

## **Phase One - Report of the Ad Hoc Committee on J-Term and Summer Instructional Time**

**Chair of Ad Hoc Committee:** Renée Cramer

**Members of Ad Hoc Committee:** Ginelle Bryant, Jennifer McCrickerd, Dan Chibnall, Tonia Land, Maria Bohorquez, Natalie Bayer, Inchul Suh, Stephen Gara, and Matt Bruinekool

**Charge of Committee:** Examine current course scheduling, teaching loads, and teaching assignments during J-term and summer sessions across the schools and units, as well as independent studies taught year-round in these units. The goals of this examination are:

1. Articulate and summarize the distribution of these courses across time, units, and faculty for the past 3 - 5 years, as well as the practices regarding compensation, scheduling, and use of this time.
2. Articulate and summarize current strategic approaches taken by the various colleges and schools that make use of these pedagogical times.
3. Articulate and summarize the impacts of these practices to the university and units for budget (revenues, personnel expenses, non-personnel expenses), admissions, and retention, as well as for faculty who teach during these times.
4. Propose strategic and appropriate guidelines and recommendations that are responsive to university budgetary concerns, faculty workload and compensation, and student needs.

Senate encourages the ad hoc committee to think broadly about recommendations concerning faculty use of this time. The ad hoc committee should consider things like: instructional needs, departmental course sequencing, the impact of capping courses on faculty salary supplementation, the initial vision and stated purpose of J-term as approved by Faculty Senate, and the impact on academic calendar and J-term calendar of any proposed changes.

Senate expects the committee to move beyond recommendations focused solely on the budget, and rather to guide the conversation to take into consideration the importance of these learning opportunities, in line with budgetary constraints. As part of the committee's work, Senate requests that it review the practices for establishing academic calendar and the varying number of days for J-term instructional time.

### **Essential Notice**

This is a preliminary Phase I report of the Ad Hoc Committee, with a few notable gaps to fill. We have presented it to Faculty Senate Executive Committee and Faculty Senate Budget Committee, and now bring it to Faculty Senate for two purposes:

1. To determine what gaps Senators find remaining in the data.
2. To hear Senators' ideas about potential recommendations coming from what we learn in this report.

**The Phase II Report will include data missing and deemed necessary in March 2020, as well as a set of recommendations based on our findings. We will bring it to Senate by May 2020.**

### **Executive Summary of Key Findings, Phase I**

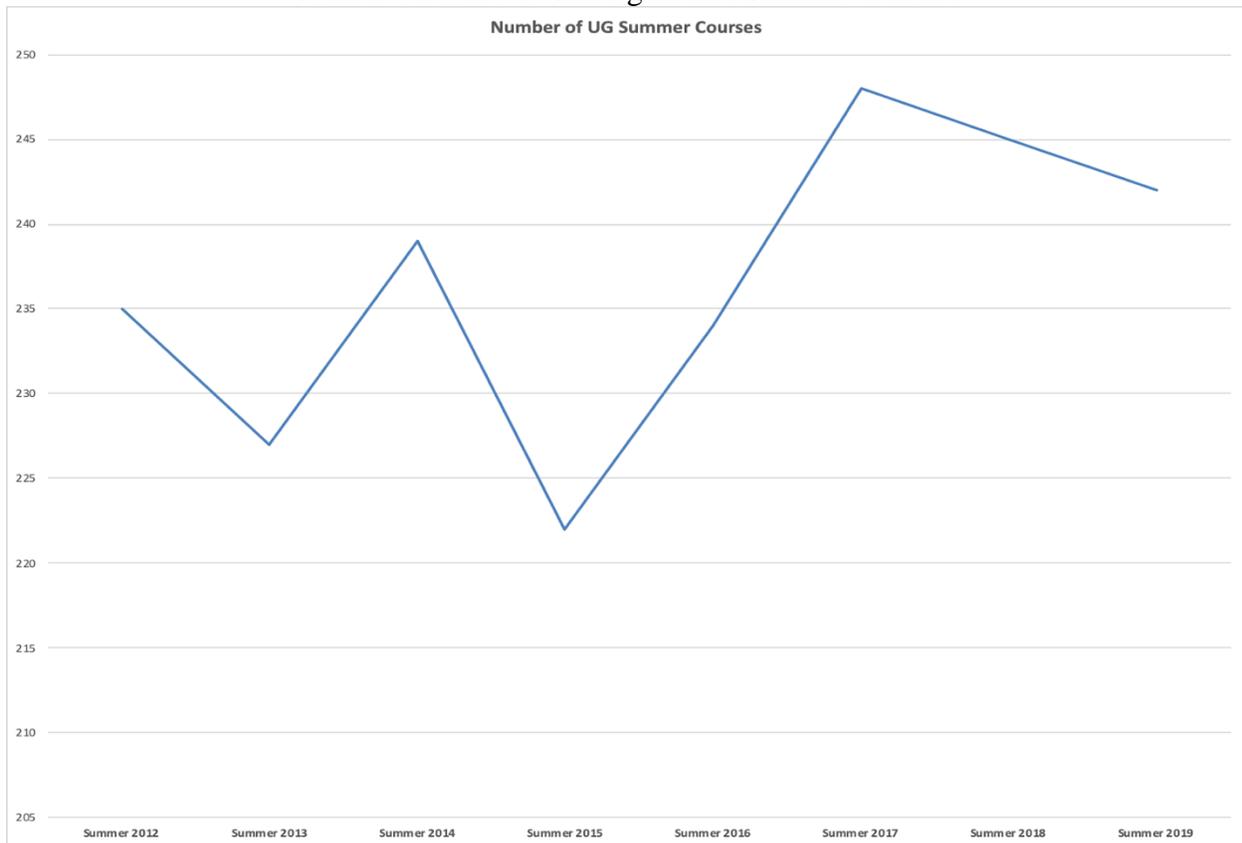
Faculty teach J-term and summer term for a variety of reasons - primarily to supplement their income, to provide novel or experiential courses (J-term) and to help students move through the majors (summer). Each college/school has its own process for determining what courses are taught in these non-semester instructional times. This autonomy is good for the units and for faculty, though it does drive uncertainty for the Provost's office in budgeting for these terms. J-term operates as a financial loss, but intrinsic value related to recruitment and retention may be difficult to capture.

### **Part I: History, Process, and Impact of Current Practices**

#### **Drake Summer Sessions**

Drake University has long experience with summer courses and on-line learning. The university began offering summer courses in 1903, and on-line summer courses began in 1997. Looking at summer courses offered from 2012 - 2019, we see variability in the number of courses taught.

**Chart 1. Number of Undergraduate Summer Courses**



*Table 1*

| Summer                            | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-----------------------------------|------|------|------|------|------|------|------|------|
| Undergrad                         |      |      |      |      |      |      |      |      |
| Undergrad Independent Study       |      |      |      |      |      |      |      |      |
| Total Undergraduate Enrollment    | 235  | 237  | 239  | 232  | 235  | 248  | 245  | 243  |
| Graduate                          |      |      |      |      |      |      |      |      |
| Graduate Independent Study        |      |      |      |      |      |      |      |      |
| Total Graduate Enrollment         |      |      |      |      |      |      |      |      |
| Total Enrollment Grad & Undergrad |      |      |      |      |      |      |      |      |

As Table 1. Outlines Drake has offered between 222 and 248 undergraduate courses during the summer over the last 8 years for an average of 239. Independent studies represent between \_\_\_ and \_\_\_ of these courses with an average of \_\_\_\_ over the 8 year period.

To be added, information on: Grad Courses and Grad Independent Studies

***Scheduling Summer Courses***

*Summer courses are scheduled in accordance with sections 2.21 and 2.23 of the Faculty Manual, which read:*

“Course offerings are determined by the Deans of colleges/schools in consultation with the department chairs, with due regard to a sound educational program, financial feasibility, and the interests of both faculty and students, with appropriate oversight exercised by the Provost.”

