



**Alternative Calendar and Four by  
Four Curriculum Surveys:  
Summary of Findings**

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December 19, 2003

## **Alternative Calendar and Four by Four Curriculum Surveys**

### ***Method:***

Three different questionnaires soliciting input from department chairs, faculty, and students about the four by four curriculum and the alternative calendar were distributed in mid-October. The department chair survey was sent to 50 chairs in the five undergraduate schools: CCAS, ESIA, SBPM, SEAS, and SPHHS. Thirty-seven chairs replied, representing 74% of the population.

Department chairs were asked to distribute the faculty version to each full-time member in the department. A list of department members was included in the packet. Of the 563 full-time faculty who were on the department rosters, 336 responded, representing 60% of the group. It is not known how many faculty members were on sabbatical or leave and did not receive a copy of the survey.

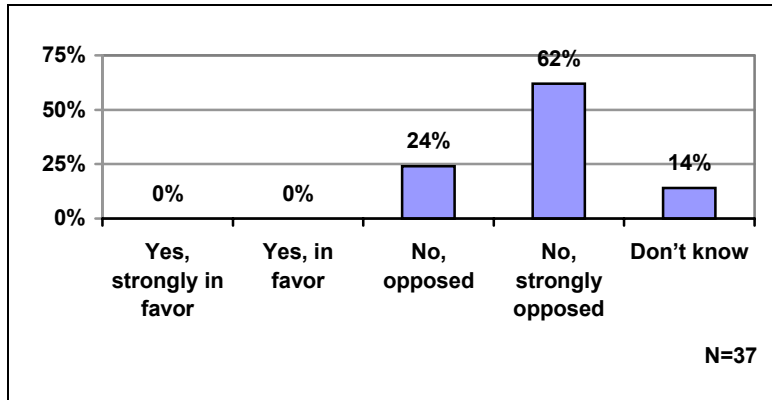
The student version of the survey was available electronically. An email asking them to complete the survey was sent to 1,200 undergraduates: 600 freshmen, and 200 each of sophomores, juniors, and seniors. Students were selected randomly; the sample was stratified by school. A total of 363 responded, representing 30% of the sample.

## Highlights

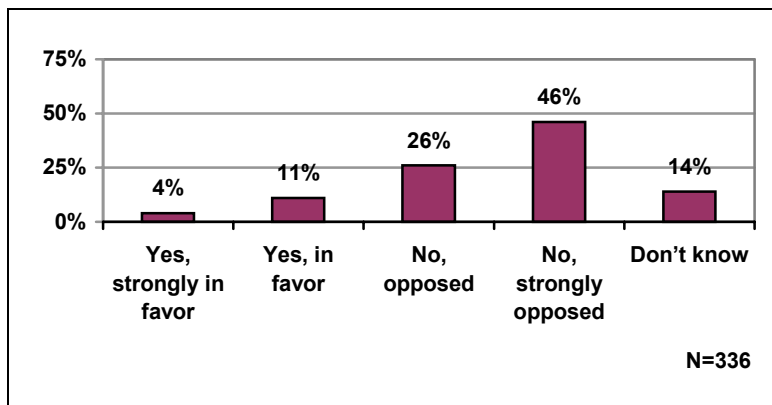
Overall, most of the GW community was opposed to the 4x4 curriculum. None of the department chairs supported it, and only 15% of the faculty and 17% of the students were in favor of it (see Graphs 1a, 1b, and 1c).

- Almost three-quarters of the faculty (72%) were opposed to the 4x4 curriculum. However, there were pockets of faculty in ESIA (40%), CCAS science and mathematics (28%) and CCAS humanities (21%) who supported it (see Table 1).
- Faculty, regardless of rank, shared similar opinions about the 4x4 curriculum (see Table 2).
- Interestingly, students who spent the most time at GW were more likely to be in favor of the 4x4 curriculum, with 26% of the seniors compared to 14% of the freshmen supporting the change. Half of the sophomores were strongly opposed to it compared to about one-third of the freshmen, juniors, and seniors. Another 26% of the sophomores and 27% of the freshmen were opposed to it (see Table 3).
- Student support varied somewhat by school. Over one-quarter of the SEAS students were in favor of the proposal compared to 17% to 19% in the other schools. Over half the students were opposed to the proposal with the exception of CCAS science and mathematics majors. Forty-one percent of them were opposed to the 4x4 curriculum, and 32% did not have an opinion (see Table 4).

