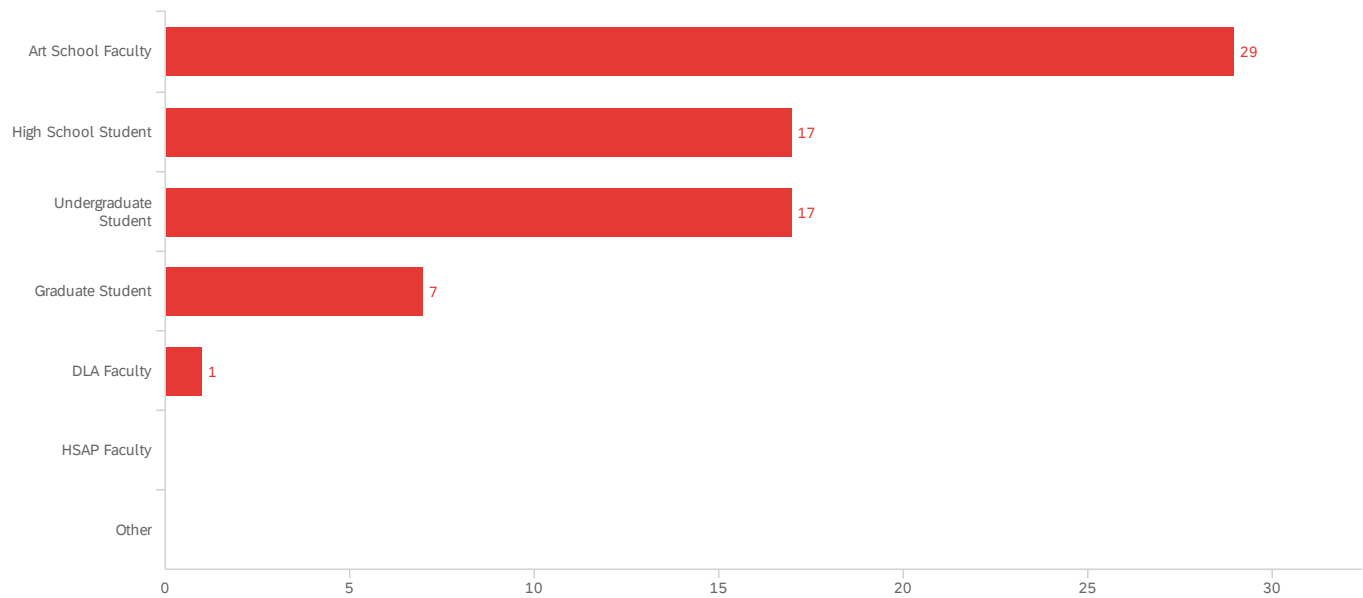


# Results Report - Music

CSI Survey

February 7, 2025 11:26 AM EST

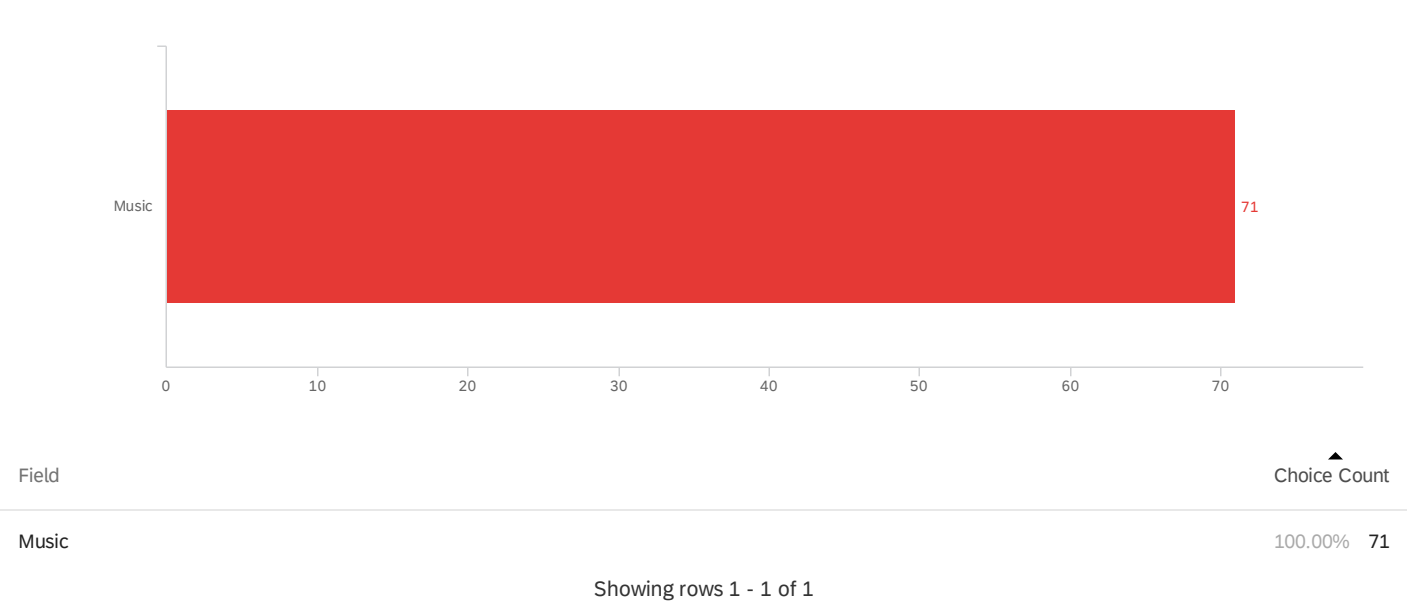
## Q1.2 - Please select your level



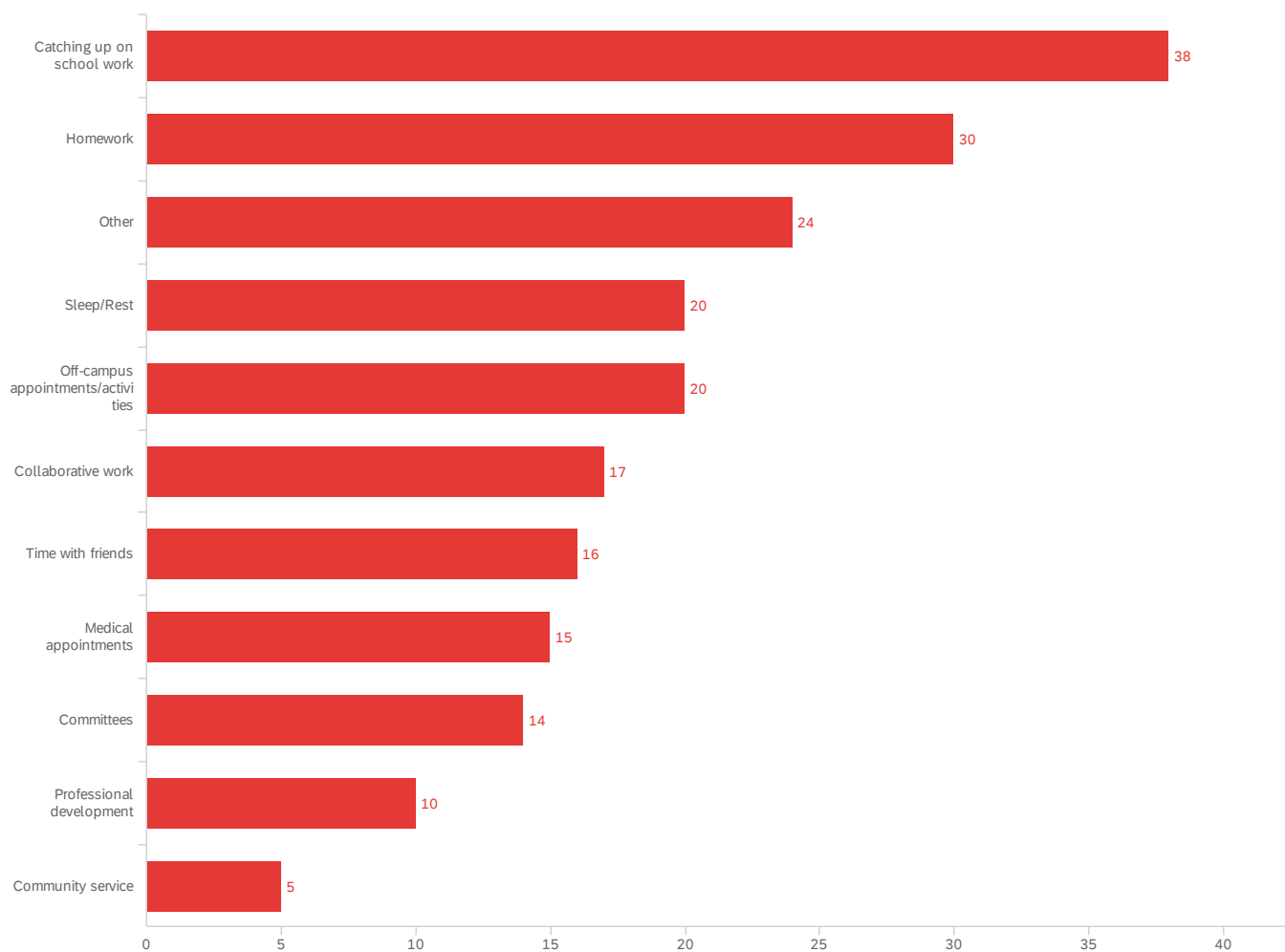
Field	Choice Count
Art School Faculty	40.85% 29
High School Student	23.94% 17
Undergraduate Student	23.94% 17
Graduate Student	9.86% 7
DLA Faculty	1.41% 1
HSAP Faculty	0.00% 0
Other	0.00% 0
	71

Showing rows 1 - 8 of 8

Q1.3 - Please select your art school



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



Field	Choice Count
Catching up on school work	18.18% 38
Homework	14.35% 30
Other	11.48% 24
Sleep/Rest	9.57% 20
Off-campus appointments/activities	9.57% 20
Collaborative work	8.13% 17
Time with friends	7.66% 16
Medical appointments	7.18% 15
Committees	6.70% 14
Professional development	4.78% 10

Field	Choice	Count
