

Responding to Criticism Against the 3 Hour Schedule

1. It flies in the face of Stockton tradition. At Stockton we believe that ~~four~~ 4-credit units allow us to have greater face time with students.

Stockton tradition is not clear on this point. While we do have ~~four~~ four-hour classes, a

hours per week. Moreover, our ~~focus~~ focus is on the reduction of giving the faculty a teaching load, rather than

There is another Stockton tradition that is ~~more~~ more worthy of continuance than the tradition of adherence to rules.

2. It contravenes the system based on Carnegie minutes.

Most colleges do not stick to the Carnegie minutes (in terms of scheduling) as rigidly or obsessively as we do. Our schedule is between 90 and 95 percent Carnegie minutes. In the 80s and TCNJ is at about 75 percent. We are a pioneer in pioneering new and more effective ways to use about Carnegie minutes.

But we don't really believe in them either. We have a plethora of Independent Studies, distance

9. If I needed the extra hour of face to face time, I would suffer, and so would my students.

If we had a schedule based upon 3 hours instead of four, there would be so much more space available (up to 40 percent) and so much more flexibility, that if a faculty member or those in a particular discipline needed more class time for their students they could be

12. This is just an effort of some faculty to free up their time so that they can undertake more research. We are not a Research 1 university, so we shouldn't try to act like one.

As has been suggested throughout the preceding points, the new module system will not free faculty members from teaching to give them more time to publish – it would just give them flexibility and freedom to organize our schedules better (we can teach three hour seminars at the upper level, for example) will provide a schedule that no longer requires us to reconfigure the same course for different module lengths. It will also mean that we can find time to meet as groups, to have times when we aren't all teaching so that all faculty and students will be able to go to papers being presented, and on and on.

13. If it ain't broke, why fix it? The current module system has served us well, and we