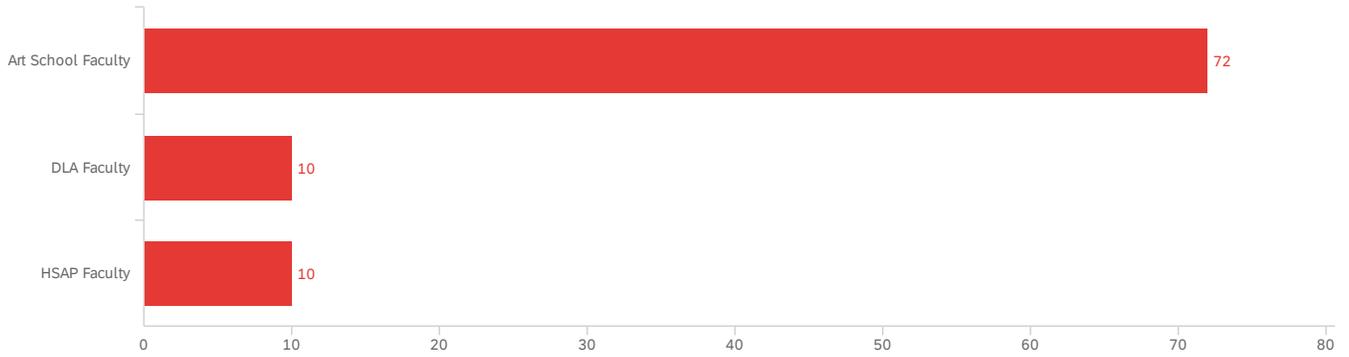


Results Report - Faculty

CSI Survey

February 7, 2025 10:47 AM EST

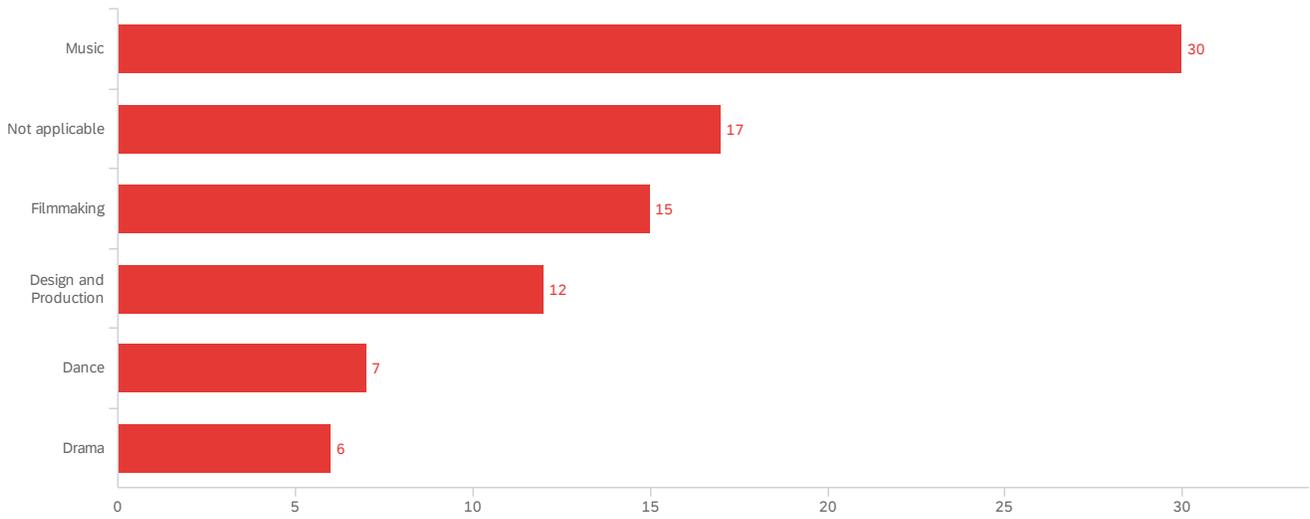
Q1.2 - Please select your level



Field	Choice Count
Art School Faculty	78.26% 72
DLA Faculty	10.87% 10
HSAP Faculty	10.87% 10
	92

Showing rows 1 - 4 of 4

Q1.3 - Please select your art school

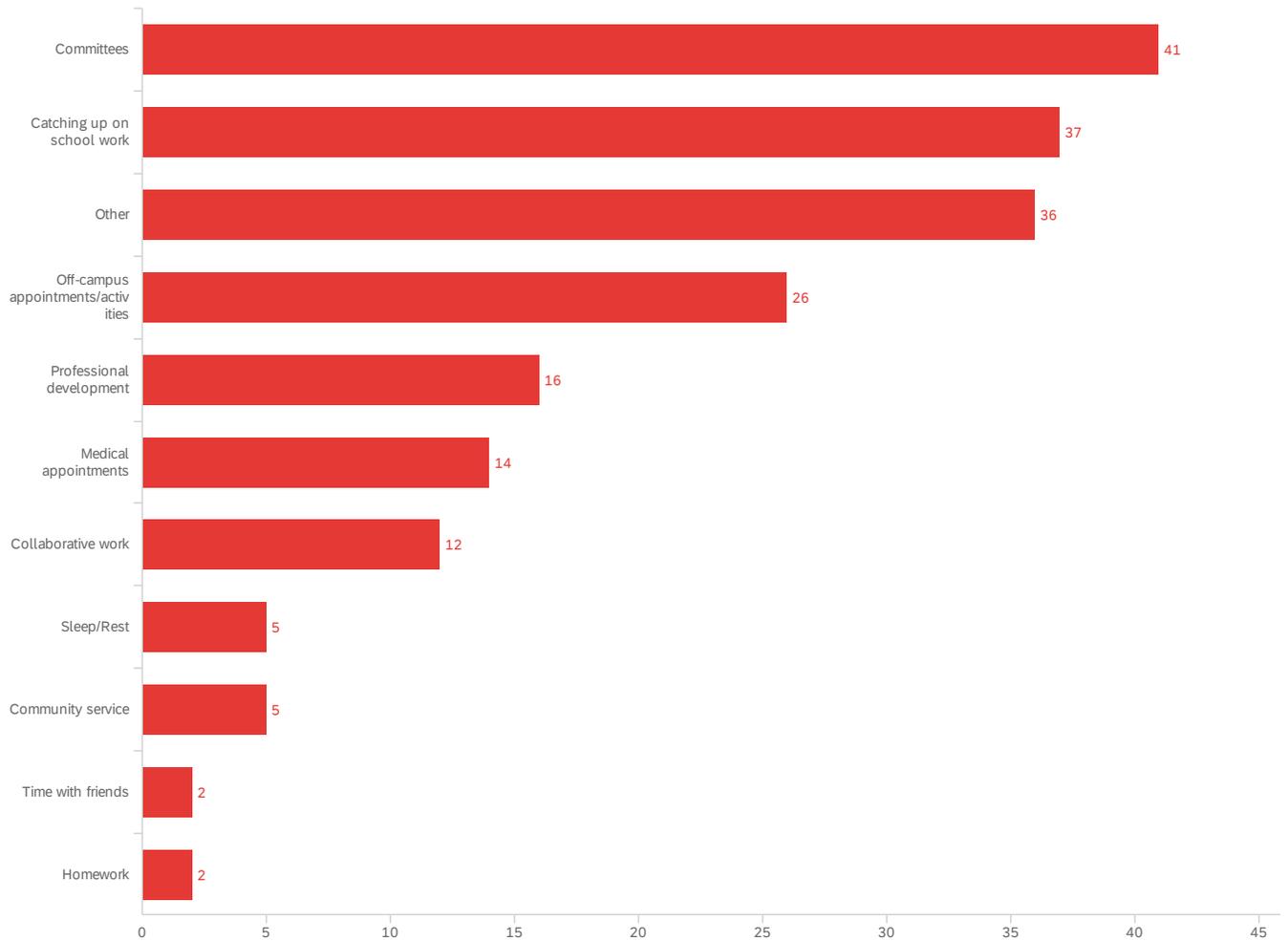


Field	Choice Count
Music	34.48% 30
Not applicable	19.54% 17
Filmmaking	17.24% 15
Design and Production	13.79% 12
Dance	8.05% 7
Drama	6.90% 6

87

Showing rows 1 - 7 of 7

Q2.1 - How do you use Intermission? Select all that apply.



Field	Choice Count
Committees	20.92% 41
Catching up on school work	18.88% 37
Other	18.37% 36
Off-campus appointments/activities	13.27% 26
Professional development	8.16% 16
Medical appointments	7.14% 14
Collaborative work	6.12% 12
Sleep/Rest	2.55% 5
Community service	2.55% 5
Time with friends	1.02% 2

Field

Choice Count

Homework

1.02% 2

196

Showing rows 1 - 12 of 12

Q2.1_11_TEXT - Other

Other

teaching prospective students

planning/grading

on-going work for the SOD

office work

meetings

lunch, study

emails

eating lunch while I work

continuous daily work..intermission has minimum impact on my schedule.

catching up with my Dept Chair

administrative work

Work meetings

Work as normal but without students

Work

Wishing I could start my class at the normal time. To get home earlier. To give the students a longer break before their evening classes.

Was not aware of intermission.

Time to write

Same as non-intermission - work, work, work, work.

Research, course prep

Rehearsals

Other

Prep for next class

Practice time

Not relevant - committee meetings are still being scheduled at times I cannot attend.

No consistent use of this time

NO!!!

Meetings that must happen

Meetings

Lunch with my students

I work during this time.

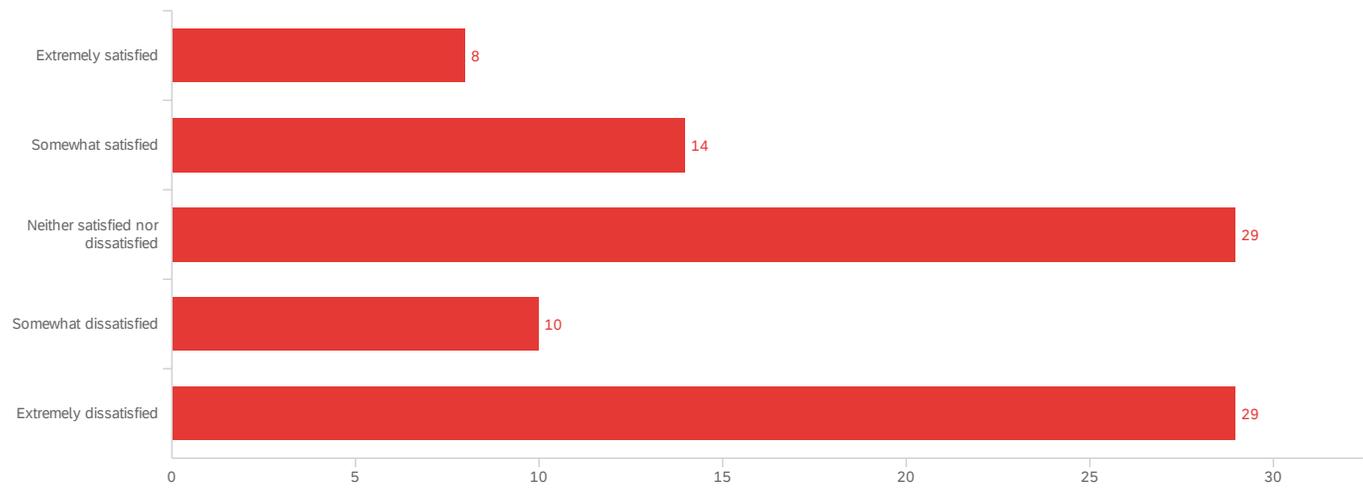
I don't. Means nothing to me.

For any necessity

Catch up on my work

As an arts educator not having this time to teach private lessons is a real challenge for me

Q2.2 - How satisfied are you with Intermission on Wednesdays from 12:30pm - 2:30pm?



Field	Choice Count
Neither satisfied nor dissatisfied	32.22% 29
Extremely dissatisfied	32.22% 29
Somewhat satisfied	15.56% 14
Somewhat dissatisfied	11.11% 10
Extremely satisfied	8.89% 8
	90

Showing rows 1 - 6 of 6

Q2.3 - What factors influenced your response?

