second during the second 8 weeks. Just need to be careful not to load the faculty up with five during one half of the semester and three during the second half.

another comment - what about online courses? What is the policy for load recognition and scheduling for hybrid and online courses. And what about one credit modules - is this a possibility under the current system or would a faculty member have to teach such a course through continuing studies because there is no format in place?

Yes, to meet the needs of students holding full-time jobs and those who commute long distances.

There is an upper limit to how much a person can absorb in a given amount of time. And that limit decreases as the time given decreases. For most of my classes, scrunching the course into 8 weeks would really cause difficulties for students who need time to think and process information. It does not permit time to work with and absorb the information.

If that type of schedule fits the teaching content of a course, I don't see why the option ought not be available, assuming room schedules permit.

No. None of the courses that I teach would be conducive to intense schedules, since there would be no time for the student to assimilate the material between class meetings. I also do not see the need - can't people schedule these as half-semester courses already?

Not for me. Too much material thrown at students in such a format. Upper division would be the only place that might work and even there, I doubt its pedagogical efficiency.

12 Would you find the option of block scheduling useful? Why or why not?

I think it would be a great idea!!!!!!! As a professor who teaches graduate courses this would help. Our accrediting body has increased our standards for our academic part of the program and having 8 week periods for intensive classes would help us a lot.

Student fatigue can be a problem if students also do day classes with the blocked night classes. For that reason, I wouldn't be in favor of it. Students can graduate more easily, but I don't think they would be learning as much.

No. I have young kids, and I would rather miss them 1-2 nights a week for a semester than 2-4 nights a week for 2 months.

Personally, probably not as I'm too old to function at night once a week and then teach the next day. Students take too many classes and work too many hours already. This could be a model for poorer performance. Most students won't really learn the material...just short term memorization to "pass the exam"

Possibly. I think more options are better, particularly as more of our students are non-traditional ones who work full time and also want to make progress with their education.

I want to comment on questions 7 and 8 about the desirability of having one hour blocks open for meetings. I think this is a BAD idea. Faculty serve on multiple committees, and some are on committees off campus as well. It would be impossible for all of these meetings to be held at one time on the same day of the week. The current method is better where committee chairs work with committee members to find meeting times that work for most. More important, our first commitment is to our students for whom we need to offer classes at reasonable times, as well as fit in our office hours. If we were to declare that no classes can be scheduled on Wednesdays at 10am, for example, because that time will be made available for meetings, then all of our classrooms will sit idle for that hour. Faculty may or may not schedule meetings during that time. Further, faculty on multiple committees will have to choose which meeting scheduled for Wed. at 10am they will attend, as several may be scheduled at that time. This proposal sounds too much like micro-manage, and is better handled at the committee and department level.

Yes - particularly for those students who are in the work force, have families, etc.

I hadn't really given this much thought yet.....

Yes. This would be a good model, particularly for 300/400 level classes and graduate courses. These students have developed their time management skills. The online classes often follow a 7-8 week schedule as well, and it is intensive, but allows students to complete 2 online courses per semester, focusing their efforts intensely on each course rather than trying to do both simultaneously over a 15-week period.

No

Not really from a teaching prospective.

I question whether students should be taking more than one block course at a time; the efforts are so concentrated that more than one would divert the learners attention and make it difficult to accomplish course work with a full commitment.

Block courses may enable the student to pick up more classes; however, how much learning would occur with this kind of intensity? Would it be just a matter of getting through the program or actually taking part in one's own learning?

I am not sure.

I am indifferent. I would not prefer to teach under such conditions, nor do I think many of my courses lend themselves to such an organizing scheme. However, I imagine that for many students, especially non-traditional students, such offerings would be ideal.

12 Would you find the option of block scheduling useful? Why or why not?

I have concerns about it because I think an 8-week course might be too rushed. What time would students have to read, think, and do their work?

Although not applicable to all classes in all fields, I think this option would offer students the ability to fast-track through some of their coursework. It would also allow students to better manage their semester load; if a student were taking a major class that is significantly front-loaded or back-loaded with assignments, the student could take the block scheduled evening course that meets during the "lighter" part of their semester.

It may be difficult and too demanding to combine the regular and the intense courses.

Yes. This would give us more options.

I think the word you want is "intensive," not "intense." I've taught block courses, and I didn't find them productive; neither did most of my students.

Not particularly. Spreading out over the semester works better for me. Hard enough to keep attention for 2.5 hr.

Not for upper level classes. I have seen first hand examples of this at two different colleges and this often results in students do not participate in extra curricular activities and faculty who do much less research than otherwise. They just don't have the time and are burned out.

It could be useful.. conceptually not a bad Idea but needs to be used as more then a way for faculty not to have to teach the whole semester.

No, the short time period is not appropriate for mathemtics.