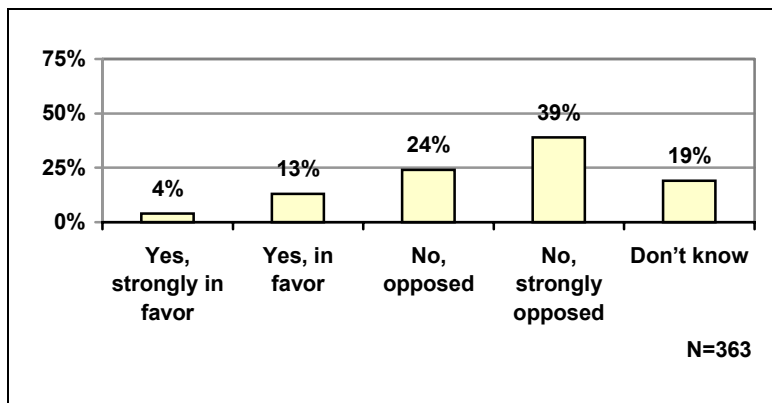
**Graph 1a. Percentage in favor of the four by four curriculum:  
Department chairs**



**Graph 1b. Percentage in favor of the four by four curriculum: Faculty**



**Graph 1c. Percentage in favor of the four by four curriculum: Students**



**Table 1. Percentage in favor of the four by four curriculum:  
Faculty by school**

	<b>Total N=336</b>	<b>CCAS N=205</b>	<b>CCAS Hum N=85</b>	<b>CCAS Soc N=69</b>	<b>CCAS Sci/Math N=29</b>	<b>ESIA N=15</b>	<b>SBPM N=62</b>	<b>SEAS N=39</b>	<b>SPHHS N=4</b>	<b>Other N=5</b>
<b>Yes, strongly in favor</b>	4%	5%	6%	3%	7%	0%	0%	0%	*	*
<b>Yes, in favor</b>	11%	13%	15%	9%	21%	40%	3%	8%	*	*
<b>No, opposed</b>	26%	28%	34%	22%	21%	27%	21%	23%	*	*
<b>No, strongly opposed</b>	46%	43%	34%	52%	48%	13%	53%	54%	*	*
<b>Don't know</b>	14%	11%	11%	14%	3%	20%	23%	15%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

**Table 2. Percentage in favor of the four by four curriculum:  
Faculty by rank**

	<b>Total N=314</b>	<b>Professor N=128</b>	<b>Associate Professor N=81</b>	<b>Assistant Professor N=102</b>	<b>Other N=3</b>
<b>Yes, strongly in favor</b>	4%	5%	2%	3%	*
<b>Yes, in favor</b>	11%	11%	14%	10%	*
<b>No, opposed</b>	26%	29%	23%	25%	*
<b>No, strongly opposed</b>	45%	45%	44%	45%	*
<b>Don't know</b>	15%	11%	16%	18%	*

Note: Sample sizes do not add up to total because some respondents did not indicate rank.

\* Percentage is not shown when N < 10.

**Table 3. Percentage in favor of the four by four curriculum:  
Students by year in school**

	<b>Total N=363</b>	<b>Freshmen N=164</b>	<b>Sophomores N=98</b>	<b>Juniors N=67</b>	<b>Seniors N=31</b>
<b>Yes, strongly in favor</b>	4%	4%	5%	4%	3%
<b>Yes, in favor</b>	13%	10%	11%	19%	23%
<b>No, opposed</b>	24%	27%	26%	21%	10%
<b>No, strongly opposed</b>	39%	35%	50%	34%	39%
<b>Don't know</b>	19%	24%	8%	21%	26%

Note: Sample sizes do not add up to total because some respondents did not indicate year in school.