What factors influenced your response?

The Wednesday Intermission gives me time to reassess and reflect on my teaching practices.

The School of Dance always respected the old 'Golden Hour' and did not schedule anything for students in that time, so this is not that different.

My day hasn't changed from what it was before and I am extremely satisfied with my Wednesdays.

Length of time

It would be better if intermission would be from 9am-12pm. Students and Faculty would benefit much more if they did not have to be up early to go to class in the morning then having all of this down time. It would allow a true restful morning and more productive.

It allowed me to focus on the committees I'm serving on.

I've grown to look forward to Intermission each Wednesday since its inception. It's not that one feels exhausted or stressed out by that point in the week, but it certainly helps in the pursuit of health and wellness. It's a time to unplug, to recharge, and be a bit quiet as we prepare for the remainder of a busy week. Its benefits are not insignificant.

I'm mostly in favor of the pause, but I don't think 2 hours is necessary. It also puts pressure on our afternoon classes, which are already compressed. The remaining time is only long enough to fit a single 1.5 hour class. All of our classes are a minimum of 1.5 hours. If Intermission ended at 2pm, we could offer a 2-3:30 pm class, and 3:45-5:15pm class. Also as a faculty member, two hour delay in the middle of the day is just gonna push everything later, which means I'm just working later than usual, getting home later, which I think is counter to what we're wanting with CSI.

I think it is great for students to get a chance to catch their breath for a bit. It takes some of the pressure off them.

I like the open time, but scheduling lessons is challenging.

I enjoy there being a moratorium on work. It might not make scheduling easier, but I am glad to see that wellbeing and "not working" are a priority.

I am provided extra time to solidify ideas/make copies/prepare for late afternoon studio classes. Otherwise the schedule might suggest teaching individual students until 2:30 (Performance Hour) --providing time to plan productively. We sometimes hold departmental meetings during this time. A demur --there are times I would like to meet with a student before they perform in Performance Hour; not possible under the current framework.

Having a common time for faculty to be available for committee and other work is critical. Two hours weekly is not a big interruption. I think we could better educate students as to what they CAN do during Intermission - some are under the impression that they have to leave the studio and it's an enforced break. Also, this has created a stress on the cafeteria as everyone scheduled to let class out at 12:30. That needs to be addressed.

HSAP already has arts Wednesdays when no academic classes are held. We usually have faculty meetings on Wednesday mornings so I would go straight from those to Committee meetings on Wednesdays.

By having intermission on Wednesday afternoons, it allows me time to run errands during the week, as I would not be able to do things like go to the bank or schedule medical appointments, otherwise. I can still use the first half of the day for work (meeting with students, faculty meetings, etc.).

12:30 - 2:00 pm time has always been held for campus wide committees, and as I serve on multiple committees, this is what I am doing during this time, so it hasn't changed much for my schedule. I guess it technically gives the Students, and the many other faculty who are NOT serving on Council, and Development and Rank and EPC and all of the other committees, a bit of time to actually catch their breath. Please keep the intermission time.

Q2.4 - What factors influenced your response?

What factors influenced your response?

"Intermission" occurs at the worst time of the day. It brings to a halt the momentum of day and pushes events, lessons, rehearsals back to later in the day essentially forcing a longer day for faculty and students alike. If we were to continue with Intermission, a better time would be the beginning of the day where students can catch up on things or simply get some much needed extra sleep.

it will also be good if we can use this time to catch up certain situation. for example, if I have class is missed because of weather, I can use this time to catch up. That will be great.

With Wednesday being the only no-academics day for high school students, 12:30-2:30 is crucial for scheduling applied lessons and chamber music coaching in School of Music

While the idea of giving students a break in the middle of the week has good intentions, the execution of Intermission hasn't been the best. The break currently puts a halt to everyone's progress, making it hard to get the ball rolling again after an hour and a half break, and has had the unintended consequence of overwhelming the dining hall. Intermission at its current time also makes it difficult on faculty who serve on the Faculty Council and teach right up to 12:30p, making it difficult to get lunch if they have class after the conclusion of Intermission.

While I appreciate the intension behind Intermission, it hasn't proved to be very practical, practiced, or appreciated by faculty, staff, and students.

Unaware that Intermission was happening.

This time makes teaching high school students, who must take music classes on Wednesdays, extremely difficult. There it is not much that is very productive I can do during it.

This time block negatively impacts my contact time with students, particularly high school students. Wednesdays tend to be the only day when I can teach high school students. My students have expressed great dissatisfaction with Intermission.

This mandated restriction on our teaching times, in the very center of a weekday relatively free from other student obligations, makes lesson scheduling even more difficult than it already has been. It simply is not possible now to fit lessons in on Wednesdays for students who would most benefit from a lesson on that day. There are now students who have to have lessons on days/times when they cannot warm up adequately. The core activity for our Music students, whom we are responsible for recruiting, is their weekly private lesson. Forbidding us to schedule these lesson as would make most sense for our students is unacceptable.

This makes my week much harder. I have 9 mentees to meet with each week and removing this block of time reduces the possibilities for those meetings, ultimately making it more inconvenient for students.

This intermission does not effect my classes but I am glad the students are getting a break

This block of time made it impossible to take my students on field trips to major exhibitions at larger art museums in Raleigh and Durham. It really limits our abilities to travel for off campus learning for the HS art students. Wednesday is our only day for this because of HS Academic schedules.

This 2 hour period in the middle of the day means that the day will actually be longer in order to get all work completed. It also prevents contract workers who are paid hourly, such as staff pianists, from utilizing that prime time to be able to work. Not to mention that they often have to be there in the morning and afternoon for classes, and then they lose the time slot in the middle of the day for needed rehearsals. One final thought. When students become professionals, many of whom will be on salary, will they expect to have a two hour break in the middle of the day every week? This is not standard practice for most professional work. I believe we can encourage rest and self-care through other avenues.

The time is meaningless and is just another block of time that inhibits me from being able to meet and/or work with students who would like to meet and/or work with me as well.

What factors influenced your response?

The time in the day is not ideal, especially since it squishes activities into other impacted places. My own classes have been pushed earlier and then there's a big gap. Often there is more than one committee-faculty-related activity that I should be at in that time block (e.g., all-school meeting and faculty search interviews). It is helpful to have flex time that everyone has in common, and the option to do my own activities in that time.

The students are baffled by this despite our trying to give them ideas on how to use the time. It very seriously impedes the flow of the day. If it could be shortened to 1.5 hours it might be better for work flow. There needs to be better flexibility to enable field trips and production needs off-campus; as well as enabling guest artists to come and use the full day for mini-workshops and intensives.

The present time allocation, Wednesday 12:30-2:30 for intermission is placed in one of the most valuable individual teaching time allocations available to music school faculty and students. Wednesdays devoted to being "arts days" provides the ability to concentrate fully on students major fields, without the stresses of academics. We have now had to block two hours that were available to us for individual care and attention, needing to move these students to more complex workdays in their schedules. This has proven to be extremely complex and truly difficult, needing us to utilize evening hours or other free times on weekends. By adding this intermission at that time we have produced negative complexities at other times.

The interruption in the workflow of the day as well as the complications it brings into our production schedule actually add more work for us rather than help. CSI simply took time away from a demanding production schedule.

The intention is good, but I'm not certain that students or faculty use it as intended. I already don't have enough hours in the day to do everything, so I consider this just another 2-hour block of work.

The fact that the so-called intermission is pointless. My students are ready for class at 2. I'm ready for class at 2. But we can't meet when we want to because some overpaid bureaucrat, who has very little interaction with students or faculty -- who has no idea what we really want or need -- came up with this preposterous, work-creating, welfare-destroying idea.

The current intermission schedule poses a significant challenge for dancers. With morning dance classes and a packed daytime schedule, the 2-hour break can be detrimental to our physical preparation. After a prolonged period of inactivity, we require additional time to warm up and regain optimal physical condition, which can be difficult to achieve within a short timeframe. Alternatively, I propose allocating extra time at the beginning or end of the day. Allowing students to sleep in later would greatly benefit their physical and mental well-being. Conversely, finishing the day earlier would provide essential rest time, enabling us to recharge and pursue additional activities that support our dance education. Reconfiguring the schedule in this way would have a positive impact on our physical health, academic performance, and overall quality of life as dance students.

The compression in creates during the rest of the week.

That time was rarely an intermission for me last semester because it was usually a meeting time.

That is how I already used this time.

Ostensibly, the main objective was to allow students time to be "collaborative" but the placement of said time, in the middle of a school day, puts a natural limit on any potential use of that time. Mandatory "fun" time is not actual fun time. In my immediate observations, students choose to use the time for homework, since they are already at school and giving up a parking space is not ideal. As per the rules, I can't meet with students who ask to meet in that time, which is theirs to use as they deem fit. When faculty meetings are scheduled during this time, it typically allows very little time before and after for actually eating lunch. Most meetings could be emails, and the time given back to people who need it.

Most faculty fall behind on lessons and rehearsals due to lost time and double up to make up later in the week which adds more time commitment and stress to student's schedules.

Mainly the fact that classes get pushed back thus making the day last longer. How is this beneficial to students and faculty? This has also caused classes to be scheduled back-to-back with no break in between. E.g. there is currently a four-hour class that ends at 6:30 with another 3-hour class staying at the same time. Students taking both classes are forced into a continuous 7-hour marathon. How is this helping their well-being?

It's just a hole in the middle of the day that interrupts the collaborative work that our students do every day during production. It breaks the rhythm of the work in such a way that the students just get work going then they have to take a break and come back to find their momentum again. They still have the same amount of work they need to do, which means they have to stay longer at the end of the day to complete the work. My students

What factors influenced your response?

complain about this all the time and wonder why not just put this at the beginning or end of the day... many just think it's a complete waste of time and does not serve the reason they came to this school.

It's directly in the middle of the day and week. I would rather keep the students moving through their schedules and let them out earlier to recuperate in the evening. It's not healthy for a dancing body to start and stop and then have to restart again. It's hard on the body and the mind. The best recuperation time is after the work is done for the day.

It's great to have class prep time, but it would be nice to have some flexibility to have occasional (monthly) meetings with peers.

It's a break that I would still have and use the same way regardless.

It so happened that it meant I didn't get a lunch break on Wednesdays because of committee work, but that can be avoided with more careful class scheduling.

It seems odd to have a break in the middle of the day. It would be best to have the "intermission" between 8:30 and 10:30. Students could sleep in and then activities could start at 10:30.

It is very disruptive of production classwork

It hasn't changed for me. Still full of committee work.

It does give me 30 minutes to prepare for class instead of rushing from committee meetings I needed to leave early from, arriving to class late, no matter what. It would be nice if 2-2:30 could be used for make-up work with students before class at 2:30.

Intermissions reduces my productive day to three hours. I cannot teach during that time and which is often the only day I teach my high students. My teaching day ends at 12:30pm. The kids have Performance Hour and orchestra 2:30-5:30pm, then need dinner. My day is effectively three hours long. I hate it.

If I am caught up with office work, waiting for class to start back up is a waste of time, not enough time to go anywhere.

I'm fine with there being a weekly time of nothing especially for faculty to meet across conservatories. I think for faculty who don't have this obligation, they are trying to use it in other ways. I have heard many students still trying to use it as time to meet with professors (I have students try to meet with me during this time regularly and always say no), so I think the message might be lost on the students. But there is also an inconsistency among the faculty on how much they enforce it when students ask them.

I would like to be able to schedule things during that time.

I will work with whatever schedule I'm given. There are pluses and minuses to any setup.

I have seen a significant rise in student distress from both within my own teaching studio and from the studios of my colleagues in the School of Music. Removing this crucial time for in-person lessons, chamber music instruction, orchestral Repertoire, and other coursework or preparations makes our students feel alone and helpless. I've had several of my students end up in serious emotional stress and mental health situations - the exact opposite of what this initiative was supposed to curb.

I have greatly appreciated the knowledge that there is time in a day which is fully my own. It is a great relief to be able to count on it. It gives me a chance to catch up on emails, schedule a time to meet with a colleague for fun, or (most frequently) get lunch with my students in the cafeteria. The cafeteria, however, is an absolute zoo on Wednesday...that is a significant problem. I'd probably prefer the time to be 9-11 am on Wednesday. Students could catch up on sleep or practice, I could meet them or a colleague for breakfast, and I'd still have the time to catch up on anything - work or personal.

