

Results of Faculty Senate Survey on the Composition of the Carolina Core Review & Revision Committee (CCRRC)

Faculty Senate Instructional Development (INDEV) Committee AY 21-22

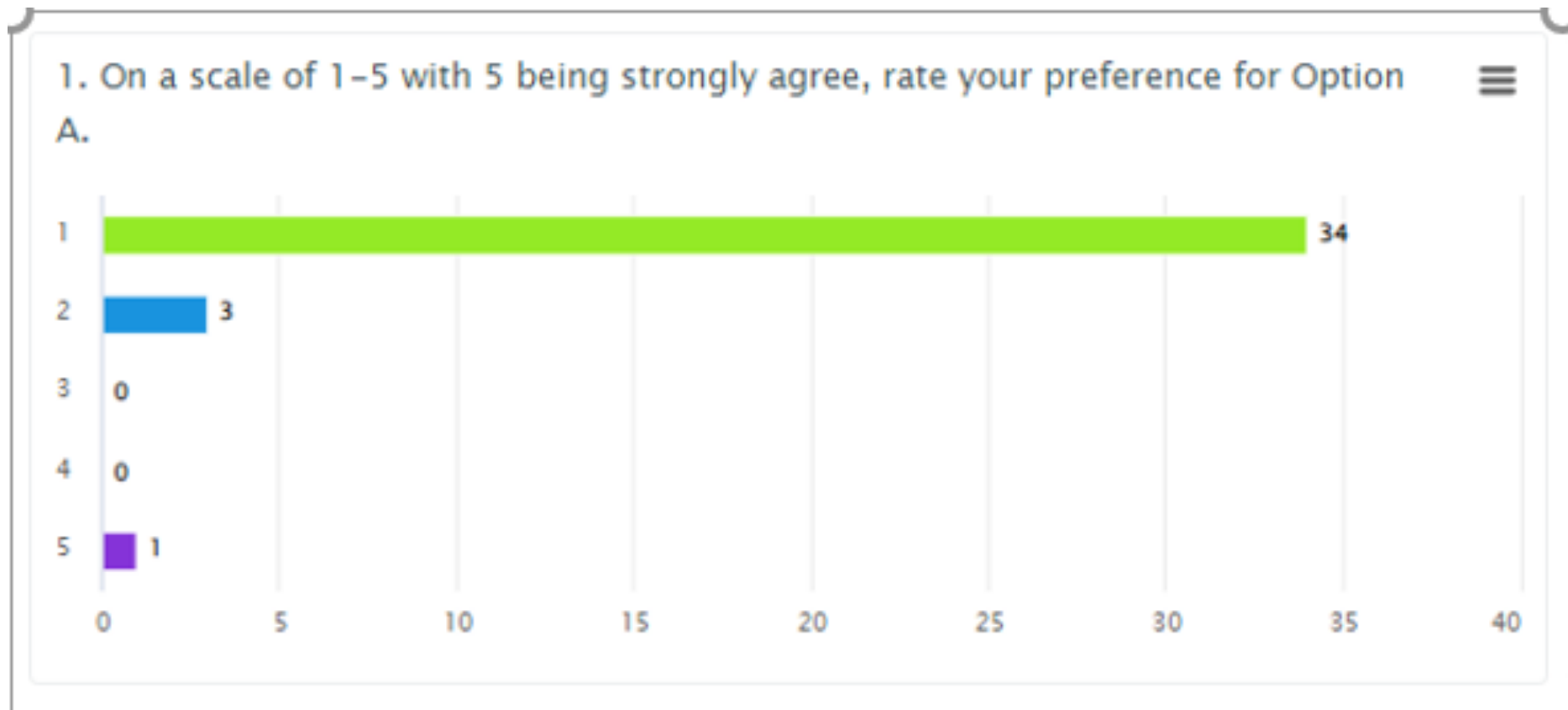
Background

- The Faculty Senate Committee on Instructional Development (INDEV) was charged with proposing a process for revisions to the Carolina Core.
- INDEV proposes that a committee should be formed to review the existing Carolina Core and, after review, propose recommendations for revisions to the Core. Hence the name, “Carolina Core Review & Revision Committee”(CCRRC).