“The times and compensation for faculty members teaching Summer Session experiences will be included in a separate appointment letter issued in the Spring Semester preceding a given summer session. A normal full-time teaching load is:

1. One course or three credit hours during the interim term;

2. Two courses or six credit hours of day and/or evening courses during a single four-or five- week Term; or four courses or twelve credit hours during two four-or five-week Terms.
3. Two classes or six credit hours of day and/or evening classes during the M.B.A. and Law School terms.
4. Teaching more than two courses during the entire summer session requires the permission of the Dean and the Provost.”

### **Potential Reasons for Teaching Summer Courses**

Some of the courses taught in the summer are in service of students who need 1 – 3 credits at the end of their final semester, and enroll in summer courses or independent studies to get them.

#### *College/School Level Analysis*

**CBPA** does not typically have this issue with undergraduates.

**CPHS does not typically have this issue with undergraduates either**, however, faculty on this committee report, “independent studies are generally students wanting to work with faculty on a research project. They occasionally have a student needing something like a capstone to stay on track for graduation. However, faculty are not compensated for this. Instead the faculty member and dept chair approve these as part of normal workload. For summer, CPHS faculty hardly teach anything other than the normal OTD courses and the occasional independent. study a random student might need to stay on track. CPHS used to pay an adjunct faculty (last in 2018) for a summer offering of the nutrition course, but that is no longer offered. Now, the only other summer course we offered by CPHS is HSCI 21. No payments for independent studies for fall, spring, or summer semesters have been processed in CPHS for the past year.”

In **SJMC** one student, in summer 2019, took a 1-credit independent study to finish her degree requirements. SJMC faculty on this committee report, “Since we track our students so closely throughout their time at Drake, they are often able to complete independent studies throughout their time here to accommodate study abroad, political campaign work, etc. So, while we don't have an issue with seniors taking independent studies in their final summer, we do have a fair number of undergrads who plan independent studies with faculty during their time at Drake.”

In **SOE**, faculty report that this is also not usually an issue. However, SOE also reports that, “Over the last five summers, credits taken, in the form of independent studies, ranged from 327 - 517. Reasons for students taking independent studies vary (e.g., scheduling conflicts, work with professors, class cancelled). We did not keep track of prior years, but we will in the future.”

The Associate Dean members of this committee from **A&S** report “before the summer of 2019, if a summer class enrolled fewer than five students and the class was cancelled, a faculty member could offer the students in the cancelled class an opportunity to take this class as an independent study. No record was kept as to whether independent studies followed the structure of a regularly offered class, and of the reasons for students to take independent studies over the summer. For the summer of 2019, out of recorded twenty-four independent studies, eighteen seem to follow a regularly-offered class rather than provide an original experience. For those

eighteen, there was a justification for the need to have this learning experience in the summer, including needed credits to graduate; avoiding scheduling conflicts in the fall semester; or needing to have a foundation, in knowledge and/or prerequisites, for the sequence of classes in the regular academic year.”

### *Motivations for Teaching During Summer*

The ad hoc committee surveyed faculty and staff in February 2020. We received 163 responses from faculty - 85 of the 146 respondents to the question “Have you ever taught a summer course,” reported having done so - 51 (or 35% of respondents and 60% of those who teach summer at all) report doing so every year. Only 9 report teaching travel courses in the summer; 47% teach on-campus summer courses, and 45% teach on-line. 28% report that they have had on-campus summer courses fail to fill; 23% report that they have had on-line summer courses fail to fill. Of those respondents, 50% taught the course at reduced pay; 25% cancelled the course; 25% taught the course as an independent study.

The survey asked faculty to indicate how important various factors were, in their decision to teach summer courses.

The most important factors (those ranked as Extremely or Very Important by respondents) were:

|                                                                  |                    |
|------------------------------------------------------------------|--------------------|
| To provide courses meant to move students through the major      | 57% of respondents |
| To supplement income                                             | 50% of respondents |
| To provide experiential learning unavailable during the semester | 28% of respondents |

The least important factors (those ranked as Not at all Important or Slightly Important by respondents) were:

|                                                                  |                    |
|------------------------------------------------------------------|--------------------|
| To provide travel courses                                        | 78% of respondents |
| To provide courses that are remedial or preparatory              | 72% of respondents |
| To teach novel courses that don't fit into my semester teaching  | 62% of respondents |
| To provide experiential learning unavailable during the semester | 58% of respondents |

Importantly, however, there were significant differences in motivation, across the schools. While no CPHS and no Law faculty reported that “supplementing income” was a Very or Extremely Important reason for teaching summer courses, 64% of SOE faculty, 79% of A&S faculty, and 80% of SJMC faculty reported that supplementing their income was Very or Extremely Important (CBPA was 33%). It is hypothesized that the average faculty salaries in the Law School, CPHS, and CBPA are greater than the average faculty salaries in A&S, the SOE, and SJMC. This may help to explain why this difference between the schools exists.

While just over 54% of respondents from CBPA and A&S reported that “moving students through the major” was Extremely or Very Important - 67% of CPHS, 78% of SOE, and 80% of SJMC faculty reported that reason as Extremely or Very Important. No law faculty, nor any in CBPA and CPHS listed “teaching remedial courses” as Extremely or Very Important; however, 25% of A&S faculty, 38% of SOE faculty, and 60% of SJMC faculty did.

### *Summer Expenses and Revenue*

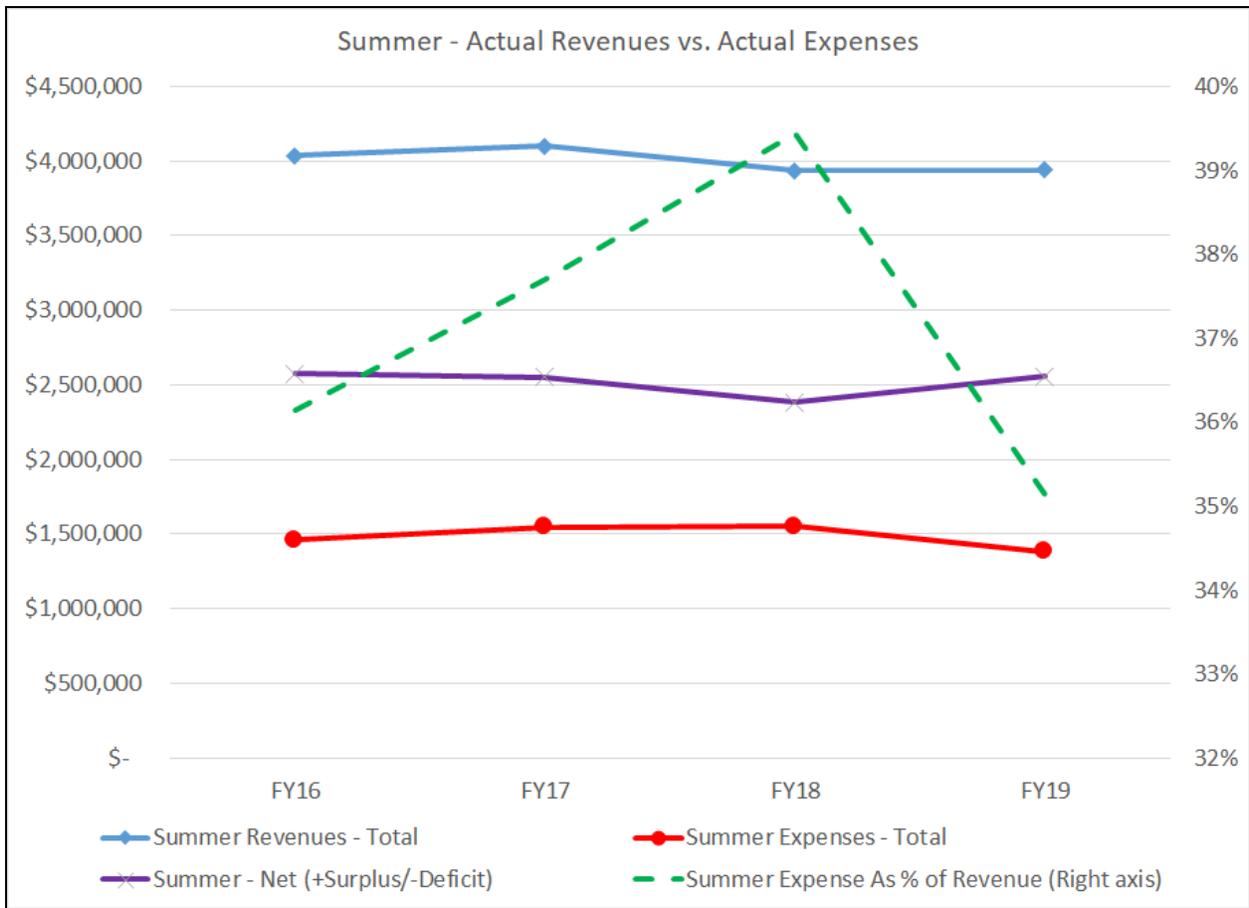
The primary expense in offering summer session is the payment of faculty salary, the budget for which comes from the Provost's office in disbursal to the Deans of the Colleges and Schools. The Faculty Manual, at Section 4.22, outlines the following guidelines for 9-month summer salary:

- a. Full-time faculty will receive .0275 of their previous academic-year salary for credit hour of course work taught, or a minimum of \$1,700 per credit hour, during a summer term.
- b. Income from any three-credit course must exceed the faculty member's salary by \$1,000 or the course will be canceled. The amount of income in excess of the faculty member's salary required will be adjusted proportionately for courses that are more or less than three credits.
- c. Minimum class size for full compensation is 10 students. Classes enrolling fewer than five students will be cancelled.
- d. A faculty member has the option of teaching courses with reduced compensation when enrollment is below the minimum of 10 students but above 5 students. The faculty member must decide whether he or she will teach five business days prior to the start of the class. In such cases, minimum enrollment is determined by the number of students in attendance the first day of class. The provisions noted in (b) apply in all cases when enrollment is below the minimum 10 students.
- e. Faculty members will not receive extra compensation because of high enrollments in summer courses.
- f. The current summer independent study policies are retained. [This means]: A faculty member receives 65% of tuition income for summer independent studies [which can include directed research] (1). The maximum number of independent studies a faculty member may supervise is 12 credit hours. The faculty member is not paid until the grade is submitted. Summer independent studies must be completed by the last day of the fall semester.
- g. Faculty members will not be compensated for summer practica and internships. Exceptions must be approved by both the Dean and the Provost.

Therefore, in scheduling summer courses, "each college develops their course schedules" and lets the Provost's office know that money they will need. ... The Provost's office has, historically, not received information about what will be offered and what the instructor costs are in advance." There is no system in place to have the Provost's office approve instructor payments from this account before they are initiated.

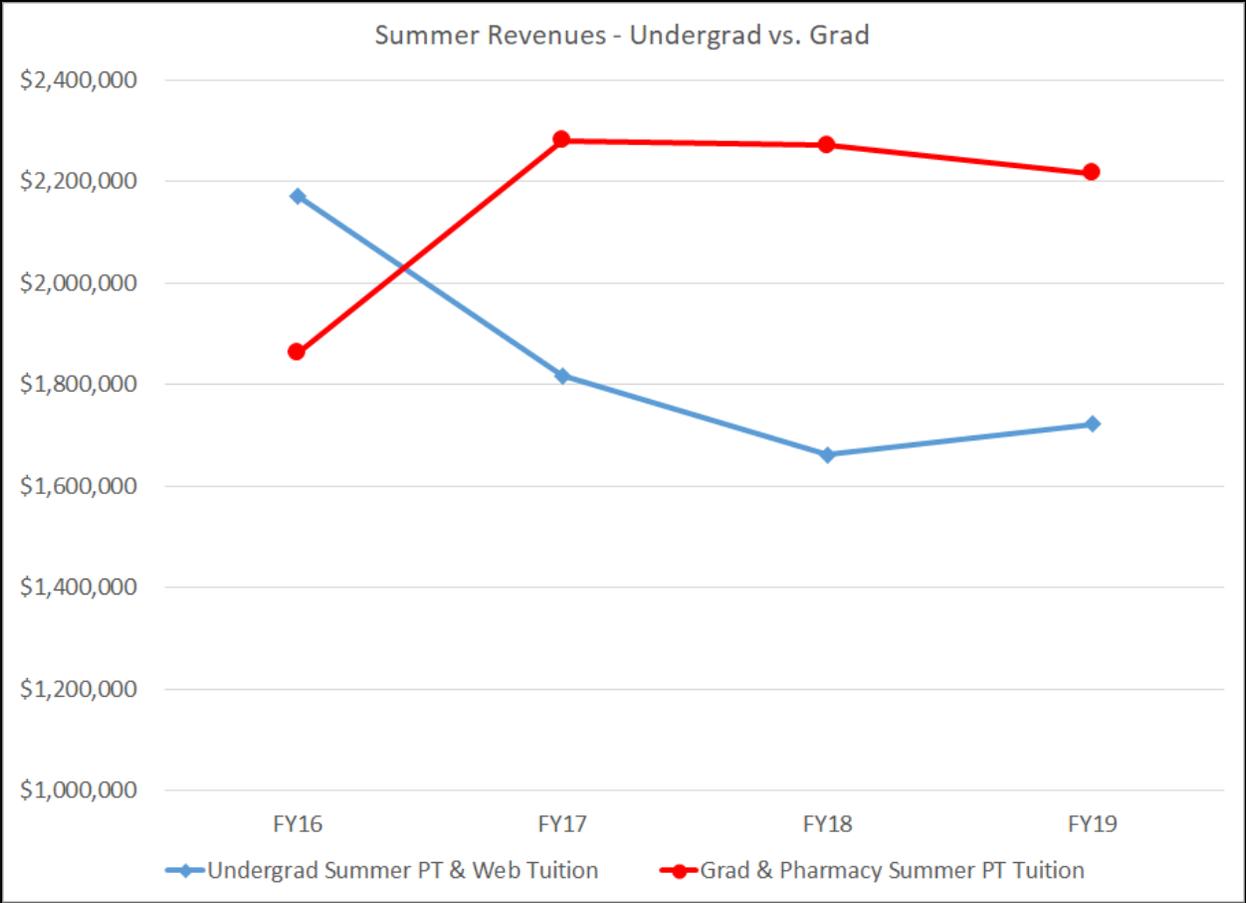
In response to budget contingencies related to decentralized scheduling, in Spring 2019, the Provost's office gave each college a goal for a projected expense ratio of 34% (expenses should be one third of revenue; or, revenues must be three times the expense) within each unit. These charts are created from data regarding summer Revenue and Expense by College Summary, provided by Adam Voigts, Matt Probasco, and Ann Guddall