Community service	2.39%	5
		209

Showing rows 1 - 12 of 12

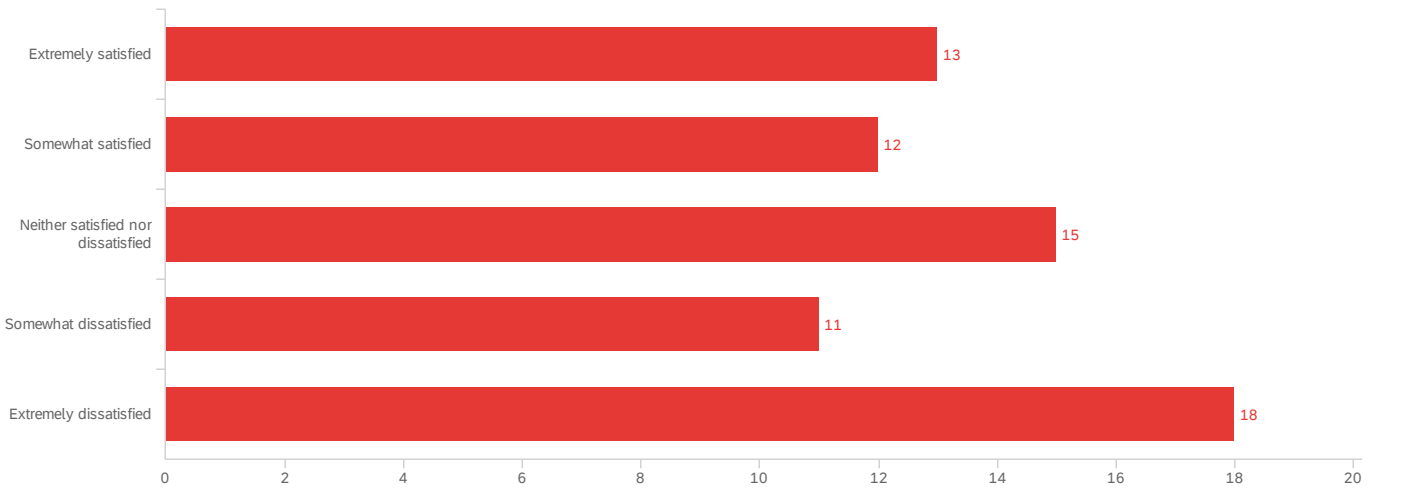
Q2.1\_11\_TEXT - Other

Other
teaching prospective students
rehearsals without teacher present
meetings
lunch, study
emails
administrative work
Work
Scheduled rehearsals for ensembles unable to rehearse otherwise.
Rehearsals for chamber music and jazz combos
Reading
Practice time
Practice
Practice
Practice
Practice
No consistent use of this time
Meetings
Lunch with my students
For any necessity
Calling my dad

Other

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
Extremely dissatisfied	26.09% 18
Neither satisfied nor dissatisfied	21.74% 15
Extremely satisfied	18.84% 13
Somewhat satisfied	17.39% 12
Somewhat dissatisfied	15.94% 11
	69

Showing rows 1 - 6 of 6

## Q2.3 - What factors influenced your response?

What factors influenced your response?

