

Response by the WKU Faculty Senate to
An Increased Emphasis on Bi-Term Courses at WKU?

A joint report by the Academic Quality Committee,
the Faculty Welfare and Professional Responsibilities Committee,
and the University Curriculum Committee

January 7, 2012

Members of the Academic Quality Committee, the Faculty Welfare and Professional Responsibilities Committee, and the University Curriculum Committee have read the Provost's proposal, reviewed available literature, attended one or more of the informational forums held by Provost, discussed the issue with one another and with colleagues, gathered additional data from faculty, and hereby present the following analysis of and response to the document circulated by Provost Emslie on August 12, 2012, entitled *An Increased Emphasis on Bi-Term Courses at WKU?*

A. Unuseful Benchmarks

Of nearly 2,800 four-year degree-granting post-secondary institutions of higher learning in the U.S. that offer primarily in-person and on campus (rather than primarily online) instruction, there are at present only two known to utilize the schedule suggested by the provost in his proposal as a default course calendar.

One of them, Worcester Polytechnic Institute, not mentioned in the proposal but brought up in subsequent discussions, is a small private school with a current enrollment of 5,037 students (3,537 of them undergraduates) that is dedicated to technical and applied sciences. Tuition, including room and board, is currently \$55,720 per year and scholarships average between \$15,000 and \$25,000 per year. According to Payscale.com, starting salaries of WPI graduates rank fourth among universities nationwide. The typical student (in the 50th percentile across all evaluative criteria) that matriculates at WPI graduated in the top 10% of their high school class with a 3.8 g.p.a. and a score between a 27 and 32 on the ACT. Faculty teaching loads are often dependent upon the level of integration between student and faculty research projects, but typically equate to four courses over the span of an academic year.

Arizona State University is, like WKU, a state institution, one mentioned by the Provost as a potential model for WKU in regard to their implementation of a bi-term calendar. But full-time tenure-track faculty there, like those at WPI, are required to teach only four courses each academic year rather than seven, which is the typical load for full-time faculty at WKU. Also, ASU has a graduate school of considerable size that provides faculty there across virtually all disciplines with ample teaching and research assistants that further alleviate workload.

Most bi-term offerings at ASU are delivered online, and many of those are reserved for "ASU Online students" enrolled in special online-only programs. "ASU Online" courses are offered exclusively over 7.5 week bi-term sessions. These courses and the "ASU Online" programs they constitute are billed as academically equivalent to those taught and offered primarily to on-campus undergraduate and graduate students:

"What you learn online is the same content from the same excellent faculty who teach on our campuses."

"And the research demonstrates that students who learn online perform the same—if not better—than a traditional classroom."

(Both quotes above are from the ASU Online website: <http://asuonline.asu.edu/become-student/why-choose-asu>)

Likewise, according to an FAQ on the ASU Online site:

Are online programs comparable in quality to on-campus programs?

Yes. The same faculty and instructors that teach on the ASU campuses teach ASU Online courses. This means that the rigor and quality of the content, as well as the course load is the same as the on-campus classes.

ASU Online students are full-fledged Sun Devils and your diploma and transcripts from ASU will look the same whether you take courses in classroom or online format. There is no indication on your diploma or transcript that your studies were completed online.

(<http://asuonline.asu.edu/student-resources/faq>)

However, despite these claims of equivalence, "ASU Online" students are not allowed to take in-person, on-campus classes at Arizona State University. [This issue is skirted in the main promotional material on the "ASU Online" website, but it is apparent according to the layout of the course schedule and stated explicitly on one of the program websites: <http://ccj.asu.edu/ccjonline/frequently-asked-questions>].

Moreover, on-campus undergraduate and/or graduate students take online classes called "iCourses" rather than "ASU Online" classes. These are special online classes intended for on-campus degree-seeking students. Sometimes, online versions of the same course run simultaneously in both online formats, an "ASU Online" version of the course for "ASU Online" students, and an "iCourse" online version of the course for on-campus students. In summary, this practice sends a very different message than that promised on the website, and not only effectively ghettoizes "ASU Online" students out of in-person versions of the same course, but even from other online versions of the same course.

Another difference between "ASU Online" online classes for "ASU Online" students and "iCourse" online classes for campus-based students is that while the former are offered *exclusively* as bi-term sessions, the latter are not. In fact, only about half the online courses offered at ASU as "iCourses"—those intended for on-campus students—employ a bi-term schedule.

ASU makes the case that the quality of "ASU Online" bi-term courses is every bit as good (and maybe better) than their in-person counterparts. But even though there are often unique online bi-term classes offered as "iCourses" that "ASU Online" students may want to take, those classes are offered only to on-campus students. In turn, on-campus students do not take "ASU Online" classes. This

separate but equal treatment of the two student bodies may speak to the fact that most “ASU Online” students are working professionals, while the main on-campus student body contains a much higher percentage of full time students. Also, “ASU Online” students pay tuition by the credit hour, while full-time on-campus students pay by the semester.

Summary of things to take away from ASU’s model of delivering courses on a bi-term schedule:

1. They are largely (although not exclusively) offered online.
2. They are mandatory for “ASU Online” students. These students may not take any semester length courses, online or in-person, even if they wish to do so. They do not “vote with their feet” for a bi-term schedule. They have no choice.
3. “ASU Online” students are largely comprised of working professionals and/or adult learners. Those that created and implemented the “ASU Online” program seem to have felt that a mandatory bi-term schedule delivered exclusively online was appropriate for those sorts of students, but not for on-campus students.
4. “ASU Online” students pay for their coursework according to a per-hour tuition structure, but the general on-campus student population does not.
5. The number of in-person bi-term courses taught at ASU is very small in number relative to in-person semester courses, even with the calendar change.
6. The number of bi-term courses *in total* taught at ASU is much lower than those taught on the semester schedule, even with the creation of what is effectively a new degree granting arm of the university that requires its students to take nothing but online bi-term courses. For instance, in the ASU College of Liberal Arts and Sciences on-campus students may choose from 133 bi-term courses and 1329 semester courses. The same college offers “ASU Online” students 187 bi-term courses and 0 semester courses.

Neither the Worcester Polytechnic Institute nor Arizona State University offer equivalent comparisons to WKU when it comes to the evaluation of the promises and perils of bi-term courses and a concomitant calendar change. Both are research-one universities with institutional profiles and teaching loads that differ significantly from our own. Moreover, ASU employs the rather draconian practice of forbidding a portion of its students from taking anything *but* bi-term classes while at the same time forcing those same students to pay tuition on a per credit hour basis. Since the rest of the student body at ASU does not have to do either of those things, it seems reasonable to assume that money, rather than pedagogy was the deciding factor behind their move.

B. Research Analysis

Courses that deliver their content in a compressed timeframe engage in what scholars refer to as “accelerated learning.” These courses generally meet more often and/or for longer durations of time each week than those delivered over the span of a typical 15-week semester. 7.5 week bi-term courses, such as those currently taught at WKU, are one example of an accelerated learning schedule. The Provost’s literature review cited publications that claim a host of advantages for “accelerated learning” courses over those delivered across the entire span of a “traditional” 15-week semester calendar. These perceived advantages, the Provost suggests, produce a higher degree of academic quality and provide a better overall learning experience where students retain more information from their coursework.

However, when research on “accelerated learning” formats is examined more expansively, a number of trends emerge that undermine this argument:

1. The majority of studies that compare the effectiveness of the same course delivered in “accelerated learning” formats versus traditional formats have found *no significant difference* in learning outcomes. (Davies, 2006; Scott & Conrad, 1992).
2. Researchers generally evaluate the retention of knowledge and skills imparted across “accelerated” and traditional formats by presenting students with identical exams at the end of each course. Research that relies on this method of evaluation puts subjects in semester courses at an artificial disadvantage *vis a vis* their accelerated term counterparts due to the longer period of elapsed time between the delivery of the content and the end-of-term exam. One example of a study that uses a single post-test that may undermine the reliability of its results appears in the Provost’s bibliography (Seamon, 2004).
3. Extant research suggests that there is no appreciable difference in the *long-term retention* of knowledge and skills gained from a given course between students that took them in accelerated versus non-accelerated formats. Even studies and literature reviews that advocate in favor of “accelerated learning” formats (Tatum, 2010) acknowledge that there is no evidence that students in compressed classes remember any more course content than those in traditional formats over longer periods of time. Some research has even found that retention degrades at a faster rate for students in compressed formats than for those in non-compressed formats (Van Scyoc & Gleason, 1993).
4. In all studies we have examined, researchers test “accelerated learning” courses as a novel alternative to an already extant semester or other standard model academic schedule. Would data gathered in such studies suggest similar results if accelerated learning formats were the norm and semester formats the novel alternative? There is no accounting for the “novelty effect” upon student performance and/or satisfaction in these studies. Another open question is whether student satisfaction and/or performance is maintained at the same rate in subsequent accelerated learning courses when the novelty of the accelerated learning format has worn off.
5. The accuracy and reliability of accelerated learning research is often undermined by selection bias. Students that have great, rather than not-so-great things to say about accelerated learning formats in post-course surveys may very well have chosen to take the course in the first place due to their pre-test bias toward the format that such studies claim to objectively evaluate. Other control problems are often present, and include failures to account for factors such as professor rank and experience, student quality (incoming g.p.a. and standardized test scores), student schedules (do they work, have families, take other courses at the same time, etc.), and even the time of day during which the classes are offered. For instance, a student’s response to a question such as “Does this course inhibit your ability to work outside of class?” may vary across formats if the semester course in a given comparative study was offered at 2PM but the accelerated course was offered at 7PM. Many scholars and researchers acknowledge these control problems in the literature.
6. The potential for conflicts of interest that undermine the legitimacy of research in this field is very high. For instance, two articles cited in the Provost’s bibliography are drawn from *The Journal for Research in Innovative Teaching*. This journal is published by

National University, an educational entity based in La Jolla, California that delivers courses in an accelerated learning format. The two authors of the articles cited by the Provost, Dr. Peter Serdyukov and Dr. Charles Tatum, were at the time their respective articles were published and continue to be at the writing of this report on the faculty of National University. In other words, a university that offers accelerated learning courses and stands to benefit from their perceived advantages publishes a journal that features articles that tout those advantages that are written by employees of the university. That is not good. While we do not suggest here that the research contained in these or other articles in *The Journal for Research in Innovative Teaching* is anything but honest, accurate, and objective, there is nevertheless good reason for us to think carefully about the possible conflicts of interest that may motivate research on accelerated learning here and elsewhere.

C. The Bottom Line

Accelerated learning is a money maker for many educational institutions, a fact acknowledged even by those who vouch for its merits and legitimacy:

"As noted in the introduction, intensive modes of teaching seem to be an idea whose time has come. It appears, however, that the arrival of intensive teaching on the tertiary stage has little to do with good pedagogy. It is principally due to institutions being more attentive to meeting the needs of their 'clients' (students) in a changing world. Whether we like it or not, the university is now a corporate entity. It has to consider the needs of its customers." (Davies, 2006)

Corporate entities, of course, usually cater to the wants, rather than the needs of customers. At the very least, they use clever marketing schemes to persuade customers to mistake the former for the latter. Corporate-modeled education gave rise to hundreds of what James Traub in a 1997 *New Yorker* article deemed "Drive-Thru Us," a phrase that may be used to describe entities such as The University of Phoenix, Cappella University, Strayer University, and National University. These and other similar educational enterprises, rather than comprehensive, liberal arts, or elite research-oriented universities, are most likely to use accelerated learning schedules as a default mode of course delivery.

Concomitant with accelerated course delivery formats, "Drive-Thru Us" have also re-envisioned the role and status of the faculty they employ. Dr. Raymond J. Wlodkowski, one of the most ardent defenders of accelerated learning formats, and a 2012 inductee into the not-so-objective-sounding *International Adult and Continuing Education Hall of Fame* (<http://www.halloffame.outreach.ou.edu/2012/Wlodkowski.html>) relates that:

"In addition, accelerated learning programs often do away with such conventional academic accouterments as tenure, nonprofit status, the semester system, and full-time faculty (Wlodkowski and Westover, 1999). The programs rely on affiliate or adjunct faculty who have full-time jobs apart from the university and who usually apply a standardized and predesigned curriculum. In fact, some programs offer a marketing strategy that emphasizes that students will learn from "working professionals." The implication is that these instructors will be more attuned to the realities of today's workplace. Such transparent advertising implicates the irrelevance of the more established "ivory tower" university. In general, these policy differences and marketing

campaigns threaten the status quo of conventional academics and probably stimulate their criticism of accelerated learning programs.” (Wlodkowski, 2003)

The de-professionalization of faculty and the abandonment of holistic, expansive, and comprehensive education for what amounts to myopic vocational training is part and parcel to the approach of most of these educational enterprises. The long-term ramifications of this trend on the welfare of our citizenry is a discussion best left for another day. But there is little doubt that the types of institutions that most frequently employ accelerated learning formats as a default mode of course delivery are not usually associated with exceptional academic standards and formidable institutional reputations.

There is little chance that elite research-oriented colleges and universities with low acceptance rates and large endowments like The Worcester Polytechnic Institute would follow the same path as National University with regard to faculty status. But it stands to reason that state [under]funded institutions such as WKU that are addicted to growth and retention in order to make ends meet are more likely to be tantalized by corporate models of management and labor that National University and similar institutions have used to cut costs and boost revenue. That is not to say that anyone at WKU wants to do away with tenure for our faculty. Nor is it the case that anyone at WKU intends or wishes to model our institution after The University of Phoenix. But the fact that accelerated learning schedules are the *modus operandi* of such entities raises important questions:

1. Should any leading American university with international reach ever consider shifting its core academic calendar to a format that emulates adult education programs and “accelerated learning” tactics most commonly associated with educational entities such as National University and The University of Phoenix?
2. Furthermore, if WKU emulates such institutions by changing its academic calendar in this way, might current and prospective faculty, students, alumni, donors, and peers begin to suspect that WKU harbors plans to emulate such institutions in other ways, whether or not those suspicions are not justified?

Accelerated learning classes are most often a common or default course format option at universities and educational institutions that fit the profile of entities such as The University of Phoenix, rather than universities that populate lists of the top learning institutions in the country as ranked by publications such as *U.S. News and World Report*. Incidentally, Arizona State University, an institution suggested by the Provost in his report as a potential model for the possible implementation of a bi-term schedule at WKU, was recently ranked #1 on a list of the most underperforming universities on November 29, 2012, by *U.S. News and World Report*. (http://www.huffingtonpost.com/2012/12/07/the-most-underperforming- n_2257267.html)

D. Drawbacks to Bi-Term Courses and Calendar Shifts

Bi-term courses and/or a potential shift to a bi-term schedule will:

- Reduce the time for student reflection and growth over the term of a semester course.
- Reduce the ability of instructors to make pedagogical adjustments to their teaching “on the fly.”
- Reduce grading time available for instructors to provide meaningful feedback on student work.

- Reduce the ability of students to think and make connections across disciplines by decreasing the number of fields of study with which they are engaged at a particular time.
- Inhibit the ability of students to write high-quality term papers due to shortened class schedules. [Even if students take the same number of hours across two bi-terms as they do during one semester, it would equate to a semester long course requiring students to submit their final papers in mid October or mid March. This may in turn reduce the quality of student writing samples that are required for many graduate school applications. As a result, the ability of our students to get into top-flight graduate programs may be significantly inhibited.]
- Undermine the viability of courses that require students to be “placed” in work environments for durations of time that would be difficult to schedule around a “bi-term” course calendar (e.g. student teaching).
- Preclude experimentation in science and social science courses that require longer durations to complete.
- Inhibit the completion of visual art projects that require longer durations to complete.
- Place undue physical burdens on Theater & Dance faculty and students and otherwise inhibit the slow and steady acquisition of muscle memory followed by recovery periods that are necessary for safe and effective instruction.
- Place undue physical burdens on voice training and instruction that takes place in the Music and Theater & Dance Departments.
- Increase the negative ramifications of absences, especially for student-athletes who travel often and participate in sporting-events that will not themselves accelerate to accommodate WKU’s bi-term schedule.
- Reduce the ability of students to schedule work and family obligations around course times.
- Potentially raise the cost of a WKU education for most students even if the per-hour tuition price is lowered from its current rate.
- Align our default course delivery system and, as a result, our institutional profile more closely with educational entities that most faculty, students, and alumni would rather WKU not emulate.
- Drive current and prospective students to other universities and colleges that remain committed to traditional academic calendars that are proven to be effective.
- Drive current and prospective faculty to other universities and colleges that remain committed to traditional academic calendars that are proven to be effective.
- Reduce the ability of students to integrate their studies at WKU with work and family life.
- Reduce the ability of faculty to integrate their careers with family life.
- Reduce the ability of faculty to conduct serious research during the fall and spring unless they “binge and purge” and teach unduly heavy bi-terms to free up light ones.
- Create a more confusing course schedule if semester courses and bi-terms are offered simultaneously.
- Lead to numerous difficulties for faculty/students when courses do not make (e.g. teaching load shifts, financial aid reporting).
- Go against the wishes of the overwhelming majority of the faculty [see the extensive data and recommendations in The Faculty Welfare and Professional Standards Committee Report and Survey of Faculty Sentiments in Section F, Below]

E. Overall Conclusions

After consulting available research and discussing the issue amongst ourselves and our colleagues, we conclude that there is no reason to encourage bi-term instruction over semester instruction because faculty—experts in their respective fields that care deeply about the education of their students—already have the power to choose the format (semester or bi-term, among other options) that best fits a given course or curriculum. Bi-term course schedules already exist at WKU and faculty are free to teach them or not teach them at their own discretion. A calendar change or some other form of “encouragement” that would artificially privilege bi-term courses over semester courses, or that would effectively force a bi-term “accelerated learning” style schedule upon those whose courses are altogether unsuited for such a format, will significantly erode the quality of instruction at WKU as well as the reputation of our institution. Although this is not the intention of such a change, it will be the result.

Moreover, we remain suspicious of suggestions to “experiment” with bi-term courses when those good-faith experiments may be used as “evidence” to support a future calendar shift that the vast majority of faculty oppose for reasons stated throughout this document, and further enumerate in detail in Section F, below. Ironically, the threat of a calendar shift may ultimately discourage, rather than encourage faculty to experiment with bi-terms.

Because the pedagogical reasons and supporting research for privileging bi-term courses over semester courses are at best unreliable and at worst specious and/or motivated largely by financial concerns, we see no reason why the semester system should be abandoned. No evidence has been provided that the semester system plays any adverse role in student retention or the time between student matriculation and graduation.

Therefore, as we repeat in the accompanying resolution, there is no good reason, but plenty of bad ones, to “emphasize” or “encourage” bi-term courses or implement a calendar change that privileges bi-term courses over semester courses at this time or anytime in the foreseeable future.

Western Kentucky University

Faculty Welfare

and

Professional Responsibility Committee

Report

on Faculty Input Into:

“An Increased Emphasis on

Bi-Term Courses at WKU?”

Outline of Contents

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 - C. Flexibility in balancing professional and personal life
 - D. Recruitment of new faculty
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 - F. Courses easily adapted to bi-term
 - G. Part-time faculty only: Ability to balance responsibilities at WKU with those outside WKU
 - H. Full-Time & research faculty only: Effect on professional development

- III. Appendices
 - A. Appendix A: All faculty comments from the survey (listed by question) (P.29)
Note: any identifying information has been redacted while attempting to leave the comment intact.