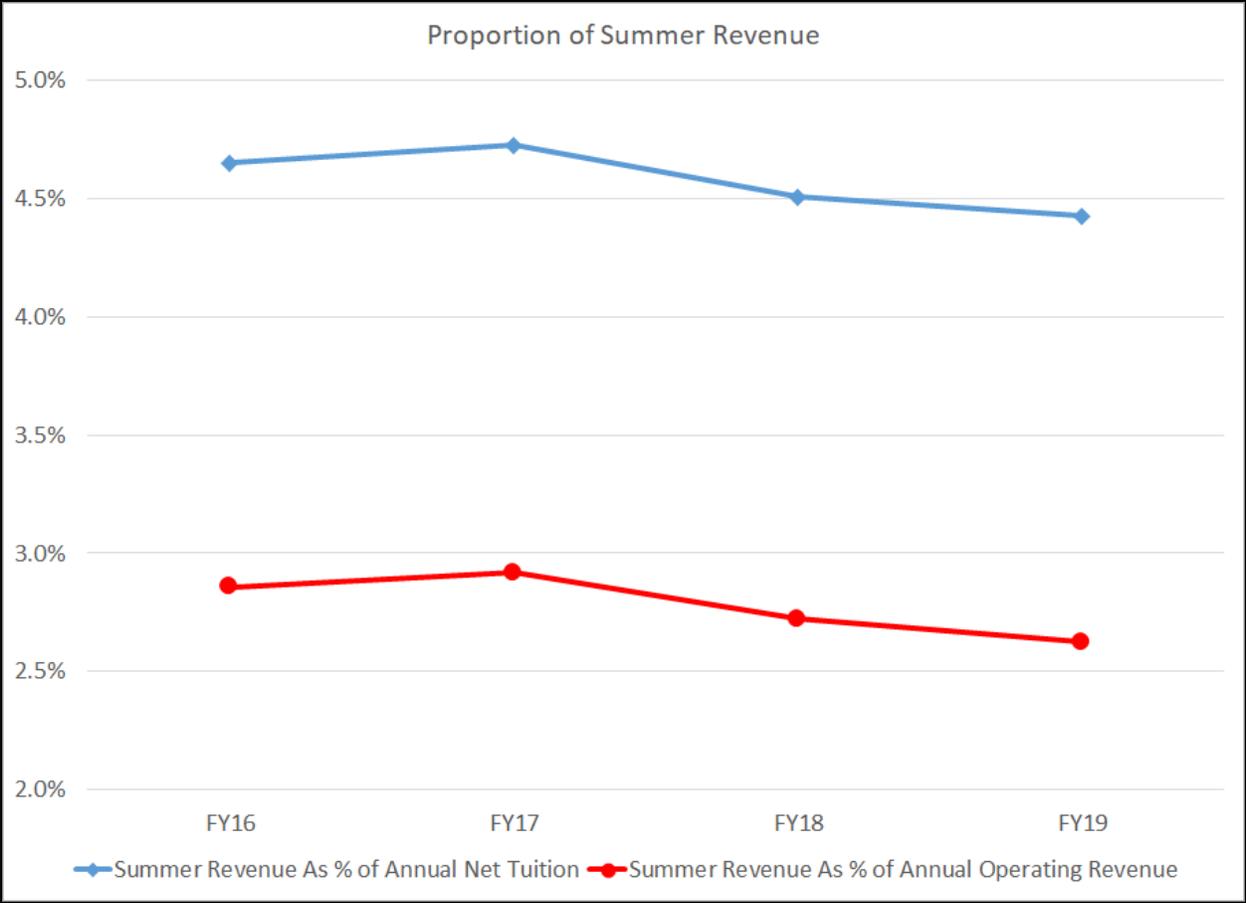
Chart 2. Summer – Actual Revenues vs. Actual Expenses



As Chart 2. shows summer expenses have hovered around \$1,500,000 from FY 2016 through FY 2019 and revenues have hovered around \$4,000,000. This has generated a profit of approximately \$2,500,000 each year for the university.

The dotted green line represents summer expenses as a percentage of revenue for the university. This line suggests that summer tuition was slowly becoming a larger percentage of the university’s revenue until 2019. This is most likely due to the fact that Drake Online is a new source of revenue for the unviersty and the revenue it produced in FY 2019 impacted the percentage allocations across revenue streams.





## **Drake J-term**

### ***Background***

In January 2011, Faculty Senate began consideration of motion 11-15: Create a three-week January Session in order to provide all students with the flexibility to engage in the integrative and experiential learning called for by the Drake Mission [via a] January Session as part of each Spring semester. Within this session students have the opportunity to participate in a three or four credit academic or experiential course that permits study or service learning away from campus, independent research with a faculty member, or intensive focus on a significant topic. Students are required to enroll in a minimum of one January-session during their career at Drake, but may enroll in additional January-sessions according to their own academic planning and consultation with their academic advisers.

The Senate polled faculty via an on-line survey, and 65% of faculty respondents favored a J-term. The Student Senate unanimously endorsed the creation of a J-term. In on-record discussion, Faculty Senators expressed several concerns with this motion. These concerns included disagreement about requiring each student to take at least one J-term, concerns about the compacted nature of the three-week session and a worry about lack of rigor in those sessions, concerns about shortening the semester calendars (for course content reasons, faculty workload reasons, and accreditation reasons), and concerns about the impact that J-term would have on summer enrollments.

Further, Senators were concerned about faculty compensation, lack of regard for increased faculty workload, the lack of a strategy for implementation, lack of adequate institutional funding, and a desire to make sure that compensation is equitable.

Ultimately, in April 2011, the Faculty Senate passed an amended motion, to endorse the creation of a J-term (not mandatory), by a vote of 13 to 7. A J-term task force was empowered to provide guidance moving towards implementation of a J-term in January 2014.

A document titled “January Term: (8-30-12): Policies Adopted, Considerations Moving Forward” outlines guiding principles:

“In adopting policies for J-term, the task force attempted, whenever possible, to work through existing College/University structures to avoid building a new bureaucratic Structure around J-term.”

As with summer scheduling, the approval process for J-Term courses is decentralized, and left largely to the College and School Deans. Indeed, J-term courses will be approved by each college or school, according to their usual course approval procedures. As stipulated by the 8-30-12 document:

“The number and type of learning experiences available are a function of courses proposed and student enrollment. The only means for choosing to allow some classes, but not others is review by academic unit curricular processes or UCC review.”

The UCC approves INTD or LEAD classes, as well as AOI designation for all classes. The Honors Board determines Honors designations. Further, “classes designed only for graduate students can follow a different calendar in terms of submission as determined by their school/college.” Because travel seminars require more lead time, “faculty or staff interested in leading a January travel seminar should begin planning by contacting the Center for International Programs and Services by the beginning of the fall term. (e.g. Fall 2012 for J-term 2014).

Students are not permitted to take J-term during their first year at Drake. This is largely because of the difficulty in scheduling/enrolling them (students register for J-term in the spring of the prior year, before first year students are even enrolled in a course of study at Drake).

Students are permitted to enroll in independent study for J-term. “Independent studies can be arranged for juniors and seniors (and P1s and P2s). They must be approved by appropriate college/school procedures by the end of the fall semester (e.g. Fall 2012 for J-term 2013).”

Regarding the calendar, the J-term guidelines state “Travel seminars can leave up to three days before the official start of J-term. Technically, they can return up to three days after J-term ends. However, since the spring semester begins three days after J-term ends, returning that late would provide difficulties for both students and faculty.”

J-term courses are normally capped at 20 students, with a minimum of 10 students “in order to qualify for full compensation.” Exceptions to this standard should be raised through the appropriate Dean to the Provost.

### ***Compensation***

The J-term ad hoc committee made recommendations related to pay, which were adopted by the administration. Compensation for teaching J-term is fixed - and is not dependent upon rank, school, or salary. Compensation is structured in the following way:

Compensation for on-campus experiences is \$1700 per credit hour, for a total of \$5100 for a three-credit experience. For a team-taught three-credit experience, the two faculty members each receive \$3400. The lead faculty member for a J-term travel seminar receives \$6800. All travel seminars require a second person (faculty or staff) to accompany the seminar. If that person has no instructional responsibilities, that person receives \$1500. If the two people leading the seminar are team-teaching the learning experience, they split the \$8300 total compensation evenly. Staff and faculty who teach J-term are compensated in the same way.

Travel expenses (but not salary) for faculty and staff leading or accompanying travel seminars will be factored into the budget that determines student cost for participation.

Salaries for classes that split time traveling and time on campus will be compensated at a rate proportional to the time spent in each activity.

Three credit independent studies will be compensated at \$425 per student.

On-line courses taught in January will not qualify for compensation.

The compensation policies apply to 12-month as well as 9-month faculty.

Crucially, faculty who teach J-term could choose to be compensated for a three-credit January experience that meets minimum enrollment requirements with a course reassignment, provided that reassignment can be accommodated in the school/college/ department schedule. Very few faculty take this option.

Finally, the compensation sub-committee of the Ad Hoc J-term Committee did state that, “As tuition rises and, thus, the 1% of tuition rises as well, we presume that the salary for J-term courses will increase as the funds available for salaries increases and/or the number of courses offered at the compensation we are recommending increases and/or the maximum number of students per course decreases.” This has not happened.

Up to 3 credits of J-term tuition are provided at no charge for undergraduate/pharmacy students who are enrolled full-time (12 credits and above) for the spring semester. Each semester/term is independent from the others in terms of the number of allowed credits without charge for full-time students.