Wish it was at a different time. Possibly 8-10 am

The free time has allowed me to participate in creative hobbies and collaborative clubs that my schedule on other weekdays does not allow the time for

It's really nice having a mandated time during the middle of the week to catch up on anything you need, I use it every week for homework and career development

It's nice to have a scheduled time where nothing can be scheduled, it means that amidst any of the chaos of my classes I have dedicated space to work and make progress without distractions

It's a nice break, smack-dab in the middle of the week. I just wish that we got that time outside from lunch, too. But I guess that's a little unrealistic.

It is nice to have time to spend without interruption of any rehearsals or classes as well as a lunch hour that is unarguable.

It is a day in the middle of the week to recharge and prevents burnout.

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 wish it were longer because i have classes right before and after intermission so it does not feel like a very special break.

I think intermission is wonderful! I love the dedicated time in the middle of the day, because it gives me much more flexibility to get things done/rest/eat lunch. The only thing that I would ask is a way to make it so that students are able to schedule lessons/rehearsals/etc. if all parties agree to, while still keeping the integrity of the time in which everyone is ensured to use the time as they see fit.

I think having the time to take a break on days full of arts activities are incredibly helpful for students physical and mental health

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

I like that intermission is just before Performance hour for the School of Music. This has not benefited me directly yet, but it seems like a good idea for those who are performing that this intermission exists.

I have a lot more time on my hands. Just one hour free every week makes a huge impact on my schedule to study and work on my personal life outside of classes such as practice and personal projects

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 slot of free time in the middle of the week is just amazing

## 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.

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 it's nice to not have any "officially" scheduled things during the intermission block, such a break may cause more harm than good. Rehearsals that could usually be scheduled during this time have to be moved to other much less convenient times (example: I had a 7 AM start time for a rehearsal this semester as the teacher said we were not allowed to do our coaching with him during intermission due to the policy). Additionally, student-led rehearsals still take place during the time, so we are still doing the same amount of work we would be doing, minus the convenience of having a teacher available during this time. Similarly, we wanted to schedule HS SGA meetings during this block, but are not allowed to, so now we have to meet from 12:45-1:30pm, which is often the only break many high school students have in the middle of the day (people have to eat lunch during the meeting, etc.)

Uh...because?

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 is my first semester at UNCSA so I have nothing to compare it to

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.

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 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



▲  
What factors influenced your response?

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 negativecomplexities at other times.

The forced break in the scheduling takes away from extremely precious time need to collaborate WITH our instructors. It makes planning coaching or meeting extremely difficult.

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

Since this forces teachers to be unable to schedule anything between 12:30-2:30, it interferes with my chamber group schedule. Both my lesson and chamber coaching are on Wednesday morning, and other people in my group have their lessons at this time as well. This causes at least one of us to have to rush to chamber, which will cause us to have to begin our coaching a few minutes late. In order to fill the whole hour, we would have to ask our coach to either stay a few minutes over or reschedule, both of which are a bit disrespectful to her time.

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.

It's great, I enjoy the blocked off time I get, but sometimes it feels like the time is blocked off as an excuse to add workload.

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

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 honestly doesn't feel like it exists. It's normal for music students to have that lunch time to practice anyway. The only thing is that is pushed performance hour back a half hour so it complicates scheduling sometimes. I think it would have been better to have it in the morning or evening.

It doesn't really affect me - I'm either practicing at home or raising my infant.

Intermissions reduces my productive day to three hours. I cannot teach during that time and which if 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.

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

I usually have that time off anyway, and I would rather have that time available for HS club meetings/etc

I understand the reasoning for it and think it makes to have a break where no scheduled activities take place, however this is placed at what I believe to be an extremely inconvenient time of the day in the middle of the week. due to the rule that no teachers can meet with students for a rehearsal even if it's the only reasonable time that works my jazz combo had to rehearse at 7am every Wednesday which I feel completely neglected what intermission was supposed to do. We now had to be at school 3-4 hours earlier than we typically would be and had some people waking up at 5am. With the extremely late nights that we are required to do because of ensembles- this was never a productive rehearsal at 7am. This semester, my jazz combo is forced to meet at 4:30pm on a Sunday afternoon, even though we are all in agreement that 12:30 on Wednesday would be a much better time, Mr. Alford is not allowed to meet with us then. This time also makes the practice rooms so that everyone in the percussion studio is wanting to practice at the same time and is running into the issue of there's only 5 practice rooms for the 14 of us. This makes the time useless that we need to sacrifice way more late nights or early mornings to work around it.

I think we should have it in the morning from 8:30am - 12:30pm to give students an opportunity to sleep in, do homework, catch up on laundry, and complete activities with friends.

I never have classes on Wednesday so my schedule was unchanged/the same

What factors influenced your response?

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 find it extremely inconvenient for me and other students not to have the opportunity to meet with teachers or have rehearsals during this time. Wednesday is often the time for music students to be given time to work pieces during our busy week. Not having the chance to work with teachers can set back the process of good work.

I don't like the implementation of intermission. I think it is part of our valuable time to schedule needed rehearsals (for example). I think the aim is good, but if students are overstressed or over worked, a better solution would be to lighten up their schedules rather than make everyone have free time for two hours on one day of the week.

I am continuing what I would normally do during that time, eat lunch and then practice or homework

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.

At UNCSA 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.

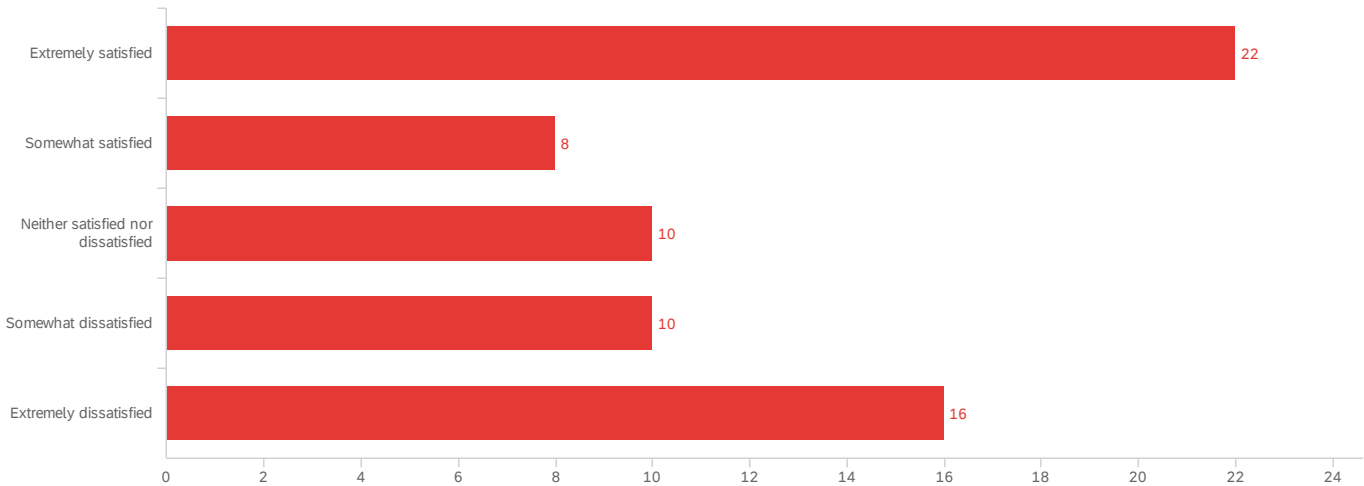
Arts Wednesdays are the few times I can meet with Chamber Ensembles, since my chamber groups involve members from multiple music studios as well as the occasional member from other schools. 12:30-2:30 is the prime daytime hour these groups could meet. Last semester I had to meet groups at 7am and 8am 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.