Background

- Understanding that selecting faculty members to serve on the CCRRC would be a highly contested activity, INDEV proposed three options for comprising the CCRRC.
- A survey was launched in October 2021 to obtain feedback on the three options from Faculty Senators.
- A total of 39 surveys were completed. Six surveys were excluded because of duplicate IP addresses and/or duplicate responses within the survey.

Question 1: Preference for Option A: One seat per College/school with undergraduate programs.
n=38



Question 2: Explain your preference for Option A: One seat per College/school with undergraduate programs.

Summary of comments by frequency

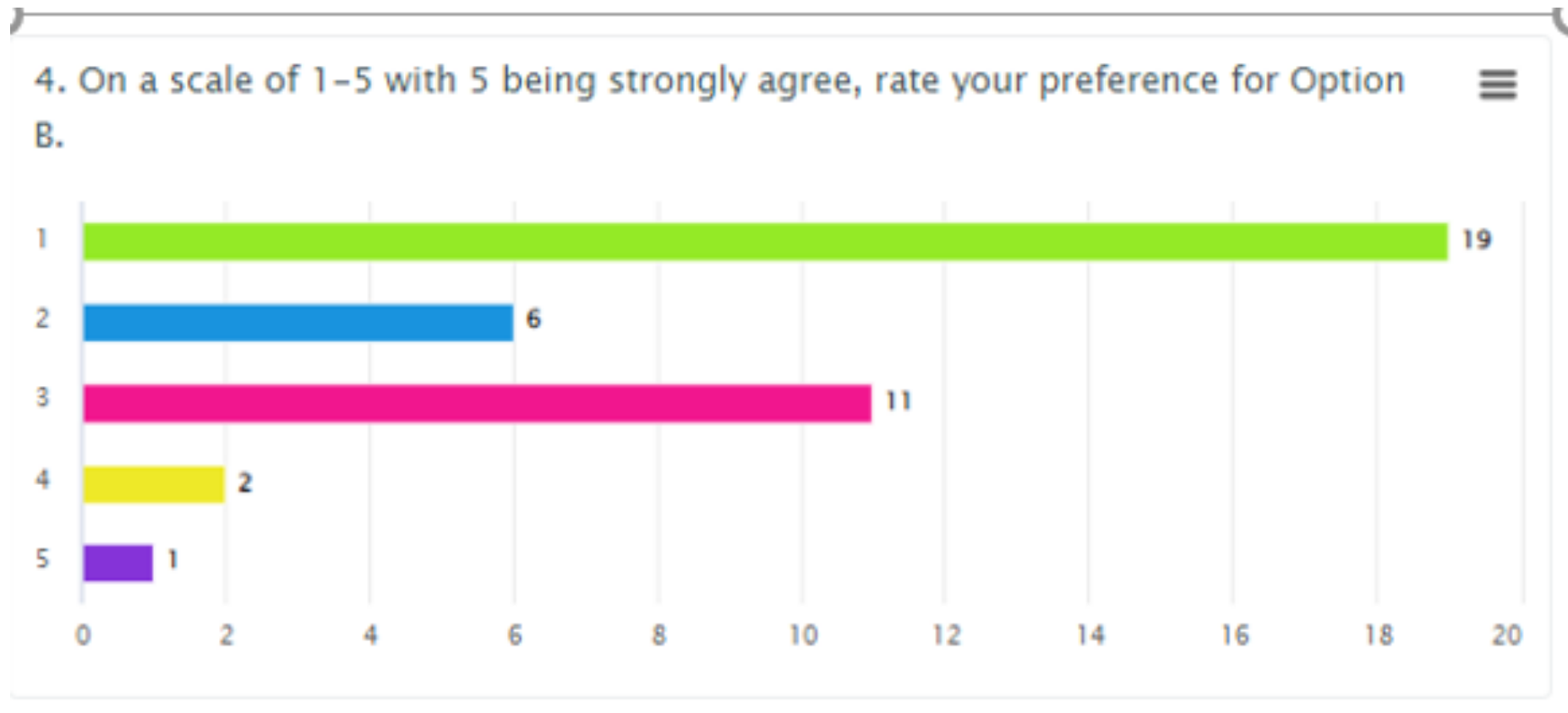
- Doesn't reflect realities of teaching load/demographics/enrollment in the College of Arts and Sciences (CAS)
- Option A is not acceptable
- Puts fate of undergraduate curriculum in hands of colleges with few courses
- One person can not represent the diversity in CAS

Question 3: Describe Your Modifications to Option A: One seat per College/school with undergraduate programs.