 - B. Appendix B: Cross-Tabulated survey results for each college (P.59)
 - i. Anonymous: College not specified by respondent
 - ii. College of Education and Behavioral Sciences
 - iii. College of Health and Human Services
 - iv. Gordon Ford College of Business
 - v. Ogden College of Science and Engineering
 - vi. Potter College of Arts and Letters
 - vii. University College

C. Appendix C: Cross-Tabulated survey results for each teaching load with summaries
 (P.75)

i. Impact on workload

- a. Total
- b. Research
- c. Pedagogical
- d. Transitional Retirees
- e. Part-time
- f. Full-time

ii. Flexibility in balancing professional and personal life

- a. Total
- b. Research
- c. Pedagogical
- d. Transitional Retirees
- e. Part-time
- f. Full-time

iii. Recruitment of new faculty

- a. Total
- b. Research
- c. Pedagogical
- d. Transitional Retirees
- e. Part-time
- f. Full-time

- iv. Quality of Teaching
 - a. Total
 - b. Research
 - c. Pedagogical
 - d. Transitional Retirees
 - e. Part-time
 - f. Full-time
- v. Courses easily adapted to bi-term
 - a. Total
 - b. Research
 - c. Pedagogical
 - d. Transitional Retirees
 - e. Part-time
 - f. Full-time
- vi. Part-time faculty only: Ability to balance responsibilities at WKU with those outside WKU
- vii. Full-Time & research faculty only: Effect on professional development

Summary of Findings and FWPRC recommendation

The Faculty Welfare and Professional Responsibility Committee, chaired by Tucker Davis, conducted a survey in fall 2012 to gauge faculty attitudes towards the proposed increased emphasis on bi-term classes at WKU that is currently under discussion. This survey was distributed via email to all faculty members, and received 468 responses (roughly a 42% response rate). A clear majority of respondents feel the proposal would have a negative impact on their workload, the quality of their teaching, and WKU's ability to recruit new faculty. Almost half of respondents (48.72%) feel the proposal would offer less flexibility in terms of balancing their professional and personal lives. The largest group of respondents (37.94%) feel the proposal would have a negative impact on their ability to participate in professional development activities. In addition to answering the survey questions, respondents also had the option of including comments on each question.

Comment [LD1]: Still waiting to hear back about total number of faculty

The Committee would like to emphasize that a large number of these comments expressed concern over the negative effects that this proposal would have on student learning and retention, demonstrating WKU faculty members' admirable dedication to the welfare of their students.

Based on faculty response, the FWPRC recommends that the administration not pursue the current proposal. Such pursuit would be clearly against the consensus and of the faculty. The potential benefits of bi-term courses are already available to those who choose to teach such classes, but a clear majority of faculty members feel that such an increased emphasis would be detrimental to their teaching, research, and life at WKU.

Table 1: Summary of Faculty Survey Results

	Teaching Load	Percentage
Full-time	398	85.04%
Part-time	48	10.26%
Transitional Retiree	9	1.92%
Pedagogical faculty/instructor	8	1.71%
Research faculty/instructor	4	0.85%
Other	1	0.21%
Total:	468	100.00%
	Impact on Workload	Percentage
Yes, it will be more difficult to accomplish my duties	291	62.18%
Not enough information	81	17.31%
Yes, it will be easier to accomplish my duties	25	5.34%
There will be no change	71	15.17%
Total:	468	100.00%

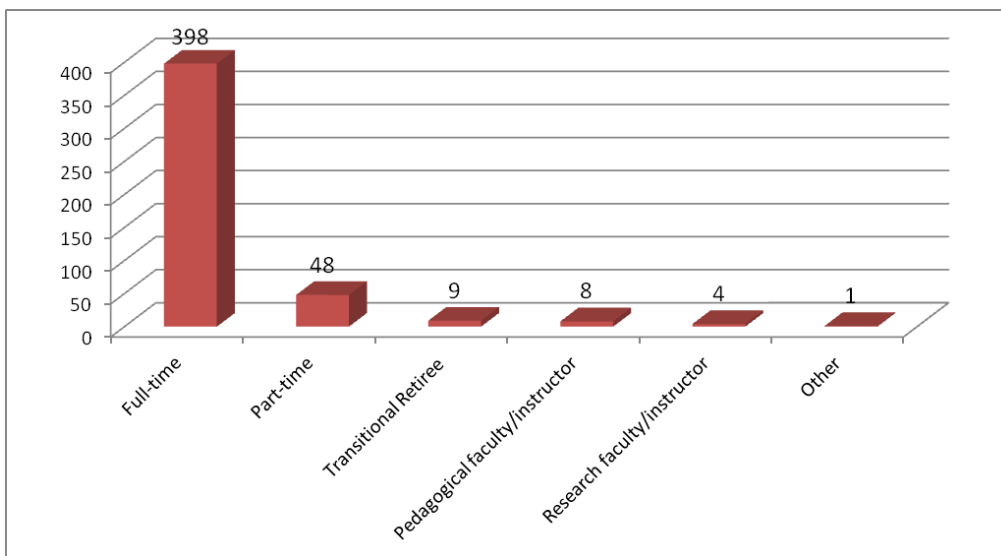
Table 1: Summary of Faculty Survey Results (cont.)		
	Flexibility	Percentage
More flexibility	80	17.09%
Not enough information	92	19.66%
Less flexibility	228	48.72%
No change	68	14.53%
Total:	468	100.00%
	Potential Candidates	Percentage
Strongly Agree	20	4.27%
Agree	52	11.11%
Not enough information	108	23.08%
Disagree	142	30.34%
Strongly Disagree	146	31.20%
Total:	468	100.00%
	Quality of Teaching	Percentage
Positive	33	7.05%
Not enough information	73	15.60%
Negative	270	57.69%
No change	92	19.66%
Total:	468	100.00%
	Easily Adapted	Percentage
0	180	38.46%
1	111	23.72%
2	75	16.03%
3	32	6.84%
4	23	4.91%
5	10	2.14%
6	13	2.78%
n/a	24	5.13%
Total:	468	100.00%
	Part-time only: Balance	Percentage
Yes, it will be more difficult to balance my responsibilities	27	56.25%
Unsure	7	14.58%
Yes, it will be easier to balance my responsibilities	7	14.58%
No change	7	14.58%
Total:	48	100.00%
	Professional Development	Percentage
Positive	50	12.56%
Unsure	131	32.91%
Negative	151	37.94%
No change	61	15.33%
I do not research	5	1.26%
Total:	398	100.00%

FACULTY WELFARE
BI-TERM PROPOSAL SURVEY RESULTS

GRAPH 1:

DEMOGRAPHIC QUESTION

PLEASE INDICATE YOUR TEACHING LOAD:

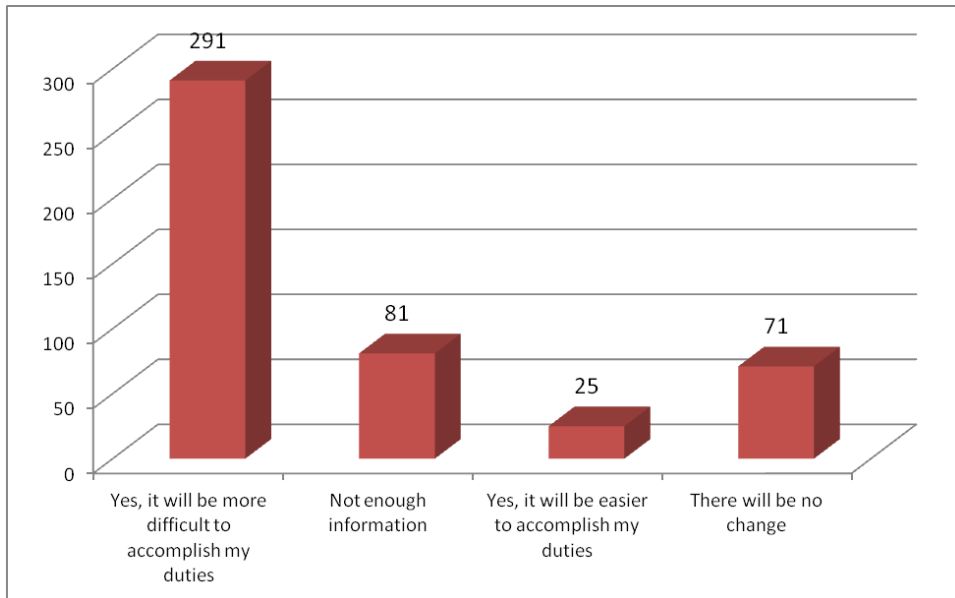


Of the 468 respondents, 85.04% are full-time, 10.26% are part-time, 1.92% were transitional retirees, 1.71% are pedagogical faculty/instructor, 0.85% are research faculty/instructor, and 0.21% are other.

FACULTY WELFARE
BI-TERM PROPOSAL SURVEY RESULTS

GRAPH 2:

WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON YOUR WORKLOAD IN
TERMS OF NEW COURSE PREPARATION, GRADING, RESEARCH, GRANT
WRITING, SERVICE, ETC.?



Of the 468 respondents, 62.18% said it will be more difficult to accomplish duties, 17.31% said they did not have enough information, 5.34% said it will be easier to accomplish duties, and 15.17% said there will be no change.

FACULTY WELFARE
BI-TERM PROPOSAL SURVEY RESULTS

Table 2: Responses to Impact by College

Results by college (percentages):

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	not specified	CEBS	CHHS	GFCB	OCSE	PCAL	UC
	total: 45	total: 47	total: 57	total: 28	total: 79	total: 136	total: 31
Yes, it will be more difficult to accomplish my duties	48.89%	61.70%	49.12%	60.71%	53.16%	80.15%	38.71%
Not enough information	28.89%	17.02%	19.30%	14.29%	24.05%	7.35%	32.26%
Yes, it will be easier to accomplish my duties	0.00%	4.26%	10.53%	7.14%	8.86%	4.41%	3.23%
There will be no change	22.22%	17.02%	21.05%	21.43%	13.92%	8.09%	25.81%

FACULTY WELFARE
BI-TERM PROPOSAL SURVEY RESULTS

Summary:

A large majority of the faculty in each college feel that the implementation of this proposal would make it more difficult for them to accomplish their duties. However, a large number of faculty feel that the proposal did not offer enough information for them to know whether it would make it more difficult, less difficult, or not change their ability to accomplish their duties. This includes 32.26% of University College, 24.05% of Ogden College and 28.89% of those respondents that did not identify a college.

Comments:

There was a large response rate for comments to this question. While there were a few comments in favor of the proposal, a large majority were opposed. While a few comments were curious about the reasons for the proposal when bi-terms are already offered, some were explicit in their suspicions that the motives are purely financial.

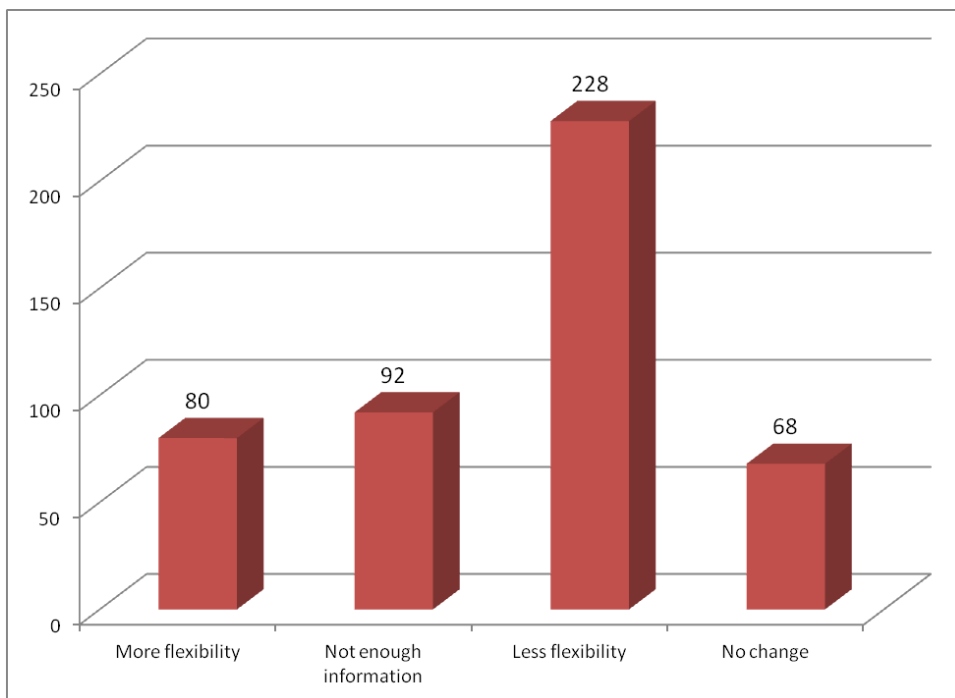
The comments cover a wide range of topics. Many of them are concerns for student success and quality of learning. Many faculty are concerned that a bi-term would not allow enough time to complete the same number of assignments nor grade them. They feel the students would not have enough time to absorb material or complete labs/studios/ensembles/papers. Some also feel that there would, at least initially, be more work caused by the retooling of current courses to fit a bi-term model and that new pedagogical approaches would be required if this is to benefit the students.

FACULTY WELFARE
BI-TERM PROPOSAL SURVEY RESULTS

FACULTY WELFARE
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GRAPH 3:

WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS FLEXIBILITY IN TERMS
OF BALANCING YOUR PROFESSIONAL AND PERSONAL LIFE?



Of the 468 respondents, 17.09% said more flexibility, 19.66% said they did not have enough information, 48.72% said less flexibility, and 14.53% said no change.

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Table 3: Responses to Personal & Professional Flexibility by College

Results by college (percentages):

Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	not specified total: 45	CEBS total: 47	CHHS total: 57	GFCB total: 28	OCSE total: 79	PCAL total: 136	UC total: 31
More flexibility	15.56%	12.77%	21.05%	28.57%	26.58%	8.82%	32.26%
Not enough information	20.00%	17.02%	21.05%	7.14%	25.32%	16.18%	25.81%
Less flexibility	44.44%	53.19%	33.33%	57.14%	35.44%	63.24%	29.03%
No change	20.00%	17.02%	24.56%	7.14%	12.66%	11.80%	12.90%

Summary:

The faculty in most colleges leans toward the belief that the implementation of this bi-term proposal would offer less flexibility in terms of balancing their professional and personal lives. This includes percentages that range from 33.33% of CHHS up to 63.24% of PCAL. However, in University College there is a slight majority (32.26%) that feel a new bi-term schedule would offer more flexibility while 29.03% of UC feel it would offer less flexibility. The responses to this question are quite close among most colleges. PCAL had the most extreme percentage differences with 63.24% stating that the proposal would offer less flexibility and only 8.82% believing that it would offer more flexibility. There were also a percentage of respondents that felt they did not have enough information.

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Comments:

The majority of the comments for this question were negative. Some were concerned with teaching four days per week and having only one day for advising and administrative duties. They feel that this would forego the possibility of a three-day weekend as well as offer less time for research and grant writing. Other comments were concerning the detriment of students or faculty missing even one day of a seven-week term. The students would, in effect, be missing twice the material. Other comments added that the reduced duration of the semester would force faculty to offer fewer assignments and grade less. Together this would affect academic quality and depth of learning.

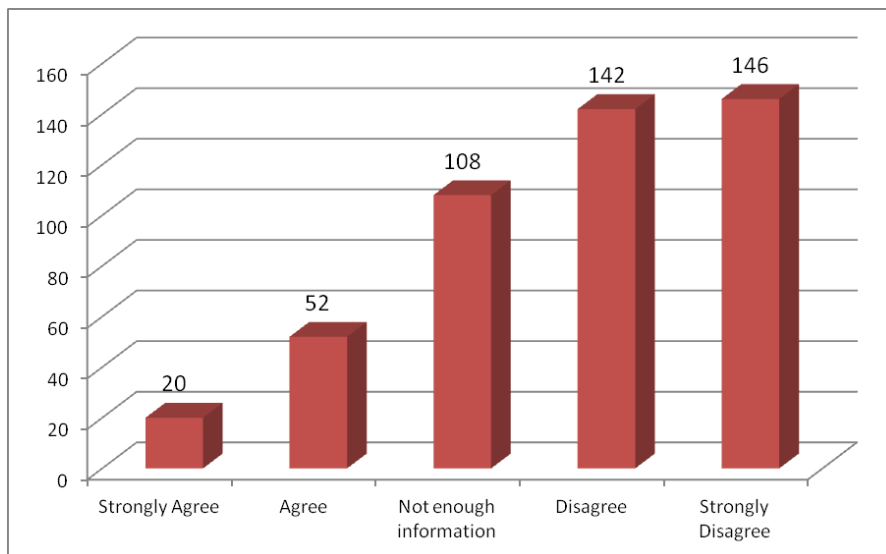
Many simply feel that a transition to a bi-term schedule would require more work and result in less flexibility. A couple of the comments pointed out that if bi-terms are already an option for faculty then there is already as much flexibility as there is going to be, while one comment mentioned a fear that this proposal would eventually lead to a mandatory change to bi-terms and result in a loss of flexibility. One comment claims that it is hard to know because there is no substance in the current proposal, but it states that doing finals and research papers four times per year would cut into time for research and writing.

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GRAPH 4:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL
CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO
YOU AGREE WITH THE FOLLOWING STATEMENT:

“THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT TO WKU.”



Of the 468 respondents, 4.27% strongly agree, 11.11% agree, 23.08% did not have enough information, 30.34% disagree, and 31.20% strongly disagree.

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Table 4: Responses to Recruitment by College

Results by college (percentages):

Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: “The above proposal is beneficial for recruitment to WKU.”	not specified	CEBS	CHHS	GFCB	OCSE	PCAL	UC
	total: 45	total: 47	total: 57	total: 28	total: 79	total: 136	total: 31
Strongly Agree	2.22%	0.00%	5.26%	14.29%	3.80%	4.41%	3.23%
Agree	17.78%	14.89%	24.56%	10.71%	11.39%	1.47%	22.58%
Not enough information	24.44%	17.02%	28.07%	10.71%	26.58%	20.59%	25.81%
Disagree	17.78%	40.43%	26.32%	39.29%	41.77%	21.32%	32.26%
Strongly disagree	37.78%	27.66%	15.79%	25.00%	16.46%	52.21%	16.13%

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Summary:

Every college has a majority that either disagrees or strongly disagrees that the proposal is beneficial for recruitment of faculty at WKU. There was also roughly a fifth of each college that feel they were not given enough information to know whether this proposal would be beneficial for recruitment.