I have a decent amount of flexibility in my schedule already, so intermission doesn't really register as anything exceptional for me specifically. I understand that this is likely very different for students though.

What factors influenced your response?

I don't care about it. I am aware that it makes some scheduling things trickier - but I am not sure anyone cares about that problem.

I appreciate the desire to give faculty and students protected time that is free of commitments. But it does not feel like this serves students well because this is a chunk of time in their schedule when they are guaranteed to have the opportunity to have time to work on school work, but they are not allowed to meet with teachers or make-up quizzes/tests during this time. For my students, their tight schedules make it very difficult to get help when needed, make-up work related to absences, etc. So opening this time block in their schedule, but then protecting this as time that faculty are not supposed to be meeting with students seems counterproductive. I recognize the desire to ensure that faculty do not force obligations or requirements on students during this time, but I would like to be allowed to make myself available to students or at least feel like I am allowed to say yes if they ask to meet with me or ask to make up a quiz during this time block.

I am on Faculty Council which meets twice a month during Intermission as it did before the CSI process started. I used to be able to schedule academic help sessions with students who requested them during the Intermission time on the 2 Wednesdays I did not have meetings. Now I can't do that. So that is a net loss for my students.

I am neutral because I am still quite new and learning the ropes. I imagine my goals later down the road would include using this time as a resource for health and wellness, as I believe it is intended for this purpose... For now, though, I normally would take my lunch break during this time and work independently on my responsibilities within the School of Dance and UNCSCA.

I am committed to being in committee meetings every Wednesday so there is no wellness component for those of us chairing standing committees.

Helps with committees time, but for School of Music faculty members who are not on any committee and need to teach high school students, it does present a challenge.

Gets in the way of workshops and meeting with mentees. Plus afternoon classes are 1/2 hour later. Some of our evening classes start right as afternoon classes finish, and have some of the same students.

From what I've heard from my students, collaborative days are just for catching up on rest and they don't really use this time for its intended purpose. However, our students are exhausted and need the rest so perhaps this time on Wednesday is part of the school's larger mental health initiative.

Faculty should have some flexibility to meet with other faculty, apart from the restriction to meet with students. We actually can make independent decisions in our own best interest regarding potential peer meetings at that time. Because our discipline can not have a faculty meeting on Wednesday, when we are all available to plan a meeting, it has inconvenienced 7 faculty to find a meeting sometime during the week. This is NOT working in our best interest or ourselves or our work on the behalf of our students, as we have to reschedule conference times with students that accommodate their schedule.

At UNCSCA Wednesday's have always been arts based days for our students. This initiative feels very top down and takes away some of the flexibility my colleagues and I have to serve our students.

Arts Wednesdays are the few times I can meet with Chamber Ensembles, since my chamber groups involve members from multiple music studios as well as the occasional member from other schools. 12:30-2:30 is the prime daytime hour these groups could meet. Last semester I had to meet groups at 7am and 8am Wed morning since the afternoons were off limits. This semester I am meeting groups on Sundays at 11am and 4:30pm. While these times are offputting for me personally, the real issue is its affect on the students. We are aiming to keep student health and wellness in a forefront position, and yet a slicing of prime, middle of the day teaching time has been pulled, forcing us to place that teaching into time slots even more destructive to student sleep, rest, and recovery.

Another administrative meddling in our ability to teach. A solution in search of a problem, entirely misguided, and based, if anything, upon a biased feedback sample.

1. Having this on Wednesday, which is not a teaching day for DLA faculty, means that (at best) we have to come onto campus during a time we would have normally scheduled research. Depending on the nature of our research, this may or may not be able to be done on campus. If intermission is designed to be a time when faculty-wide meetings can be scheduled, ideally it should be on a day where we are already teaching and not a research day. 2. The real issue I have is with arts Wednesday. It's extremely disruptive to our teaching flow, and makes Friday and teaching day. Typically Fridays are travel days for academics - this is especially true for field researchers like myself (I would typically travel Thursday night and travel back on Sunday night, not I am traveling Tuesday nights and back Wednesday nights) 3. I still don't understand the concept of intermission. Every other institution I've been at has a DAILY hour to 2 hour period where there are no scheduled classes, as well as clear start and

What factors influenced your response?

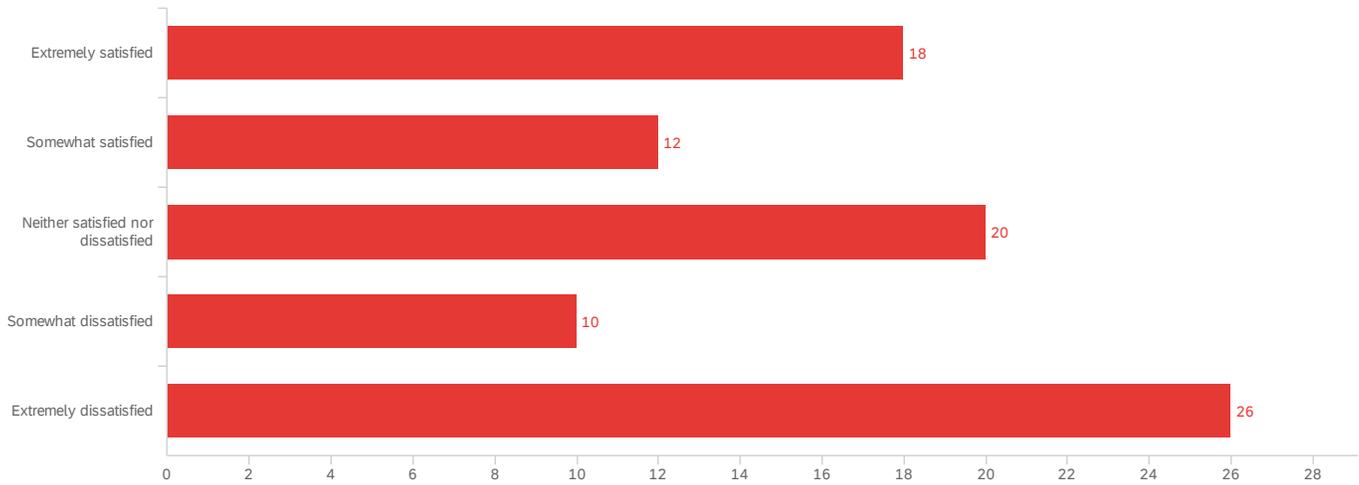
stop times (typically 8:00 a.m. and 10:00 p.m.). In addition, every other institution I've been at has a 2-hour block every week where no events or departmental meetings can be held, which is designed for all School faculty meetings and cross-departmental committee meetings. So, basically the 2-hour intermission is woefully inadequate, both to student needs and to faculty needs.

1. 1. One of the greatest mental health challenges adolescents face is sleep deprivation. Intermission has forced many students to get up very early on Wednesdays to attend things that used to take place later in the day. If Intermission took place from 7:30-9:30 on Wednesday mornings, students could get the sleep they need. 2. I used to teach a lot of my lessons on Wednesdays, but now I can only teach three – the educational interruption caused by Intermission means that the rest of Wednesday's activities have been shoehorned into a shorter time frame. Finding times for all of my other students has become a pretty Byzantine process. Many of my colleagues have to teach lessons at night or on weekends to make it work. I refuse to do that because of the legal ramifications of meeting with students one-on-one after hours.

Resentful that break is only intended for students but not faculty due to committees. That's a big statement about how we view faculty needs. Intermission cuts down on time to meet with students. The 2 hour span has changed the timing of the day which causes rehearsals to go later into the evening. I don't know that it is for us to enforce breaks....especially with the disruption of collaborative days. Why are we not trusted to make choices for ourselves and our students? What is this oversight really about?

Q2.5 - How satisfied are you with the day of the week (Wednesdays) and time of day

(12:30pm - 2:30pm) for Intermission?



Field	Choice Count
Extremely dissatisfied	30.23% 26
Neither satisfied nor dissatisfied	23.26% 20
Extremely satisfied	20.93% 18
Somewhat satisfied	13.95% 12
Somewhat dissatisfied	11.63% 10
	86

Showing rows 1 - 6 of 6

Q2.6 - What factors influenced your response?

What factors influenced your response?

Wednesday is a perfect day, but the time is not. Could it be moved to 9 am-12 pm?

By having intermission on Wednesday afternoons, it allows me time to run errands during the week, as I would not be able to do things like go to the bank or schedule medical appointments, otherwise. I can still use the first half of the day for work (meeting with students, faculty meetings, etc.).

See previous response.

I think 'hump day' is a good time for students to regroup.

Wednesday would be the logical choice for a break during the week. It's smackdab in the middle of the week, when a break is likely to be most beneficial. Besides, Wednesday afternoons from 2:30 forward tend to be intense with activity, so having Intermission just prior to that helps with mental and emotional fitness to engage in the work at hand.

Middle of the week is always good for a break, and Wednesdays are a heavy day for dancers.

Middle of the week is best all-around, and timing up with lunch works well (except for the crowding issue in the caf). This is the right time for committee work.

A break in the middle of the week is a great idea, making Wednesday the obvious choice for the break.

I have locked in my schedule to coincide with this available time and to change it again would be difficult. We must have some communal time as faculty to be available for committee work across campus and this seems to be a reasonable time period.

My day hasn't changed from what it was before and I am extremely satisfied with my Wednesdays.

I am unsure how other intermission times would affect life on campus, so I cannot compare. I am enjoying this one.

Open time is good but scheduling HS student's lessons on Weds. is a missed opportunity

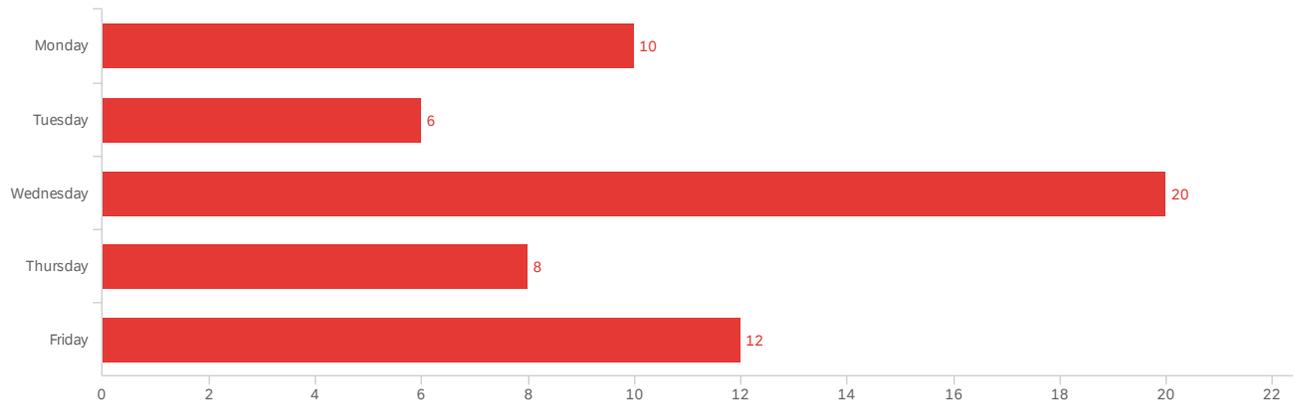
I am so used to getting to my office before a 2pm class that I still do, and then have 30 minutes to catch up with my Dept Chair before class, which is great.

Keep this time. It is the only time that works. There are faculty who are overloaded with Service Commitments and Committees and this is literally the only time we can meet across the schools? Why does CSI have to keep messing up the schedule times that actually work on our campus? We have been telling you this for four years.

I've never had a different schedule so I've never considered other options. Maybe having the time earlier in the day would be helpful if I ever have other things on my calendar that day?

I was told over 30 years ago when I came to UNCSA that 12:30-2pm on Wednesdays was reserved for committee meetings. I was not allowed to schedule classes or lessons with students during that time. Over the years that rule was weakened. So Intermission now isn't much of a change for me, except I can't help students during that time or let them make up a test if they ask to.