**Table 4. Percentage in favor of the four by four curriculum:  
Students by school**

	<b>Total N=363</b>	<b>CCAS N=221</b>	<b>CCAS Hum N=58</b>	<b>CCAS Soc N=103</b>	<b>CCAS Sci/Math N=22</b>	<b>ESIA N=82</b>	<b>SBPM N=47</b>	<b>SEAS N=11</b>	<b>SPHHS N=3</b>	<b>Other N=7</b>
<b>Yes, strongly in favor</b>	<b>4%</b>	5%	7%	3%	14%	4%	6%	0%	*	*
<b>Yes, in favor</b>	<b>13%</b>	12%	12%	13%	14%	15%	13%	27%	*	*
<b>No, opposed</b>	<b>24%</b>	24%	22%	33%	14%	21%	32%	18%	*	*
<b>No, strongly opposed</b>	<b>39%</b>	38%	34%	39%	27%	46%	34%	36%	*	*
<b>Don't know</b>	<b>19%</b>	20%	24%	13%	32%	15%	15%	18%	*	*

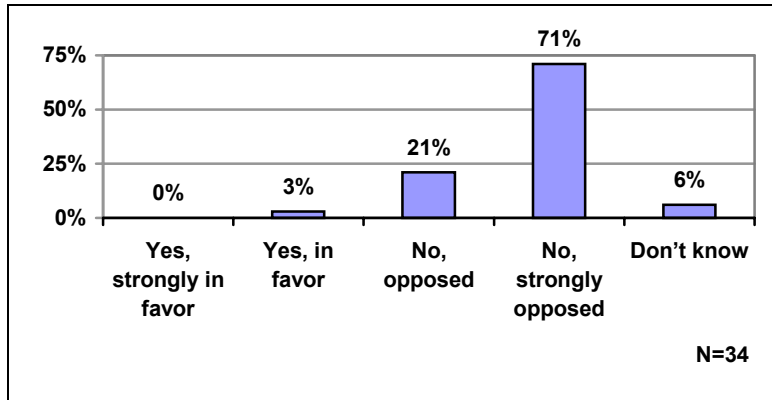
Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

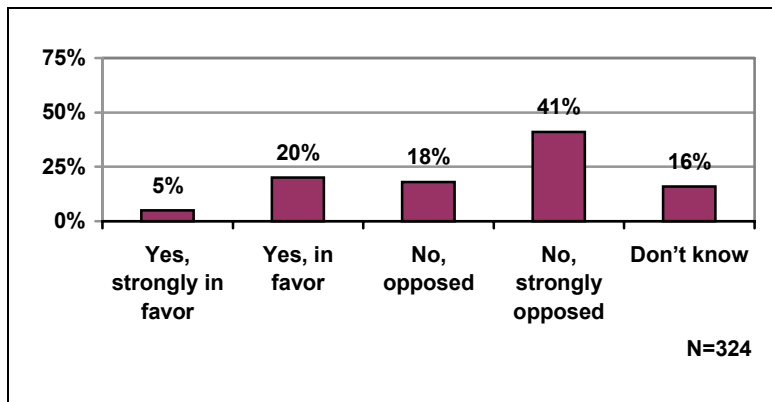
While the faculty senate voted unanimously to oppose the alternative calendar and the 4x4 curriculum, one-quarter of the faculty who completed the survey were in favor of the alternative calendar, with an additional 16% having no opinion. However, very few department chairs (3%) and students (6%) were in favor of it, with an additional 6% of the chairs and 16% of the students having no opinion (see Graphs 2a, 2b, and 2c).

- Faculty support was not consistent across schools and disciplines: 34% of those in SBPM supported the proposal compared to 12% of the CCAS social science faculty. Almost one-third of ESIA faculty (31%) did not have an opinion compared to fewer than 20% of the faculty in the other schools (see Table 5).
- Almost one-third of the full professors (31%) were supportive of the alternative calendar compared to only 17% of the assistant professors and 26% of the associate professors (see Table 6).
- Of those faculty who were opposed to the alternative calendar, 28% said that nothing would change their minds about it.