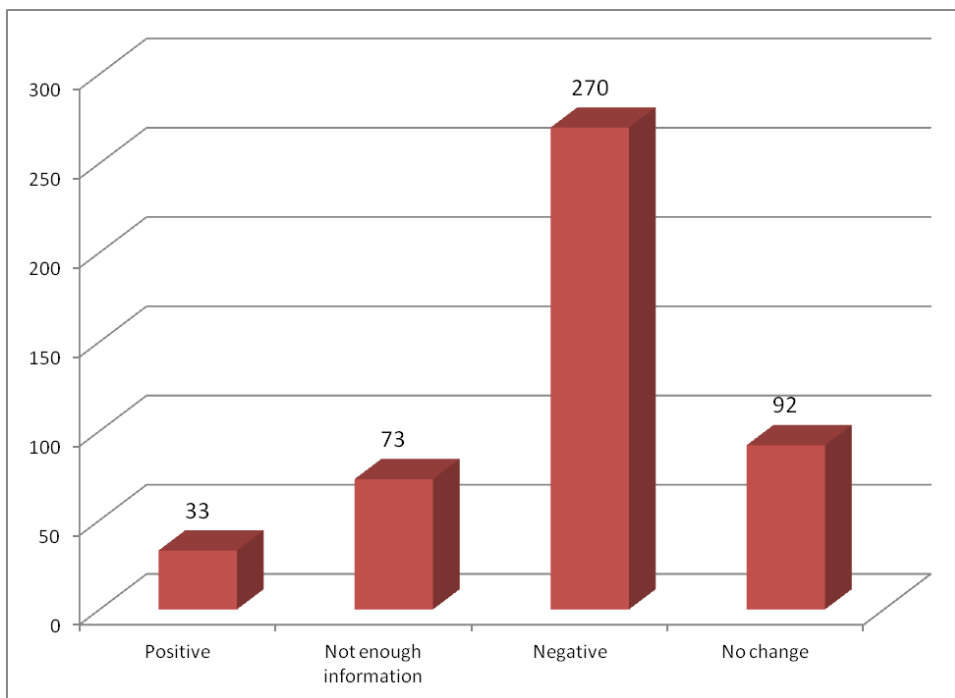
Comments:

Most of the comments regarding recruitment at WKU were negative. Many of them were concerned with a bi-term schedule appearing gimmicky, as if we do not take academics seriously, or just too foreign for many coming from a traditional semester system. They feel that we would lose prestige and miss out on quality faculty because our schedule would be too similar to those of DeVry and University of Phoenix. Several of the comments stated that they would not have accepted a position at WKU if this schedule had been in place when they were hired and a few went so far as to point out that they would consider looking for a position elsewhere if it is implemented in the future. Some comments were positive and stated that it could be good for recruitment in that it may offer more flexibility for life events and that may allow some disciplines to get their teaching load completed quickly so that they would have a large block of time with which to complete research.

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GRAPH 5:

WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON THE QUALITY OF
YOUR TEACHING?



Of the 468 respondents, 7.05% said the results of implementing the proposal would have positive, effects 15.60% did not have enough information, 57.69% said the effects of implementation would be negative, and 19.66% said no change.

FACULTY WELFARE
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Table 5: Responses to Quality of Teaching by College

Results by college (percentages):

What effect would the above proposal have on the quality of your teaching?	not specified	CEBS	CHHS	GFCB	OCSE	PCAL	UC
	total: 45	total: 47	total: 57	total: 28	total: 79	total: 136	total: 31
Positive	4.44%	8.51%	3.51%	14.29%	11.39%	4.41%	16.13%
Not enough information	20.00%	19.15%	15.79%	21.43%	12.66%	10.29%	22.58%
Negative	48.89%	59.57%	40.35%	53.57%	58.23%	73.53%	35.48%
No change	26.67%	12.77%	40.35%	10.71%	17.72%	11.76%	25.81%

Summary:

The largest number of respondents from all Colleges, and a majority of respondents in PCAL, OCSE GFCB, and CEBS, feel the proposal would have a negative impact on their teaching. University College (16.13%) and GFCB (14.29%)had the largest percentages that feel the proposal would have a positive impact.

Comments:

Faculty had a lot to say in response to this question, but some concerns came up repeatedly:

Many respondents feel that the bi-term model does not allow enough time for students to absorb large amounts of material in depth. Certain kinds of learning activities, including labs, service learning, lengthy research projects, and writing revisions cannot be accomplished in a shortened term. Some believe an increased emphasis on bi-terms would result in lower academic standards, as material would be watered down and student engagement more

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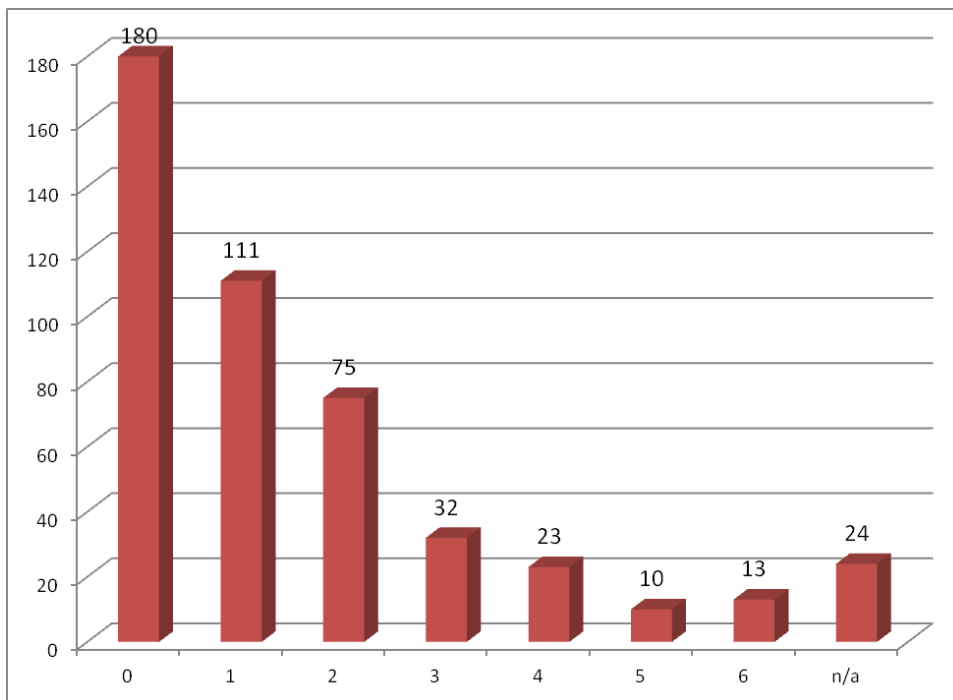
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rushed. Some also raise concerns that the bi-term model would reduce the amount of time available outside of class for both students and faculty to spend on homework, meetings, and grading. Several noted that it can be difficult to hold student attention for lengthy periods of time, and that teachers are more likely to “burn out” when teaching more hours per week (even if they get time off later in the semester).

FACULTY WELFARE
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GRAPH 6:

HOW MANY OF YOUR COURSES WOULD BE EASILY ADAPTED TO A BI-TERM
MODEL?



Of the 468 respondents, 38.46% say zero courses, 23.72% say one course, 16.03% say two courses, 6.84% say three courses, 4.91% say four courses, 2.14% say five courses, 2.78% say six courses, and 5.13% say not applicable.

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Table 6: Responses to Adapted Courses by College

Results by college (percentages):

How many of your courses would be easily adapted to a bi-term model?	not specified total: 45	CEBS total: 47	CHHS total: 57	GFCB total: 28	OCSE total: 79	PCAL total: 136	UC total: 31
0	35.56%	48.94%	26.32%	42.86%	26.58%	50.00%	22.58%
1	22.22%	17.02%	26.32%	17.86%	35.44%	19.85%	16.13%
2	17.78%	14.89%	28.07%	14.29%	18.99%	8.82%	19.35%
3	4.44%	6.38%	8.77%	14.29%	3.8%	7.35%	9.68%
4	2.22%	2.13%	5.26%	7.14%	5.06%	4.41%	19.35%
5	0%	0%	0%	0%	2.53%	3.68%	6.45%
6	4.44%	6.38%	3.51%	0%	3.8%	2.21%	0%
n/a	13.33%	4.26%	1.75%	3.57%	3.8%	3.68%	6.45%

Summary:

Half of PCAL faculty respondents feel that none of their courses would be easily adapted to a bi-term model, followed closely by CEBS (48.94%) and GFCB (42.86%). A majority in CHHS and OCSE, and over 30% in all Colleges except PCAL feel that one or two of their classes could be easily adapted. Across all Colleges, very few respondents feel that more than 3 of their courses could be easily adapted.

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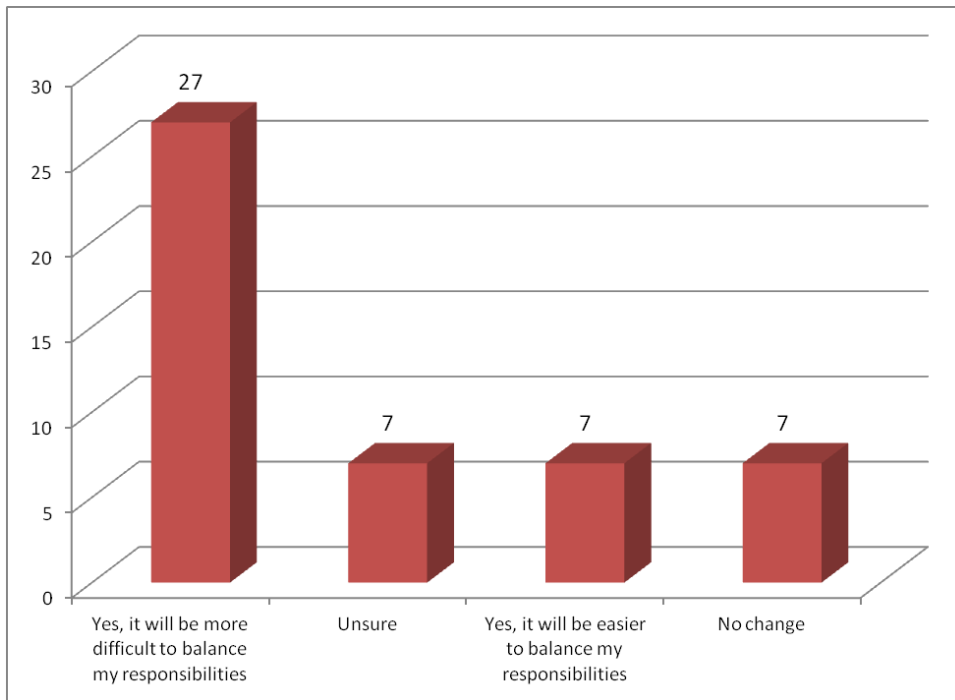
Comments:

Respondents noted that courses based around certain kinds of learning activities – labs, studio, practicum, internships, and research – are not adaptable, nor are those that are reading and writing intensive. Several respondents suggested that those courses currently taught during J term or over the summer would be good candidates for bi-terms, as would Gen Ed and 100 level courses. Some comments reflect the concern that faculty members would need to completely redesign their courses, and may even need additional training in new pedagogical methods.

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GRAPH 7:

WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON YOUR ABILITY TO BALANCE
YOUR RESPONSIBILITIES AT WKU WITH OTHER PROFESSIONAL POSITIONS OR
RESPONSIBILITIES OUTSIDE OF WKU?



Of the 48 respondents, 56.25% say it will be more difficult to balance responsibilities, 14.58% say they were unsure, 14.58% say it will be easier to balance responsibilities, and 14.58% say no change.

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**Table 7: Part-Time Responses to Balancing Other Professional Responsibilities
by College**

Results by college (percentages):

Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	not specified	CEBS	CHHS	GFCB	OCSE	PCAL	UC
	total: 8	total: 3	total: 6	total:6	total: 0	total: 14	total: 6
yes, it will be more difficult to balance my responsibilities	50.00%	66.67%	50.00%	50.00%	0	64.29%	33.33%
unsure	25.00%	33.33%	16.67%	16.67%	0	0	33.33%
yes, it will be easier to balance my responsibilities	0%	0%	16.67%	33.34%	0	7.14%	33.33%
no change	25.00%	0%	16.67%	0%	0	28.58%	0

Summary:

A majority in all schools except OCSE (no data) and University College feel that the bi-term model would make it more difficult for them to balance their responsibilities at other jobs.

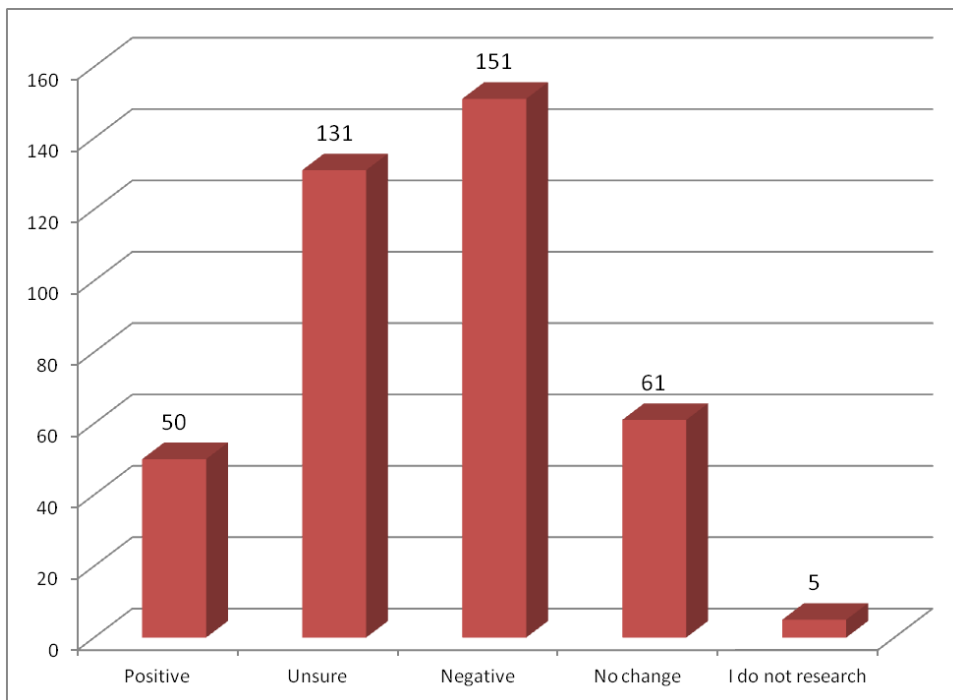
Comments:

Though there were very few comments, they highlighted both the positive and negative aspects of the proposal: some felt they would have more time to engage in consulting work, for example, while others felt they would not be able to continue teaching at WKU while holding other jobs. Comments in other sections relating to this question emphasized the feeling that bi-terms would reduce faculty ability to both work at WKU and elsewhere.

FACULTY WELFARE
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Graph 8:

WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON YOUR ABILITY TO DO
PROFESSIONAL DEVELOPMENT ACTIVITIES (RESEARCH, TRAVEL, ATTEND
CONFERENCES, ETC.)?



Of the 398 respondents, 12.56% said positive, 32.91% said unsure, 37.94%, 15.33% said negative, 1.26% said they do not research.

**Table 8: Full-Time and Research Faculty Responses to Professional Development
by College**

Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	not specified	CEBS	CHHS	GFCB	OCSE	PCAL	UC
	total: 35	total: 41	total: 50	total: 21	total: 73	total: 115	total: 24
Positive	11.43%	7.32%	22.00%	19.05%	16.46%	8.70%	20.83%
Unsure	34.29%	31.71%	38.00%	38.10%	35.44%	24.35%	33.33%
Negative	28.57%	43.90%	20.00%	28.58%	27.85%	54.79%	33.33%
No change	22.86%	17.07%	24.00%	9.52%	12.66%	11.30%	12.50%
I do not research	2.86%	0.00%	0.00%	4.76%	0.00%	0.87%	0.00%

Summary:

It is interesting to note that, on average, one-third of the full-time and research faculty in each college are unsure of how this proposal will affect their ability to complete professional development in the form of conferences and research. In some colleges; CHHS, GFCB, OCSE, and those unspecified; this represents a majority of the respondents. However, a majority of the faculty in PCAL and CEBS believe that a bi-term schedule as proposed would negatively affect on professional development and no college had a majority who believe the effect will be positive.

Comments: No comments received

Appendix A:
Faculty Comments
For Each Question
(Posted as Written)

Faculty Comments

Impact on Workload

If bi-terms are available presently then why this proposal?

I don't know how I am expected to balance a teaching load which requires teaching 4 or 5 days a week and still make progress on my research. This proposal will significantly increase faculty teaching loads - which will make it significantly more difficult to maintain an active research agenda, attend to my service requirements, and attend to the needs of my students.

I'm also concerned that students will be less likely to enroll in research credit hours, as these would be impossible to do over a bi-term.

Bi-term is a dreadful idea - for lab-based courses especially problematic

Certain classes in our program will not fit into a biterm schedule. There wouldn't be enough time to complete necessary tasks

New course development will not happen because of time constraints. I will not have time to complete the mandatory research requirements for my department

biterms do not work well with writing/heavy classes

If all departments are required, it's more difficult. If not required, no difference.

As an instructor with a heavy course load, a bi-term schedule will leave little time for research, grading, etc.

This is clearly a transparent money-grab by the administration. Does the administration seriously think we are dumb enough not to notice that fact? Hassles. No benefit except to King Gary.

This is really a veiled tuition increase. Other reasons cited are smokescreens.

My schedule is simply given to me and I have no input or control. Therefore I can't imagine how this proposal would change that.

Library research instruction sessions will increase, which will necessitate the hiring of additional faculty librarians.

Demonstrably tougher and unwise for the writing classroom.

Bi-term classes are sometimes useful, but it is already possible to offer them if desired. I see no reason to pressure faculty to offer more, or to make them the standard form for WKU classes. They will make it more difficult to offer many types of classes - for example, service learning classes.

This is a horrible idea.

Because of the nature of the courses I teach and because I teach them in summer, I anticipate no change.

No time for writing intensive classes. I will give fewer assignments. No time to grade.

due to holidays and workdays of school systems it is tricky enough to schedule field time during the semester. It would be impossible with bi-terms.

Course load would have to be delicately balanced. Grad classes that are intensive take an ENORMOUS amount of time even in a 15 week format. If that was the only course taught/taken in a bi-term, fine, But i can see our students wanting to get out more quickly and performing poorly by overscheduling classes

The proposal has unintended consequences with respect to labs and graduate courses

As a part-time faculty member, it would be easier for me to teach multiple courses while only having to teach one per bi-term.

it will be a bad thing in terms of teacher preparation. my focus is student learning

Bi-terms with a 3 (9 hr.) course load will be a higher workload per work week.

Concepts presented in many music classes require time for the students to process the information and therefore a bi-term schedule would be detrimental to the degree program.

It is virtually impossible to provide students within STE the content and experiences needed in bi-term

Faculty Comments

Impact on Workload

classes. Bi-Term classes would put STE students at a great disadvantage.
This is an undergraduate proposal and I generally teach only graduate courses
Students need more time to read, research, think, write, and revise.
Our studio classes would be impacted by this decrease in the semester.
Cash grab
Courses with laboratories have not been addressed
The article attached does not include examples of education. Education majors are tied to state mandated components that cannot be removed. Currently, education majors are required to have 200 field hours in their content area prior to student teaching. A few courses could be considered by bi-term development but field hour prohibit many.
Teaching four days per week leaves 1 day for advising/meetings. That leaves NO significant blocks of time for research and writing.
This will increase the workload.
There are courses that can be made into bi term and be beneficial to students. Major courses might not fall into this category.
Having taught on both the quarter and the semester system, the semester system has worked better for preparing our students to be successful. Hard to explain in only 30 words.
Students will struggle so mightily with this schedule that most faculty free time will be spent tutoring struggling students.
I think the teaching load will be the same but condensing the time to grade etc. will be more difficult in the short term
This is a fundamentally flawed proposal. It's goal is financial -- to move all students to 'part-time' tuition status. The biterm and associated fluff is simply a ruse (largely for CPE's benefit). Please don't make all faculty unwitting partners in this scheme. If you want to raise tuition -- do it directly.
You simply cannot teach writing in 8 weeks. It makes no sense. Students need more time to develop.
Research supports positive pedagogical implications
The bi-term proposal is about the distribution about workload, not the workload itself. Perhaps some advantages, but I see the benefits primarily for students not faculty.
Principle courses (ACCT200, ACCT201, ACCT315) will be truncated.
It will make more advanced classes impossible to give students the breadth and depth they need and complete large projects. It will reduce time devoted to service and research.
Having to take this proposal seriously has affected my workload.
Math requires practice, longer class periods are difficult for students who have a slower learning curve.
With classes meeting everyday, I will not be able to return papers by the next class, as I do now.
Students taking developmental classes are needier and therefore will require more out-of-class interaction to keep up with course content. Also, morning/non-morning instructors may be less effective at times.
Due to the nature of teaching everything in half the amount of time, this proposal will speed an already too-intense workload up significantly.
The amount of time for preparation, grading, scheduling would probably double while at the same time reducing time for research and grant writing. Service to the university would be reduced due to time spent preparing twice as many classes. This would put undue pressure on students to absorb large amounts of information in a very short time.
I work 70 plus hrs/week. I need more research time/more \$. Will this help??
music has very few sections, this will be a scheduling nightmare

Faculty Comments

Impact on Workload

Scheduling individual lessons (up to 18 per studio) will be almost impossible. Student availability (both majors and general students) for ensembles (including marching band) will be significantly decreased. I currently teach graduate clinical courses, and the conversion to biterm for these courses would be a hardship on the student.