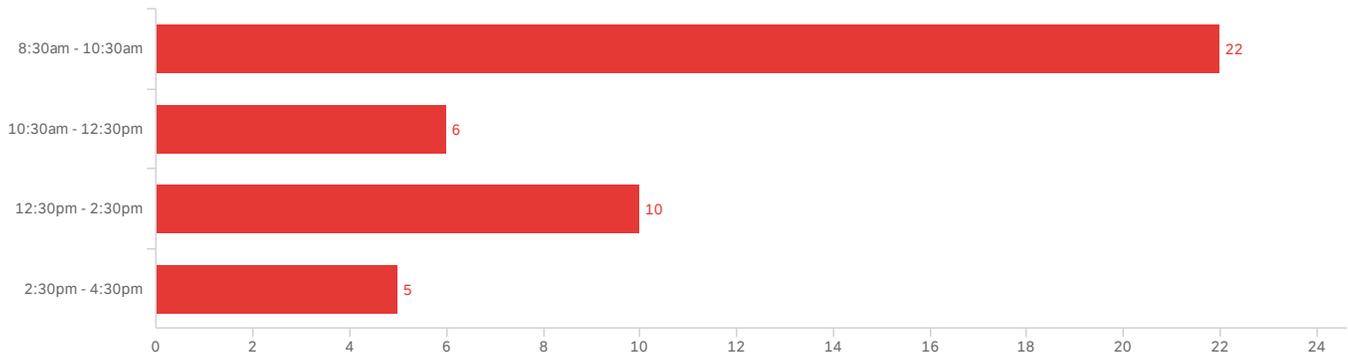
Q2.7 - What weekday would you prefer for Intermission? Select all that apply.



Field	Choice Count
Monday	17.86% 10
Tuesday	10.71% 6
Wednesday	35.71% 20
Thursday	14.29% 8
Friday	21.43% 12
	56

Showing rows 1 - 6 of 6

Q2.8 - What time block would you prefer for Intermission? Select all that apply.



Field	Choice Count
8:30am - 10:30am	51.16% 22
12:30pm - 2:30pm	23.26% 10
10:30am - 12:30pm	13.95% 6
2:30pm - 4:30pm	11.63% 5

43

Showing rows 1 - 5 of 5

Q2.9 - What factors influenced your preferences indicated above for weekday and time block?

What factors influenced your preferences indicated above for weekday and ti...

I'd actually prefer 4:30-6:30, but that was not an available option. If they have no performance to work/perform they can continue the collaborating into the evening. An early morning block means the students can choose to sleep in, choose to meet or choose to do homework, but not be bouncing back and forth between projects.

It's the least intrusive time in trend of trying to get work done and being permitted to.

This day or time does not affect my teaching or classes. But I do like no classes on Wednesday because it gives me a chance to regroup for the week and prepare for Thursday and Friday classes. Sometimes adjustments to the syllabus or other factors change. So I spend that day prepping.

We should not have an intermission.

No classes on Monday

I think there are worse places to put it then on Wednesdays. Mornings would be disastrous for Dance, especially with academics, and big interruptions in the day can be detrimental in terms of them getting cold and needing to re- warm-up. A dancer needs a balanced schedule. A dancer cannot safely engage in their arts day without a daily technique class. We need to remember why the students are here. It is to obtain a degree while pursuing their art.

I want to have a conversation about what the problem is and what it is trying to solve. I have yet to see benefits of this time other than simply doing the work I would already have been doing.

I DONT WANT THE INTERMISSION!!!!!!!!!!!! NONE OF US DO. THIS STUPID, BIASED QUESTION KINDA PROVES YOU DONT WANT HONEST FEEDBACK.

I think it depends on each school's discipline to depict what time block could be beneficial to their training schedule. The School of Dance has very specific training methodology, and needs consistency in this. The afternoon block is that of a lunch break, which seems to flow alright thus far.

There are no classes scheduled for me on Monday and Friday, and the time is easy to leave open.

I'm fine with intermission on Wednesdays but I wish it was 1:30pm-3:30pm to balance the day better. That was not an option to choose above.

Wednesday is no better or worth day then any other. No time block is convenient, but 8:30am-10:30pm would offer less conflict with our student schedules. Some of us have a 10:00 class.

I find Thursday would be the best option since we in the music department do not have large ensemble rehearsals, two hour master classes, performance hour, or chamber music rehearsals scheduled on this day. These requirements for students block significant amounts of time on Mondays /Tuesdays /Wednesdays/ and Fridays. by moving intermission to Thursday, especially the morning hours, we would truly create a recuperative time for our students to approach all that they have fallen behind on or need to give attention to, or need to get some rest and relaxation. On days with blocks of time already in service, they do not have the piece of mind or time to approach their own needs.

It makes scheduling classes much easier, and allows students to get more rest in the morning.

Seems like more suitable and less inconvenient days/times to force students and faculty to work separately from each other.

It's unintentionally disruptive, problematic, and creates more problems than it sets out to solve.

What factors influenced your preferences indicated above for weekday and ti...

As previously mentioned, having a mandatory two-hour break squatted in the middle of the day is extremely frustrating. It essentially just adds two hours to the end of the day where rehearsals, lessons, events are now pushed back into the evening.

Better for students to be able to rest longer in the AM.

In the end, I am not sure this two hour block is actually helpful. It discombobulates the weekly schedule, and forces us to make up the instructional time at odd hours that add to, not alleviate, stress. Taking time out of "business" hours collectively for the entire body as a whole actually prevents the collaboration of non-traditional classes. Couldn't we approach it by having students block in their own R&R two hour block? It would serve the same recuperation function, but would not inhibit classes that require multiple students from disparate departments, which already have precious little cross-over time to begin with...

I don't have a strong preference

Right now, Wednesday is the only day of the week where Visual Art students don't have HS Academic classes. This makes it our priority day for longer workshops with visiting artists, field trips or visits to exhibitions in the wider region offering students more exposure to contemporary art. Any other day of the week would work fine!

I'd prefer the morning on Wednesday. Students could catch up on sleep if necessary, or schedule breakfast with friends, and it wouldn't disrupt my day that much. But, I'd still have the knowledge that that time was indeed my own. That is priceless.

early morning or mid-day is fine -- just 1.5 hours instead of 2

Since DLA teaches from 8:30-11:30, I'm unclear why that's an option to put the intermission during our teaching time unless you're planning on keeping it to Wednesdays when we don't have classes?

It is not breaking up the day if we start off first thing in the morning and would give time to run errands or make appointments before coming in.

Unsure of what Intermission is and its purpose.

I don't think we need an intermission at all.

I would rather have open time and flexibility early in the day.

We need to get our heads out of the box that says Intermission has to be the same thing every week. If we let go of that premise, solutions are possible. Because: 1. The foundation of music training is the private lesson, and 2. The one-one-one teacher-student paradigm of the private lesson puts the School of Music at the greatest risk of Title IX challenges, UNCSA must make every effort to preserve enough time during normal business hours (not nights or weekends) for scheduling private lessons. In particular, faculty governance, although it is of tremendous importance, should not be put ahead of the needs of our students' safety and education. For that reason, the premise of a weekly intermission occurring for the convenience of faculty governance must be re-examined. PROPOSAL: Intermission should take place the first four Wednesdays of the semester from 1:30-3:00. Faculty governance would take place at that time, and students would have the time free. The School of Music's Performance Hour would start in week 5. Collaborative Days would then be scheduled in weeks 6, 9 and 12 of each semester. The first 90 minutes of Collaborative Days (8:30-10:00 am) would be reserved for faculty governance. From 10:00 to 5:30, Collaborative Days would have arts events. The semester would play out like this: Week 1: Faculty governance during Intermission (Wed 1:30-3:00) Week 2: Faculty governance during Intermission (Wed 1:30-3:00) Week 3: Faculty governance during Intermission (Wed 1:30-3:00) Week 4: Faculty governance during Intermission (Wed 1:30-3:00) Week 5: no meetings Week 6: Faculty governance on an Collaborative Day Week 7: no meetings Week 8: no meetings Week 9: Faculty governance on an Collaborative Day Week 10: no meetings Week 11: no meetings Week 12: Faculty governance on an Collaborative Day Week 13: no meetings Week 14: no meetings

Again, I'm objecting to the length of 2 hours, but chose to make it earlier so we could possibly fit 1 class before intermission and 2 classes after. But reducing intermission to 1.5 hours, would allow us to fit 2 classes before intermission and 2 classes after?

As a lessons teacher, the absence of academic classes on Wednesdays has made this a great time for working with the students, in lessons ensembles, etc.

I wouldn't prefer any time for the intermission during the class week. lost time is always made up by faculty causing a busier week for students.

What factors influenced your preferences indicated above for weekday and ti...
Allows for more lesson scheduling options. Not a strong preference.

Though the intentions were good, the reality of intermission within the context of what we do is not helpful at achieving its intended goals. Rather than take away stress, it adds stress especially within the context of production. Production has started and end dates. These dates are governed by a calendar that demand certain projects happen at certain times of the year. Unless you can extend the duration of the project then this just robs time from the students production time thus adding more stress as they work to completion. I wouldn't add such a blanket structure across the campus, buying done it would best be set at the beginning or end of the day. Before 10 or after 6 works well.

The current intermission schedule poses a significant challenge for dancers. With morning dance classes and a packed daytime schedule, the 2-hour break can be detrimental to our physical preparation. After a prolonged period of inactivity, we require additional time to warm up and regain optimal physical condition, which can be difficult to achieve within a short timeframe. Alternatively, I propose allocating extra time at the beginning or end of the day. Allowing students to sleep in later would greatly benefit their physical and mental well-being. Conversely, finishing the day earlier would provide essential rest time, enabling us to recharge and pursue additional activities that support our dance education. Reconfiguring the schedule in this way would have a positive impact on our physical health, academic performance, and overall quality of life as dance students.

None of the above. CSI should be eliminated altogether.

If we have to do it lunch makes sense.

I have no opinion or preference. Whenever it is scheduled, I will be working.

It just makes no difference to me when it is. I'm not the one who gets a break. Put it where the students can use it.

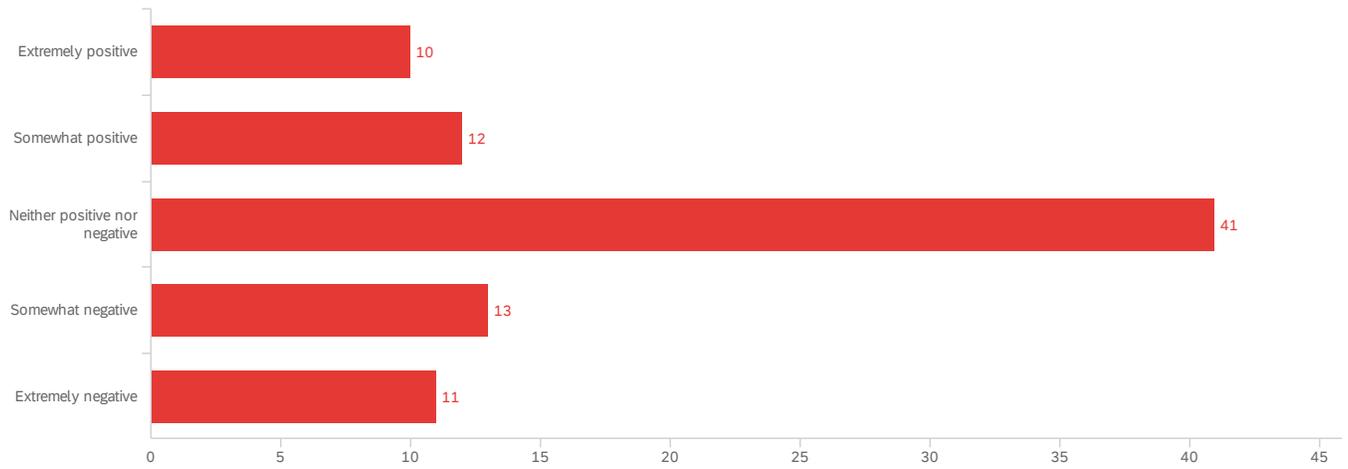
As I mentioned in my previous comments, intermission should be on a DLA teaching day. Additionally, it should not be on Friday afternoons as that is a standard travel time for academics. Finally, I would distinguish between intermission, a time set aside for faculty shared governance and committee meetings, and a daily mid day block where no classes are scheduled for students.