If a student is registered for a 4 credit hour J-term class (for example, Biology plus lab), the student will be billed for the fourth credit hour.

If an undergraduate student is registered for less than 12 hours for the spring semester, plus a 3 credit hour J-term, they would be considered part-time and be billed at the part-time undergraduate rate for the spring and for each credit hour taken in the J-term. Should the student shift to full-time status in the spring semester, reversal of charges (tuition adjustments) caused by such changes will be handled manually on a case-by-case basis in a timely manner.

For graduate classes students will be billed at the graduate tuition rate for the college/school in which they are enrolled. Courses that enroll undergraduate and graduate students will be billed at the undergraduate rate.

### ***J-term Oversight Committee***

This committee is representative with faculty from each college (with 3 from A&S to adequately represent the different divisions), members from relevant administrative offices (e.g., housing, registrar, international programs) and two students selected by Student Senate. This committee is advisory only and makes policy recommendations to the relevant offices for particular policies. This committee organizes the J-term fair and distributes a questionnaire to faculty and students who participate in J-term.

### ***Course Approval for J-term Offering***

In accordance with the desire to integrate J-term procedures with those already existing, each college has its own process to determine which courses are offered during J-term. These processes are internal to the colleges and schools; all rely on department chairs and deans’

approval. J-term 2019 has 95 course offerings (18 of which, 18.95%, are travel seminars). 58% of these courses are approved for AOI credit.

| AOI                              | # of courses | % of courses |
|----------------------------------|--------------|--------------|
| Engaged Citizen                  | 12           | 12.63        |
| Artistic Experience              | 11           | 11.58        |
| Global & Cultural Understandings | 8            | 8.42%        |
| Written Communication            | 6            | 6.32         |
| Critical Thinking                | 5            | 5.26         |
| Values & Ethics                  | 4            | 4.21         |
| Historical Foundations           | 4            | 4.21         |
| Information Literacy             | 4            | 4.21         |
| Life Science                     | 1            | 1.05         |
| Physical Science                 | 1            | 1.05         |

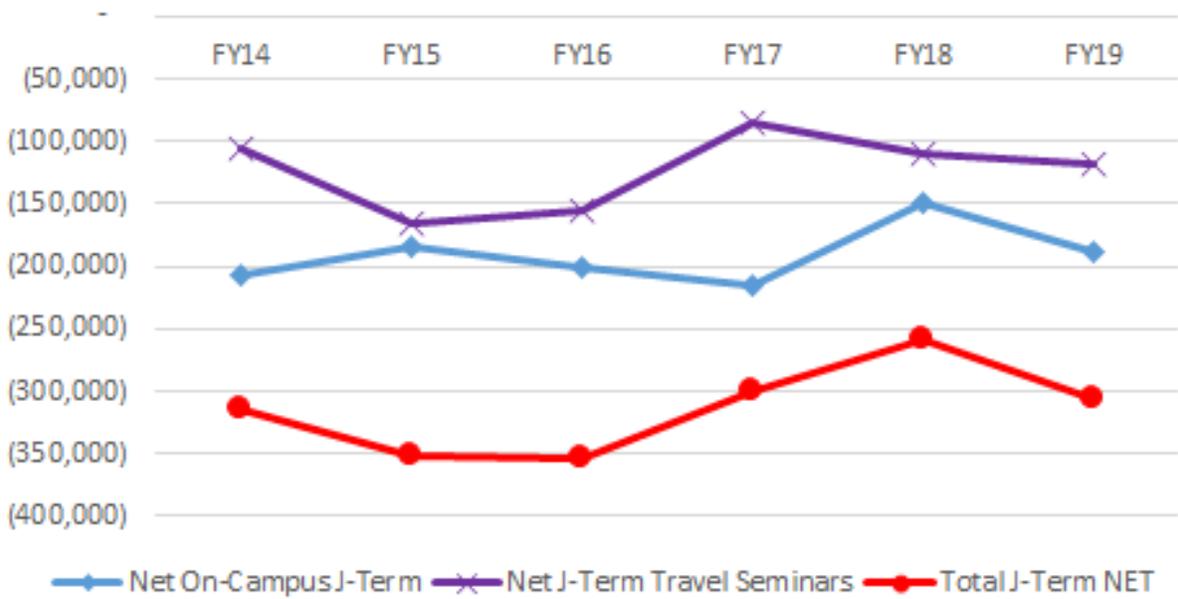
***Expenditures***

J-term generates no revenue and operates at a deficit. When approved, J-term was to be financed using 1% of tuition increase in FY\_\_\_\_. Initially, J-term budget was \$325,000 plus benefits. The amount allocated to J-term has not continued to increase as tuition has increased. It remained flat funded until FY 2019 when a critical needs request was made and an additional \$168,750 was approved to cover expansion of on-campus courses.

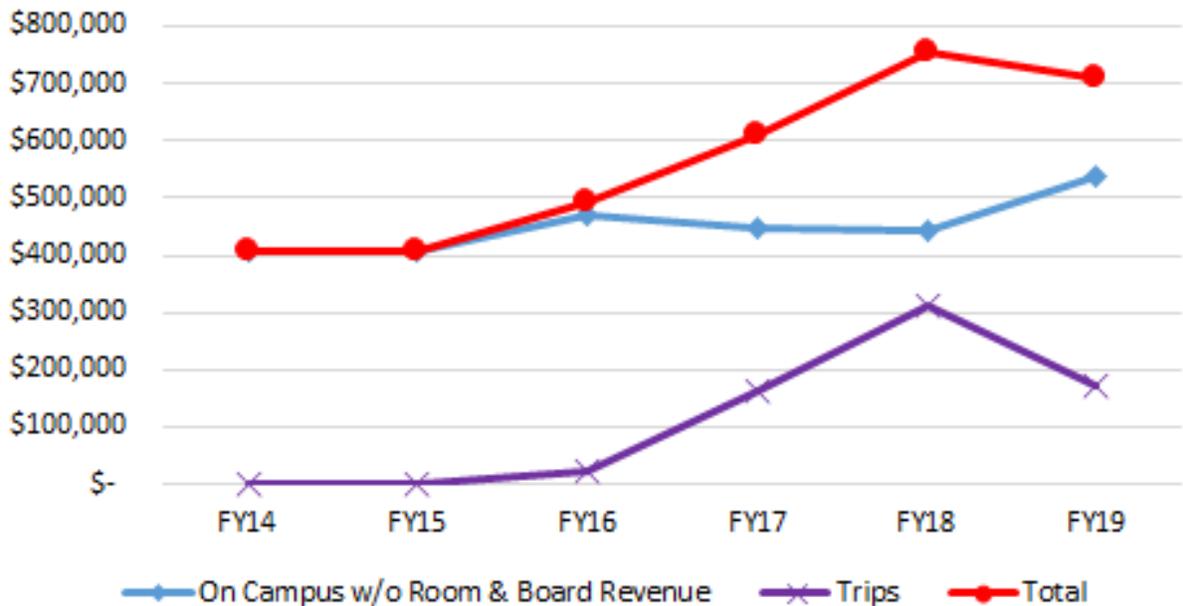
On-campus courses generate less of a loss than off-campus in virtue of part-time undergraduate and graduate payment for credit (while full-time undergraduates only pay for credits exceeding 3 in a given j-term) as well as room and board. Off-campus courses are managed by individual faculty and with a goal that students cover all costs they incur, beyond credits.