Music performance requires complex physical responses, and TIME to learn them - a more compact learning schedule will NOT improve outcomes in this discipline!

I already teach some of our courses as bi-terms.

A Bi-Term schedule would make it difficult to man our major ensembles.

Concerned about student interest

There would simply not be enough time within a week, for studio faculty, to prep, teach, grade, advise, conduct creative research, exhibit and lecture elsewhere, conduct service, etc.

It will make it extremely difficult to manage time on a consistent basis across the academic year.

Research cannot be productively accomplished in short chunks of time.

80-minute classes, not bi-term, are ok

It will be very difficult to make any adjustments to the course during the semester

Painting takes extended periods of time outside of class...for faculty and students. Bi-term schedules simply don't allow for that.

I think this approach is much more reasonable for a balanced workload

I teach writing courses and the above proposal would make my load much greater plus have a negative impact on teaching and learning

we are a clinic driven program and do not fit the "normal" course hours schedule- so this is not an ideal situation.

Research requires sustained activity throughout the year, thus bi-term loads would interfere with research.

I left my previous institution partially because of its 10-week term structure being ineffective in teaching writing.

As a part time teacher with an outside job that is full time, condensing the wku workload would not be possible.

At the master's level we will not be able to change to biterm

Building a new course would be virtually impossible on a bi-term schedule.

Writing courses are difficult to manage in an abbreviated format (and this is a prime example!); substantive feedback cannot (and should not) be rushed.

It would be extremely difficult to offer a new course in this format.

Intense teaching half the semester, intense everything else the other half; it's a wash.

OTOH, we can't cover our current courses; don't know how we could do this too.

With the number of engineering majors at WKU it would be difficult to offer both bi-term and regular term courses

Delivery/assessment/student interactions for of existing courses has to be significantly altered. More intense course --> more interactins outside of class --> less time for research/grantwriting/student engagment. Conferences/workshops will happen during bi-terms I teach and will make it harder to attend/participate.

It would impact 4 hour studios

I see additional start and end responsibilities within each semester.

Faculty Comments

Impact on Workload

I doubt I would have time for research in an intensive course - immersion might be (arguably) good for students, but not for multi-tasking professors

I say this cautiously, as I'm not sure until I try.

I am very concerned about student success rates. To shorten or speed up their classes would lead to drops/incompletes.

Asking all faculty to switch to a flipped (or similar) style of course delivery will represent a monumental drain on instructor time.

It will be a nightmare to staff and balance workloads, likely result in more time with classes.

Between class prep, grading and advising, I barely have enough time now and I don't teach TTh.

I imagine this will impact my advising responsibilities, which I must consider along with teaching.

Initially, the shift will require significant work shifting class schedules from 14 weeks to 7 weeks.

Scheduling full term and bi term courses will be much harder

I will be happy to have biterms

Well doesn't that depend on which schedule I get. While teaching -harder certainly

If the stated positives were so achievable, faculty would already be clamoring to achieve better learning while making more money during the summer.

since i havent made the change, I don't know what to expect

I think my time could better be spent in providing more and newer information to students than rebuilding my classes

It will be bad for students who need more time (i.e, a semester) to learn how to learn.

Teaching bi-terms effectively will require a great deal of reworking courses

A shorter term would be workable if my class had fewer students.

Converting semester courses to biterm will require lots of preparation time.

Will hurt our programs because we have so many commuter students who can't come to campus daily.

If it isn't broken don't try to fix it. Semester classes are best. Two of my colleagues in business are hoping this absurd proposal goes through do they can work less by piling up classes and teaching only two of the four bi-terms. Ridiculous!!!

If a large majority of faculty and department heads think this is a bad idea, you think you would listen.

Major class requirements call for more time than implied in this schedule.

Full Financial Impact (20 - 25% tuition increase) for students needs to be discussed in a forthright, candid manner.

Will require substantial time to rework content delivery; need incentive(s).

Going to bi-term courses would effectively make it impossible for me to work on grants and conduct research as time would be devoted to courses.

The kinds of courses I teach are very hands-on and would be difficult to compress

There is no need for this proposal. Increasing biterms substantially will result in poorer retention rates and less academic quality.

This proposal will place an additional barrier on attempts to get professional working people to act as adjuncts. As well, it will not be effective for weekend programs that have multiple classes scheduled each day. Lastly, it would be difficult for programs that have an internship component that must be a semester long course to look at competency over time.

Our classes involve clinicals which require a certain number of hours. It is not possible to bi-term these classes or the classes without clinicals due to the delicate arrangement of courses.

This option provides more flexibility and choices for faculty and students.

the increased time per class period results in less student retention of material.

Faculty Comments

Impact on Workload

I have a full time job and can only teach evening classes. I do not want to commit to more than one evening per week.

Bi-terms would allow inadequate time for grading, research, and service.

I see this proposal as a way to skirt the issue of work loads and faculty interests. Besides our students as a whole, especially with our generous admission, are not advanced enough to handle it.

At least initially it will be more difficult as it will mean changing up course scheduling, grading, etc.

This requires that I teach every day. Long class hours would be very stressful.

Overall it seems to be a zero sum

Based on PCAL meeting with Dr. Emslie, assumed new pedagogical approach would become necessary.

A large increase in bi-term courses assumes that there will be a large increase in student motivation and intentional learning which is suspect based on my experience of WKU students.

bi-terms offer an interesting shift in semester schedules and opportunity for experimentation/course development

I am not sure if this proposal would cause problems for my teaching or research but I am also unsure if it offers any real advantages over the current system.

Not sure how the proposal will impact my ability to engage students in research. My impression is that it will have a negative impact.

I fail to see how this proposal would benefit the faculty, staff or students of this university

Won't know until I try it.

The proposal will only make my load easier if I can opt to balance my load in a way that doesn't have me teaching every day of the week. If I can stack teaching strategically, then I could carve out significant time for my research and administrative duties. However, I'm not optimistic that my department head will allow this level of flexibility.

It could be more helpful

The bi-term proposal relies unduly on the informational model of learning, at the cost of the benefit of prolonged immersion in social milieu (such as classroom) necessary if learning is to mimic the hands-on environment. (see mission vision of Gatton Academy!)

Lab courses do not work well in the bi-term format.

Insufficient data has been presented. This coupled with a significant curricular revision - coupling courses with labs - may have some impact on this deployment method.

The change will impose a huge transition cost campus wide with relatively modest benefit at best

I'm concerned how this will work with student teaching

I currently am teaching most of my classes as Bi-term

My courses require the students not only to learn facts but more importantly to take TIME to internalize and apply them. I worry that the shortened schedule of a bi-term would not allow for the beneficial processing of information.

trying to condense classes into smaller time periods hurts education

It will be more difficult for the first couple of years until all courses are redesigned to fit the bi-term.

I already teach bi-terms.

There is a current lack of clinical space; this will make things worse, as the course is limited to only 2 days/week at the facility.

The compressed turnaround time for responding to writing assignments would make it much harder for me to do any other work at all.

The proposal is unclear as to the percentage of bi-term courses the university is seeking to implement. important projects would be removed from my courses due to time constraints

Faculty Comments

Impact on Workload

very hard to retool class to work in 7 weeks! crazy grading schedule-can't grade 80 papers in 2 days b/c need a break to refresh grading brain...so many issues

will require reshaping all tiered courses (i.e., level 1, 2, 3)

More time spent in class, less flexible scheduling, more work to turn around graded work, less ability to do large projects in classes, less time for research/grant writing

involves revising process-oriented assignments and activities that require more time

We already have bi-term classes that are appropriate for such setting. Not all classes fit in such a short term structure. We are not a technical college and some classes need more longer span of time. This is not even a quarter system that is longer than 7 weeks bi-term proposal. Unreasonable proposal for sure with only one thing in mind for the bottom dollar.

This decision needs considerable thought and not for the reason to make money but what is in the best interest of the student's education.

Many campuses have bi-terms. I'm not sure how this will impact my schedule until I try it.

My time should be more flexible.

Only teach UE part-time. I think a bi-term format would work well for UE.

any change always increases work at least temporarily. some work may be reduced eventually

As pt, my other job imposes a rigid time structure.

Increasing the number of biterms will require that I radically overhaul my current courses, since teaching for a period of 55 minutes requires different structure and techniques than teaching for 2 hours or more. In addition, I would have to prepare for new courses more often through the year--four separate times rather than two--and while there would be more breaks in the school year, I would spend more of this time prepping for teaching rather than researching or writing.

Tough to absorb nuances of literature when you're speed reading.

as adjunct, I would have much difficulty teaching a bi-term class

I totally support the proposal.

There is little evidence to support such a proposal, and it has potential to do great damage to faculty worklife and academic quality. I am disappointed our provost is not listening to us, and seems to hold us and our students in contempt. ASU faculty are in an uproar about this, and there is no reason to duplicate a failed idea. Drop it now.

Teaching 2-2 is NOT the equivalent of teaching 4 for me. My classes require heavy amounts of reading, which I would have to do twice per semester instead of once in order to teach the same material in subsequent biterms. I cannot teach in week 9 what I taught in week 2 without time-consuming re-reading.

I have taught two bi-terms back to back with a semester long classes (4 classes total). I was able to fulfill my responsibilities outside of the classroom.

All my classes are already bi-terms

It will likely be more difficult to grade and return assignments in time to discuss them in the next class period.

May be not significant

There are scant sources to document the Provost's desire to implement the bi-term system. isn't this amount money? Really?

How about simply pushing keeping it simple by PUSHING for quality by creating compulsory teaching workshops.

course prep, grading, research, grant writing and service will not be impacted. Teaching will.

Having taught bi-term several times, the proposal is optimistic about knowledge gained rather than

Faculty Comments

Impact on Workload

realistic.

Faculty Comments

Balancing Personal and Professional Life

Teaching every day clearly reduces flexibility.

Please see previous comment.

However, I think the main issue to consider is student learning outcomes, and whereas this might be more convenient, I don't believe the students would benefit from this in terms of their education.

How do we know what the schedule will look like

I will be forced to work constantly

I would have to grade more even more quickly than I do now, and I'm pretty fast now.

I would have to be here everyday.

I will have to be on campus much more.

In a negative sense, more flexibility because I will be giving fewer assignments and will be grading less.

It depends on how it's administered. There is certainly the potential for abuse in terms of scheduling.

Some DHs are passive aggressive when it comes to scheduling.

Compressed courses also require more prep and contact time over a shorter duration

there is no balance - wku owns me completely

The evening/night course schedule would be very constraining.

offers us less flexibility to pursue our outside consulting offers.

\$\$\$ driven

More options are nice

COE currently have a 4 X 4 load and to deliver our programs must consider teaching both winter and summer due to understaffing. When do we have time for research and writing? Compressed course demand more time.

I try to teach MWF or TH - and do research and writing on non-teaching days. With the proposed bi-term schedule of teaching four days per week - with meetings/advising on the fifth day, I'm not sure when research would be accomplished.

The intensity of teaching will increase the hours spent on teaching.

There is no added incentive for me because I would still have to teach each term, and my workload would be about the same.

I think more flexibility if I am only teaching bi term courses which would be unlikely because courses I teach require semester long field work

Same challenges as always; bi-terms affect distribution of workload, not the workload itself.

I would try to complete my load is 3 bi-terms, and research during the 4th bi-term.

It will create a '9 to 5' environment which is not conducive to research/grant writing. It will create a total lack of freedom to work on projects where and when is best for the faculty member.

I need days off during the work week for on-going elderly parent needs.

The possibility of three-day weekends will be lessened if forced to teach Mondays and Fridays.

There will be no time during a bi-term that is not crucial to be in class, and require more work time outside of the classroom / office.

I need time to travel for research, meetings, conferences. Fridays need to be flexible, no question.

it will force music faculty to abide by the compressed students' schedules, making scheduling studio, ensembles and applied lessons virtually impossible. It already takes me 4-5 hours to make my schedule out each semester. PLEASE tell Ransdell to look for other funding sources. This is NOT a good idea for the music department and our students

Any missed day--for faculty participation in conferences, recruiting, or performance--will mean missing twice the class time.

This significantly lessens flexibility and doesn't account for how professional activities occur throughout

Faculty Comments

Balancing Personal and Professional Life

the year. Choices for professional work: either starve and binge or miss significant class time for those activities - neither good options.

This proposal is a disaster for faculty trying to maintain a work-family balance.

80-minute classes are fine, not bi-term

I have no personal life; but creative activities would be much more difficult to undertake "in between classes" and meetings.

this allows for travel, research, special projects, etc which are nearly impossible right now without an act of congress

we can currently have the option to offer bi-term classes. And, we have been told we have a choice to not use the bi-term format. So, why then is there such a push to change the calendar? I am worried such a drastic change is a precursor to an eventual mandatory change and loss of flexibility.

I can give WKU one night per week and maintain my "real job".

professional time would be cut considerably

won't be able to go to biterm

As the parent of young children, I would be less able to spend quality time with my children as well as with my students. Everything would be rushed.

If the entire engineering department integrated bi-terms it could improve flexibility, otherwise it seems very unworkable

Considering 2 bi-terms equivalent in time requirements per week to 4 courses and higher pressure on bi-term scheduling (more spread out teaching times) will make it harder to stick with a health /personal routine. But I might be wrong - a lot will depend on the scheduling.

I'm unsure about the benefits in terms of flexibility. Not sure it will improve.

I believe this system could potentially allow me more flexibility because my focus would be on one or two preps vs. 3 or 4 different subjects

The only problem I foresee is if a faculty member fell ill, etc... and could not make it to work, each class would miss out on the equivalent of 2 class sessions under our current system

I will be too busy to have a personal life.

A bi-term calendar would require that I teach longer than my current schedule for the first 7 weeks, and shorter for the back 7 weeks (or vice versa). There is no chance to arrange consistency, which is required for my area of research.

It would depend on how the chair handles it. Could be more, or less

work can easily expand to fill the vacuum

I anticipate more flexibility

The increased load and stress will cancel any so-called "flexibility". Flexibility implies choice of what to do with your time...

Our department offers the possibility of using bi-terms like this now

We still have to be on campus for committee/dept meetings and other university service.

Seriously? There are full time tenured faculty that work two days a week already.

Classes meet four days a week with the "free" day consumed by meetings. The university could not conduct its business on this schedule.

This means MUCH longer days in the classroom and doesn't take into account the time needed outside of it to help the students.

I have to continuously work on my classes.

For me it looks better.

Faculty Comments

Balancing Personal and Professional Life

Most of my classes would have to be redone to fit into two biterms vs. one semester

There will be less of a balance, more all teaching, then all research.

If I am unable to negotiate my load and schedule with my department head then I would have a very difficult time in making child care arrangements if for example I had to teach a night class in a bi-term.

The scheduling difficulties created with the biterm will be monumental - we already have difficulties with all of our science requirements - we never know ahead when a science class moves, so when conflicts arise between courses, we cannot change fast enough for some to graduate on time. This deployment method should allow for extended research opportunities during fall and spring which currently are not available.

Balancing my own professional and personal life is not the point. The only concern should be to focus on the best pedagogy for the students' learning.

Currently, teaching two bi-terms and two regular courses struck a nice balance.

I don't think it would ultimately change my time at home just shift it, creating less continuity

The schedule would probably require 4-day teaching weeks, which would reduce balance.

the rest of the world and our community here in bg operates on semesters

Seven weeks are not long enough time for in depth academic learning that requires research, reading, and understanding of the content. Again, certain classes might work better than others. The problem is to make this as an across the board for all academic structure.

When teaching biterm classes in the past, I find I am too constrained by the need to be in the classroom everyday.

But more flexibility with my research, which is good.

More flexibility, if we have the option of choosing between full terms and bi-terms for our courses.

I leave my office and FT job twice a week to teach for the entire semester. More days per week for half the semester would be easier.

Sounds like more class work in less time.

The current system allows for maximum flexibility within either a 7 week or 15 week rotation. It seems that the proposed plan allows for much less flexibility, forcing more departments and colleges into a 7 week schedule.

I will say this: it will keep faculty as focused as it will the students. :-)

How can we even know? There is no substance to the current proposal. However, doing finals and research papers four times a year instead of two would obviously cut the time availability for research and writing. The literature also suggests that faculty become exhausted.

Particularly the 4 day/week version of the plan would seriously, and detrimentally, encroach on time for research and grading/course design. Teaching 4 days per week and having meetings the 5th day would allow NO blocks of time for other activities required by my job.

In most cases the classes would have to meet 4 days a week. It would be more difficult to fit big projects into a daily schedule, such as field work and other research.

Totally unpredictable. More concentration assumes more preparation for both students and faculty.

Neither is assured, or likely.

The profession becomes a life style to which one adapts according to strengths, and/or interests. I would find it disrupting to change my routine a third time in my international career.

Actual time during bi-term allows less flexibility.

Faculty Comments

Recruitment of new Faculty

The adoption of this proposal will make me more likely to look for work at other institutions.
Students will "do the math" and see this as a tuition increase for them personally.
I fail to see where the benefits are to the faculty. There is no flexibility in teaching loads - we will be teaching more and more often.
I think you want to be careful of students who want to start late, have little or no experience with college, and then "bite off more than they can chew" in their first semester.
Dreadful idea all the way around
Competitive faculty will not want to work at a university that has the same calendar as places like DeVry for me, this would have been a deal breaker
It will be difficult for students who commute and currently take classes only 2 or 3 days/week to come to campus more often.
It seems to complicate the scheduling
The current system provides a balanced approach. The new system is not appealing.
I would not have considered coming here if this was the model for MOST of the faculty load or if it was mandatory in any way.
It could be beneficial depending on the schedule given to a new faculty member.
I know of no other universities who are promoting this. While some institutions use the quarter system, most use semester.
Many research professor candidates would consider bi-term courses a positive aspect of work life at WKU. Such a schedule would allow them to accomplish their teaching responsibilities more quickly and thus spend more time on research.
The quarter system was the biggest blow but this is another level that people will oppose
This format would not be overly beneficial to most music major specific classes. I think incoming professors would see the issues with such a schedule.
In meeting EPSB requirements for STE students seeking certification, it would make it harder to meet such requirements and therefore earn a teaching certificate. This would drive students away from the STE program - the largest program on WKU's campus and thus hurt campus enrollment as a whole.
Neutral
Dilution of quality
If we believe it, they will come.
In our field this would be a very unappealing schedule.
The workload is already heavy this makes it impossible.
This would have been a negative for me as I found the quarter system where I previously taught (more similar to the bi-term system) restrictive compared to the semester system.
Faculty at other universities (some on the job market now) tell me that they would not accept a job from a school on a bi-term calendar
I don't think it will entice people who would have otherwise not accepted positions here
We will recruit students who simply want to get through ASAP; in other words, less serious students than we already have.
As there are benefits and limitations to the proposal, there would be benefits (and limitations) to recruitment.
I would not have applied for my own position had a quarter system been in place at WKU. I deliberately did NOT apply to several universities because they operated on a bi-term / quarter system. I have spoken with recent hires here and other universities and the same sentiment was expressed.
Traditional students, especially more advanced ones, most often look forward to leaving high schools,

Faculty Comments

Recruitment of new Faculty

especially public ones, behind, so having a college schedule similar to high school will definitely hurt recruitment.