Summary of comments by frequency

- Change to Option C
- Do not agree/won't work
- Eliminate Option A
- More representation for CAS/CAS needs five (5) seats

Question 4: Preference for Option B: Undergraduate Headcount Model n=39



Question 5: Explain your rating of Option B: Undergraduate Headcount Model.

Summary of comments by frequency

- Better than Option A
- Not proportional/representative/reflective of teaching load
- Not Acceptable

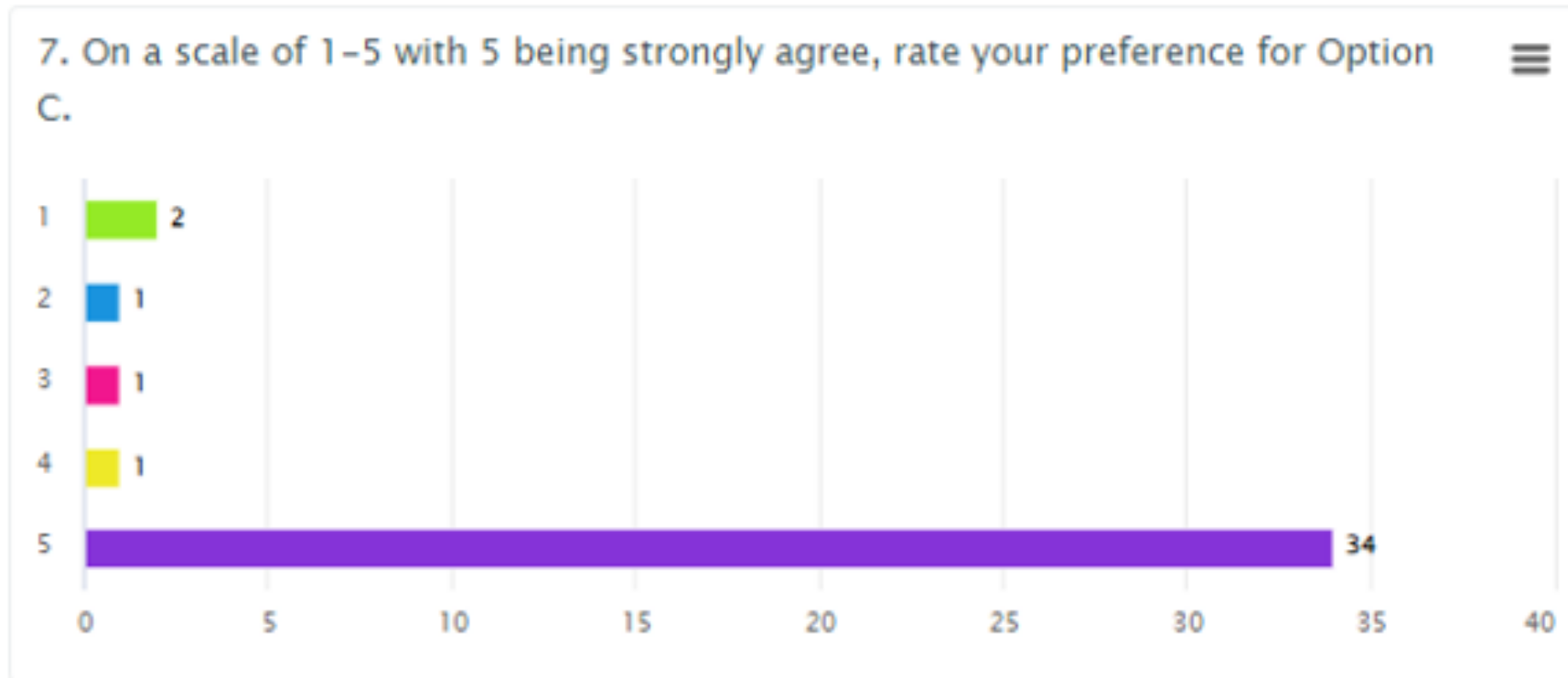
Question 6: Describe any Modifications to Option B: Undergraduate Headcount Model.