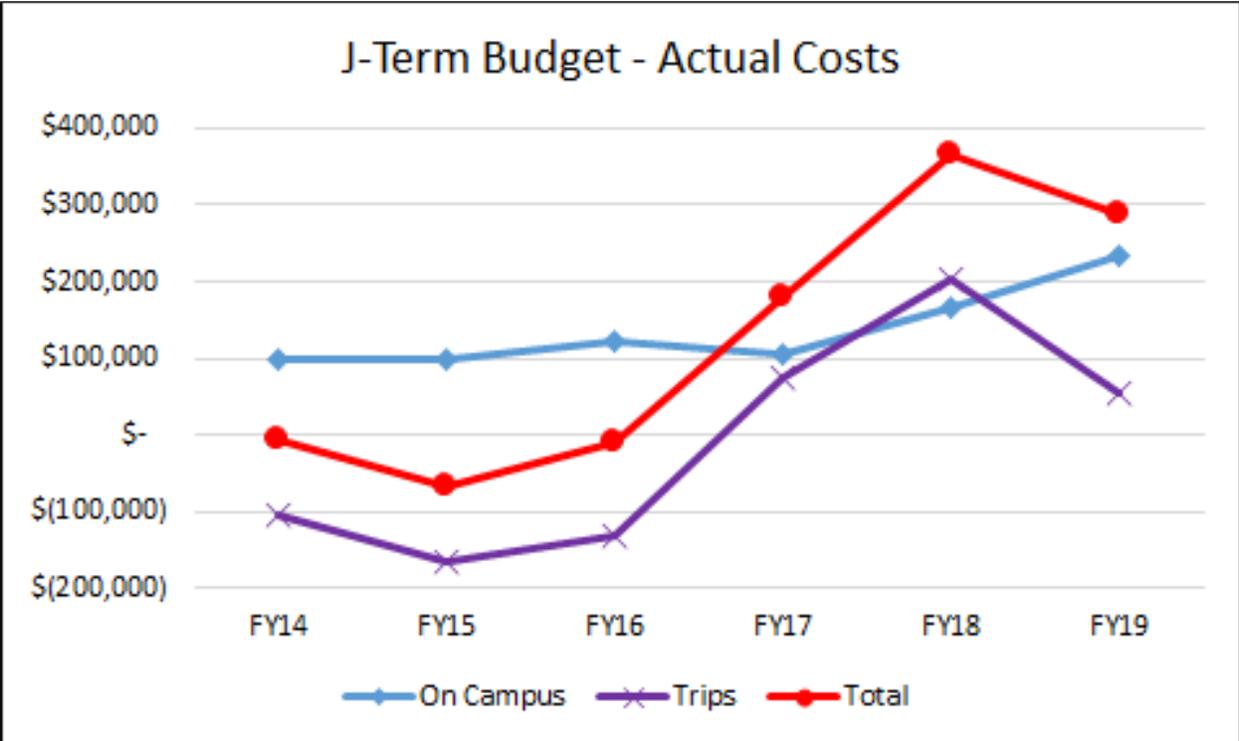
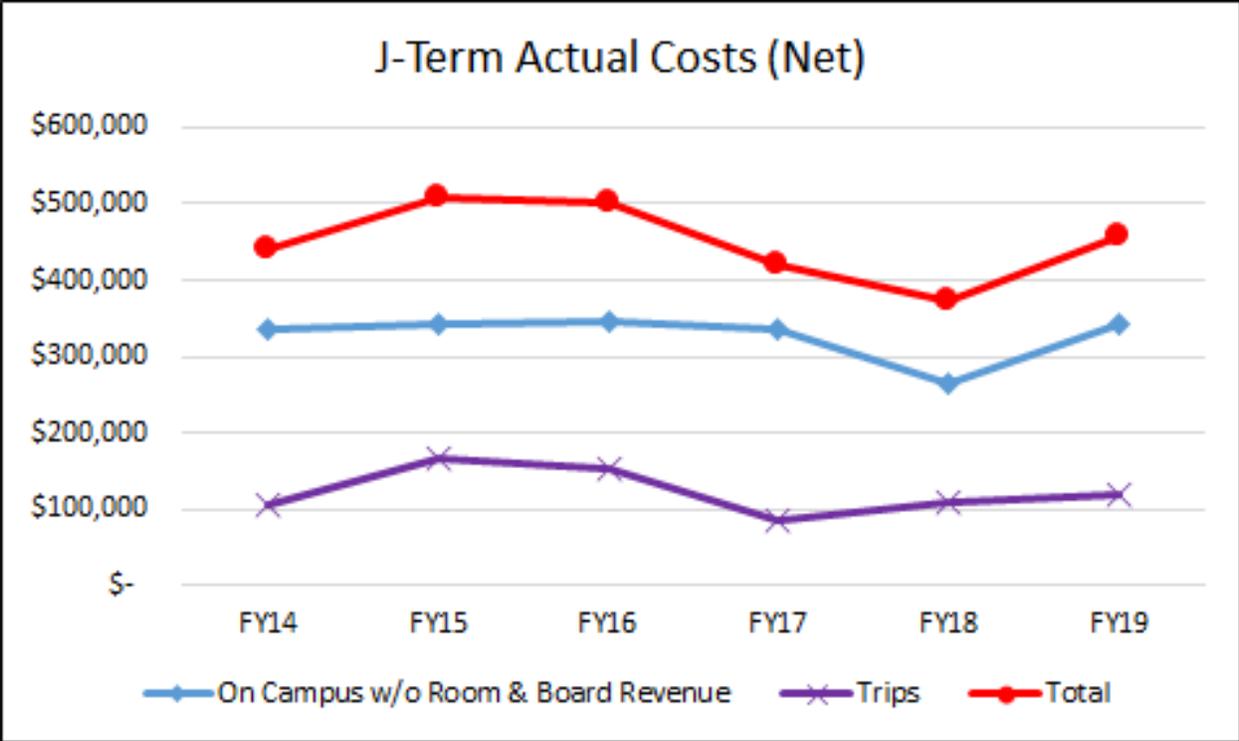
A crucial question is whether the deficit of J-term is (a) significantly different from deficit of other terms and (b) if it is, if the benefits of J-term, outweigh this cost.