I think it makes us look like an academic joke. Why would anyone want to teach in a University that doesn't take Academics seriously? This doesn't make us look innovative, it makes us look like we are trying to provide less of a product for the same amount of (or more) money.

I would not accept a teaching position in an institution that expects this amount of work from me.

Im not sure our students can handle this rigor.

If implemented, this proposal would present an entirely foreign and frightening context for potential teaching faculty in our program. Semester-long contact, teaching, and skills-building is the norm in our discipline.

At a conference this fall (something that I couldn't have attended if on biterm schedule) faculty from other schools reacted to this idea with horror and disbelief.

Adult Learners typically love bi-term classes to speed their graduation.

I think this will discourage candidates, especially if coming from semester-based teaching

I had three other offers. I'd never have chosen WKU over those schools were this schedule in place then.

100% believe that faculty should be allowed to offer bi-term courses

Most schools do not use this approach, and most candidates wishing to enter academia will prefer the standard model.

Again, if we preserve the choice of faculty to offer scheduling that best fits their teaching, flexibility is an advantage. However, because we already have this flexibility, changing the format of the calendar into a bi-term focus seems unneeded or fishy.

Requiring faculty to participate in a bi-term schedule would be detrimental in the field of writing. no time for own research,

I am not sure how it will affect recruitment

The vast majority of instructors do not already work with this structure. It would produce more work for any incoming member as they would have to rethink and restructure any materials and learning strategies that they have produced/acquired in their career.

I believe that this could be a deciding factor in faculty choosing to go elsewhere. The bi-terms remind me of the quarter system and I have never heard anyone teaching at a school with such a system say anything positive about it.

There should be a choice for "neutral" as I can't see this having any effect.

I think the impracticalities outweigh the potential advantages. I would be more positive with strong faculty support.

This will appear to be a gimmick, and could be seen as a sign of an institution without focus

If this were in place when I was on the market, I wouldn't have accepted the offer. Nor do I know anyone in my field that thought positively of the proposal.

It all depends on how hard the university will be pushing folks. If it is truly a choice (like it is now) it would be beneficial. However, it's already a choice, so I can't help but feel the shift must be something other.

Will bring them in with false promise

Biterm classes don't allow students to work

The unsupported claim that a lighter prep load would result seems like wishful thinking.

Bi-Term classes feel rushed, cursory, and unfulfilling for student and instructor.

I'm concerned about WKU hiring more part-time faculty to avoid paying benefits and pay.

Faculty Comments

Recruitment of new Faculty

I would run like hell if I were a candidate and informed of this plan.
Absolutely not -- will be understood as a sign of a second-rate college that does not take learning seriously
No data has been provided indicating that recruitment is hurt by current schedule system.
Bi-terms give faculty flexibility when life events occur such as pregnancy, illness, etc.
Focus should be on improving faculty salaries. Period.
Kentucky students will hate the bi-term idea. Will hurt recruiting.
Students have a hard enough time keeping up with some classes by having bi-terms more students have the risk of failing out.
The Provost needs to listen to faculty instead of responding with contrary arguments on every issue.
It would be beneficial in certain colleges, but not in ones that have requirements to be met for standards outside of WKU.
Student comment heard in hallway: "If this biterm goes through, I'm going to transfer."
I would not have accepted a position at WKU if it operated on a bi-term system; a change to bi-term will affect my decision to remain here. I have spoken to faculty at other universities and they shared this sentiment
No one would understand such a different set up.
I think it is going to be a hard sell to convince students to take courses that will have them in class SEVERAL hours a day. Keeping them in class 55 minutes is tough enough.
More leverage is better.
Professors in my department have said they would have sought employment elsewhere with this calendar.
There is a reason why almost all university in the U.S. have moved out of the quarter system
Students don't like change + it will cost more for those taking 15 hrs/wk
The answer to all of these questions really seems to depend on our ability to negotiate our load distribution and whether we will be allowed to arrange full semester courses with bi-terms.
Arizona State University has attempted bi-term programs but only found it viable for online classes.
I cannot see why a potential candidate would make a major decision based on whether or not a campus has a bi-term emphasis.
This would be pure speculation.
I think it might work well for traditional 3 hour/week classes. My course does not fit this mold.
I worry that new faculty may feel coerced into teaching bi-term courses simply to please their department heads, deans.
Bi-terms would lower our prestige. Such short semesters evoke U. of Phoenix. I would leave if possible myself.
it makes us "different" from "regular" colleges and will viewed, I believe, as "weird."
I do not understand why this has to come up as a new proposal when it is NOT a viable option for all academic areas and we already have an option to offer some classes in a bi-term structure during the J-term and summer.
This statement suggests that all candidates prefer a bi-term. This statement is too general. Not all academics prefer a bi-term.
Most people I know in the humanities value traditional long semester and long summer holiday.
My experience is a lot of stress in a short period of time.
Implementing a greater number of biterm courses and shifting to a more truncated school year would appear to make WKU less academically-minded. Most job candidates are interested in a university that

Faculty Comments

Recruitment of new Faculty

allows them full time and flexibility to teach and do research, and this plan actually restricts current schedule flexibility.

What serious scholar would come to an institution that institutes such an idea? This will undo years of work we've done to recruit promising new faculty and good senior people will leave. Potentially devastating.

I can't imagine that young faculty would consider this a positive alternative model for academic quality or personal scheduling. They would not come here, and I would consider leaving here if we went to a full biterm system or were ever forced to teach any classes at all in a biterm format that we did not think was beneficial for that class.

One of the advantages of being a professor is the flexibility of scheduling to allow time for service and research activities. Being in class everyday of every week does not allow this flexibility.

Get with the program WKU. Other colleges are eating our lunch because they are adapting to change. Because faculty may teach bi-term courses at present, it will have no impact on recruitment.

neutral

The proposal may change when the students are finished for the summer and may impact potential internships and jobs.

There campus is looking really need, why no invest more in research, and the quality of teaching. The Literacy Training is a good start.

Faculty Comments

Quality of Teaching

Tried bi-terms; it rushed the students and their feedback was negative toward the format.
I'm unsure. I've never taught in this kind of format.
There is a substantial body of research indicating that spaced learning is better than massed learning in terms of long-term retention.
Some lab-based material needs 15 weeks
I will not have time to thoroughly grade writing assignments nor will I be able to devote as much individual attention to students
We would need to be teaching whirlwinds; students would be reading novels quickly; students would have less time to become critical readers, writers, and speakers.
Students need time to digest info. Field experience hours would also be difficult to attain.
I teach courses with community partners that would be very difficult to schedule and coordinate under a bi-term system.
However, it would make returning assignments in a timely fashion more of a challenge
Students already complain about the fast pace of many of our courses taught in a full semester
Longer class periods are counter intuitive to real learning.
I've taught in many formats, and the shorter the term the more adverse affects from absence, work schedules, etc. Standards have been lowered in every case.
Students cannot absorb more information just because they are in the classroom for more hours per week.
I always do my best to teach effectively, but a bi-term system will make it more difficult to pursue topics in depth, or to use applied pedagogies (e.g., service learning).
The pacing is too fast for the average student.
Since I am used to teaching these in summer, I anticipate no change, but I can see others struggling, depending on the course/topics.
There will not be sufficient time for struggling students to study the material outside of class and come to office hours before we have to move on. More will fail.
On my teaching personally, none. It will have a dire impact on the adjunct faculty that teach.
No change because I do not anticipate participating in bi-term classes.
Some courses require more time for the students to absorb the material.
I mark "Not enough information". However, teaching could be more crammed and rushed with a bi-term course load if students do not respond with a higher level of work.
I will still be a good instructor, but student learning will not reflect that - what we are doing is serious not plug and play
There is little time to work on course content development, work with students outside of class to develop their ideas, etc.
Less time between class periods is less time for students to complete needed assignments.
The 1994 Scott study the proposal relies on most heavily notes that students in the summer courses (the intensive model) saw as a benefit the fact that the professors covered less material in the summer sessions. Other studies show that faculty similarly admit to covering less material in the summer or requiring less work of students (fewer papers, less intensive projects).
I would not be able to cover the content that I would need to cover in the needed depth if my classes were done in a bi-term fashion.
I have concerns about the integration of learning.
It would create more work outside of class for the students and less time with the instructor for one on one help in class.

Faculty Comments

Quality of Teaching

It will cause me to water down some information and have less time for students to practice what is learned.

Subtraction by addition

Fewer other courses enhances intensity and focus.

I hate teaching three classes on T/TH now. I would hate to teach two classes for 80 minutes four days per week.

Too much for too little time.....

I would still work hard to keep the quality of my teaching as I value education.

Students will not be able to keep up with the workload required by such a calendar. Danger of "watering down" course requirements is high.

Rushing through material is not the ideal situation for some projects and content

Some courses require a level of depth and breadth that cannot be squeezed into a bi-term. The time spent in the classroom may be the same, but large projects sometimes require time outside of class that a student taking a full load, with a job, and other obligations cannot complete in a matter of a few weeks. Frankly, some courses taught on a bi-term schedule would not give the students the level of information, skill base, or knowledge that a semester system does. I would have no choice but to 1. reduce the reading/writing load, 2. remove entire topics important to the subject, and 3. reduce the skills taught and project levels.

The proposal assumes "perfect" teachers and "perfect" students.

As a non-morning person, I will have to teach at earlier, less-effective times, and since class times offered for our classes are limited more than other courses, it's probable I'll have to teach earlier rather than later in the day.

There is no way to teach / learn / absorb everything from a semester in half the time. There simply isn't enough "outside of class" time for teachers or students to do the required prep, homework and evaluation effectively.

I think that the students would suffer tremendously. The learning curve is something that is being ignored in this proposal. Students need time to digest information. This would turn the institution into a factory.

I pull all nighters to be ready for class now. I've taught 16 new preps in 5 years. I'm exhausted!! students do work that is due the next day. With a bi-term, work is ALWAYS due the next day. They will not be able to balance the work load and will not do the work in our courses. I've taught here for 11 years. I am speaking from my own experiences. This is a very bad idea.

Bi-Term structure would cut in half time for reading, research, reflection, understanding, and project completion. Also for practice, study, and performance achievement.

Negative, if current expectations of courses are continued with proposal concepts..

Some subjects require a continuing time-line of instruction - applied music is one of them.

Same course; same material

Any class that goes through a process of introduction, research/assimilation, exploration/experimentation, new production, multiple times, to develop informed, contextualized, and sophisticated work, knows that seven weeks is not enough time.

I would have to completely re-structure my courses. That would be fine if worth it in the long run, but it is not.

It will make it extremely hard to expect students to have read much between classes or to have time to conduct research and write longer papers. It would make it difficult to hold current once a week evening classes

Faculty Comments

Quality of Teaching

I'd burn out, and so would the students. WKU would become a pretty miserable place to teach and learn.

Faculty also benefit from only teaching a couple courses at a time - just like students benefit from juggling fewer classes at a time.

Students need to have time to digest what they have learned, and think about it in context of other life events.

Skills-based classes require time for students to practice and hone their skills.

Would not be able to keep my commitment to my full time non-university job, which currently yields 92% of my annual income. Unless your part time faculty are not employed outside of WKU they would not be able to make the commitment to the university.

less time to prepare

Courses would need to be "re-done" to accommodate a longer in class period.

Can't change to biterm in master's program due to frequent semester long projects

If I have to teach in a bi-term it will limit the amount of undergraduate research projects because students won't have enough time to collect data and complete their projects within the bi-term.

LOTS of evidence to suggest that students lose interest within 18 minutes. Longer classes would not help.

increases "introduction" and "conclusion" as a proportion of total time

The bi-term courses offer a high degree of intensity - and rapidly moving courses, interactions with students. Sustaining the high-intensity and avoiding burn out after a few semesters might be challenge.

I will teach the same, though I doubt the students will learn the same.

Not all courses are amenable to flipping, which is a critical component of this plan

How will student research be done in 7 weeks? Good luck.

It could help in beginning courses, which require submersion for skill development, but hurt advanced classes that require students spend longer periods of time needed to fully develop out of class research.

Practice is essential in the physical disciplines, students cannot absorb physical corrections any faster.

Repetition and constant application is the only way to achieve effective, physical results

Depends on the schedule I get

My discipline does not lend itself to cramming.

It would impact, however, the students' ability to absorb material and to read/synthesize, learn material

Would not be able to prepare most students for real-world experience properly

Time needed to convert classes to biterm format will detract from other teaching responsibilities, just as it did when I developed an online course.

We already have May term, J term and summer class offerings that have the feel of U. Of Phoenix type education. Is this REALLY where we want to go?

Course work will be crammed into too short of a period

Students already thinking my courses are fast pass and I only covered less than half of the material I

learned in a similar course and help teach as a graduate student.

It's hard enough to hold student attention for 55 minutes!

We only use winter and summer terms (short classes 3 - 5 weeks) for electives as they build on content already provided in typical semester long courses. In the past, we offered semester long core courses in the summer term. We noted lower comprehensive test scores for the students in summer vs. fall/spring courses. After gathering this data, we changed our curriculum for core courses to only be taught in fall

Faculty Comments

Quality of Teaching

and spring.

Students lose interest during longer class periods.

Unless you are phoning it in, you need time to work through the material you are teaching.

some courses CANNOT be taught this way without reducing the amount of material or workload on the student; which is fine as long as WKU understands it will not take long for employers to figure out that a degree from here does not carry with it the same level/depth of knowledge as other universities

It's difficult to get to know student as is so that I can anticipate their personal needs.

Only slightly negative - would hard to be ON/EXCITED for multiple bi-term courses on the same subject for such long periods of time. Already seen it with having done it before.

The sciences require time to sink in.

Divide classes in "two."

Students already think that I go too fast in class. This would make that issue even worse.

Course proposals would need to be redone along with splitting classes into two biterms vs. one semester

Fewer weeknights, fewer weekends, -- the students will have much less time for those out-of-class hours that the Provost specifically called out in his recent Policy 1.4020 Can't have it both ways. Instruction will suffer!

freshman class will be no change, upper division classes will be a slight negative as far as students completing certain projects I think

I hope quality would stay the same; I feel it would be much more stressful for me.

Biggest drawback: Setting roster (adds & drops) policy must be clarified for beneficial learning to happen in first week of class

Again, the proposal never stated just how many bi-terms would be required of faculty--if any.

Impossible for students to learn the same amount; could not assign research papers; could not turn around assignments in time; less coverage of material because students can only absorb so much at one time.

Need more than 30 words. My classes are about skills acquisition that is physical & neurological.

Learning this stuff occurs over extended time periods. It cannot be shortened.

less ability to do large scale projects, more "rushed" atmosphere

No change on some courses, but definitely negative on others. No positive changes.

As a part time professional I would be unable to commit to more class meetings per week. I would have to stop teaching part time and I love my students and classes!!

Seven week of class does not even offer students time to study and accumulate the needed academic, creative, critical skills needed. You can only cram so much in such a short time and expect that students learn when they have other work and commitments combined.

For DMA____, I believe that longer class periods pose a problem for maintaining student focus and motivation. More information must be given during a given class period as opposed to classes that last the entire semester.

Biterm classes load all the stress of a regular class in half of a semester. I don't teach at my best when I am overstressed

I assign in-depth projects and papers. Students would be throwing things together.

I would need training on how to teach differently

Attendance has always been an issue in my UE course. I feel like I start losing the students by the end of the semester.

Like many WKU professors, I manage my teaching style to fit into different formats as appropriate and

Faculty Comments

Quality of Teaching

required

The shorter terms would make depth harder to achieve.

Already spend lots of time explaining technical terms and filling in gaps of knowledge.

I could adapt to any circumstance, but I know it is difficult to adequately prepare for this type of immersion course. I have taught such courses in the past, and I therefore know that the quality of my work as well as the students' work suffers as a result of compressing so much content and so many hours into a shorter term.

My courses are research based and experiential. My students simply would not be able to accomplish this in much shorter terms

For writing classes, I can see the everyday repetition as beneficial. For literature? I don't see it as a positive.

I taught a seven week online course, and it was impossible to keep the same standards as I have for a 14 week course. My courses are very writing and research intensive, and seven week terms invariably lead to "dumbing it down." The literature supports this as well, and courses are stripped to the bare essentials.

The heavy reading and writing loads for courses in my discipline would be onerous for both my students and me (even if only 2 at a time rather than 4 at a time). If I had to teach classes 4 times per year (5 if I wanted to do a winter or summer term or study abroad), I would burn out MUCH faster than on the current schedule.

Being in the classroom with students is the favorite part of my job. I like the shorter MWF classes best. The longer classes would allow time for short field trips during the scheduled class time.

I

While my teaching methods won't change, students' abilities to absorb material will, so that will make my course less effective.

Not a fair question. Any decent educator adapts so that quality can be maintained.

There will be mixed effect on the quality of my teaching. Some courses can be delivered and completed in bi-term, but some courses can only be effective when it is taught in regular terms in my field.