A lot of the things that I needed to do during intermission required meeting with instructors, which was off limits. This made the time less useful for me.

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.

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 satisfied	33.33% 22
Extremely dissatisfied	24.24% 16
Neither satisfied nor dissatisfied	15.15% 10
Somewhat dissatisfied	15.15% 10
Somewhat satisfied	12.12% 8
	66

Showing rows 1 - 6 of 6

## Q2.6 - What factors influenced your response?

What factors influenced your response?

It's nice that I don't have any schedule conflicts during that time

See previous response.

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.

The middle of the week serves as the best time to reset and continue with school

Great. Middle of the week, middle of the day.

Lunch time benefits.

A good break between morning classes and practicing at night

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

I enjoy the day of the week presented to us for this use. Middle of the week works well for me

It's incredibly convenient and sensible for my current class schedule

While it does disrupt some schedules, it's at a time where schedules aren't affected across the board.

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

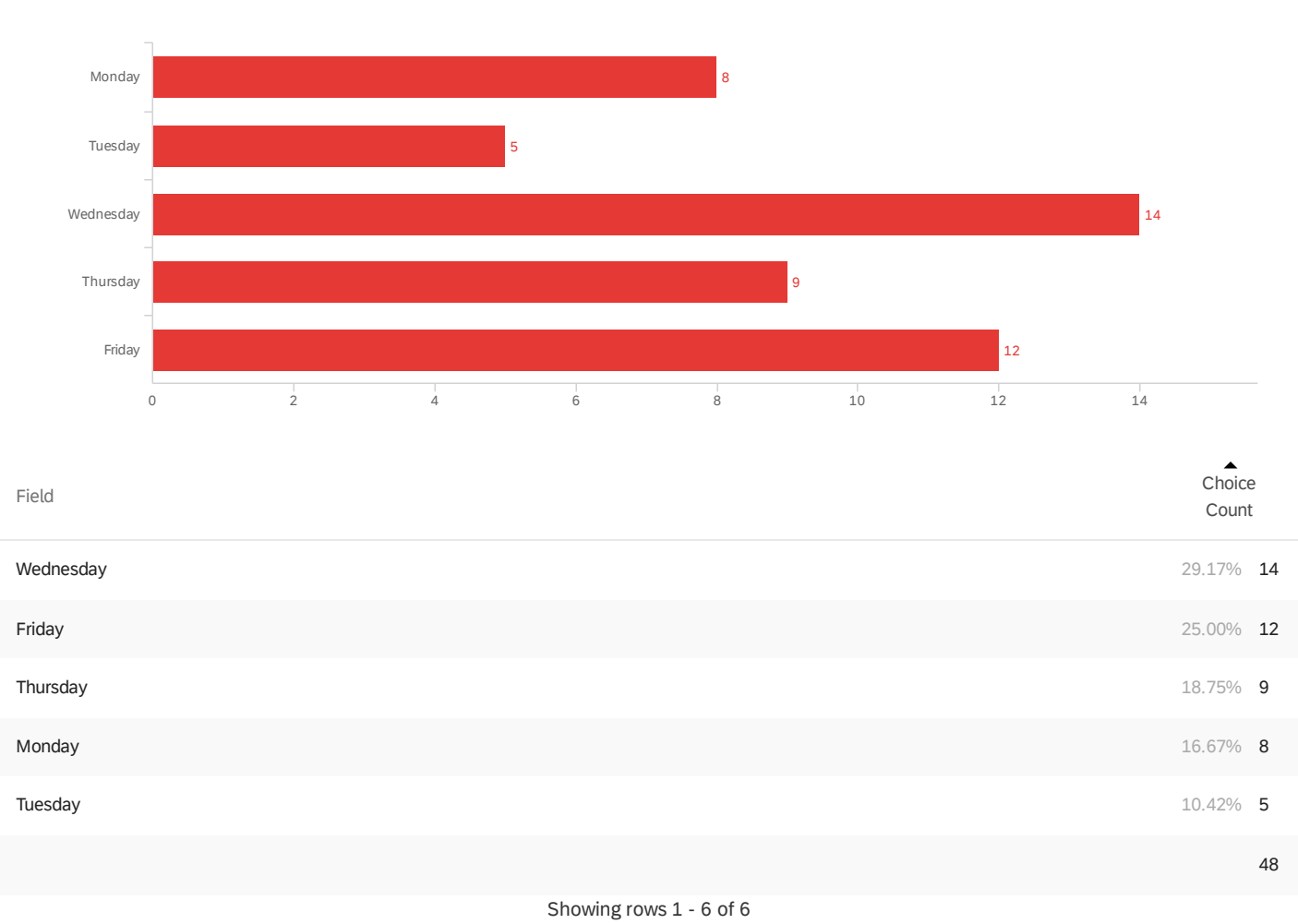
Open time is good but scheduling HS student's lessons on Weds. is a missed opportunity

It's a good day to have it.

