

Members of the Faculty Assembly,

Below are the questions faculty submitted on notecards following Friday's morning discussion. I have not edited, redacted, or conflated questions. I wrote out most abbreviations, but beyond that, I aimed simply to transcribe, even down to the sentence fragment ending with a Whitmanesque missing period. (Is the poem ever really over?) In the interests of facilitating a timely discussion of the issues raised, however, I did take the liberty of sorting questions into what seemed the most logical categories.

Freshman Success Course

Is the Skills for Success Committee going to be able to overcome the obstacles they've just articulated?

The CSP course constructs presented by Dr. Waller are very strong and seem critical to student success. To what extent do we need assurance from administration that they will be taught by full-time faculty with class sizes appropriate to maximizing success (which is likely to be smaller)? (I worry about sacrificing student success to budgetary concerns about "filling seats" and "growing enrollment.")

If the Student Success course is so important, why do we not make that our floating 3 hours?

Who decided that of the 6 Institutional Option hours, 3 would be a freshman seminar?

Communication

UHD currently devotes 9 hours to achieving its goals in communication (6 writing, 3 communication). Can we legitimately expect to achieve those same goals (or better) using just 6 hours? Should 3 of the option hours be devoted to the communication or writing goals in the core?

Can we solve the Communication problem by giving them the other 3 Institutional Option hours?

History

Will non-history courses that fulfill the history core requirement be capped at 50? Will the high 50-seat cap in History be lowered? This is an issue which might explain History's low success rate.

Language, Philosophy, and Culture

The current sophomore survey requires substantial writing. The CB's guidelines require written communication and specify that this area (now called Language, Philosophy, Culture) involves "exploration of ideas about aesthetic and intellectual creation." UH (Main) mandates a 3,000-

word writing requirement for its (much longer) list of humanities courses. Do we as a faculty expect that the LPC component area will have a substantial writing requirement?

General and/or Shared Governance Questions

We are revising our core which is central to our general education program—Why do we not have a functioning and active general education committee to help contextualize the core discussions? This is also critical in addressing assessment, as this will need to be assessed as part of general education—this matters for SACS as well as the State. I would like to hear why admin has chosen not to have a general education committee of faculty.

Why did the Provost do an end-run around the University Curriculum Committee and the General Education group in fashioning a process for creating the new core sans faculty input?

There is no question about who will decide how the “3 hours” will be used—even the CB recommends this be a faculty decision with “approval” given by an upper administrator. It is not a provost decision, although he will hopefully provide valuable input and insight.

After this Provost-driven process is over, how will new courses for the core be approved? In the UCC, or will only courses approved by Fall be allowed in the core?

Does the Provost’s demand-preference (?) for displacing courses from discipline-specific control put UHD’s accreditation by SACS at risk? Given our previous difficulties with the SACS requirements

We have not seen the results of the one-question survey about 3 of the option hours. What was the outcome of that survey?

What happened with the one-question survey regarding the 3-hour Core unassigned to a core area?

If a central goal of our core revision is to improve retention and graduation rates, where is the guarantee that the new courses will accomplish this? Might they not become barrier courses as well?

Only lower division courses accepted into core—who sez? Does lower division mean 1000 and 2000 level and how to make sure not just 1000 level?

If new, interdisciplinary courses are accepted for the revised core, how often will they have to be offered? Will these courses have to be teachable by multiple faculty so that they can be scheduled around the clock, as current core courses are now?

What does Andrew mean by “forcing” students to have pre-reqs?

Respectfully submitted, Sara Farris