This timing would allow for faculty meetings to be held on alternate weeks, while permitting a longer succession of weekly lessons and coachings uninterrupted by a mandated Intermission in the middle of a work day. From our students' perspective, this timing could allow students to catch up on sleep!

For struggling students, this isn't the right place to study. For others, the intermission in not necessary.

Again the workflow for the student is best served if there didn't need to be a disruption. Meetings could happen between 8:30 and 10:30 for the Faculty and that would make the rest of the day more productive.

Q2.10 - How would you rate the impact of Intermission on your health and wellbeing?



Field	Choice Count
Neither positive nor negative	47.13% 41
Somewhat negative	14.94% 13
Somewhat positive	13.79% 12
Extremely negative	12.64% 11
Extremely positive	11.49% 10
	87

Showing rows 1 - 6 of 6

Q2.11 - What factors influenced your response?

What factors influenced your response?

the committees provide an opportunity to see and work with colleagues across campus.

see previous feedback

We are always on the go, nonstop, so this is a good time to be a bit more casual. And that eases stress.

This was my schedule prior to Intermission, so it wasn't a significant change for me. However, it has facilitated committee and other work, making things easier, which I appreciate.

The break gives me a chance to "catch my breath" and take a minute from teaching. Even being given time to meet in a Committee or work on schoolwork is so helpful - my public school experience was not like that. Regular professional time prevents burnout and keeps me mentally engaged in the work of teaching.

That one day right in the middle of the busy week is very helpful.

My day hasn't changed from what it was before and I am extremely satisfied with my Wednesdays.

It is always delightful when I know a colleague is free at the same time I am to meet, or that I can meet with students over lunch. To have time of my own, blocked out is a real gift.

It is a convenience not a health or wellbeing issue.

Intermission enhances the feeling of taking care of our health -- physically, mentally, and even spiritually. It breaks up the day and helps to stave off exhaustion and dwindling attention spans.

I like the breathing space

I get a time to think about what was covered Monday and Tuesday. I can also get some rest.

I generally got a lot of work done during this time.

By having intermission on Wednesday afternoons, it allows me time to run errands during the week, as I would not be able to do things like go to the bank or schedule medical appointments, otherwise. I can still use the first half of the day for work (meeting with students, faculty meetings, etc.). Additionally, having this in the middle of the week allows for a nice respite in an otherwise morning-to-night work schedule.

Q2.12 - What factors influenced your response?

What factors influenced your response?

It has little personal affect, other than when meetings fill the time to the brim

It's stressful to figure out how to work around the restrictions.

I don't see any positive or negative impacts from my own experience as a Faculty member in the School of Music, but it is extremely detrimental to our students.

More work scheduling around it

It stops student production in the middle of the day, creating anxiety with my students.

its not intended for faculty wellness because committees still meet and because faculty have to find times to be available to meet with students. Having office hours that no student can attend does no one any good.

The implementation has caused more stress in the scheduling of the students to meet all the needs of their productions (many of which are directly working with other departments in the school).

It's created unnecessary work and shortened my vital recreation time when not teaching.

The intermission plays the part of a lunch break and preparation time for the rest of my day.

Stated earlier - there is no wellness component for those folks who are chairing standing committees and therefore are in meetings every Wednesday during this time.

Intermission has not affected me in any way.

More emails, more coordinating faculty and student appointment availability.

I have personally experienced great stress about losing this valuable Wednesday time to work with my students. I have had to carve into many personal plans and had to spend long days with unusable gaps in scheduling to accommodate and accomplish all the needs of my students. It has been extremely difficult to schedule work with collaborative piano within lesson time losing these two valuable hours on Wednesdays. with a class of 15 students the Wednesday lesson times between 8 AM and 2 PM have provided the greatest flexibility in scheduling in the past. Losing two of these hours has caused considerable scheduling problems since the academic lives of these 15 students, between high school and graduate school age, is exceedingly different.

I have to teach past 5pm to make up that time. It is not a useful time, just a source of stress.

It doesn't make a difference. I still have work to do.

I haven't met anyone who uses this time as intended.

For the same reasons previously stated...adds hours to the end of the day.

It is not enough time for well-being work or reflection - health and wellbeing has been better addressed by limited class times and observance of weekends off

What factors influenced your response?

it is not an intermission for employees.

It has made both mine and my students schedules more complex, adding to stress.

I do not feel that intermission has affected me much as a faculty member, but I do feel that it has been disadvantageous for my students who need to seek help and previously used flex time on Wednesdays to do so.

I end up working during that time for committee work, new faculty meetings or department meetings.

see previous answers

Because I serve on Faculty Council, I am unable to get lunch because I teach up to 12:30p and start another class at 2:30p. Two weeks out of the month, I'm unable to get lunch and give myself the ability to mentally recharge for the rest of my teaching day.

Personally, I would prefer a Monday or Friday intermission because the random break in the middle of the week is not really that helpful.

Waste of time in the middle of the day.

A break is good, but not removing something else from the schedule means there's a pinchpoint somewhere else.

Health and well-being are not rigidly set up for benefits or drawbacks based on having a break at the same time in the middle of the week. We are not machines.

Again, as mentioned before, it's just pushing everything later in the day, which puts me home later, which I don't like as much. With that being said, I do have more time to catch up on emails and other stuff.

Adds more to the week's schedule by having to make up missed lessons, rehearsals, etc.. Intermissions should occur on weekend days if possible.

My work week got longer by subtracting 2.5 hours out of my work week. It's perverse. By not allowing me to meet with students — at a time when I used to meet with them — I now need to squeeze those meetings into parts of the week — and this is problematic for students as well

Because it was rarely an intermission for me, it had no impact on my health or wellbeing.

It wastes my time, and I become frustrated seeing how it wastes my students time and forces them to come up with all kinds of other plans in order to make up for the disruption it puts in their day. The same is true for collaborative days.

Serving on campus committees- we meet during this time.

The current intermission schedule poses a significant challenge for dancers. With morning dance classes and a packed daytime schedule, the 2-hour break can be detrimental to our physical preparation. After a prolonged period of inactivity, we require additional time to warm up and regain optimal physical condition, which can be difficult to achieve within a short timeframe. Alternatively, I propose allocating extra time at the beginning or end of the day. Allowing students to sleep in later would greatly benefit their physical and mental well-being. Conversely, finishing the day earlier would provide essential rest time, enabling us to recharge and pursue additional activities that support our dance education. Reconfiguring the schedule in this way would have a positive impact on our physical health, academic performance, and overall quality of life as dance students.

On any other day I have lunch around noon, then head back to my school and prepare for class starting at 2:00. The extra half hour does absolutely nothing for my health or well-being.

As I have previously stated, it's just another work period.

What factors influenced your response?

Intermission does nothing for faculty's wellbeing. I don't think it was intended to. It makes scheduling some committee work easier, but more work is less health and wellbeing.

Unless we have a required meeting, I am typically in Maryland on Wednesdays for my research. Intermission therefore does not typically impact me, except for eliminating research days when there's something mandatory scheduled during that block.

I was told over 30 years ago when I came to UNCSCA that 12:30-2pm on Wednesdays was reserved for committee meetings. I was not allowed to schedule classes or lessons with students during that time. Over the years that rule was weakened. So Intermission now isn't much of a change for me, except I can't help students during that time or let them make up a test if they ask to.

Intermission creates more issues than solutions. It causes greater stress.

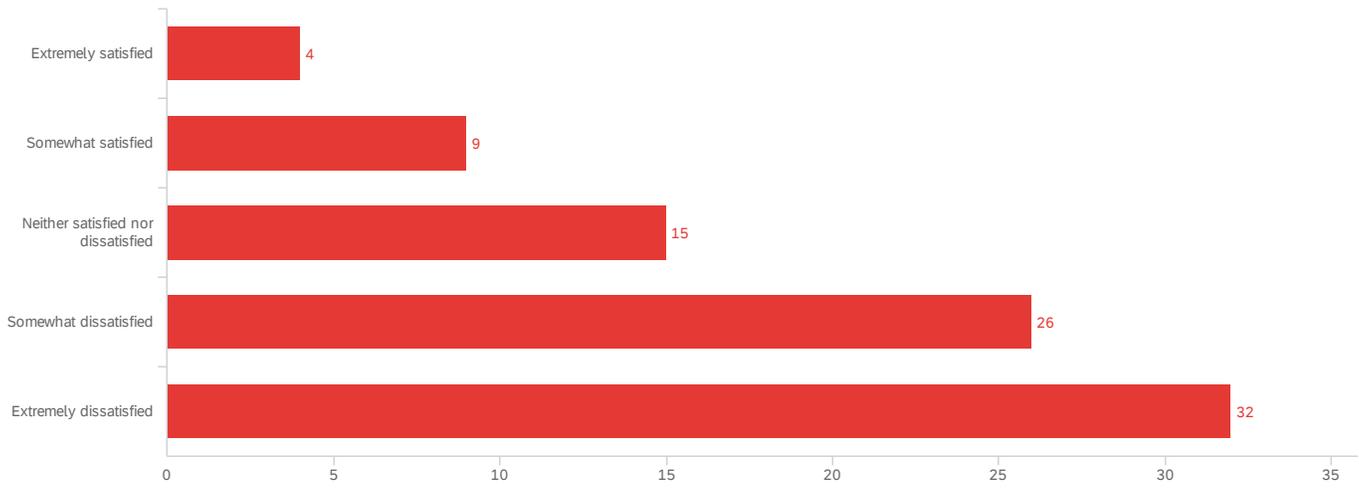
This restriction imposed on the teaching schedule adds a real burden to a contentious private teacher with a larger class. I must honestly say, this setup is also something of an insult to both faculty and students, who should be allowed to work together at times that would most benefit them.

I come here to work. This does not include any breaks for rest or food. When I am done working, I leave.

It's a gap in the schedule that I have to make up somewhere else.

I still have to attend committee meetings, so not much has changed. While I do work hard, I never felt that my health and wellbeing were affected by the work load.

Q3.1 - How satisfied are you with Collaborative Days?



Field	Choice Count
Extremely dissatisfied	37.21% 32
Somewhat dissatisfied	30.23% 26
Neither satisfied nor dissatisfied	17.44% 15
Somewhat satisfied	10.47% 9
Extremely satisfied	4.65% 4
	86

Showing rows 1 - 6 of 6

Q3.2 - What factors influenced your response?

What factors influenced your response?

We have mainly used them for planning and that is good. I have been able to learn about other capus initiatives and get to know some other faculty.

The Collaborative Days give me opportunities to work alongside my colleagues at the University whom I don't always get to see.

I've need more purpose for these days. They are great to have but sometimes without much productivity.

It's nice to have our brains learn something new. I enjoy these days.

I use these days to focus on parts of work which do not include my regularly scheduled interactions with students; however, I have not yet had an opportunity to explore the "collaborative" portion of those days.

I support the concept, but communication and implementation have been flawed. We need to be able to effectively tell faculty what is and is not allowed without compromising the intent of the collaborative days. In particular, we have not communicated that faculty CAN do other things IN ADDITION TO the primary activity or event. For example, faculty could have scheduled a wide range of things on the third collaborative day while PickleCon was going on, but they felt they weren't allowed to. In truth, they just couldn't do anything mandatory for students. We need to fix that in the planning for next year's collab days. I do think there may be more sophisticated and impactful ways to accomplish the spirit of collaborative days while divorcing them from pandemic-era wellness days.

I like the idea of Collaborative Days, but I haven't really felt anything "Collaborative" happening. It just feels like a time for more faculty meetings and cross-campus meetings. But it doesn't feel like "collaboration."

At least it gives students a break,

Q3.3 - What factors influenced your response?

What factors influenced your response?

I'm not sure if they're more helpful than they are disruptive of the schedule and feeling of routine. I like the idea of collaborative days, but wonder if it might be better to have a three or four day retreat instead.

The School of Music has not made the most out of these scheduled Collaborative Days, and therefore, it is a complete waste of time.