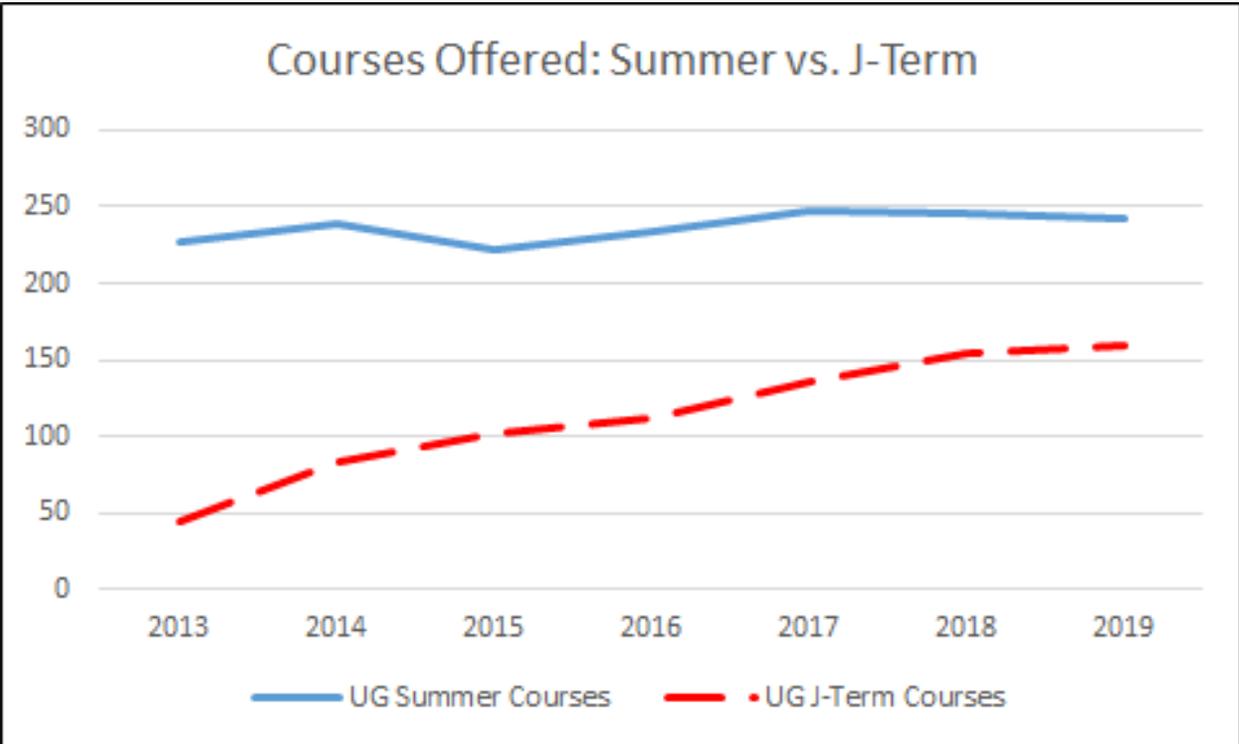
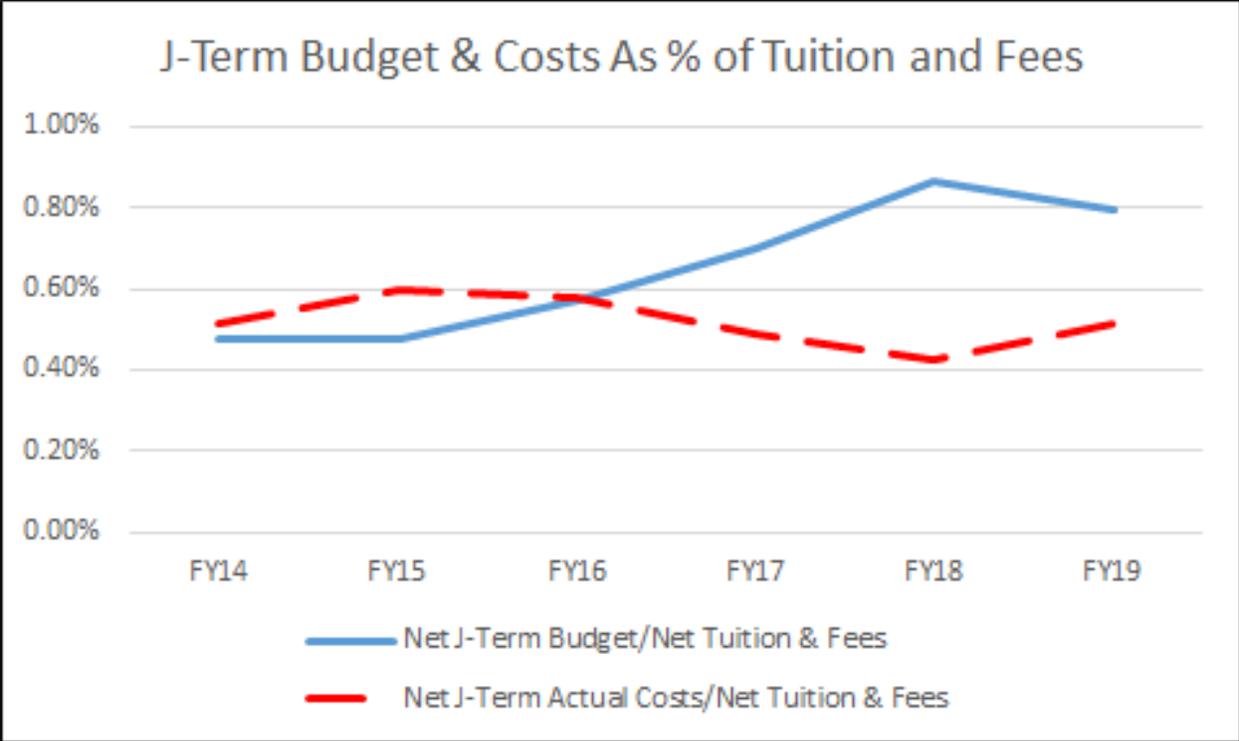
### Deficits to Offer J-Term Courses

