Summary of Departmental Responses to Scheduling Questions
(Numbers in parentheses indicate the number of departments with this response; editorial comments are in italics)

1. What problems do you see with the M-F schedule (the daily calendar)?
   a. Midday time slots are too crowded, resulting in a shortage of classroom space (caused by the fact that early morning classes are unpopular and/or infeasible for people with children, etc.) (4)
   b. TR courses (75-minute format) don’t mesh well with 2-hour science labs (1)
   c. Extra-long periods (1.5x) are needed for some TED classes (1)
   d. Non-standard scheduling without special permission, absence of technology in some rooms, and fixed seating force inefficient classroom scheduling; also, the pool of usable rooms erodes over time (1)

2. What problems do you see with the semester schedule?
   a. There are not enough breaks in fall semester (2)
   b. Fall courses run too close to the holidays (1)
   c. There are more class days in spring than in fall (1) – Note: Fall 2008 had 43 MWF sessions, 29 TR sessions; Spring 2009 has 43 MWF, 30 TR.

3. What future issues do you foresee?
   a. Concerns were expressed about changing from a M-F model to some other model (3)
   b. Competition with non-traditional-format classes at other schools (online, night, weekend) (2)
   c. Less space in the new campus buildings (2)
   d. Concerns were expressed about changing the length of the class period on MWF (1)

4. What solutions would you propose to any of the above?
   a. Change from a M-F model to some other model (4)
   b. Change the starting times of early-morning classes to be slightly later (8:30 instead of 8:00 on MWF, 9:00 instead of 8:45 on TR) (3)
   c. Add some kind of “fall break” (2)
   d. Add more distance/online/evening or hybrid courses (2)
   e. Cooperate and follow the rules (1)
   f. Use portable computers in classrooms (1)
   g. Save part of McCaskill (1) – Provost says this is regulated by state requirements: we get the new academic building only because McCaskill is going away
Provost Markwood’s Suggestions:

1. UW Superior is among the campuses with a longer semester. I believe campuses like River Falls and Stout have shortened their semesters. Should we move to 15 or 14 weeks of instruction?

2. If I understand our calendar history correctly, our spring semester was moved back a week to accommodate a January Term. That term did not work out, but we still start spring semester later than some campuses, resulting in a later completion in the spring. Should we move the spring semester up a week and get out earlier in May?

3. Students have been expressing interest in “reading” days before finals.

4. Students and faculty have expressed interest in a Fall Break

5. Faculty members have expressed concern to me over their workload during advising weeks. Perhaps our calendar could accommodate advising days without classes?

6. We have recently adopted a Senior Experience expectation for all programs. It would be interesting to begin discussion of a “Student Research and Creative Activity Symposium” that could embrace all areas on campus (much like a multi-disciplinary conference) as part of the class schedule and calendar. I have seen this as a very effective celebration of student research and creative activity and campus community event.

7. If we don’t already accommodate shorter blocks within a regular semester (6 or 8 week classes), that might be an interesting conversation as well.

8. And, of course, there is the idea of a MW, TR, FS course schedule as well.

I raise these ideas not anticipating that they will all be embraced (it would be difficult to incorporate them all), but to encourage the Council to look beyond “the way we have always done it.” I am very open to exploring practices that will meet our current and potential students’ expectations and provide faculty with some additional flexibility as well. Of course, any calendaring would require some change and adjustment to the daily class schedule, but those can always be worked out.
## Summary of Responses by Department:

<table>
<thead>
<tr>
<th>Department</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
<tbody>
<tr>
<td>Biology &amp; Earth Sciences</td>
<td>TR courses (e.g. 2:30-3:45) don’t mesh well with science labs</td>
<td>Concerns about changing to longer class periods on MWF</td>
<td>Concerns about changing to M-R or S model</td>
<td>MWF: use 50-minute sessions; TR: use longer sessions (for labs, etc.); reserve MWF for 3-credit courses; utilize all 8am-5pm blocks</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>No problems</td>
<td>No problems</td>
<td>Add a break in mid/late October (approx 1 week long); change to 4-day model</td>
<td>Add a break in mid/late October (1 day), and Wed before Thanksgiving; start MWF classes at 8:30 (not 8), start TTh at 9 (not 8:45); consider MW/TR/FS model, but admittedly bad for commuters</td>
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<tr>
<td>Communications Arts</td>
<td>Crowded midday time slots result in shortage of classrooms, time conflicts between departments</td>
<td>Not enough breaks in fall semester</td>
<td>(None reported)</td>
<td>Increase #online, hybrid, weekend courses; consider MW/TR model</td>
</tr>
<tr>
<td>Counseling Professions</td>
<td>No problems</td>
<td>No problems</td>
<td>(None reported)</td>
<td>Start MWF classes at 8:30 (not 8), start TTh at 9 (not 8:45); consider MW/TR/FS model, but admittedly bad for commuters</td>
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<tr>
<td>English</td>
<td>Crowded midday time slots (because early-morning classes are unpopular/infeasible) result in classroom shortage</td>
<td>(None reported)</td>
<td>(None reported)</td>
<td>Add a break in mid/late October (1 day), and Wed before Thanksgiving; start MWF classes at 8:30 (not 8), start TTh at 9 (not 8:45); consider MW/TR/FS model, but admittedly bad for commuters</td>
</tr>
<tr>
<td>Music</td>
<td>Crowded midday time slots</td>
<td>Not enough breaks in fall semester</td>
<td>Concerns about changing to 4-day model; competing with distance/night/weekend courses; less space in new bldg</td>
<td>Use portable computers as needed in classrooms; start TR at 9 (not 8:45); consider 4.5-day model: MW, TR, F-am</td>
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<tr>
<td>Social Inquiry Teacher</td>
<td>Non-standard scheduling without special permission, absence of technology in some rooms, fixed seating force inefficient classroom scheduling; pool of usable rooms erodes over time; 8am classes are unpopular</td>
<td>(None reported)</td>
<td>Concerns about changing to MT/WR/FS model</td>
<td>Cooperation, leave room as you found it</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Crowded midday time slots for gen ed</td>
<td>(None reported)</td>
<td>Less room in new building</td>
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