Summary of comments by frequency

- Choose Option C
- Eliminate Option B
- Unacceptable

Question 7: Preference for Option C- Hybrid Faculty Senate and UG Program Enrollment Model

n=39



Question 8: Explain your rating of Option C: Hybrid Faculty Senate and UG Program Enrollment Model

Summary of comments by frequency

- Makes the most sense/most appropriate
- Best of options presented
- Fair
- CAS needs at least five (5) seats

Question 9: Describe any Modifications to Option C: Hybrid Faculty Senate and UG Program Enrollment Model

Summary of comments by frequency

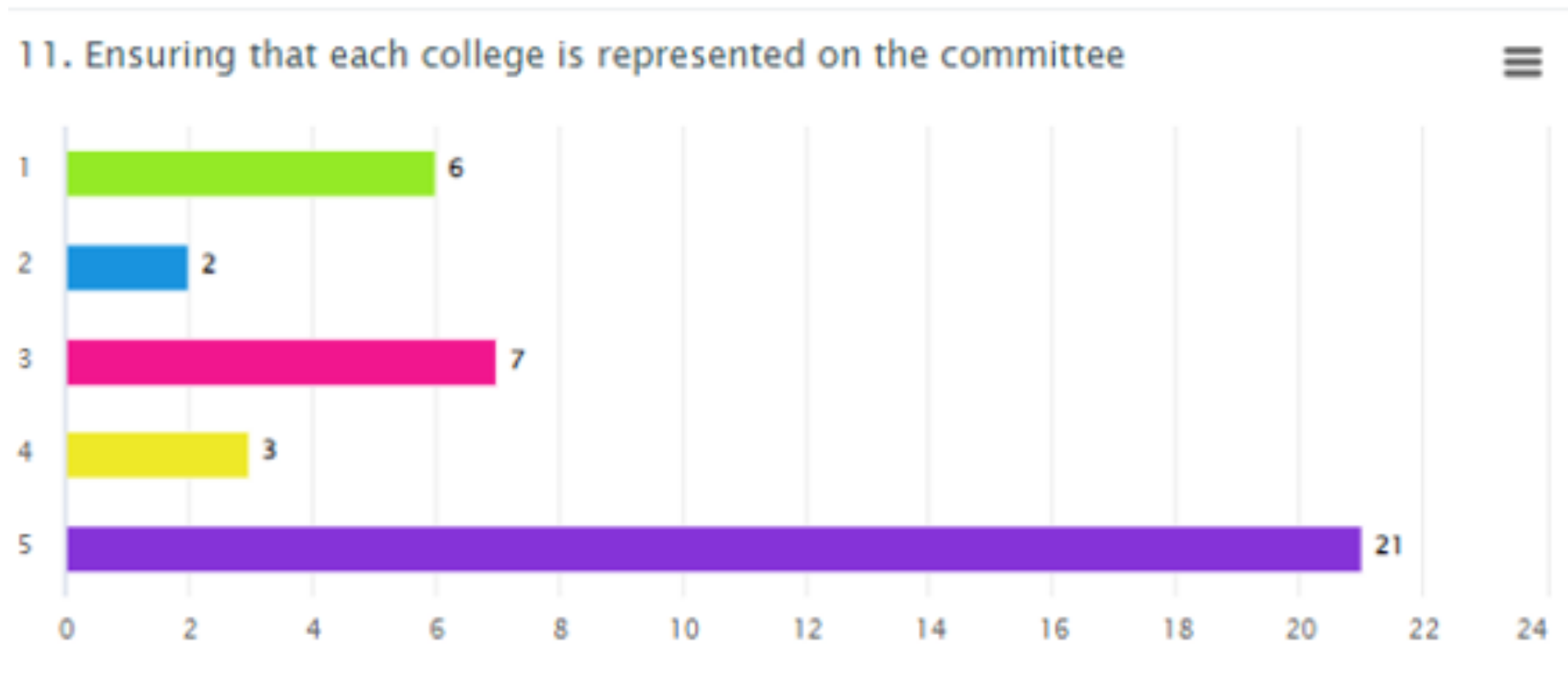
- Fine/like it “as is”
- As fair as can get

Question 10: Overall, do you have an alternative approach to the establishment of the Committee Composition?