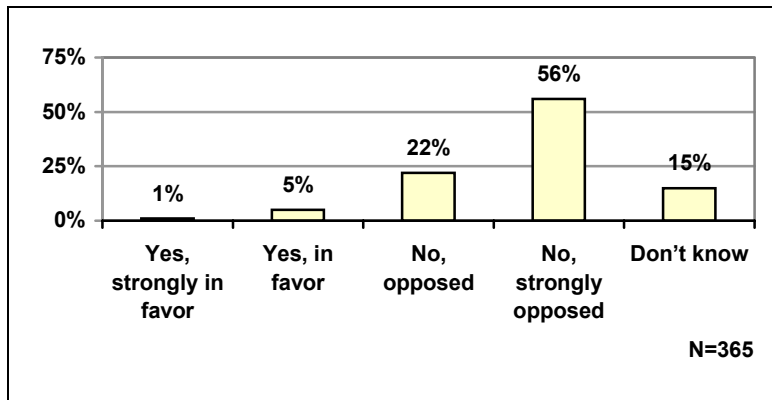
**Graph 2a. Percentage in favor of the alternative calendar:  
Department chairs**



**Graph 2b. Percentage in favor of the alternative calendar: Faculty**



**Graph 2c. Percentage in favor of the alternative calendar: Students**



**Table 5. Percentage in favor of the alternative calendar: Faculty by school**

	Total N=324	CCAS N=199	CCAS Hum N=84	CCAS Soc N=65	CCAS Sci/Math N=28	ESIA N=16	SBPM N=60	SEAS N=37	SPHHS N=3	Other N=5
<b>Yes, strongly in favor</b>	5%	5%	5%	3%	7%	0%	7%	3%	*	*
<b>Yes, in favor</b>	20%	17%	20%	9%	14%	25%	27%	24%	*	*
<b>No, opposed</b>	18%	17%	20%	14%	11%	19%	15%	19%	*	*
<b>No, strongly opposed</b>	41%	47%	45%	54%	46%	25%	35%	35%	*	*
<b>Don't know</b>	16%	15%	10%	20%	21%	31%	17%	19%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

**Table 6. Percentage in favor of the alternative calendar: Faculty by rank**

	Total N=324	Professor N=121	Associate Professor N=81	Assistant Professor N=100	Other N=3
<b>Yes, strongly in favor</b>	5%	6%	6%	2%	*
<b>Yes, in favor</b>	20%	25%	20%	15%	*
<b>No, opposed</b>	18%	16%	17%	24%	*
<b>No, strongly opposed</b>	41%	38%	44%	41%	*
<b>Don't know</b>	16%	16%	12%	18%	*

Note: Sample sizes do not add up to total because some respondents did not indicate rank.

\* Percentage is not shown when N < 10.

Many more seniors (91%) were opposed to the alternative calendar compared to about three-quarters of the freshmen, sophomores, and juniors. Note that only 15% of the seniors sampled completed the survey (see Table 7).

**Table 7. Percentage in favor of the alternative calendar: Students by year in school**

	Total N=365	Freshmen N=165	Sophomores N=98	Juniors N=67	Seniors N=31
<b>Yes, strongly in favor</b>	1%	1%	3%	1%	0%
<b>Yes, in favor</b>	5%	5%	6%	6%	3%
<b>No, opposed</b>	22%	21%	22%	25%	23%
<b>No, strongly opposed</b>	56%	57%	54%	52%	68%
<b>Don't know</b>	15%	16%	14%	15%	6%

Note: Sample sizes do not add up to total because some respondents did not indicate year in school.

***Four by four curriculum:***

If the 4x4 curriculum were implemented, over half of the faculty (51%) would increase the number of class or contact hours to make the courses into legitimate four-credit courses; 44% would assign additional readings, and one-quarter would add discussion or lab sessions or assign additional papers (27%) (see Table 8).