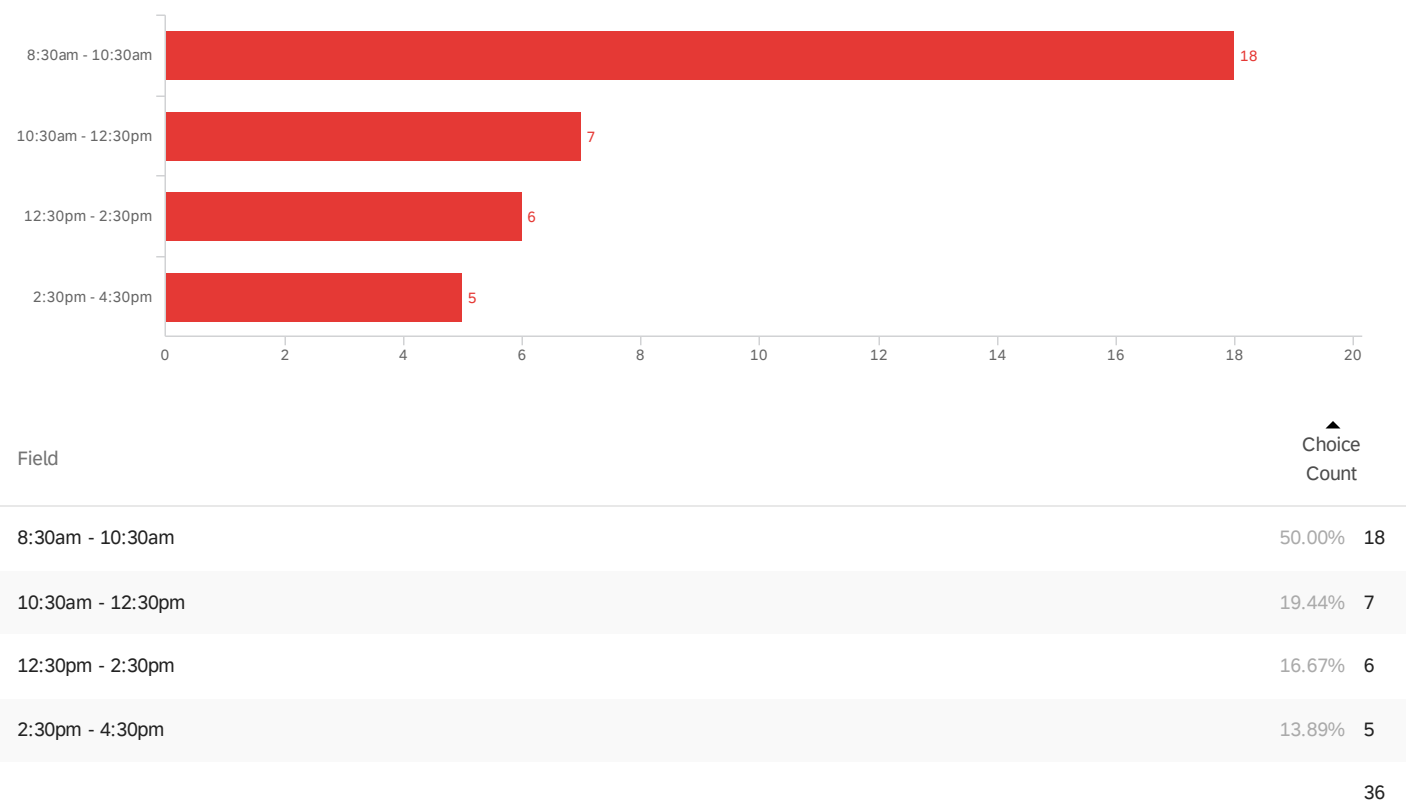
Wednesdays are in the middle of the week so it feels like a good checkpoint

Time to recharge in the middle of the week!

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



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



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...

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

I don't think intermission should be a thing. It simply disrupts the day and forces us to just spend the time where we could be rehearsing during the middle of the day to early in the morning or late at night.

We should not have an intermission.

All that was said previously

MTThF are more likely to have a combination os DLAs and art classes that overwhelm that day. If the goal is for us to actually have time to catch-up, rest, or run errands, then it's better to not have it during our lunch break. Most programs allow for a little time to eat. If intermission is during lunch then we don't really get to use it.

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.

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...

Nothing is wrong with the time of intermission, the restrictions based around that time make it difficult.

I hate Monday mornings.

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.

I am not too set on my preference. So far I have not seen the day and time affect me negatively or otherwise. I do care about if it works well for our teachers and courses, etc.

W- 12-2 is a weird time and disrupts flow. wish it gave more options to sleep in. silly to have a class at 9 am and then not again until 4 pm.

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

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, UNCSCA 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

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.

It's not in the middle of the day so it's not as interfering. Though perf hour is at 2:30, so I don't really know. I honestly do not see the reason for it in the first place, since Wednesdays are already sort of a break day. People can study after school hours, on the weekends, and between classes. During the Intermission I usually just end up killing time because my homework is usually done already. I think it is also disruptive because you are forcing teachers to not be able to schedule during this time and I honestly would rather have my lesson between 12:30 and 2:30 than the time it is now.

Allows for more lesson scheduling options. Not a strong preference.

longer weekend

N/A

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!

I think this time could be better used during a time that students need it. For example many students need time to practice before a performance or work on other academic activities.

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

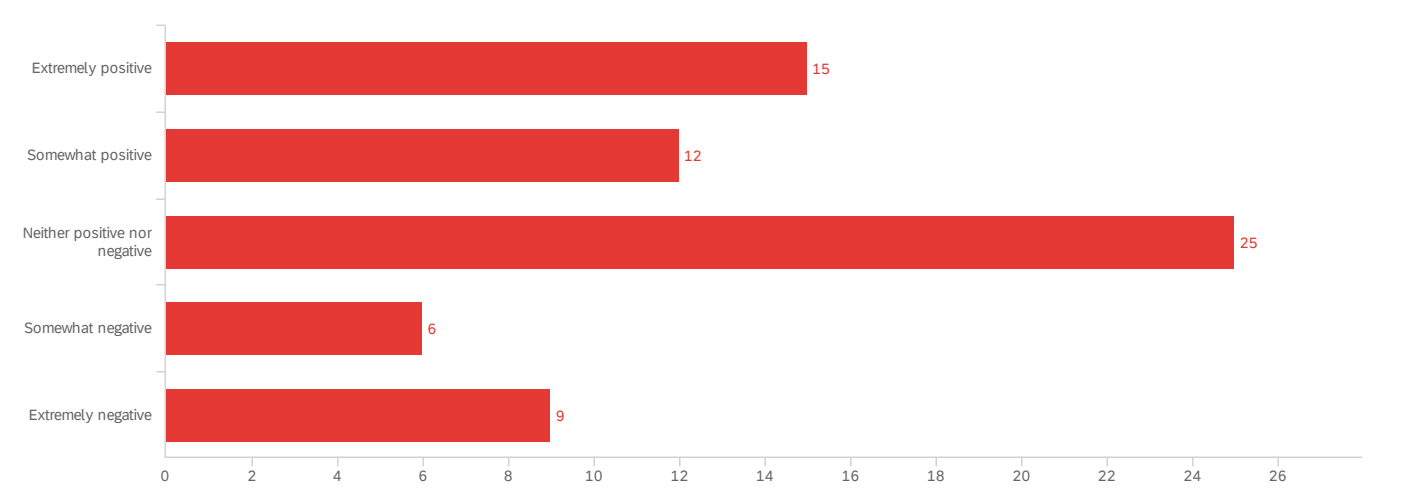
Again the workflow for the student is best served if there didn't need to be a disruption. Meetings could happen between 8:30 and 10:30 for the Faculty and that would make the rest of the day more productive.