When we have more than one section, this puts everything out of sync

Critical time lost for classes and production. No discernible benefit to student, staff, or faculty.

What are we doing? They seem like mindless interruptions of valuable time. Why are we enforcing them? There needs to be a 6th school for interdisciplinary studies so that those who are into the idea can partake. To force everyone to comply with the exercise of making everything standardized, however well-intentioned, is hurting the art schools. Our students are here to pursue their degrees while training in their arts. They could go to the School of Science and Math, Reynolds, Wake Forest, Chapel Hill, UNCG. But they don't. They come here where the experts in their fields are being sidelined.

As a faculty member, I don't get a day off, as it's just different kinds of work: meetings and professional development, primarily. If collaborative days were actually geared around cross-disciplinary artistic collaboration, I would be more excited about them. As it stands, I appreciate the day off from teaching, at least.

I have yet to find a session useful - I commonly utilize the whole day to work and catch up/stay above water with production and classes.

They aren't being used for collaboration.

Stupid questions like this, which have already been answered.

Individual lessons are missed that must be made up at some juncture- this impacts both teacher and student schedules, necessitating extra hours on other days of that week, or the next or next week. Those makeup lessons take place without regularly scheduled pianists. I do not believe faculty-initiated collaboration between arts schools is taking place on these days -perhaps students are creating such opportunities without faculty input. Collaboration might take place with individual pillows. Preparing an event for possible student cross-collaboration suggests extra effort by faculty to assess possibilities 'outside the box' as well as time to prepare, provide materials, find an environment, make playing 'outside the box' impactful, helpful. This sounds engaging and time-consuming. How many UNCSA faculty teach 17-19 hrs/week + dress rehearsals, planning, meetings, committees, email, etc.? Ensembles, continuity is negatively affected. If students are taking advantage of extra practice or rehearsal time, that's a plus. Plus - collab days offer opportunities for students to schedule necessary evaluations and hearings that are normally scheduled outside regular classroom hours. This involves faculty, collab pianists. The required Collaboration time does offer opportunity for clearing headspace without associated guilt --one has to take the time, cancel daily activities.

I think the Collaborative Days are in need of a production manager or curator... someone who can connect the schools in an organized fashion, or has a clear idea of what they want each school to invest in? There is weight on faculty and staff to bring forth innovative ideas for these days, and there is very little time in the already busy schedule to put efforts in this brainstorming. I hope that in the future, one of the collaborative days could be just a day to talk about the collaborative days -- to brainstorm and schedule the activities for the semester. The School of Dance could use that time specifically to decide what they want to bring to these days for that year. I also think that less is more, and that trying to fill these days with too much can have the opposite effect. I have noticed it creating a feeling of adding weight to the already full workload, while it should bring inspiration and excitement on campus! Would we be able to use one of these collaborative days in the future to meet with all the schools and schedule the events then, together, unitedly? Perhaps that would actually help develop genuine collaboration, giving us all an opportunity to meet with each other and find out what we all need (when normally our schedules do not offer much time for this) and invest in some beautiful collaborations!

I'm just getting used to being here and my schedule, so it is hard to say.

I haven't seen any collaboration for faculty. It is all business and no brainstorming, no bringing artists in who can serve the entire campus, no enriching activities really at all. And we are notified of what the commitment is VERY late so therefore if we wanted to schedule a collaborative

What factors influenced your response?

event, get-together it is nearly impossible because we don't know what our university or departmental commitments are until the week it happens.

I think I may understand the spirit of a collaborative day, but it is not doing what I believed it was supposed to. I think it was intended as an opportunity for students to make work together (which they do pretty regularly in D&P) and for faculty to meet together to discuss major issues. It doesn't feel like these collaborative days are doing much outside of interfering with teaching days. I found in Fall 24 that I had 4 less teaching days on Mondays than all the other days of the week due to holidays and collaborative days. That was HUGELY detrimental to the learning outcomes of my students. This has carried through into the Spring now which has less holidays, so that's helpful, but still the collaborative days have an unbalanced impact on the classroom delivery timeline.

wish there was a more balanced scheduled so that there will not be some class time lost more than others; for example, the morning classes are lost in all 3 Collaborative days. Note when a collaborative day, like the first one, where classes and activities are suspended until 5:00 p.m.

Collaborative days fill contrived, time-consuming and utterly unfulfilling

Although my colleagues and I have had some lovely ideas for collaborative days, we have not had the ability to see these ideas come to fruition. Most of the projects need several days at least to put together a valuable projector. And, I notice that our schedules are so tight up until the collaborative day itself that the students also do not have enough peace of mind or preparation time to concentrate on a different project outside of the scheme of their daily and weekly scheduled work.

I have to makeup private lessons on other days, and these days are rarely used for actual collaboration.

Please see earlier response concerning Intermission.

I haven't seen any value arising from these days. They disrupt the semester, classes, and don't seem to serve any purpose.

Between collaborative days and in-services, we have too many hurdles to jump over for scheduling productive rehearsal schedules. Essentially, students schedules become more complicated. Rehearsals have to occur to give students the proper experiences they seek, so when there is a week with a collaborative day or in-service this results in a rehearsal being pushed to different day when they don't normally occur. The students now have to remember when these awkward weeks occur which creates anxiety. It also creates conflicts in room scheduling. Please consider the students and how it affects them when you create these hurdles.

Too many of them - very disruptive of classwork and rhythm of the semester

It's not clear just how effective the new Collaborative Days are. They're not without an element of enjoyment, though. Just having social time with various faculty members and deans is stimulating. Sometimes, though, these days impede the flow of student learning and interfere with the momentum of studio work and classroom courses.

I don't think they are helpful or necessary. They are certainly not accomplishing the stated purpose - collaboration - as three random days throughout a semester are not adequate for any kind of in-depth foray into a collaborative project. They have become one more thing for the School to have to program, when we were assured that the arts schools would not have to program them. They interrupt the flow of regular classes, and seem pretty pointless, except as a day off, like a snow day.

Presenters not prepared with new information. Time would be better spent with professors being able to collaborate.

What is a collaborative day? Exactly who is collaborating? The students are doing nothing. Faculty hold meetings. It's just a teacher work day.

Students can't create meaningful projects during a random one-off collab day. These should be placed in a linear block and consolidated, to provide meaningful time to create and execute a project.

I find that collaborative days tend to break up the flow of the semester. HSAP used to have dedicated professional development time before and after each semester, and that time felt really generative. As is, collaborative days often disrupt the flow of classes while also being too short to get the kind of deep, meaningful work done that could occur if they were before or after the semester.

What factors influenced your response?

From my perspective as faculty, it disrupts the flow of the education. However, I am a person that likes an occasional break...so I won't complain. Nor do I feel guilty about missing a student's lesson. I didn't create the disruption! I also know that they will get their full complement of lessons. Where it becomes problematic if I have a difficult performance schedule the week before, and then there is a collaborative day. A student could find themselves missing a lesson for 3 weeks, which is a real disservice to them. And, frankly, it stunts their progress for that period of time. It can even affect their preparation for auditions for summer programs, graduate school, conservatory auditions, etc. In that case, I do my best to find alternative times....but that simply isn't workable quite often, and the student pays the consequences.

If we need to have faculty in-service days, just call them that. Our school and students do nothing but collaborate, so having them stop for a day off and call it "collaboration" is bizarre to them.

Nothing collaborative has happened on Collaborative Days. These days have become workshop days for faculty while students get a supposed mental health day. Collaborative Days also screw up many classes' schedules, as faculty have to find a way to make up for the time lost to Collaborative Days.

This is an additional pressure to attend programming when I am trying to get through classes/admin/practicums and creative research. If I have the time and availability to collaborate across campus, I also need the flexibility to schedule it.

Collaborative days make teaching in the DLA and setting our syllabi/class schedules VERY difficult. I am teaching 2 of the same class and have to cram readings and assignments on the same day to make up for one class having 2 collaborative days early on in the semester and the other holding class. From what I've heard from students, they do not actually participate in any sort of collaborative day programming and use this time for rest, which is important, but are the collaborative days really serving their intended purpose?

The things that have been planned for the day.

It does give time to schedule lengthier meetings or training.

They are often too close together or follow already scheduled days off. Mainly they make it difficult to establish and maintain a rhythm throughout the term, especially if teaching the same class on different days.

I've taught and have been in a participant in offered classes in which very few people showed up. It was a lot of extra effort on the part of faculty to program a new class with little success. Before Nutcracker the Monday scheduled day felt unnecessary. The students just needed to be with their instructors working on the big things that were closely right in front of them.

We have too many once-a-week activities to lose a day of the week, especially since we are prone to make up that time with our students elsewhere in the week. There has been too little leadership, especially for the students, in how to use the time, especially following our time with Wellness Days. Nothing has been removed from the overall schedule, so we have to find time elsewhere. One day at a time is not a practical or inspiring substitute for Intensive Arts.

1. Having done a lot of collaboration, I find the idea of building effective collaboration through six randomly placed days throughout the calendar implausible at best. When you add in the restriction that faculty can't schedule anything on those days, the randomness is even greater. 2. We should build collaboration as something we help students develop over time. As a result, C4s would be given a kind of free rein in their schedules that is not necessarily open to C1s, who still have a lot of craft to learn in the area of their main discipline. 3. Lessons meet once a week. When faculty are not allowed to reschedule lessons missed due to Collaborative Days, students go two weeks without instruction. Two weeks without supervision is an enormous amount of time for an adolescent: we come back to them having to rebuild from scratch.

They don't function as a Collaborative day, just a missed day of lessons

Adds more work to student's already busy schedule.

Never used for collaboration. No time or energy to get anything going. Difficult to keep momentum with lessons.

Already mentioned— the plan is perverse. I know have to try to do the same amount of work but it less hours.

What factors influenced your response?

Last semester I taught a class that met once a week on Mondays. The collaborative day on Monday 11 November meant that I lost three Mondays last semester: Labor Day, fall break, and 11 November. This made it very difficult to establish a rhythm of contact with my students, since we would meet for a few weeks and then not see each other for two weeks, a cycle that repeated throughout the semester. Adding 10 minutes to each class meeting was a mathematical solution to making up the lost time, but I very much felt the pedagogical problem of losing one day of teaching. I also think that what can and cannot take place on collaborative days is very confusing, and the inconsistency with some collaborative days having planned activities and others not. I definitely didn't see any evidence of collaboration on those days last semester.

They disrupt the production processes and force students to have to come up with a world of complicated solutions to basic scheduling. This is especially true during tech rehearsals... We work in concentrated spurts of time for production... during those times you need complete focus and full effort from a lot of people...in the context of the profession, time + people = money... in the context of the school not having the time with people = frustration.

Inserting collaborative days in the middle of the week (Tuesday, Wednesday, or Thursday) significantly disrupts the continuity and progression of dance training. Our weekly dance curriculum is carefully structured to build upon previous days' work, with specific techniques and skills introduced on Monday and progressively developed throughout the week, culminating in a polished performance by Friday. Interrupting this flow with a collaborative day in the middle of the week forces dancers to pause their technical development, potentially leading to: - Reduced retention of newly learned skills - Decreased momentum in achieving weekly training goals - Negative impact on overall progress and performance quality In contrast, scheduling collaborative days at the beginning (Monday) or end (Friday) of the week would minimize disruptions to our dance training. This strategic placement would allow us to maintain continuity in our technical development, ensuring a more effective and productive learning experience.

The collaborative days are useless and in fact, extremely disruptive to our schedule. An Example. In the fall we have a class that consists of six sections. Two sections run consecutively on Tuesdays, Wednesdays, and Thursdays. The Thursday collaborative day caused the afternoon section that day to have one session less than the other sections. To keep the course content and learning outcomes consistent the 5 other sections had to have their class sessions reduced as well.

I don't understand it. But if we want to do less work, ok.

They seem pretty pointless. My time could be much better spent as a typical workday.

None of them were used for things that benefitted or interested me.

Just the worst! They are extremely disruptive to the class schedule, and seemed to be randomly placed on the calendar. What is actually the goal of these days? If the goal is to give students a breather, then I think it'd be much more beneficial to extend fall break or consider ending the academic semester at Thanksgiving break. There seems to be little to no plan for this time, with Deans pressured to use it and so throwing together ad hoc professional development. Whatever the intent was, it's certainly failing. Get rid of them.