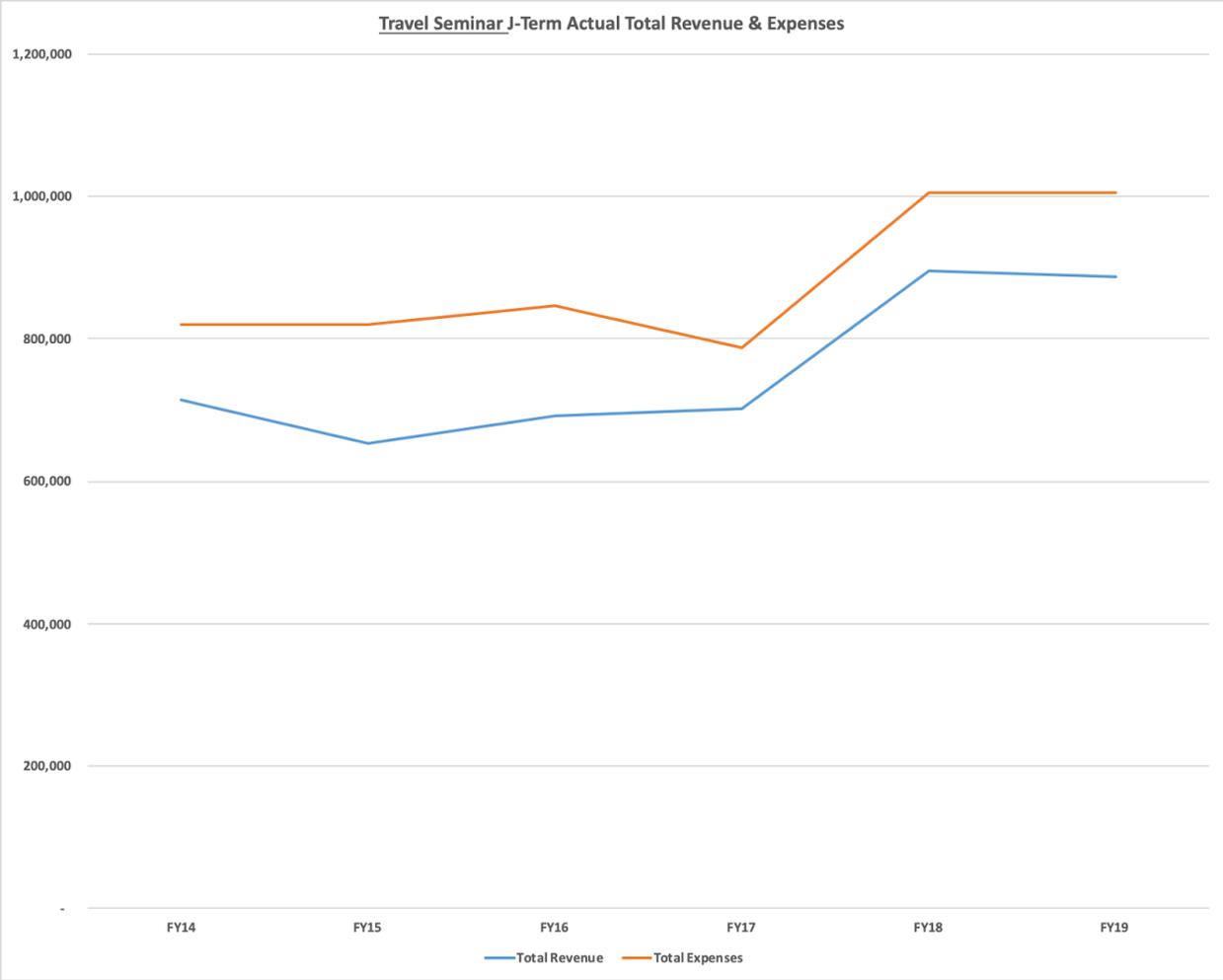


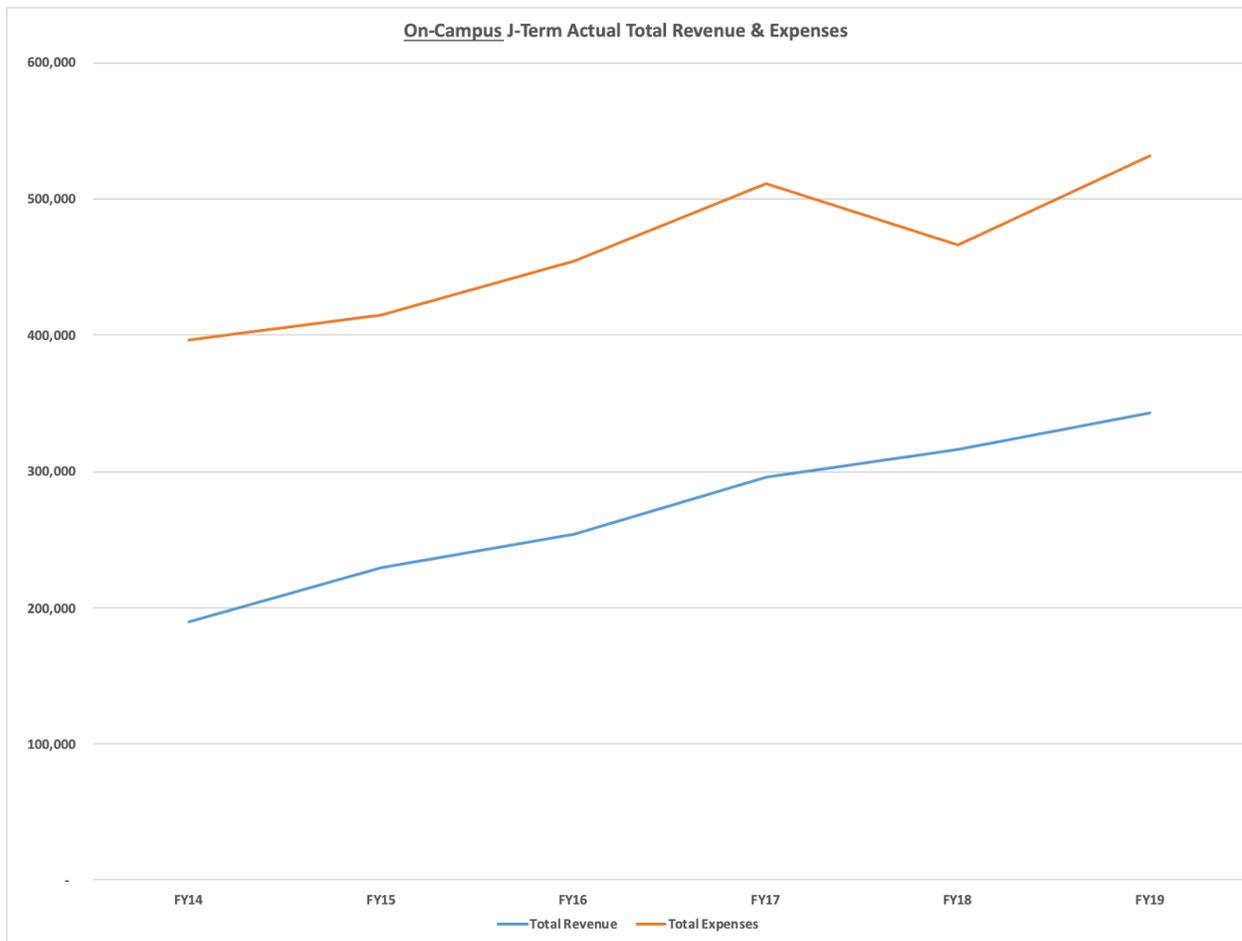
### J-Term Budget











Some of the factors we must examine, when weighing the expense of J-term with its potential benefits, are factors that cannot be captured with financial data. These intrinsic values include, the admissions draw of J-term, its ability to retain students, and faculty satisfaction with the term.

### *Admissions*

J-term is marketed to prospective students as a ‘differentiator’ of Drake — both the option and the absence of a tuition surcharge. According to both Keith Summerville, Deputy Provost for Enrollment Management, and Annie Kremer, Dean of Admissions, prospective students voice interest in J-term and their reactions suggest that the option, indeed, differentiates Drake from competitors.

Summerville reports that Admissions “absolutely markets” J-term, in two ways, “We certainly keep J-Term front and center of our admission pitch for Drake as a whole, and families respond positively to both the existence of the opportunity and the absence of a tuition surcharge for it. Where we land the most impact, however, is when we use narrative of specific J-Term experience.” Annie Kremer, Dean of Admissions, shares that admissions staff highlight J-term as “a unique aspect of the Drake experience allowing students to either do a shorter study abroad experience, tackle a subject of interest or something that might be more challenging in a shorter period of time, and emphasize there is no additional cost to the student (outside of travel and

excursion expenses.) Students really light up when they hear about how students leverage this as a study abroad opportunity.”

Summerville adds, “When we innovate with J-Term and then sell that innovation, it definitely, 110%, fuels yield. How much? Hard to say numerically. Michael did an informal poll of his Rwanda trip students for J2020 and 6 said this experience was the defining reason they chose Drake. I am sure there are other examples of this – THEA’s work to pull off a mainstage production every January, etc. I can tell you with certainty that dialing back on J-Term innovation and opportunities would cost us –how much is impossible for me to say.”

*Retention*

According to Melissa Sturm-Smith, Associate Provost for Academic Excellence & Student Success, no significant increase in sophomore to junior retention rates has appeared with the introduction of J-term; and “graduation rates for cohorts that have experienced J-term also appear to remain steady.” Nor is there any data to suggest that the lack of ability for first year students to take J-term negatively impacts fall-spring retention rates for those students. However, Sturm-Smith posited that allowing EFR to participate in J-term their first year might increase retention. She notes, “I do think there might be some EFR students that would be interested in this opportunity. ... There are benefits to a longer break, but there are also draw backs with EFR peers having left to go back to their school giving them more time at home and not engaged at Drake post the holiday season.” Allowing this participation could be “a tool for keeping them connected to Drake, especially if they experienced a challenging first semester. A carefully designed first-year January term experience could also have a positive impact on Fall to Fall retention.”

Offering that the fall-spring retention rate for the Fall 2018 entering first year cohort decreased quite a bit from the previous two years, and noting that many of the students who departed were registered for spring classes and then did not return (31), Sturm-Smith provided the following retention data:

**Table 1: 3-year comparison of retention rates for EFR students**

| EFR cohort  | Fall to Spring | Fall to Fall |
|-------------|----------------|--------------|
| 2016 cohort | 94.1%          | 86.8%        |
| 2017 cohort | 95.4%          | 89.3%        |
| 2018 cohort | 92.8%          | 84.1%        |

*Motivations for Teaching During J-Term*

Drawing on the survey data reported above, the ad hoc committee learned that 82 of the 146 respondents to the question “Have you ever taught a J-term course,” reported having done so - 35 (or 24% of respondents and 43% of those who teach during J-term at all) report doing so every year. 17 reported teaching only travel courses during J-term; 45 respondents reported

teaching only on-campus J-term courses. Only 16% of faculty teaching J-term report that they have had a class fail to fill; 8% were travel seminars, 8% were on-campus courses.

The survey asked faculty to indicate how important various factors were, in their decision to teach J-term courses.

The most important factors (those ranked as Extremely or Very Important by respondents) were:

|                                                                    |                    |
|--------------------------------------------------------------------|--------------------|
| To provide novel courses that don't fit faculty's regular schedule | 71% of respondents |
| To provide experiential learning unavailable during the semester   | 70% of respondents |
| To provide travel courses                                          | 47% of respondents |
| To supplement income                                               | 46% of respondents |

The least important factors (those ranked as Not at all Important or Slightly Important by respondents) were:

|                                                     |                    |
|-----------------------------------------------------|--------------------|
| To provide travel courses                           | 78% of respondents |
| To provide remedial courses                         | 74% of respondents |
| To provide courses that are remedial or preparatory | 73% of respondents |
| To lower spring teaching loads                      | 73% of respondents |

As with summer courses, there were significant differences in motivation, across the schools. While no Law faculty reported that "supplementing income" was a Very or Extremely Important reason for teaching J-term courses 64% of A&S faculty, and 80% of SJMC faculty reported that supplementing their income was Very or Extremely Important (CPHS was 30%). 89% of SOE faculty reported that providing travel opportunities was their primary motivation for teaching J-term. Across the board, Faculty do not view J-term as a way to lower their spring teaching loads; they tend to see J-term, instead, as a way to supplement income while teaching novel and experiential courses that do not fit into their regular teaching expectations.

***Phase Two: Summary and Recommendations, Questions to Consider***

In preparation.