- There is much variation among faculty in the different schools as to how they would convert their courses. Three-quarters of the SEAS faculty and 70% of the SBPM faculty would increase contact hours compared to 42% in CCAS who would do the same. (Only 34% of the CCAS social science and 34% of the science/mathematics faculties would increase contact hours.)
- Almost two-thirds of the ESIA faculty (63%) and almost half of the CCAS faculty (49%), mostly in the humanities and social sciences, would assign additional readings. Forty-one percent of the CCAS social science faculty would assign additional papers, and 38% of SEAS and 41% of CCAS science/mathematics faculty would add discussion or lab sessions.

**Table 8. How faculty would convert 3-credit courses to 4-credit courses:  
Faculty by school\*\***

	Total N=347	CCAS N=210	CCAS Hum N=88	CCAS Soc N=71	CCAS Sci/Math N=29	ESIA N=16	SBPM N=63	SEAS N=40	SPHHS N=4	Other N=5
Increase contact hours	51%	42%	47%	34%	34%	38%	70%	75%	*	*
Assign additional reading	44%	49%	52%	52%	24%	63%	30%	33%	*	*
Assign additional paper	27%	33%	31%	41%	17%	31%	14%	13%	*	*
Add discussion/lab	25%	27%	20%	31%	41%	19%	11%	38%	*	*
Have guest speakers	12%	17%	18%	21%	7%	6%	3%	5%	*	*
Nothing	11%	14%	9%	23%	14%	13%	8%	0%	*	*
Add field trips	8%	11%	13%	11%	3%	0%	2%	8%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

\*\* Faculty were able to choose more than one.

To make the 4x4 curriculum work, 44% of the faculty expected to need additional graders; 55% of the SEAS faculty and 62% of the CCAS social science faculty indicated needing additional graders. Slightly more than one-quarter of the CCAS science/math (28%) and over one-third of SEAS faculty (35%) requested additional lab equipment. One-quarter of the CCAS humanities faculty (26%) and social science faculty (23%) requested additional books and journals (see Table 9).

**Table 9. Minimum additional resources needed to convert 3-credit courses to 4-credit: Faculty by school\*\***

	Total N=347	CCAS N=210	CCAS Hum N=88	CCAS Soc N=71	CCAS Sci/Math N=29	ESIA N=16	SBPM N=63	SEAS N=40	SPHHS N=4	Other N=5
<b>Additional graders</b>	<b>44%</b>	43%	26%	62%	45%	31%	43%	55%	*	*
<b>None</b>	<b>17%</b>	14%	18%	13%	10%	38%	21%	13%	*	*
<b>Honoraria</b>	<b>16%</b>	20%	20%	24%	7%	6%	17%	3%	*	*
<b>Other</b>	<b>16%</b>	18%	14%	25%	7%	13%	14%	18%	*	*
<b>Books/Journals in the library</b>	<b>16%</b>	21%	26%	23%	3%	0%	5%	10%	*	*
<b>Lab equipment</b>	<b>14%</b>	12%	9%	8%	28%	0%	8%	35%	*	*
<b>Transportation</b>	<b>5%</b>	7%	3%	7%	7%	0%	0%	5%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

\*\* Faculty were able to choose more than one.

As compensation for their extra work, over half the faculty (56%) preferred a course reduction, and 34% asked for an increase in salary. Only 9% asked for other forms of compensation such as additional faculty, more laboratory space, or additional equipment or software (see Table 10).

- As would be expected, full professors were more likely to prefer a course reduction (62%) compared to 51% of the associate professors and 54% of the assistant professors (see Table 11).