It seems to work fine idk

Students are looking forward to the weekend and it's a great idea to slow things down as classes come to an end for the week. The break in the middle of the week honestly makes me feel burnt out and exhausted for Thursday and Friday.



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



Field	Choice Count
Neither positive nor negative	37.31% 25
Extremely positive	22.39% 15
Somewhat positive	17.91% 12
Extremely negative	13.43% 9
Somewhat negative	8.96% 6
	67

Showing rows 1 - 6 of 6

## Q2.11 - What factors influenced your response?

What factors influenced your response?

see previous feedback

enjoy two hours off

Time to rest and catch up!

More time to sleep

It's nice!

It is nice that there is a space in one day of the week that cannot be filled with class or required meetings for students. That does something psychologically positive, knowing it is there, and that the school has created this space with the well being of students in mind. What I don't know is how the faculty and staff experience it in terms of logistics and scheduling on their end. I believe I have heard one professor mention that meetings are sometimes scheduled for instructors at that time, and if that is the case, it would seem that our professors are not given the chance to benefit from the health and well being effects of an intermission.

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 free period I can use for any other work needed to be completed

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 was able to attend physical therapy appointments during this time which otherwise I wouldn't be able to

I mean, it's nice. 2 hours wouldn't kill me or save me, though. It's just time to breathe. I can't really do anything super meaningful in that time.

I like the breathing space

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

Helped alleviate a lot of stress built up in the week

As the question states, intermission has really lifted my capabilities in what I do. Giving more time to students is always a good idea when we have a lot on our hands and minds.

## Q2.12 - What factors influenced your response?

What factors influenced your response?

It doesn't particularly affect me, but the main reason I don't like it is because it forces me to cram in things that aren't allowed during intermission (eg. rehearsals) into other days and times, and makes scheduling even more stressful.

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

Like I keep saying- this time completely disrupts the scheduling and forces us to wake up at 5am for a rehearsal that could've just been at 12:30

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.

It does feel like an intermission at all.

Has hardly affected my schedule- definitely feels like you just picked a time that most classes weren't happening anyway. What is more helpful about the semester is the MTh and TF class options.

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.

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

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

No comment

Because I'm dying.

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.

I still do just as much work during this time.

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.

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

What factors influenced your response?

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

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

Most people use this time to do work anyway.

My schedule is different from other students' insofar as I have a son to raise!

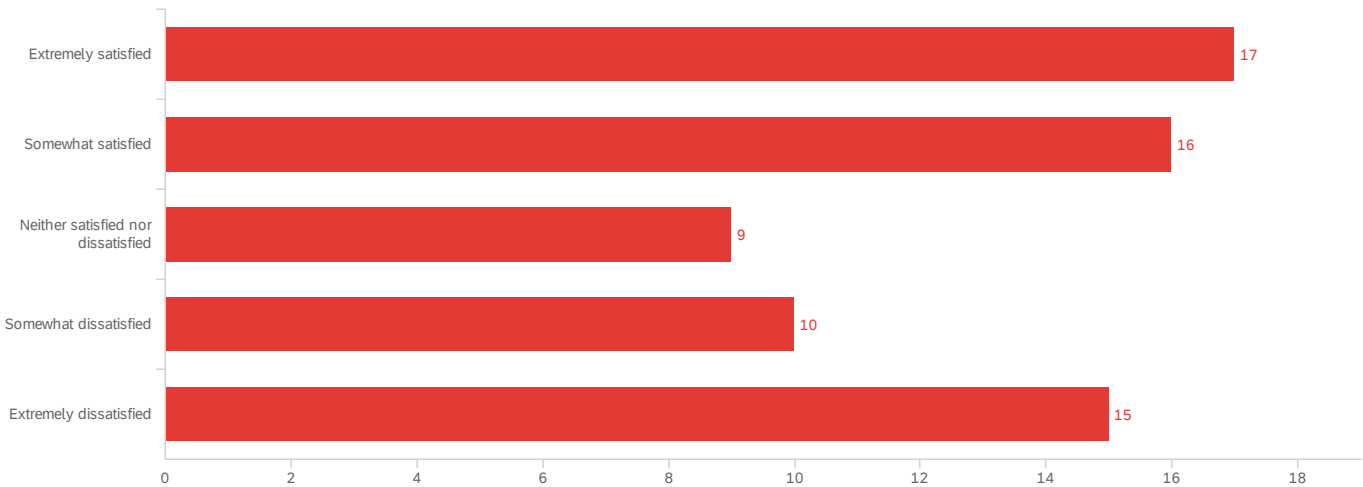
This restriction imposed on the teaching schedule adds a real burden to a contentious private teacher with a larger class. I must honestly say, this setup is also something of an insult to both faculty and students, who should be allowed to work together at times that would most benefit them.

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

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.

Not much to say. I really don't see where it has changed the way I am healthwise.

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



Field	Choice Count
Extremely satisfied	25.37% 17
Somewhat satisfied	23.88% 16
Extremely dissatisfied	22.39% 15
Somewhat dissatisfied	14.93% 10
Neither satisfied nor dissatisfied	13.43% 9
	67

Showing rows 1 - 6 of 6

## Q3.2 - What factors influenced your response?

What factors influenced your response?

enjoy the time to work

This is a wonderful chance to work with other students, on personal projects or use the time to rest during our very busy schedules

This gives students a time to catch up on homework and take a break. Especially for some students who have tight schedules, i.e. the dancers who hardly get breaks even on the weekends.

They are nice, however there is always 1 that falls on a holiday so it's really only 1-2 collaborative days in a semester.

They are both useful and enjoyable.

These days are great (when there's nothing to do) but a lot of the time, the school of music organizes something for us to have to do on those days and I'd much rather be in class

Need I say more? I work hard daily and know of many others who value time.

It's really helpful having days to catch up during the busiest parts of the semester, however collaboration is hard to achieve on the UNCSA campus because of isolation between schools, also it feels like teachers assign the amount of homework equivalent to be completed as would be for normal class and normal homework which defeats the point

It's nice to have those days off, but I mostly end up spending them catching up on sleep and work rather than collaborating. I'd love to see more arts focused events on those days

I wish there was less pressure to do things on Collaborative days. It is not uncommon for professors to assign/appoint students to certain roles of an event happening on such a day, and then we are expected to show up.

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 like the collaborative days however, I think that all collaborative days should be all day rather than some to just 5pm. Because for some bigger projects that we want to do, they take longer and it would be nice to have a full day of no other obligations.

I feel that there either needs to be more opportunity for teachers to use this time for required activities. This year it felt like a day off, and of the few activities offered there were usually not enough people to make proper use.