Faculty Comments

Easily Adapted Courses

I'm unsure what our department will ask of us.
Gen Ed courses with no lab material
There are intensive writing and reading requirements in ALL of my classes it would require a complete overhaul of all courses
all courses require lots of writing
Labs would be very difficult to schedule in a bi-term
I can teach my classes in any format. Will students really learn more????
Most courses are not easily adapted.
All are gen ed. I know many courses will work this way; I know many won't, too.
The bi-term system will not be conducive for the courses I teach.
The decision to offer a course on a bi-term basis should be the decision of the department and the instructor, not the university
All of the courses I have taught over the past five years would be better suited for a bi-term schedule.
The only class I see as a valid shift to a bi-term model would be my music class that is not a major-specific class.
Assuming I did not lessen the requirements, I doubt students could complete the 400 pages of reading material per week plus the other assignments if they were taking my course and two others in a biterm.
None of the classes I teach or facilitate would easily adapt to a bi-term model.
an online class in professional practices could be switched to a bi-term online class.
Might be possible if I have course###part 1 and part 2 over two bi terms
Lame idea
Most of my students, but UG and G are working adults. While I may have the time for a compressed course, I am not sure they will.
This course is already taught in May and winter...it is not needed at other times.
Some courses cover material that shouldn't be crammed into a shortened semester. Who will police this?
This would very negatively impact the music department at WKU.
This would be TERRIBLE for internships and practicums.
We would be looking at most of the MAT courses
Not sure how "easily" but any course could theoretically be adapted; field work might have to be adjusted.
Only an introductory course with a low reading load, low writing load and a grade based predominantly on exams would be appropriate. Even so, most students would be overwhelmed by the amount of information being thrown at them in a given week.
All courses would need to be revised significantly
No way of knowing. Never taught a bi-term course
All of my courses contain a substantial paper load. I would imagine that I would have to cut at least one assignment.
Some courses, especially developmental subjects, work better for shorter or longer meeting times, so making them the same would have a negative effect on both student and instructor.
Everything I teach relies on the time of a full semester to function effectively.
Many, but it would only be attractive if I could earn more money doing this & get variable time off.
One studio ensemble that is already bi-term.
There is not enough time in a week to shift studio courses to a biterm model.
MUS ____ and ____ could adapt

Faculty Comments

Easily Adapted Courses

Short term intense courses are already offered during J-term and Summer.
Nearly all my courses are reading and writing intensive. Changing to new system would require major adjustments
Art takes time. Projects take time. Student portfolios would suffer. Our accrediting agency will probably pitch a fit if studio courses ran 7.5 weeks.
All of my courses would work well in a bi-term
didactic course could possibly work-however our clinic schedule for our students does not work well at all.
i offer this number under the premise that many other courses can be served best in the traditional 16 week semester, according to the judgement of the individual teaching the course.
The courses could be adapted, but not with me teaching them.
i teach all studio none of our courses would fit
I do have one course that could be adapted at the MSW level, but I do not think we would change it since that would be confusing to change one course only
Upper-level, low enrollment, non-lab courses may work well.
unclear if this meant "mine" or "my department's"
"adaptable", not "easily adapted"
I do not think it's a good idea for research seminars-students need time to develop ideas for final papers.
In general, all of my 100 and 200 level courses.
all beginning level courses
only the 100-level intro course
All
previous attempts have not been a success for the students nor the instructor.
My course structure would not allow for this model
None, at least not if I want to keep up the quality of learning and require the same level of writing projects
Some could not fit in bi-term format at all (longer research projects); others would require significant restructuring
My course would need specific guidelines to work with a bi-term model.
Experiential projects like labs, fieldwork, and community outreach require a longer time frame to accomplish.
No all courses will work for bi-term, but some will.
This statement needs to be undergrad or grad for meaning response
The type of course is extremely important to see if it works for a bi-term or not
With sufficient resources to rework content delivery
My courses are best taught as a full semester.
online courses
The topics I teach require gradual mastery of hand-on skills and knowledge, and would not compress well
You can't expect students to conduct research and write it up on a seven-week schedule.
It takes time to assimilate complex information.
Too much material to cover.
The amount of classes that would have to be sent through for changes to do this would be astronomical!
I view that three months is not long enough a term, and bi-term even less so!

Faculty Comments

Easily Adapted Courses

only 2 out of the 8 courses that I teach could easily be adapted to biterms.

Associated labs may remain in a semester format.

I already teach 9 classes per semester as bi-term. They are the PE ____ classes

Adapting them would largely mean cutting them down, reducing the content, etc.

the upper level class would be almost impossible to condense

Those four classes are already offered as biterms. It seems to be that any course that is taught as a J-term or summer class could be adapted to the biterm schedule.

Try it with the Gen.Ed. courses & those that meet several times a week. My course now meets for 2 very long days.

1/2 of my classes

Both Undergrad classes; none of my grad classes would adapt

We are already doing it anyway through occasional J-term and Summer short term classes that might be comparable for this bi-term structure, but not an option for the regular Fall and Spring semesters.

From a pure administrative point of view, all classes would be easily adapted.

Some of my classes include projects that last most of the semester. I don't believe I would be able to use those projects in a biterm.

Courses with labs and projects would suffer, in my opinion.

But it wouldn't be helpful to neither my students nor my research/professional life.

Most of my courses meet 4 days per week and would be difficult to compress into a bi-term, not to mention the need for student absorption time

I teach many different literature and writing courses. The only "easily adaptable" ones would be non-survey upper level literature courses, like special topics.

Easily being the operative word.

the term Easily is vague

The subject matter and skill requirements necessary for my discipline cannot be adequately developed within the biterm model

I have tried it and it did not work well--the reading and writing load was too much for the compressed time frame, with no time for contemplation.

Gen ed courses in my discipline could not, in my opinion, be taught in the biterm format while maintaining academic quality (heavy amounts of reading and writing; students need time for drafting and reflection), nor could survey courses. Only upper level courses for majors, and only in certain cases, would a biterm version of courses even be possible.

At this point in time, I teach 5 classes. I could easily convert all of my classes to bi-terms.

Too much material for many students to digest in either longer class periods or with classes everyday. If they run into trouble, there is no time to catch up.

only low-level courses

Part-Time Faculty Comments

Balance Professional Responsibilities With Those Outside WKU

Having to be on campus all the time limits the time I can be off campus for other positions/responsibilities.

I will be able to teach 2 courses a term and have an easier time during finals week because of the biterms.

It would be much easier to develop some of my business ideas and perform consulting duties were I to be on a bi-term schedule

Weekly flexibility impaired

The schedule at WKU currently works well with other University and research schedule I deal with. Bi-terms could be a problem. Others I work with had had problems with their universities bi-term system and responsibilities. My issues are probably field specific.

I teach part-time at two community colleges as well and this would make me privilege my prep time toward WKU courses

Although I would have to be out of the office more days per week, it would only be for half of the semester.

Full-Time and Research Faculty Comments

Professional Development

No Comments were received

Appendix B:

Cross-Tables

(College x Each Question)

Appendix B: Cross-Tables

(College x Each Question)

Table 8: Cross-Tabulation: College Not Specified

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	Yes, it will be more difficult to accomplish my duties	22	48.89%
	Not enough information	13	28.89%
	Yes, it will be easier to accomplish my duties	0	0.00%
	There will be no change	10	22.22%
	Total	45	100.00%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	7	15.56%
	Not enough information	9	20.00%
	Less flexibility	20	44.44%
	No change	9	20.00%
	Total	45	100.00%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: “The above proposal is beneficial for recruitment to WKU.”	Strongly Agree	1	2.22%
	Agree	8	17.78%
	Not enough information	11	24.44%
	Disagree	8	17.78%
	Strongly disagree	17	37.78%
	Total	45	100.00%
What effect would the above proposal have on the quality of your teaching?	Positive	2	4.44%
	Not enough information	9	20.00%
	Negative	22	48.89%
	No change	12	26.67%
	Total	45	100.00%
How many of your courses would be easily adapted to a bi-term model?	0	16	35.56%
	1	10	22.22%
	2	8	17.78%
	3	2	4.44%
	4	1	2.22%
	5	0	0.00%
	6	2	4.44%
	n/a	6	13.33%
	Total	45	100.00%

Appendix B: Cross-Tables

(College x Each Question)

Table 8: Cross-Tabulation: College Not Specified (cont.)

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	4	50.00%
	Unsure	2	25.00%
	Yes, it will be easier to balance my responsibilities	0	0.00%
	No change	2	25.00%
	Total	8	100.00%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	4	11.43%
	Unsure	12	34.29%
	Negative	10	28.57%
	No change	8	22.86%
	I do not research	1	2.86%
	Total	35	100.00%

Appendix B: Cross-Tables
(College x Each Question)

Appendix B: Cross-Tables

(College x Each Question)

Table 9: Cross-Tabulation: College of Education and Behavioral Sciences

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	Yes, it will be more difficult to accomplish my duties	29	61.70%
	Not enough information	8	17.02%
	Yes, it will be easier to accomplish my duties	2	4.26%
	There will be no change	8	17.02%
	Total	47	100%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	6	12.77%
	Not enough information	8	17.02%
	Less flexibility	25	53.19%
	No change	8	17.02%
	Total	47	100.00%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: “The above proposal is beneficial for recruitment to WKU.”	Strongly Agree	0	0.00%
	Agree	7	14.89%
	Not enough information	8	17.02%
	Disagree	19	40.43%
	Strongly disagree	13	27.66%
	Total	47	100.00%
What effect would the above proposal have on the quality of your teaching?	Positive	4	8.51%
	Not enough information	9	19.15%
	Negative	28	59.57%
	No change	6	12.77%
	Total	47	100.00%
How many of your courses would be easily adapted to a bi-term model?	0	23	48.94%
	1	8	17.02%
	2	7	14.89%
	3	3	6.38%
	4	1	2.13%

Appendix B: Cross-Tables

(College x Each Question)

5	0	0.00%
6	3	6.38%
n/a	2	4.26%
Total	47	100.00%

Table 9: Cross-Tabulation: College of Education and Behavioral Sciences (cont.)

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	2	66.67%
	Unsure	1	33.33%
	Yes, it will be easier to balance my responsibilities	0	0.00%
	No change	0	0.00%
	Total	3	100.00%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	3	7.32%
	Unsure	13	31.71%
	Negative	18	43.90%
	No change	7	17.07%
	I do not research	0	0.00%
	Total	41	100.00%

Appendix B: Cross-Tables

(College x Each Question)

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	Yes, it will be more difficult to accomplish my duties	28	49.12%
	Not enough information	11	19.30%
	Yes, it will be easier to accomplish my duties	6	10.53%
	There will be no change	12	21.05%
	Total	57	100.00%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	12	21.05%
	Not enough information	12	21.05%
	Less flexibility	19	33.33%
	No change	14	24.56%
	Total	57	100.00%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: “The above proposal is beneficial for recruitment to WKU.”	Strongly Agree	3	5.26%
	Agree	14	24.56%
	Not enough information	16	28.07%
	Disagree	15	26.32%
	Strongly disagree	9	15.79%
	Total	57	100.00%
What effect would the above proposal have on the quality of your teaching?	Positive	2	3.51%
	Not enough information	9	15.79%
	Negative	23	40.35%
	No change	23	40.35%
	Total	57	100.00%
How many of your courses would be easily adapted to a bi-term model?	0	15	26.32%
	1	15	26.32%
	2	16	28.07%
	3	5	8.77%
	4	3	5.26%
	5	0	0.00%
	6	2	3.51%
	n/a	1	1.75%
	Total	57	100.00%

Table 10: Cross-Tabulation: College of Health and Human Services

Appendix B: Cross-Tables

(College x Each Question)

Table 10: Cross-Tabulation: College of Health and Human Services (cont.)

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	3	50.00%
	Unsure	1	16.67%
	Yes, it will be easier to balance my responsibilities	1	16.67%
	No change	1	16.67%
	Total	6	100.00%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	11	22.00%
	Unsure	19	38.00%
	Negative	10	20.00%
	No change	12	24.00%
	I do not research	0	0.00%
	Total	50	100.00%

Appendix B: Cross-Tables

(College x Each Question)

Table 11: Cross-Tabulation: Gordon Ford College of Business

Appendix B: Cross-Tables

(College x Each Question)

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	Yes, it will be more difficult to accomplish my duties	17	60.71%
	Not enough information	4	14.29%
	Yes, it will be easier to accomplish my duties	1	7.14%
	There will be no change	6	21.43%
	Total	28	100%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	8	28.57%
	Not enough information	2	7.14%
	Less flexibility	16	57.14%
	No change	2	7.14%
	Total	28	100.00%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: "The above proposal is beneficial for recruitment to WKU."	Strongly Agree	4	14.29%
	Agree	3	10.71%
	Not enough information	3	10.71%
	Disagree	11	39.29%
	Strongly disagree	7	25.00%
	Total	28	100.00%
What effect would the above proposal have on the quality of your teaching?	Positive	4	14.29%
	Not enough information	6	21.43%
	Negative	15	53.57%
	No change	3	10.71%
	Total	28	100.00%
How many of your courses would be easily adapted to a bi-term model?	0	12	42.86%
	1	5	17.86%
	2	4	14.29%
	3	4	14.29%
	4	2	7.14%
	5	0	0.00%
	6	0	0.00%
	n/a	1	3.57%
	Total	28	100.00%

Appendix B: Cross-Tables

(College x Each Question)

Table 11: Cross-Tabulation: Gordon Ford College of Business

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	3	50.00%
	Unsure	1	16.67%
	Yes, it will be easier to balance my responsibilities	2	33.34%
	No change	0	0.00%
	Total	6	100.00%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	4	19.05%
	Unsure	8	38.10%
	Negative	6	28.58%
	No change	2	9.52%
	I do not research	1	4.76%
	Total	21	100.00%

Appendix B: Cross-Tables

(College x Each Question)

Table 12: Cross-Tabulation: Ogden College of Science and Engineering

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	Yes, it will be more difficult to accomplish my duties	42	53.16%
	Not enough information	19	24.05%
	Yes, it will be easier to accomplish my duties	7	8.86%
	There will be no change	11	13.92%
	Total	79	100.00%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	21	26.58%
	Not enough information	20	25.32%
	Less flexibility	28	35.44%
	No change	10	12.66%
	Total	79	100.00%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: "The above proposal is beneficial for recruitment to WKU."	Strongly Agree	3	3.80%
	Agree	9	11.39%
	Not enough information	21	26.58%
	Disagree	33	41.77%
	Strongly disagree	13	16.46%
	Total	79	100.00%
What effect would the above proposal have on the quality of your teaching?	Positive	9	11.39%
	Not enough information	10	12.66%
	Negative	46	58.23%
	No change	14	17.72%
	Total	79	100.00%
How many of your courses would be easily adapted to a bi-term model?	0	21	26.58%
	1	28	35.44%
	2	15	18.99%
	3	3	3.80%
	4	4	5.06%
	5	2	2.53%
	6	3	3.80%

Appendix B: Cross-Tables

(College x Each Question)

	n/a	3	3.80%
	Total	79	100.00%

Table 12: Cross-Tabulation: Ogden College of Science and Engineering (cont.)

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	0	0.00%
	Unsure	0	0.00%
	Yes, it will be easier to balance my responsibilities	0	0.00%
	No change	0	0.00%
	Total	0	0.00%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	13	16.46%
	Unsure	28	35.44%
	Negative	22	27.85%
	No change	10	12.66%
	I do not research	0	0.00%
	Total	73	100.00%

Appendix B: Cross-Tables
(College x Each Question)

Appendix B: Cross-Tables

(College x Each Question)

Will the above proposal have an impact on your workload in terms of new	Yes, it will be more difficult to accomplish my duties	109	80.15%
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Table 13: Cross-Tabulation: Potter College of Arts and Letters

Appendix B: Cross-Tables

(College x Each Question)

	Not enough information	10	7.35%
	Yes, it will be easier to accomplish my duties	6	4.41%
	There will be no change	11	8.09%
	Total	136	100%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	12	8.82%
	Not enough information	22	16.18%
	Less flexibility	86	63.24%
	No change	16	11.80%
	Total	136	100%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: “The above proposal is beneficial for recruitment to WKU.”	Strongly Agree	6	4.41%
	Agree	2	1.47%
	Not enough information	28	20.59%
	Disagree	29	21.32%
	Strongly disagree	71	52.21%
	Total	136	100%
What effect would the above proposal have on the quality of your teaching?	Positive	6	4.41%
	Not enough information	14	10.29%
	Negative	100	73.53%
	No change	16	11.76%
	Total	136	100%
How many of your courses would be easily adapted to a bi-term model?	0	68	50%
	1	27	19.85%
	2	12	8.82%
	3	10	7.35%
	4	6	4.41%
	5	5	3.68%
	6	3	2.21%
	n/a	5	3.68%
	Total	136	100%

Appendix B: Cross-Tables

(College x Each Question)

Table 13: Cross-Tabulation: Potter College of Arts and Letters
(cont.)

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	9	64.29%
	Unsure	0	0%
	Yes, it will be easier to balance my responsibilities	1	7.14%
	No change	4	28.58%
	Total	14	100%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	10	8.70%
	Unsure	28	24.35%
	Negative	63	54.79%
	No change	13	11.30%
	I do not research	1	0.87%
	Total	115	100%

Appendix B: Cross-Tables

(College x Each Question)

Table 14: Cross-Tabulation: University College

Will the above proposal have an impact on your workload in terms of new course preparation, grading, research, grant writing, service, etc?	Yes, it will be more difficult to accomplish my duties	12	38.71%
	Not enough information	10	32.26%
	Yes, it will be easier to accomplish my duties	1	3.23%
	There will be no change	8	25.81%
	Total	31	100%
Will the above proposal allow you more or less flexibility in terms of balancing your professional and personal life?	More flexibility	10	32.26%
	Not enough information	8	25.81%
	Less flexibility	9	29.03%
	No change	4	12.90%
	Total	31	100.00%
Thinking about your interactions with potential professorial candidates and your own choice to work at WKU, how much do you agree with the following statement: “The above proposal is beneficial for recruitment to WKU.”	Strongly Agree	1	3.23%
	Agree	7	22.58%
	Not enough information	8	25.81%
	Disagree	10	32.26%
	Strongly disagree	5	16.13%
	Total	31	100.00%
What effect would the above proposal have on the quality of your teaching?	Positive	5	16.13%
	Not enough information	7	22.58%
	Negative	11	35.48%
	No change	8	25.81%
	Total	31	100.00%
How many of your courses would be easily adapted to a bi-term model?	0	7	22.58%
	1	5	16.13%
	2	6	19.35%

Appendix B: Cross-Tables

(College x Each Question)

	3	3	9.68%
	4	6	19.35%
	5	2	6.45%
	6	0	0.00%
	n/a	2	6.45%
	Total	31	100.00%

Table 14: Cross-Tabulation: University College (cont.)

Part-Time faculty only: Will the above proposal have an impact on your ability to balance your responsibilities at WKU with other professional positions or responsibilities outside of WKU?	Yes, it will be more difficult to balance my responsibilities	2	33.33%
	Unsure	2	33.33%
	Yes, it will be easier to balance my responsibilities	2	33.33%
	No change	0	0.00%
	Total	6	100.00%
Full-Time and Research faculty only: What effect would the above proposal have on your ability to do professional development activities (research, travel, attend conferences, etc.)?	Positive	5	20.83%
	Unsure	8	33.33%
	Negative	8	33.33%
	No change	3	12.50%
	I do not research	0	0.00%
	Total	24	100.00%

Appendix B: Cross-Tables
(College x Each Question)

Appendix C:

Cross-Tables

(Teaching Load x Each Question)

Description:

The following table and graphs illustrate the responses to the survey questions according to the faculty teaching loads. The last two questions of the survey were given to Part-Time and Full-Time faculty only, respective

Table 15: Survey Results according to Teaching Load

Please indicate your teaching load:

WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON YOUR WORKLOAD IN TERMS OF NEW COURSE PREPARATION, GRADING, RESEARCH, GRANT WRITING, SERVICE, ETC.?	Full-time	Part-time	Trans. Ret.	Ped. Fac./instr.	Res. Fac./instr.	Total
Yes, it will be more difficult to accomplish my duties	256	23	5	4	2	290
Not enough information	67	11	2	1	0	81
Yes, it will be easier to accomplish my duties	21	1	0	2	1	25
There will be no change	54	13	2	1	1	71
Total	398	48	9	8	4	467

WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL AND PERSONAL LIFE?	Full-time	Part-time	Trans. Ret.	Ped. Fac./instr.	Res. Fac./instr.	Total
More flexibility	67	8	1	2	2	80
Not enough information	79	7	4	2	0	92
Less flexibility	193	25	4	3	2	227
No change	59	8	0	1	0	68
Total	398	48	9	8	4	467

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT: "THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT TO WKU."	Full-time	Part-time	Trans. Ret.	Ped. Fac./instr.	Res. Fac./instr.	Total
Strongly Agree	12	4	1	2	1	20
Agree	42	8	1	0	1	52
Not enough information	92	12	3	1	0	108
Disagree	123	12	2	4	1	142
Strongly disagree	129	12	2	1	1	145
Total	398	48	9	8	4	467

Table 15: Survey Results according to Teaching Load (cont.)

WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON THE QUALITY OF YOUR TEACHING?	Full-time	Part-time	Trans. Ret.	Ped. Fac./instr.	Res. Fac./instr.	Total
Positive	26	4	0	2	1	33
Not enough information	63	7	1	2	0	73
Negative	234	24	6	3	2	269
No change	75	13	2	1	1	92
Total	398	48	9	8	4	467

Please indicate your teaching load:

HOW MANY OF YOUR COURSES WOULD BE EASILY ADAPTED TO A BI-TERM MODEL?	Full-time	Part-time	Trans. Ret.	Ped. Fac./instr.	Res. Fac./instr.	Total
0	151	20	5	2	2	180
1	96	11	1	2	0	110
2	67	8	0	0	0	75
3	29	2	1	0	0	32
4	21	0	0	1	1	23
5	9	1	0	0	0	10
6	9	2	0	2	0	13
N/A	16	4	2	1	1	24
Total	398	48	9	8	4	467

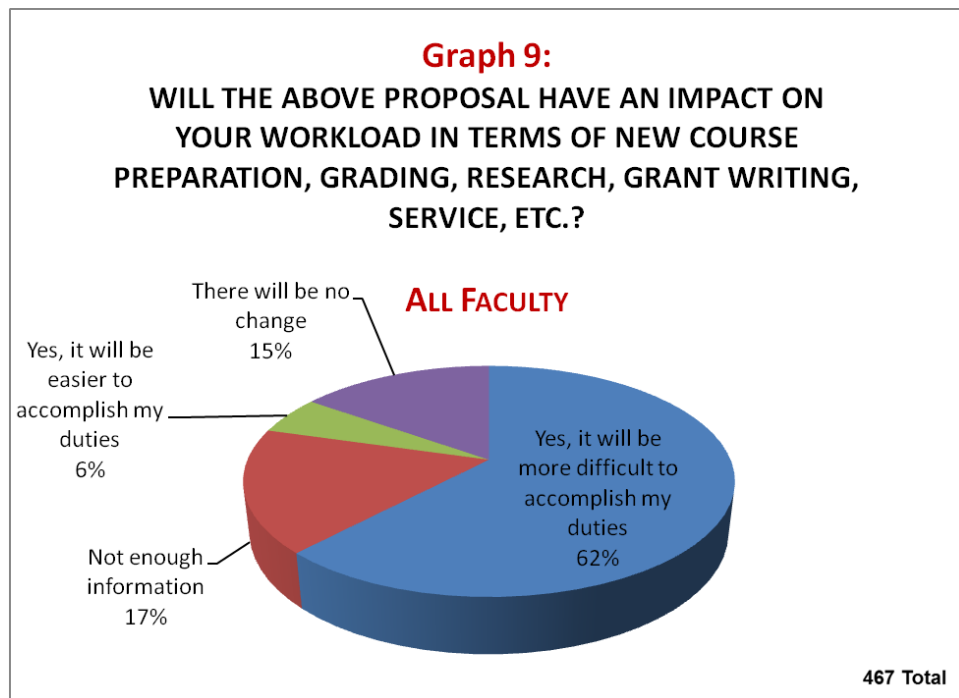
PART-TIME ONLY

WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON YOUR ABILITY TO BALANCE YOUR RESPONSIBILITIES AT WKU WITH OTHER PROFESSIONAL POSITIONS OR RESPONSIBILITIES OUTSIDE OF WKU?	Full-time	Part-time	Trans. Ret.	Ped. Fac./instr.	Res. Fac./instr.	Total
Yes, it will be more difficult to balance my responsibilities	0	27	0	0	0	27
Unsure	0	7	0	0	0	7
Yes, it will be easier to balance my responsibilities	0	7	0	0	0	7
No change	0	7	0	0	0	7
Total	0	48	0	0	0	48

Table 15: Survey Results according to Teaching Load (cont.)

FULL-TIME ONLY

WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON YOUR ABILITY TO DO PROFESSIONAL DEVELOPMENT ACTIVITIES (RESEARCH, TRAVEL, ATTEND CONFERENCES, ETC.)?	Full- time	Part- time	Trans. Ret.	Ped. Fac./ instr.	Res. Fac./ instr.	Total
Positive	50	0	0	0	0	50
Unsure	131	0	0	0	0	131
Negative	151	0	0	0	0	151
No change	61	0	0	0	0	61
I do not research	5	0	0	0	0	5
Total	398	0	0	0	0	398

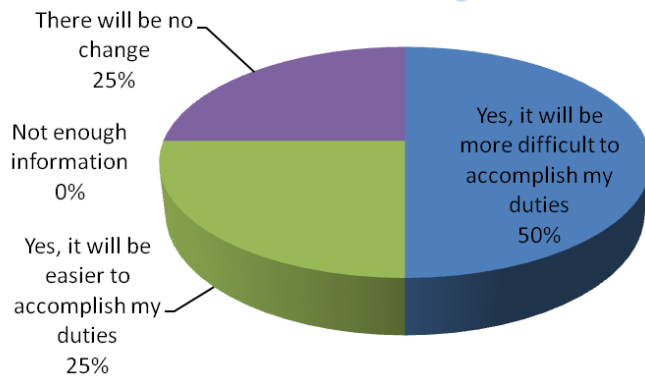


Summary:

An overwhelming majority of the faculty, regardless of teaching load, believe that the implementation of this proposal will make it more difficult to accomplish their duties. It may be of interest that, although a it is a very distant second, the next most common response was that of not having enough information.

Graph 10:
**WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON
YOUR WORKLOAD IN TERMS OF NEW COURSE
PREPARATION, GRADING, RESEARCH, GRANT WRITING,
SERVICE, ETC.?**

RESEARCH FACULTY/INSTRUCTOR

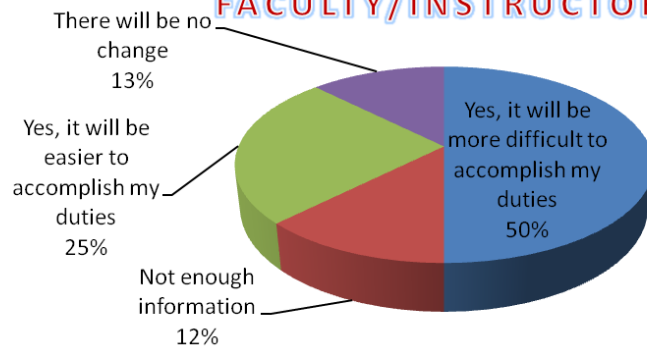


4 Total

Graph 11:

**WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON
YOUR WORKLOAD IN TERMS OF NEW COURSE
PREPARATION, GRADING, RESEARCH, GRANT WRITING,
SERVICE, ETC.?**

**PEDAGOGICAL
FACULTY/INSTRUCTOR**

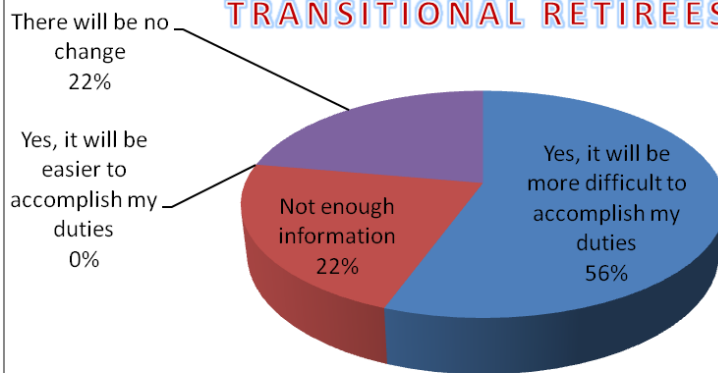


8 Total

Graph 12:

**WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON
YOUR WORKLOAD IN TERMS OF NEW COURSE
PREPARATION, GRADING, RESEARCH, GRANT WRITING,
SERVICE, ETC.?**

TRANSITIONAL RETIREES

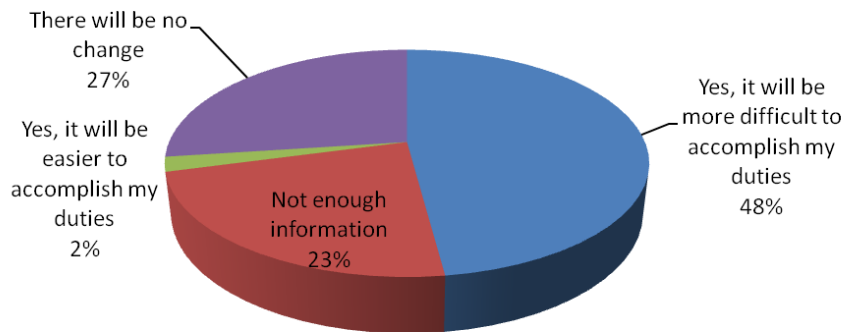


9 Total

Graph 13:

**WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON
YOUR WORKLOAD IN TERMS OF NEW COURSE
PREPARATION, GRADING, RESEARCH, GRANT WRITING,
SERVICE, ETC.?**

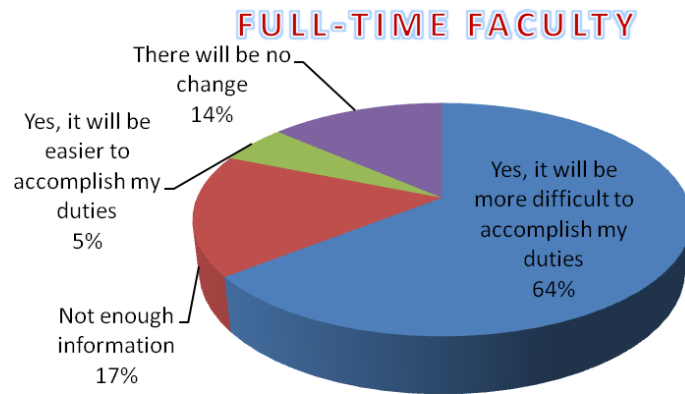
PART-TIME FACULTY



48 Total

Graph 14:

**WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON
YOUR WORKLOAD IN TERMS OF NEW COURSE
PREPARATION, GRADING, RESEARCH, GRANT WRITING,
SERVICE, ETC.?**

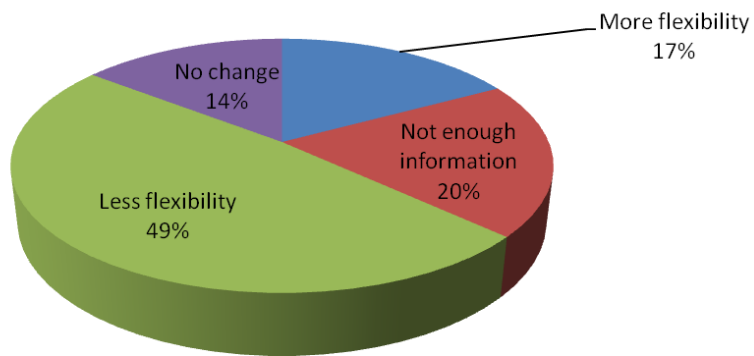


398 Total

GRAPH 15:

**WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS
FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL AND
PERSONAL LIFE? ALL FACULTY**

ALL FACULTY

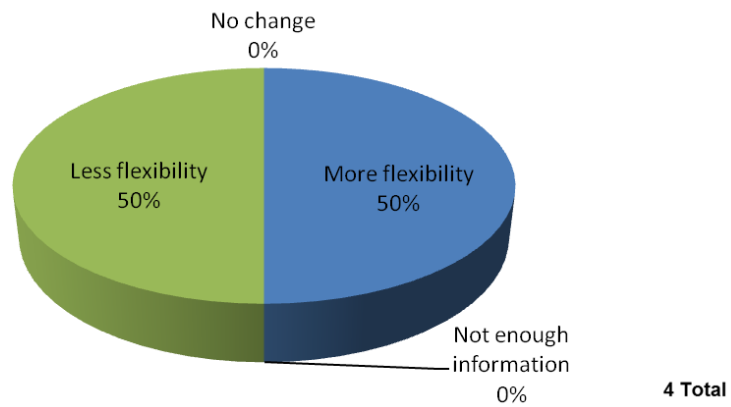


467 Total

GRAPH 16:

**WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS
FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL AND
PERSONAL LIFE?**

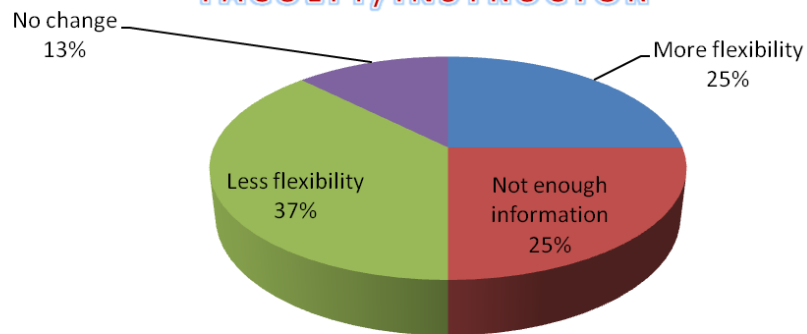
RESEARCH FACULTY/INSTRUCTOR



GRAPH 17:

**WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS
FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL AND
PERSONAL LIFE?**

**PEDAGOGICAL
FACULTY/INSTRUCTOR**

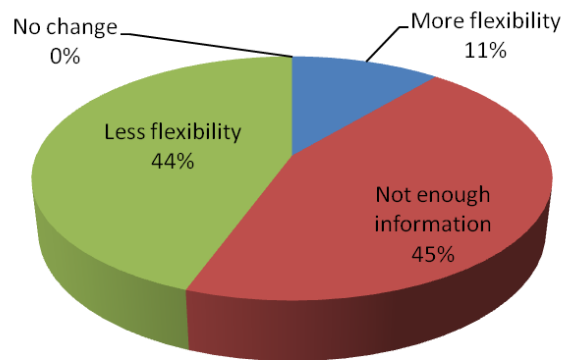


8 Total

GRAPH 18:

**WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS
FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL
AND PERSONAL LIFE?**

TRANSITIONAL RETIREES



9 Total

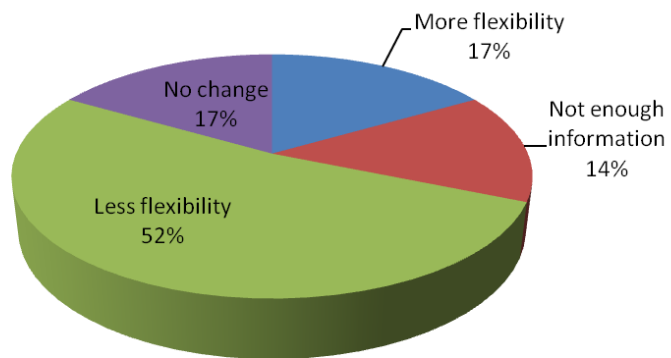
Summary:

It is interesting that the most common response from the transitional retirees is that they were not given enough information.

GRAPH 19:

**WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS
FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL
AND PERSONAL LIFE?**

PART-TIME FACULTY

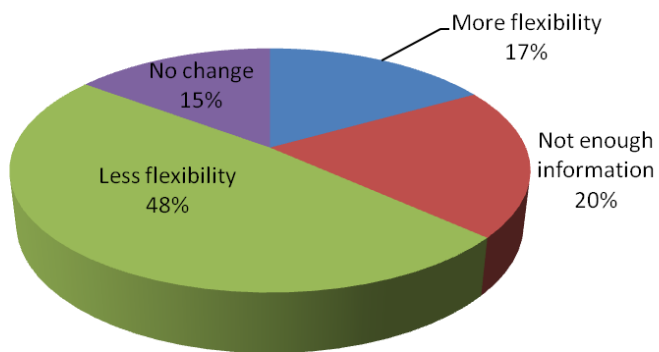


48 Total

GRAPH 20:

**WILL THE ABOVE PROPOSAL ALLOW YOU MORE OR LESS
FLEXIBILITY IN TERMS OF BALANCING YOUR PROFESSIONAL
AND PERSONAL LIFE?**

FULL-TIME FACULTY

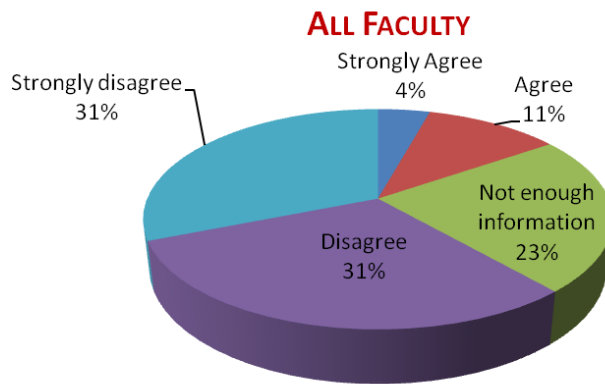


398 Total

GRAPH 21:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT:

"THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT"



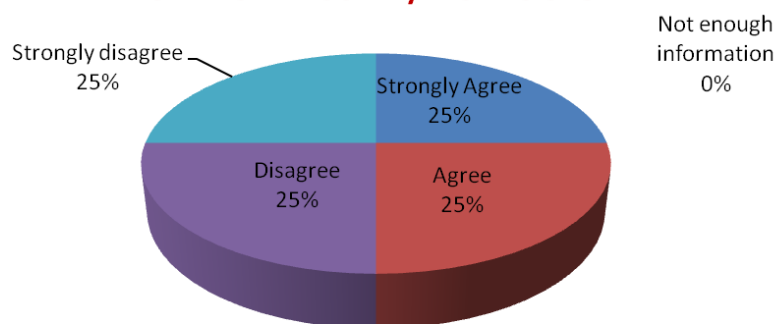
467 Total

GRAPH 22:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT:

"THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT"

RESEARCH FACULTY/INSTRUCTOR



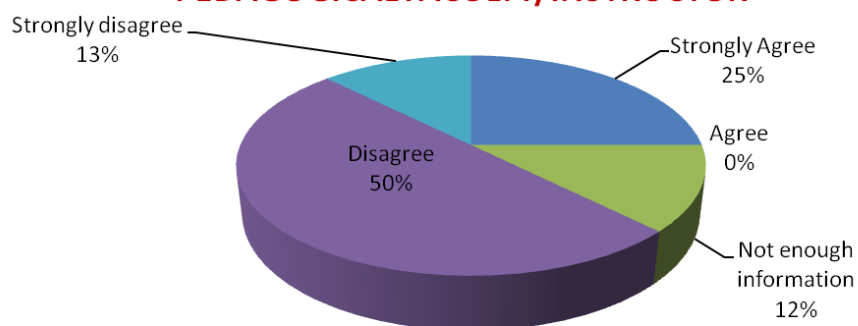
4 Total

GRAPH 23:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT:

"THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT"

PEDAGOGICAL FACULTY/INSTRUCTOR



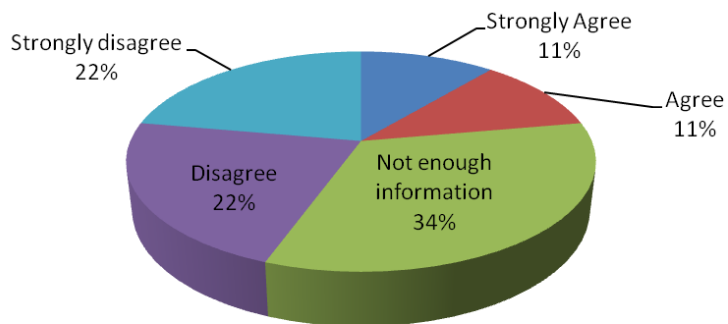
8 Total

GRAPH 24:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT:

"THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT"