They feel too scheduled (maybe I'm confused on what the days are supposed to be after all these iterations and names?) and we don't often know what the schedule will be until very close to the day. This prevents me from planning the day when I don't know what blocks of time I have commitments. Also, when the schedule comes out very late, it feels rushed and unorganized. When I see this happen, it makes me less concerned about what's on the agenda.

I am worn out by all the activities scheduled for faculty on those days. Give us the morning or afternoon free. Also, this semester, my Tues/Fri class is losing 2 days because none of the Collaborative Days are scheduled on Wednesday.

They are called Collaborative Days, yet they involve no collaboration. Faculty are encouraged to schedule activity offerings, but we can't require our students to be there. These are simply days off for students. This is fine, but let's be transparent about what they are.

The fact that these days are scheduled without any specific activity being planned for them suggests that the impulse to carve them out of the schedule is not motivated by the conviction that anything in particular is needed to enrich anyone's learning. Meanwhile, the critical experience of instructional continuity for our students is being comprised.

I would like to see them be planned very far in advance with faculty and student input for both faculty and student activities and I would like for cross school collaboration to be happening on those days.

What factors influenced your response?

This amounts to a full week of lost contact time; another step in dismantling education and turning a campus into a corporate machine, where teachers, for whose sake the students apply and audition, are unable to have a say on how many actual teaching days the students receive. A gross negligence and a misuse of taxpayer funds.

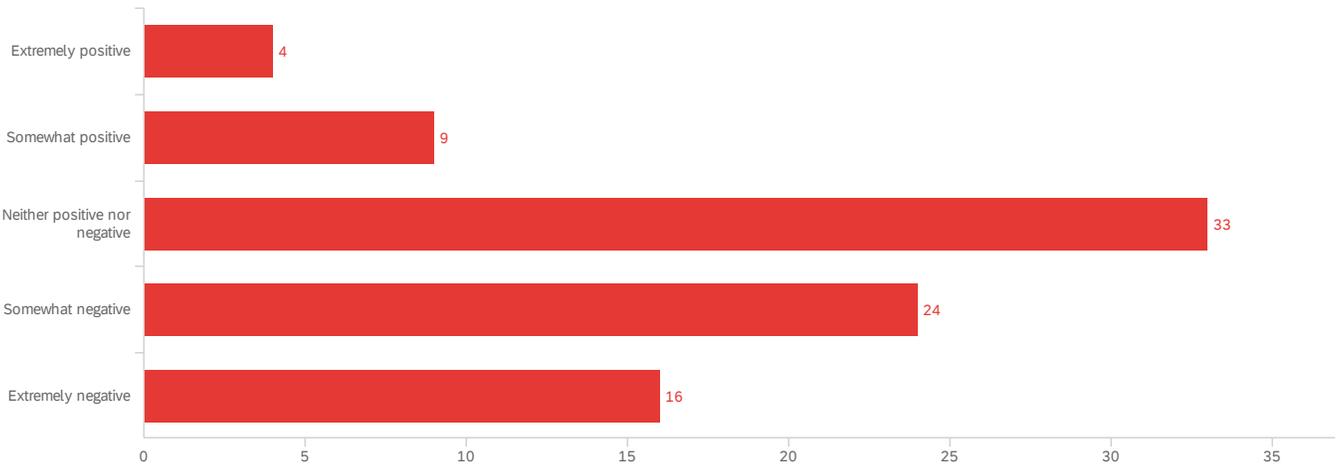
First off, nobody collaborates on projects outside of productions, so the name is a misnomer. What it ends up being is a day off. But it's a missed day of class that I have to make up somewhere else in the schedule. And these collaboration days seemed to fall overwhelmingly on Mondays or Thursdays. If a class in your program runs on Monday/Thursday then those students are missing twice as much classtime as other studnrs

There are too many days off too close together. This semester for example. 5 days of classes, MLK, Jr. Day; 8 days of classes (activities resume at 5 on the 31st); 6 days of classes then another day (Feb. 11) then 13 days of classes and spring break. Also, since we can't require any student to attend anything that might be programmed, it is hard to use those days to enhance the learning experience. With the loss of Intensive Arts, I had hoped that these days could be a moment when all students would be free to attend workshops, masterclasses, etc.

Students get three free days a semester, while faculty are required to participate in day-long activities. Call it faculty in-service days or lift all faculty requirements to enable us to complete class prep work.

Depending on the day and meeting periods of a class, the schedule gets disrupted for curriculum delivery.

Q3.4 - How would you rate the impact of Collaborative Days on your health and wellbeing?



Field	Choice Count
Neither positive nor negative	38.37% 33
Somewhat negative	27.91% 24
Extremely negative	18.60% 16
Somewhat positive	10.47% 9
Extremely positive	4.65% 4
	86

Showing rows 1 - 6 of 6

Q3.5 - What factors influenced your response?

What factors influenced your response?

Some days have a great productive meeting and other days there is not much to discuss.

It's great to have a break from classes where I get to fuel my brain a bit.

It's been enjoyable to engage in new things with faculty colleagues and administrators on occasion, and that bears a positive impact. Also, there is an element of team building between faculty members of the various art schools, and that creates a synergistic vibe. So yes, there is a positive impact attributable to Collaborative Days.

It does provide a day for less stress. Even if we meet, I talk about how my classes are going, get advice from other faculty and just listen to campus happenings.

I do not make great efforts to make up the lessons I miss during collaborative days, nor do I feel guilty about it. That would defeat their purpose. However, there are times when a student desperately needs a lesson, and then I end up coming in on a weekend, or teaching very late one day. If a collaborative day occurs on a day where I teach five 1.25 hour lessons it is simply impossible to make up whether I would like to or not. The student's progress as an artist suffers as a result. So...because I can compartmentalize my life, it's a net gain for me. [the collaborative days I try treat like an act of God, a weather event, etc. I can't do anything about it, so why fret?!] And, occasionally, when I feel it will do irreparable harm for a student's opportunities (preparing for important auditions, for example), I have just come in in the evenings or the weekend to remedy the situation. It has been manageable. I'd be interested to hear the student perspective - they may need a break too, and though they know their progress is delayed, they may appreciate the break. I can see where a student would appreciate two weeks to work on material rather than one - I frequently wanted that as a young musician. But...I did not need spoon-feeding, and some do. I think the "collaborative" part of the name may be a misnomer. Students can't really collaborate on isolated random days in a semester...at least not in a meaningful way. At least, I am unaware of that happening. Perhaps chamber music happens, or jazz combos get time to really work. If that happens I am unaware of it.

At least it gives the students a break.

Q3.6 - What factors influenced your response?

What factors influenced your response?

fixed programming on a fixed schedule is very difficult to manage

While some workshops have proven beneficial, there's been no collaboration on Collaborative Days.

Trying to find time to catch up work on classes missed in order to keep 2 sections taught in the same place is almost impossible. It is a frustrating time to be taken out of precious class time in order to "collaborate" on something that isn't as important as class is. It's a weird dream of someone who doesn't have teaching as a priority in their responsibility to our students' learning craft. It's a distraction.

They're always a waste of time and they always negatively impact student learning. Again, I don't actually understand what the intent is - if students need a break, make it a more productive one by extending fall break. If we need more time for professional development, then put that in the summer or while students are away on fall break. If the idea is to create space in the schedule for events or cross-departmental engagement, then it'd be far more productive to have actual regular time built in to the work day.

They result in me having one less week to cover material in class, and as of yet, there has been nothing scheduled during these days that I find worthwhile. These days feel like we're doing something for the sake of doing something, or more cynically, they feel like something that is being implemented so that someone can put something on their resume.

They have no impact on my well-being.

They disrupt class rhythms and while they are a good idea, the benefits, in their current implementation, are not obvious.

They are positive only because I have been doing the work I need to do in that day and the sessions have not been helpful.

These days create more work for me. I would like for them to be eliminated.

There aren't "lost" teaching days. I and my colleagues find ways to compensate students for lost instructional time, outside our schedules; this is a lot harder than keeping with the regular schedule.

The stress of having to reschedule my teaching, plus not knowing when the required events are on these days until the week before makes scheduling other commitments difficult.

The mandatory meetings and workshops just feel like punishments.

The irregularity was stressful for me.

Students always ask that regular lessons that are co-opted by these collaborative days be made up. If we say no, we are not supporting the development of our students; if we say yes, we are being asked to cram in more teaching, generally at times less convenient for all.

Since faculty are expected to offer activities for students and to participate in faculty workshops, it puts us even farther behind, increases our workload, and causes stress.

Seems to be a wasted day. Students approach it as a day off due to a lack of time to produce anything meaningful, and the classwork they miss simply has to be scheduled during alternate times to keep up. Many of my ensembles meet with me only once a week. One collab day, and I am two weeks behind unless we schedule alternate times. Alternate times simply choke the schedule, and create stress. If we had three days in a row, we could create projects, execute them, and present them to the public. Wouldn't this be a better use of the time if we want to foster collaboration?

Same as previously mentioned tones. I am saddled with having to "make it work" yet again.

What factors influenced your response?

Required work days when students have the day off from class.

Please see earlier response concerning Intermission.

No opinion.

Makes the days surrounding the collaborative days longer and more stressful.

Its talking in circles.

It's a day off that I have to solve for.

It was stressful to have to reorganize my syllabus to squeeze 15 weeks of material into 14 weeks. I also know my students felt the awkward rhythm of the semester and I felt bad that it wasn't the best possible iteration of the course.

It puts pressure on teachers to reschedule lessons, trying to keep consistent progress with individual lessons.

It often times means making up the time other times in the schedule.

It is just another workday.

Inserting collaborative days in the middle of the week (Tuesday, Wednesday, or Thursday) significantly disrupts the continuity and progression of dance training. Our weekly dance curriculum is carefully structured to build upon previous days' work, with specific techniques and skills introduced on Monday and progressively developed throughout the week, culminating in a polished performance by Friday. Interrupting this flow with a collaborative day in the middle of the week forces dancers to pause their technical development, potentially leading to: - Reduced retention of newly learned skills - Decreased momentum in achieving weekly training goals - Negative impact on overall progress and performance quality In contrast, scheduling collaborative days at the beginning (Monday) or end (Friday) of the week would minimize disruptions to our dance training. This strategic placement would allow us to maintain continuity in our technical development, ensuring a more effective and productive learning experience.

In all respect, t's a nothing burger. I think it creates resentment as it is a disrupting, arbitrary, mandate that seems to tick some bureaucratic box that holds little to no meaning for the faculty.

I've covered the influences.

I try to stay positive about the changes that are happening at the school, but sometimes it is difficult to see something you love systematically dismantled.

I must admit that I have found the impact of collaborative days negative to my health and welfare. I've had to reschedule and revamp planning of required lessonsto such a degree that it has been worrisome, costly and exhausting. Again, having several day period, or weeklong session would provide us with a period of time we could utilize with significance.

I keep having to rebuild syllabi and course schedules to accommodate for yet another lost instructional day.

I have to spend much more time trying to help My students figure out how they are going to get the work done with these big gaps in at critical times in their schedule.

I have found myself significantly more stressed out as I try to work my course timeline around holidays, my creative activity/research/recruitment/service, and collaborative days. The addition of the collaborative days have forced me to completely shift learning outcomes to ensure success in my courses when there's less time for the class in general. The balance of this is also an issue that those collaborative days fall on days that I have high unit courses which are then losing more valuable time needed for the course than other lower level unit courses. To balance this issue would be a nightmare for those planning schedules. With the added stress and culmination of ultimately having to

What factors influenced your response?

cut some coursework out of the semester timeline, I'm sure I will see a ripple effect through the years of some students who received a balanced coursework experience in class and those who didn't.

I am worn out by all the activities scheduled for faculty on those days. Give us the morning or afternoon free. Also, this semester, my Tues/Fri class is losing 2 days because none of the Collaborative Days are scheduled on Wednesday.

I am an adult, I can adjust to obstacles that are thrown in my path more readily than the adolescents I'm here to serve.