Everybody loves and needs a break, or to work on things they have to get done without worrying about classes!!!

Days of rest are helpful

Because it's cool.

Am an overworked grad student who desperately needs any days off provided

Always amazing to have a day off, especially since 5 day weeks are very long and very busy

## 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.

They interrupted my Monday class and lesson last semester, I felt cut short on my number of guitar lessons

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 UNCSCA 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.

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 project. 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.

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 a 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.

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.

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.

Valuable time, yet I think that the removal of full day collaborative days this year was a let down. When they go till 5:00, it feels like it gives collaborative days less point.

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 is 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

What factors influenced your response?

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.

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.

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.

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 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 compromised.

There's no collaboration going on but it does give me more practice time or time to catch up on school work.

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 taxpayers 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.

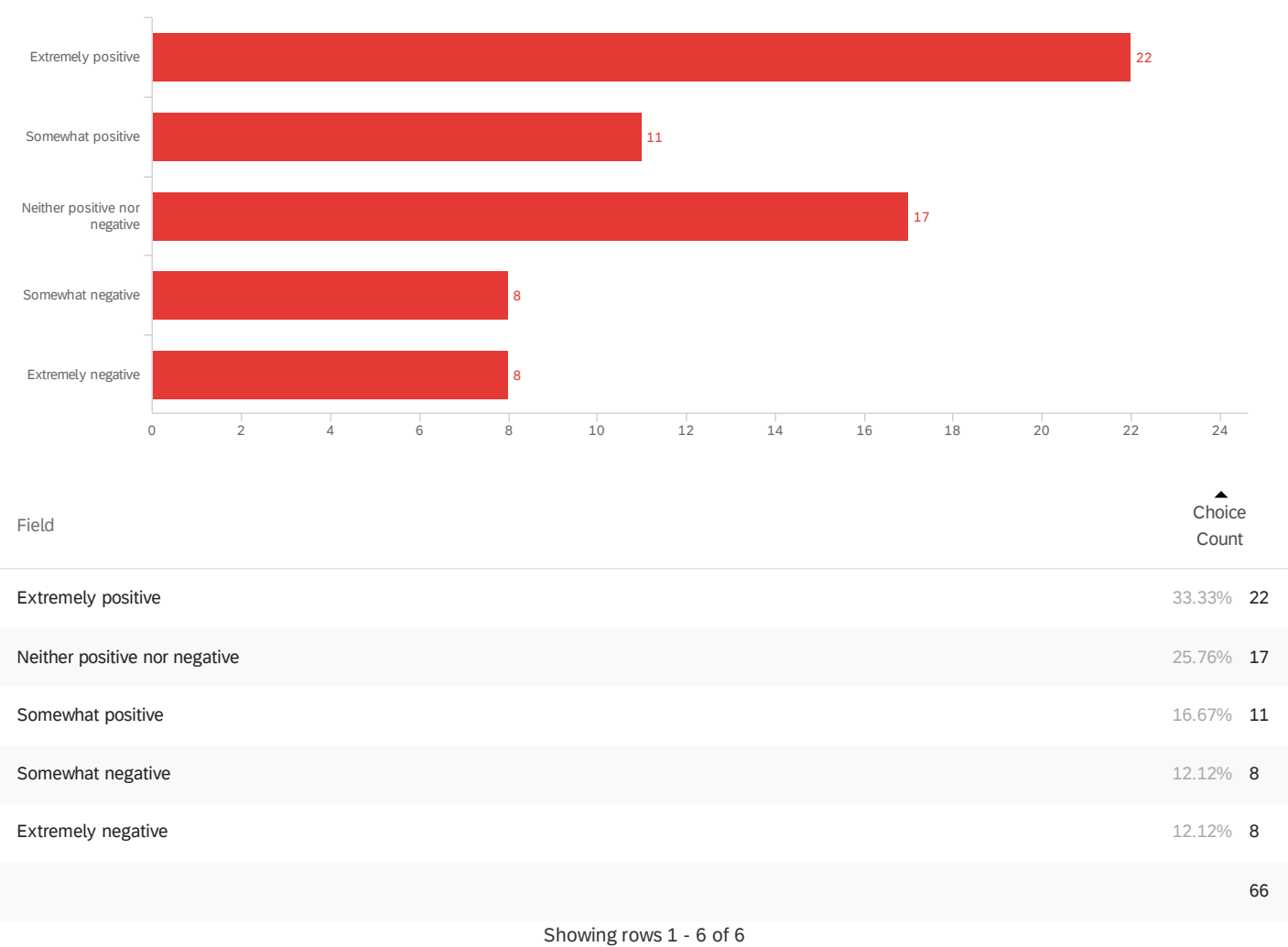
There are too many days off too close together. This semester for example. 5 days of classes, MLK, Jr. Day; 8 days of classes (activities resume at 5 on the 31st); 6 days of classes then another day (Feb. 11) then 13 days of classes and spring break. Also, since we can't require any student to attend 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.

Every single collaborative day my classes/rehearsals have been moved to after 5pm. If we're going to have a collaborative day, we should have the whole day off

I would like them to be all placed on a day before or after a weekend



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



## Q3.5 - What factors influenced your response?

What factors influenced your response?

they are helpful for work and sleep

it's very nice to have a full day off every now and then, but they could also have better placement. I feel that they are placed very close to another, instead of being spread evenly throughout the semester

They allow for a nice pause.

No comment

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 is nice to have extended weekends to go see family, work, or just have a day off.

If I am caught up on work, the odds of being caught up on sleep are slim. Collaborative days really initiate my health if not mind.

I enjoy having the freedom to do big projects for example this coming Friday, 1/31 the percussionists are recording a big chamber piece that we otherwise would have the time.

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.

Helpful to rest and recover but stress from added homework and complication along with that

Days to study your specific interests and others interests in arts

Breaks are good! Try to schedule them on a Monday or Friday so students can have a three day weekend. No one wants a to have off on a random Tuesday.

Because I don't have school.

## Q3.6 - What factors influenced your response?

What factors influenced your response?

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

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 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.

Please see earlier response concerning Intermission.

Might make me mentally feel better but its just another day

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.