TRANSITIONAL RETIREES

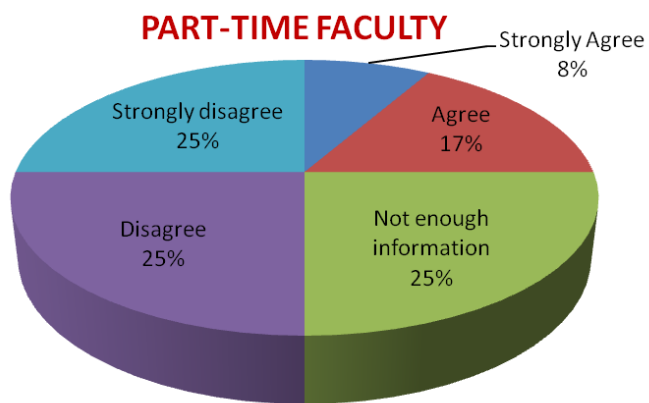


9 Total

GRAPH 25:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT:

"THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT"



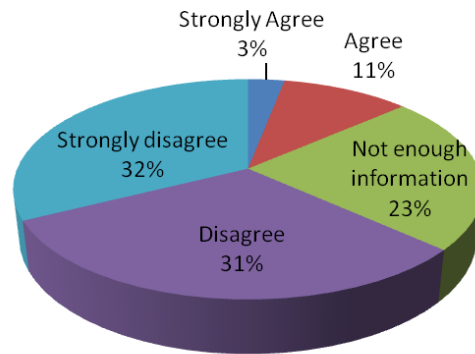
48 Total

GRAPH 26:

THINKING ABOUT YOUR INTERACTIONS WITH POTENTIAL PROFESSIONAL CANDIDATES AND YOUR OWN CHOICE TO WORK AT WKU, HOW MUCH DO YOU AGREE WITH THE FOLLOWING STATEMENT:

"THE ABOVE PROPOSAL IS BENEFICIAL FOR RECRUITMENT"

FULL-TIME FACULTY

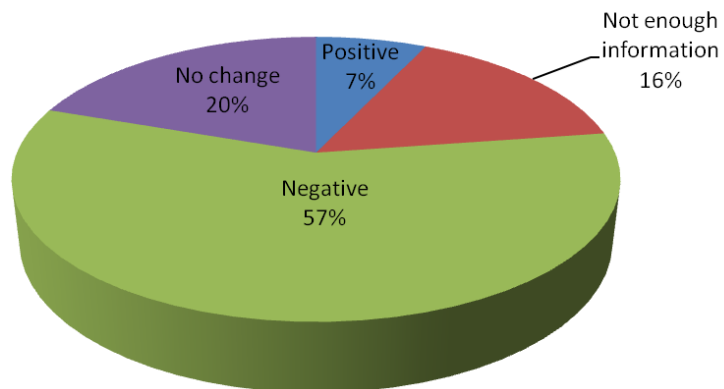


398 Total

GRAPH 27:

**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
THE QUALITY OF YOUR TEACHING?**

ALL FACULTY

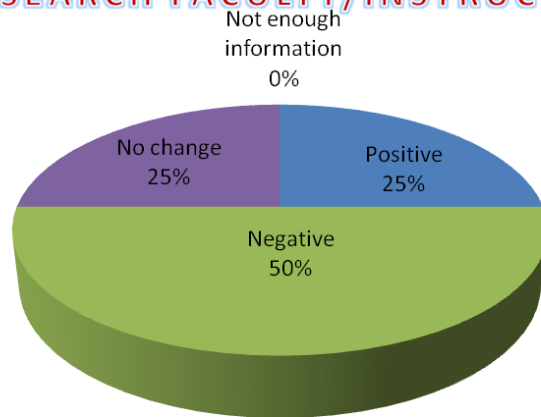


467 Total

GRAPH 28:

**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
THE QUALITY OF YOUR TEACHING?**

RESEARCH FACULTY/INSTRUCTOR

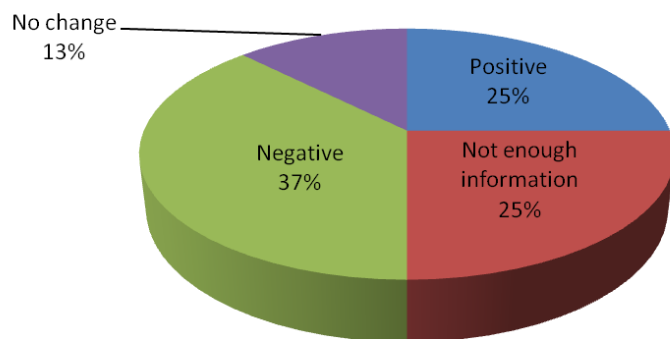


4 Total

GRAPH 29:

**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
THE QUALITY OF YOUR TEACHING?**

**PEDAGOGICAL
FACULTY/INSTRUCTOR**

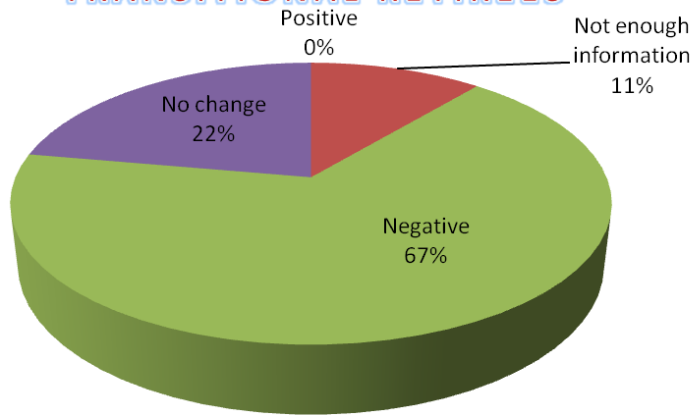


8 Total

GRAPH 30:

**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
THE QUALITY OF YOUR TEACHING?**

TRANSITIONAL RETIREES

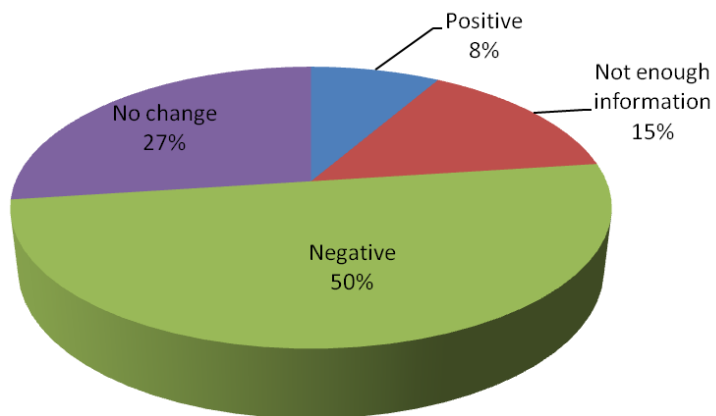


9 Total

GRAPH 31:

**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
THE QUALITY OF YOUR TEACHING?**

PART-TIME FACULTY

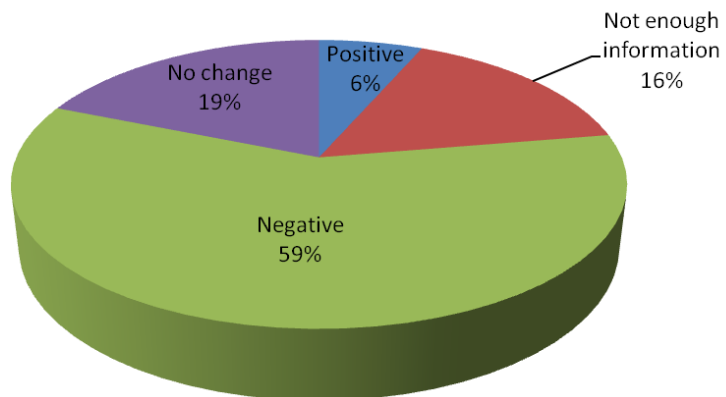


48 Total

GRAPH 32:

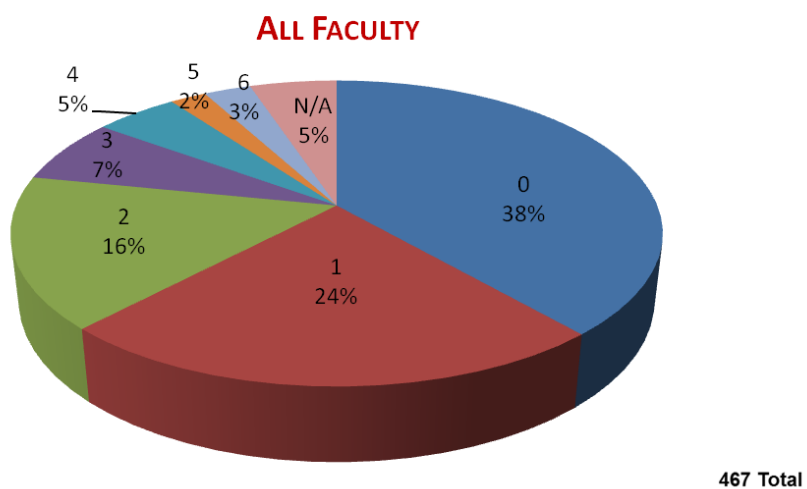
**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
THE QUALITY OF YOUR TEACHING?**

FULL-TIME FACULTY



398 Total

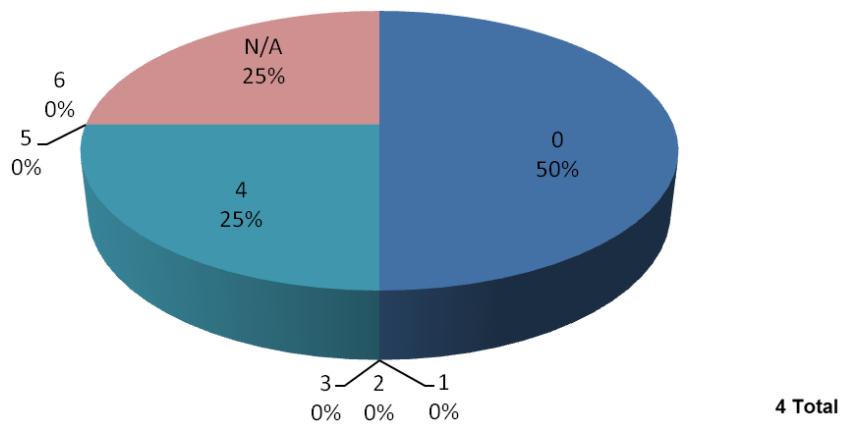
GRAPH 33:
**HOW MANY OF YOUR COURSES WOULD BE EASILY
ADAPTED TO A BI-TERM MODEL?**



GRAPH 34:

**HOW MANY OF YOUR COURSES WOULD BE EASILY
ADAPTED TO A BI-TERM MODEL?**

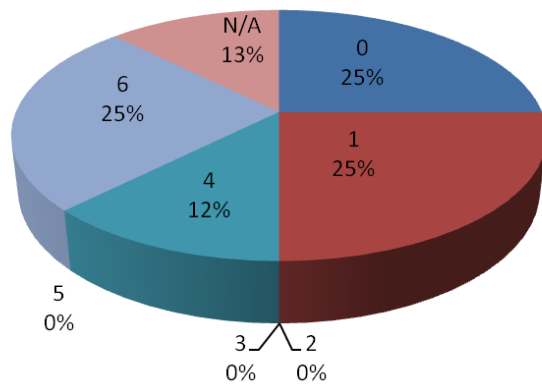
RESEARCH FACULTY/INSTRUCTOR



GRAPH 35:

**HOW MANY OF YOUR COURSES WOULD BE EASILY
ADAPTED TO A BI-TERM MODEL?**

**PEDAGOGICAL
FACULTY/INSTRUCTOR**

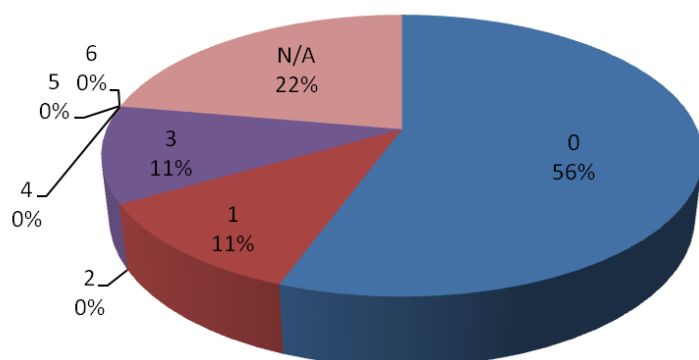


8 Total

GRAPH 36:

**HOW MANY OF YOUR COURSES WOULD BE EASILY
ADAPTED TO A BI-TERM MODEL?**

TRANSITIONAL RETIREES

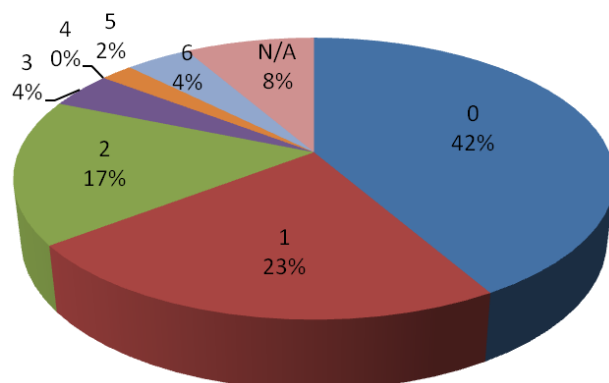


9 Total

GRAPH 37:

**HOW MANY OF YOUR COURSES WOULD BE EASILY
ADAPTED TO A BI-TERM MODEL?**

PART-TIME FACULTY

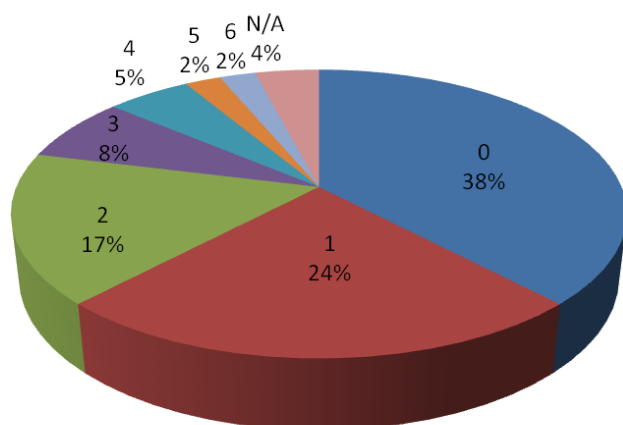


48 Total

GRAPH 38:

**HOW MANY OF YOUR COURSES WOULD BE EASILY
ADAPTED TO A BI-TERM MODEL?**

FULL-TIME FACULTY

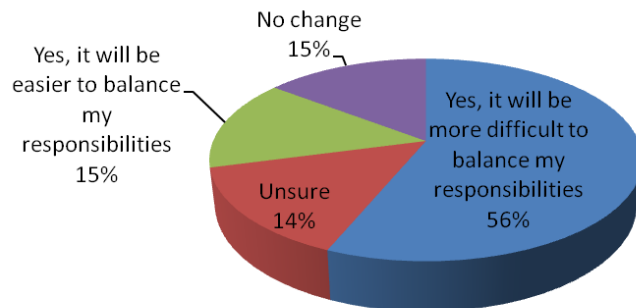


398 Total

Graph 39:

**WILL THE ABOVE PROPOSAL HAVE AN IMPACT ON
YOUR ABILITY TO BALANCE YOUR RESPONSIBILITIES AT
WKU WITH OTHER PROFESSIONAL POSITIONS OR
RESPONSIBILITIES OUTSIDE OF WKU?**

PART-TIME FACULTY ONLY

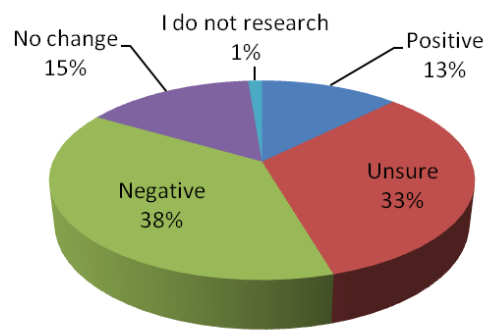


48 Total

GRAPH 40:

**WHAT EFFECT WOULD THE ABOVE PROPOSAL HAVE ON
YOUR ABILITY TO DO PROFESSIONAL DEVELOPMENT
ACTIVITIES (RESEARCH, TRAVEL, ATTEND
CONFERENCES, ETC.)?**

FULL-TIME FACULTY ONLY



398 Total

FWPRC Contributing Members

Tucker Davis (Chair)

Megan Thompson (Vice Chair)

Amanda Drost

Laura Delancey

Melanie Asriel

Jennifer Howard

Sonia Lenk

Roberto Jiminez-Arroyo

Samangi Munasinghe

Vernon Sheeley

Patricia Desrosiers

G. Comments by Members of the University Curriculum Committee

Any instructor who wishes can already offer a bi-term class, whenever they wish, of any number of hours.

Graduate or undergraduate? Our sense is that it applies to both as the document is arguing for a campus wide calendar? Or at least was arguing for such a change.

ASU has a mix of sessions. Two bi-terms, and a semester. They are required to offer both semester and bi-term classes.

50/50 mix would lead to student confusion about balanced load.

What happens if you schedule someone for a bi-term class and it doesn't make. Lancaster State Community, which has a similar setup, the answer was we make those faculty teach summer school. What happens to the student when the class doesn't make? Many of our students receive financial aid which requires minimum number of hours to be registered. The student has registered in good faith. We are the ones canceling the class. Similar examples exist for students trying to graduate. It should be pointed out this is not limited to a bi-term model. We currently deal with this issue. However, administratively this becomes quite complex when you go from a semester model to essentially four terms that a student could be fully enrolled in, non-contiguously (3/0/0/3). How will our reporting to other agencies accurately report finalized figures?

Lots of work in these shorter semesters. Can students handle work? Particularly relevant given that quite a few of our students WORK part-time. Would students be employable if they are in school for four days during the week for 8 hours all day?

Many students report that their retention problems have less to do with performance in their coursework but conflicts with family and work times. How will an emphasis on bi-term courses affect the ability of these students to participate in these important aspects of their lives.

This will fall on department heads as they are ultimately responsible for scheduling of courses over the course of the year. Some departments may have program directors or similar offices that can assist, but scheduling will become essentially a task for the entire academic year. Similarly, advising, which currently hits faculty twice a year, could potentially go from a few intense weeks to an advising cycle that essentially covers the academic year.

Many classes require 'field' work with hours outside the classroom (or literally, in someone else's classroom). To have courses that meet for extended periods during the day, and then require additional hours in the field following lecture seems to place a great burden on the student time. Given the implementation of the Colonnade, it seems advisable that Western Kentucky University engage in one experiment at a time.

Most of us are thinking along the lines that a 16 week course is compressed into a short 7-week time frame. It is possible that the 16 week course is redesigned as two intensive bi-terms, which equate to the longer semester course. This would require new course proposals. For example, a two course sequence (Fall/Spring) might be redesigned into three bi-terms. This would represent some potential

problems for academia as what happens when a student completes part of the sequence? This poses additional issues for course equivalence when students return to Western from a long absence. Several courses require multiple revisions of assignments. Essentially, students have to 'fail' and see how to improve. In a short time frame, is it feasible to expect students (and teachers) to create fully realized thoughts and research?

H. Works Cited

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Also:

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<http://www.halloffame.outreach.ou.edu/2012/Wlodkowski.html>

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http://www.huffingtonpost.com/2012/12/07/the-most-underperforming-_n_2257267.html