**Table 10. Preferred compensation: Faculty by school**

	Total N=317	CCAS N=193	CCAS Hum N=79	CCAS Soc N=69	CCAS Sci/Math N=26	ESIA N=15	SBPM N=58	SEAS N=38	SPHHS N=3	Other N=5
<b>Increase salary</b>	<b>34%</b>	35%	33%	36%	35%	40%	40%	26%	*	*
<b>Course reduction</b>	<b>56%</b>	56%	58%	54%	58%	47%	52%	68%	*	*
<b>Other</b>	<b>9%</b>	9%	9%	10%	8%	13%	9%	5%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

**Table 11. Preferred compensation: Faculty by rank**

	<b>Total N=317</b>	<b>Professor N=120</b>	<b>Associate Professor N=79</b>	<b>Assistant Professor N=92</b>	<b>Other N=3</b>
<b>Increase salary</b>	<b>35%</b>	33%	35%	35%	*
<b>Course reduction</b>	<b>56%</b>	62%	51%	54%	*
<b>Other</b>	<b>10%</b>	5%	14%	11%	*

Note: Sample sizes do not add up to total because some respondents did not indicate rank.

\* Percentage is not shown when N < 10.

***Alternative calendar:***

Two-thirds of the faculty (65%) anticipated having professional, personal, or family problems if they were assigned to teach in the summer (see Table 12).

- CCAS faculty, especially those in the social sciences (75%) and science and mathematics (76%), anticipated having personal issues that would conflict with their ability to teach in the summer. Slightly more than half the ESIA (53%) and the SEAS faculty (55%) anticipated such problems.

**Table 12. Percentage who would have professional or personal problems if assigned to teach during the summer semester: Faculty by school**

	<b>Total N=327</b>	<b>CCAS N=202</b>	<b>CCAS Hum N=83</b>	<b>CCAS Soc N=69</b>	<b>CCAS Sci/Math N=29</b>	<b>ESIA N=15</b>	<b>SBPM N=58</b>	<b>SEAS N=40</b>	<b>SPHHS N=3</b>	<b>Other N=5</b>
<b>Yes</b>	<b>65%</b>	69%	67%	75%	76%	53%	62%	55%	*	*
<b>No</b>	<b>26%</b>	23%	27%	16%	24%	47%	28%	30%	*	*
<b>Don't know</b>	<b>9%</b>	7%	6%	9%	0%	0%	10%	15%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

Over one-third of the faculty (38%) anticipated having problems conducting research or getting funding in an off semester (see Table 13).

- The CCAS social science (53%) and science and math (65%) faculties were more likely to anticipate problems doing research or getting funding in their off-semester compared to faculty in the other schools, with 41% of the humanities faculty indicated they did not know.
- Faculty rank was not a determinant of whether or not faculty anticipated problems doing their research or getting funding during an off-semester (see Table 14).
- Associate professors (73%) were more likely to anticipate having professional or personal problems teaching in a mandatory summer semester compared to full professors (61%) or assistant professors (64%) (see Table 15).

**Table 13. Percentage who foresee problems conducting or getting funding for research in off-semester as compared to summer: Faculty by school**

	Total N=309	CCAS N=186	CCAS Hum N=76	CCAS Soc N=64	CCAS Sci/Math N=26	ESIA N=14	SBPM N=59	SEAS N=39	SPHHS N=3	Other N=4
<b>Yes</b>	<b>38%</b>	40%	24%	53%	65%	36%	25%	44%	*	*
<b>No</b>	<b>37%</b>	31%	36%	30%	23%	50%	53%	36%	*	*
<b>Don't know</b>	<b>26%</b>	29%	41%	17%	12%	14%	22%	21%	*	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.

**Table 14. Percentage who foresee problems conducting or getting funding for research in off-semester as compared to summer: Faculty by rank**

	Total N=309	Professor N=119	Associate Professor N=77	Assistant Professor N=92	Other N=2
<b>Yes</b>	<b>38%</b>	39%	40%	35%	*
<b>No</b>	<b>37%</b>	38%	31%	40%	*
<b>Don't know</b>	<b>26%</b>	24%	29%	25%	*

Note: Sample sizes do not add up to total because some respondents did not indicate rank.

\* Percentage is not shown when N < 10.