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

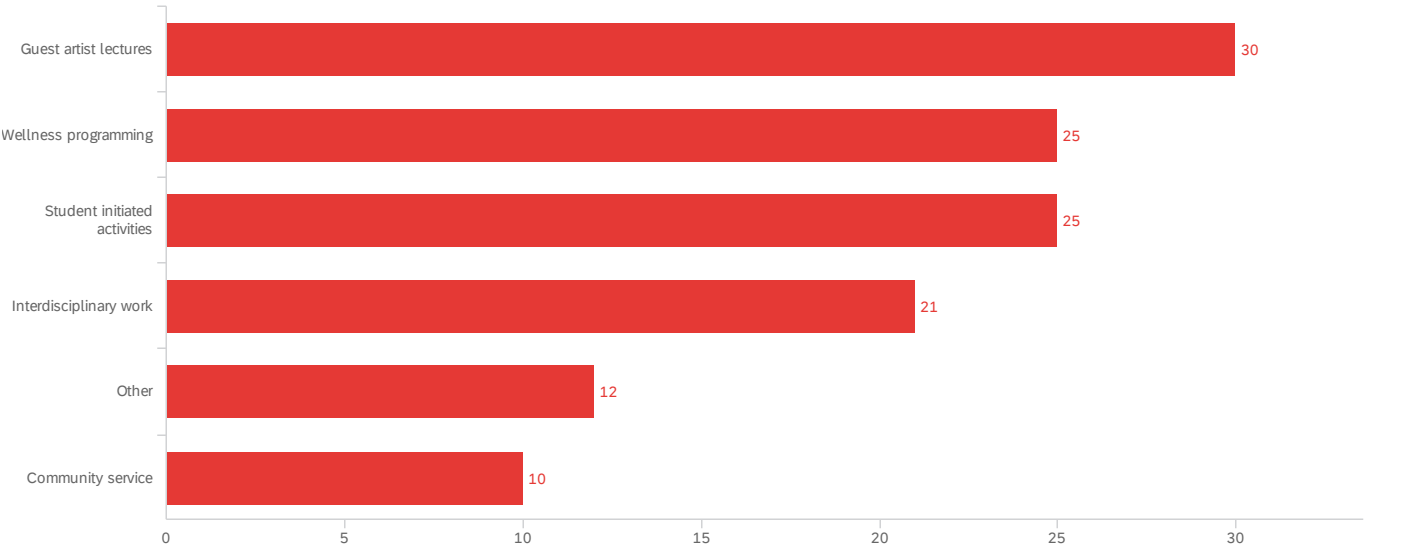
Having 'time off' is positive. Creating events- maybe not so positive from a teacher's point of view. Appreciate Collab days taking place on different days of the week so classes/schedules aren't repeatedly revoked. Making up time if one's lesson time is repeatedly impacted requires agility. Music was 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.)

What factors influenced your response?

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.

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	24.39%	30
Wellness programming	20.33%	25
Student initiated activities	20.33%	25
Interdisciplinary work	17.07%	21
Other	9.76%	12
Community service	8.13%	10

123

Showing rows 1 - 7 of 7

Q3.7\_6\_TEXT - Other

Other

Time for unstructured makeup work.

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

Tours/demos of other art programs or buildings to explore different parts of campus

Fellowship/Social Events

Other

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I think that you should leave this day for us students to decide for ourselves. We each individually have different problems and goals of our own. Not to mention each day's new struggles as itself.

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

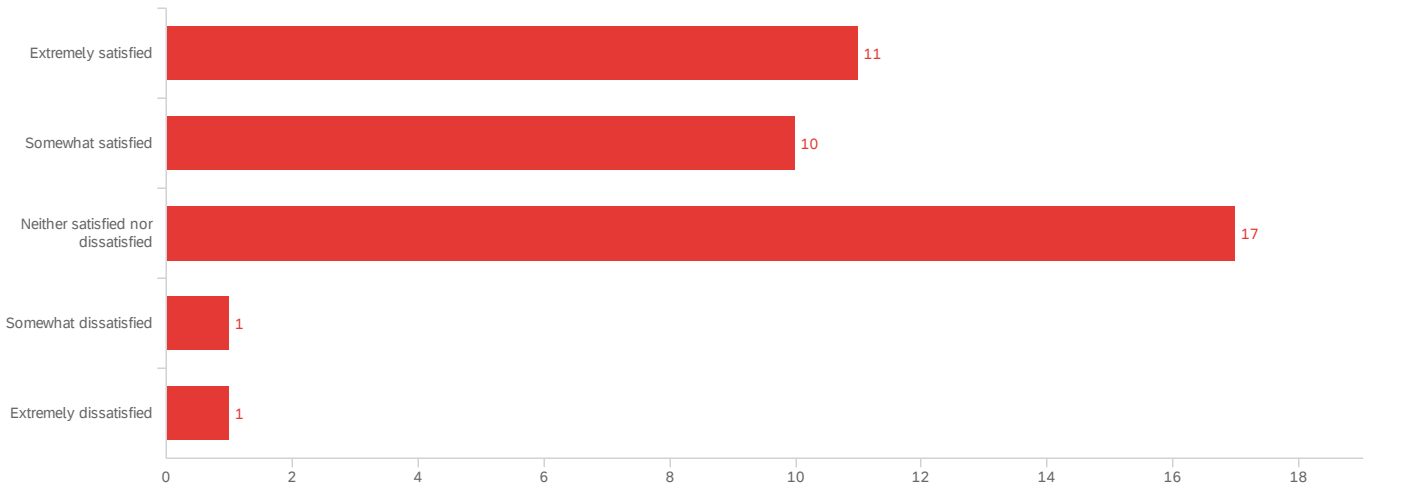
All of those things are available without Collaborative Days. Look at the history of the school. When have any of those things not happened? The answer is during the Pandemic, and Pandemic thinking infused the whole concept of Collaborative Days.

I don't want collaborative days

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

none

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



Field	Choice Count
Neither satisfied nor dissatisfied	42.50% 17
Extremely satisfied	27.50% 11
Somewhat satisfied	25.00% 10
Somewhat dissatisfied	2.50% 1
Extremely dissatisfied	2.50% 1
	40

Showing rows 1 - 6 of 6

## Q4.2 - What factors influenced your response?

What factors influenced your response?

This all seems to be working well.

More days in between classes to do homework! It makes planning and time management so much easier

More balanced time between classes allows more days to complete homework and feels more natural. When the classes were two days apart, they felt very back-to-back. Also, this schedule solidifies Wednesday as the “different” and only art-focused day.

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's a little interesting in the way that everything rotates, I think most the issue was adjusting, but there's no real problem

It works fine scheduling.

It leaves Wednesday as a nice preparatory day for Thurs/Friday.

It is more even spacing of classes. It's also possible to arrange a schedule that has a day or two off which is huge for being able to stay on top of work, practice, social life, and mental health. I'm able to have every Monday off is huge for me personally and as a student!

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.

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

Easy to schedule lessons around.



## Q4.3 - What factors influenced your response?

What factors influenced your response?

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I like it

I don't know.

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.

Seems good overall to have multiple days but early times kinda suck

No impact.

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

I prefer Monday/Friday and Tuesday/Thursday. Many classes are inaccessible due to conflicts with my schedule or the professors.

I do not know anything about it.

**End of Report**