Having a break is nice, but it makes instruction in the classroom choppy. Carefully-planned blocks of days would be better than occasional single days

Having 'time off' is positive. Creating events- maybe not so positive from a teacher's point of view. Appreciate Collab days taking place on different days of the week so classes/schedules aren't repeatedly revoked. Making up time if one's lesson time is repeatedly impacted requires agility. Music was able to schedule an event Feb. 11 of interest to more majors than voice, perhaps-- Theater in Germany (hosted by a German singer and German pianist.)

Because of my previous comments about the scheduling and the feeling that I'm "checking a box" for some university requirement, I don't usually enjoy them. I get stressed about the disruption to the teaching week.

As faculty, we are not given health and well-being space for collaborative days - these days have been very ill-defined and confusing of their purpose for faculty which creates anxiety and confusion

As already stated: an enforced open time can be good, but not if things are squished into the rest of the week. Not knowing what is going on and managing it with the students is not positive.

As a faculty member, I don't get a day off, as it's just different kinds of work: meetings and professional development, primarily. If collaborative days were actually geared around cross-disciplinary artistic collaboration, I would be more excited about them. As it stands, I appreciate the day off from teaching, at least.

As a DLA professor, it puts extra stress on us to navigate these interruptions in the semester when it comes to scheduling and also keeping two sections of the same class on the same schedule.

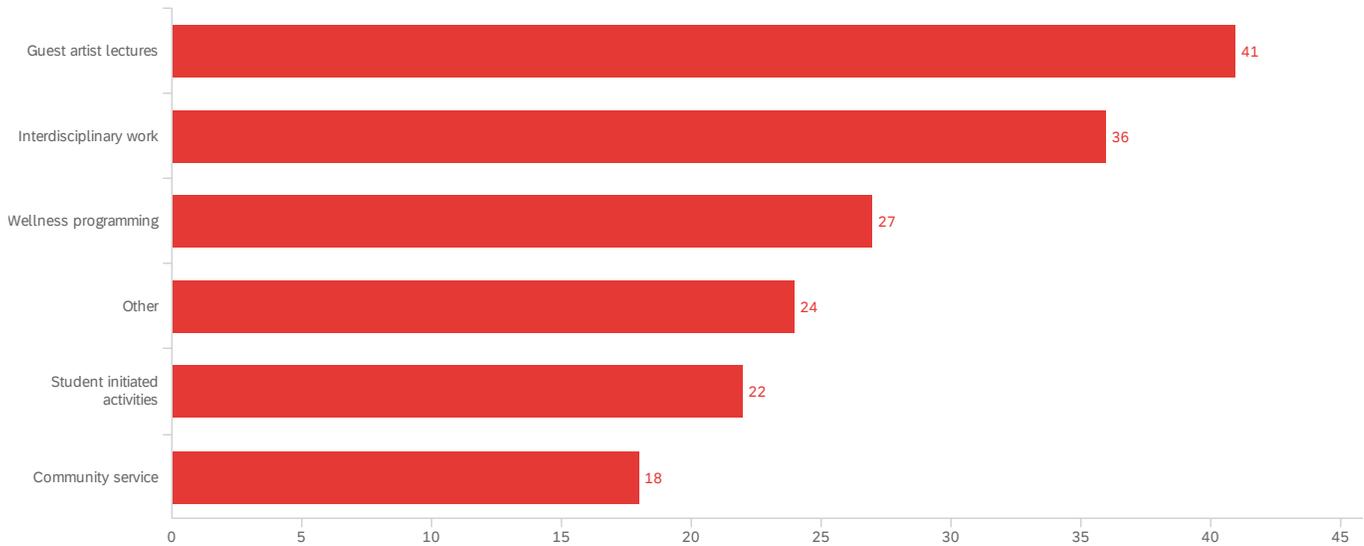
Again, they are not days off for me.

Again, more work scheduling

Adds more to an already busy schedule.

Q3.7 - What type of programming would you like to see for Collaborative Days? Select all

that apply.



Field	Choice Count
Guest artist lectures	24.40% 41
Interdisciplinary work	21.43% 36
Wellness programming	16.07% 27
Other	14.29% 24
Student initiated activities	13.10% 22
Community service	10.71% 18

168

Showing rows 1 - 7 of 7

Q3.7_6_TEXT - Other

Other

none

I'd like these time-wasting, unnecessary work-creating days eliminated

No activities that force us to commit to projects we don't want to do. Why not let us decide how we best want to spend our time.

Time for unstructured makeup work.

Other

I spend most of my times those days trying to communicate the change of rehearsal schedules for that week to students and directors.

I would prefer faculty enrichment day type sessions to be offered instead of a full day at the beginning of the year when we are overloaded preparing for the year.

anything that doesn't require faculty to dream up and deliver on top of our regular workload

Time to do my work

training activities or workshops

Interdisciplinary Faculty Artistic Collaboration Projects

Go to class.

Anything, as long as there is leadership in what to do.

All of those things are available without Collaborative Days. Look at the history of the school. When have any of those things not happened? The answer is during the Pandemic, and Pandemic thinking infused the whole concept of Collaborative Days.

I don't want collaborative days

Discontinued

If days off are required, then extend spring break and fall break.

entry level dance/ stretching

None

None get rid of them.

waste of days

None. If we can't require students to participate in enriching activities, then it needs to be a day off for everyone.

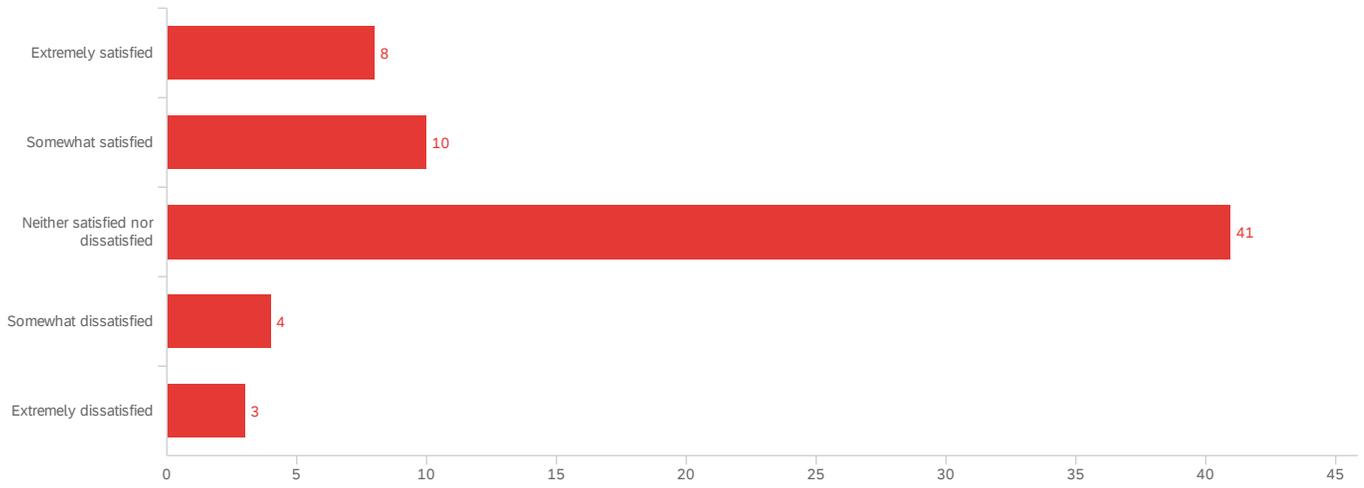
Anything. They were so poorly planned and communicated.

none

faculty days off

Q4.1 - How satisfied are you with the Monday/Thursday and Tuesday/Friday DLA class

schedule rotation?



Field	Choice Count
Neither satisfied nor dissatisfied	62.12% 41
Somewhat satisfied	15.15% 10
Extremely satisfied	12.12% 8
Somewhat dissatisfied	6.06% 4
Extremely dissatisfied	4.55% 3
	66

Showing rows 1 - 6 of 6

Q4.2 - What factors influenced your response?

What factors influenced your response?

works well with rhythm of courses in a week

Works best for our scheduling of Arts Classes.

This is great!

This all seems to be working well.

The two day a week classes work well. Having Wed off instead of another day of the week doesn't since so many productions, particularly film, run on Friday and Mondays. As I type this, on a Monday, half of a class was absent today on a shoot from 7 am to 7 pm.

Many of us are still getting used to the Monday/Thursday and Tuesday/Friday rotation. It's not problematic at all, and in a way its rhythm (with class meetings three days apart) seems to allay unnecessary stress among students and faculty. There's more time each week to complete assignments (as opposed to a Monday/Wednesday and Tuesday/Thursday scenario).

It is best to spread these around (if we have to have them), so classes that meet once a week are not missing more than one class period per semester due to Collaborative Days.

I think there is some added flexibility to the weekly schedule in planning rehearsals, etc., with UG students.

I like that fact that there are no Wednesday Classes, so they can be truly Arts Wednesdays like they were when I first came here. Having the entire campus have the day as a non academic day works well.

I like that DLA classes are before noon.

Good to keep things off of Wednesday! And, other than that the effect has been invisible.

Easy to schedule lessons around.

Better balancing of days between class days for homework. The previous MW or TTh meant that during the week there was only 1 day, and then on the other side there were 4 days. It's taken some getting used to the new rhythm, but, pedagogically, I see vastly better homework completion and comprehension. We've been using this pattern in D&P for longer than DLA, so it's actually made it easier for our students.

Arts free Wednesday mornings have been very useful. They've allowed another time block to be utilized by students and faculty during normal business hours.

Q4.3 - What factors influenced your response?

What factors influenced your response?

It was somewhat confusing at first since I was use to Monday/Wednesday, Tues/Thur but I am getting use to it. Maybe a Monday/Wednesday and Tues/Th schedule could be better with an intermission on Friday. I am learning this schedule and have not had any major issues.

Messes with our weekend shoots. Our films shoot Sat-Mon and equipment is given out on Fridays and returned on Tuesdays.

This does not affect me.

Not having classes Wednesday mornings breaks up the learning process; it is problematic stopping in the middle of the week. It feels like the momentum is lost and gives a sense of starting over when classes resume. The Monday/Wednesday and Tuesday/Thursday schedule made sense and allow for a more positive learning experience that is not broken up and seem disconnected.

I don't know.

It is what it is.

I would prefer DLA classes ended earlier in the day so rehearsals didn't have to go into the evening up to 9:30 due to schedule alignment between college and HS.

No impact.

I don't see the impact on the population I teach.

My main concern is that the arts schools schedule their courses during our time in the DLA which makes it so that our classes are underenrolled every semester. It is EXTREMELY hard for students to be able to take our 10am classes.

It does not affect me one way or the other.

So few students are available for the 10:00 classes - which is forcing us to absorb more students in the 8:30 classes. The other issue is having to mainly offer only core courses in the 8:30 time slot to cover enrollment needs, leaving electives at 10 - where, as we know, there are fewer students. We had a better more equitable schedule before CSI. Honestly, the job of all faculty in all programs should be to help students work toward graduation, but the relation between the scheduling of DLA classes and the scheduling of arts classes does not seem to make that a priority.

I don't know about it.

Not my area, I leave that to others to work out.

It doesn't matter to me. I know DLA has problems with it because many of their adjuncts are on M-W or T-TH contracts. So if changing it back to that makes them happy, that seems like a better idea. I mean, it's not gonna affect our art school in any way. So if its affecting DLA so much, we should accommodate them.

It doesn't affect me.

I'm thrilled to hear about the new rotation, which will undoubtedly have zero impact on the Dance Department's already packed schedule. I mean, who needs a consistent routine when you're already working five to seven days a week? It's not like we must plan rehearsals, performances, or classes around our 'days off.' And what a wonderful perk for DLA Faculty to have Wednesdays off, with no weekend work to boot! I'm sure it has nothing to do with the fact that we're expected to be available 24/7 to accommodate the demands of our department. Please, by all means, let's continue to prioritize the schedules of other departments over ours. It's not like we're already running on fumes.

What factors influenced your response?

I have no idea what this is.

I don't have a stake in this. As long as my students can get the classes they need (AND the rest they need) DLA can have whatever days they want.

I do not know anything about it.

I do not work with DLA

End of Report