**Table 15. Percentage who would have professional or personal problems if assigned to teach during the summer semester: Faculty by rank**

	Total N=327	Professor N=124	Associate Professor N=80	Assistant Professor N=99	Other N=3
<b>Yes</b>	<b>65%</b>	61%	73%	64%	*
<b>No</b>	<b>26%</b>	30%	23%	25%	*
<b>Don't know</b>	<b>9%</b>	9%	5%	11%	*

Note: Sample sizes do not add up to total because some respondents did not indicate rank.

\* Percentage is not shown when N < 10.

Sixty percent of the students anticipated having personal obligations that would prevent them from enrolling in the summer; an additional 17% of them were not sure if they would have problems. A much higher percentage of seniors (71%) anticipated problems compared to 57% of the freshmen (see Table 16).

**Table 16. Percentage who have personal obligations that would prevent from enrolling in summer: Students by year in school**

	Total N=363	Freshmen N=163	Sophomores N=96	Juniors N=68	Seniors N=31
<b>Yes</b>	<b>60%</b>	57%	61%	56%	71%
<b>No</b>	<b>23%</b>	24%	18%	31%	23%
<b>Not sure</b>	<b>17%</b>	19%	21%	13%	6%

Note: Sample sizes do not add up to total because some respondents did not indicate year in school.

Almost two-thirds (60%) anticipated having difficulty financing their education if there were a mandatory summer program. Only 18% were not sure if there would be a problem. A higher percentage of seniors (68%) compared to freshmen (54%) anticipated funding problems (see Table 17).

**Table 17. Percentage who think that the summer program would make it difficult to finance their education: Students by year in school**

	Total N=368	Freshmen N=166	Sophomores N=99	Juniors N=68	Seniors N=31
<b>Yes</b>	<b>60%</b>	54%	67%	63%	68%
<b>No</b>	<b>22%</b>	24%	19%	24%	6%
<b>Not sure</b>	<b>18%</b>	22%	13%	13%	26%

Note: Sample sizes do not add up to total because some respondents did not indicate year in school.

Studying abroad during one's junior year appeared to be a popular option: 77% of the students indicated they were interested in doing so for at least one semester. Only 11% indicated they were not interested in going abroad to study (see Table 18).

- Interest in studying abroad was consistent across schools, with the exception of students in SEAS (see Table 19).

**Table 18. Percentage who are interested in studying abroad for at least one semester in their junior year: Students by year in school**

	Total N=368	Freshmen N=165	Sophomores N=99	Juniors N=69	Seniors N=31
<b>Yes, for 1 semester</b>	<b>37%</b>	33%	43%	33%	52%
<b>Yes, for both semesters</b>	<b>12%</b>	12%	15%	13%	0%
<b>Yes, not sure 1 or 2</b>	<b>28%</b>	35%	23%	16%	32%
<b>No</b>	<b>11%</b>	9%	13%	14%	6%
<b>Not sure</b>	<b>12%</b>	11%	5%	23%	10%

Note: Sample sizes do not add up to total because some respondents did not indicate year in school.

**Table 19. Percentage who are interested in studying abroad for at least one semester in their junior year: Students by School**

	<b>Total N=368</b>	<b>CCAS N=221</b>	<b>CCAS Hum N=60</b>	<b>CCAS Soc N=104</b>	<b>CCAS Sci/Math N=22</b>	<b>ESIA N=81</b>	<b>SBPM N=49</b>	<b>SEAS N=11</b>	<b>SPHHS N=3</b>
<b>Yes, for 1 semester</b>	<b>37%</b>	41%	35%	41%	36%	28%	45%	0%	*
<b>Yes, for both semesters</b>	<b>12%</b>	8%	13%	10%	9%	27%	6%	9%	*
<b>Yes, not sure 1 or 2</b>	<b>28%</b>	27%	32%	26%	36%	30%	35%	9%	*
<b>No</b>	<b>11%</b>	11%	3%	13%	5%	7%	8%	36%	*
<b>Not sure</b>	<b>12%</b>	12%	17%	10%	14%	7%	6%	45%	*

Note: Sample sizes do not add up to total because some respondents did not indicate school.

\* Percentage is not shown when N < 10.