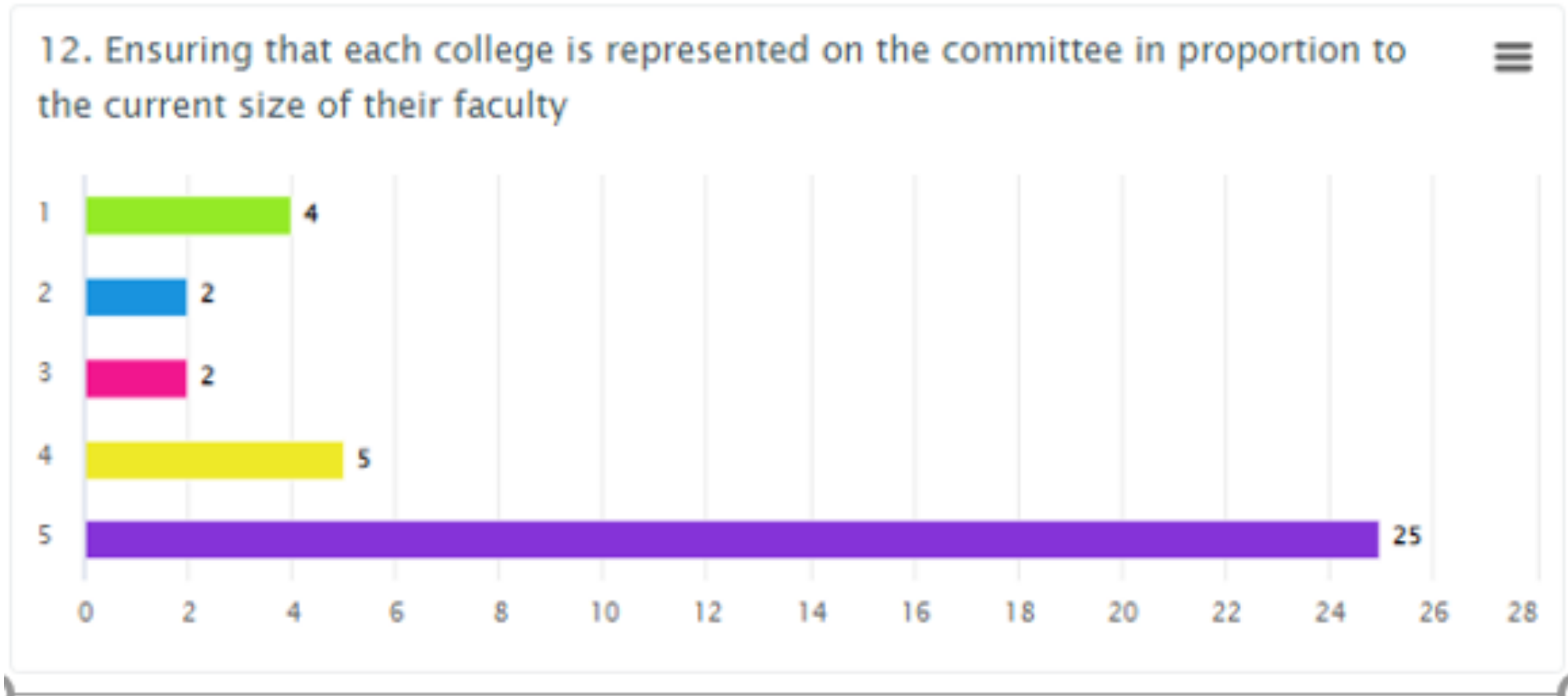
Summary of comments by frequency

- No, go with Option C
- I would have a faculty vote
- Object to revising Core right now...low morale at UofSC is why participation in survey is low/Must be a clear charge to revise Core
- Recommendations for Option B
- Majority of seats should come from CAS with little to no seats offered to other colleges
- No, thanks for proposing options and seeking broad faculty input

Question 11: On a scale where 1 is “Not at all Important” and 5 is “Very Important”, How important is “Ensuring that each college is represented on the committee” to you?
n=39



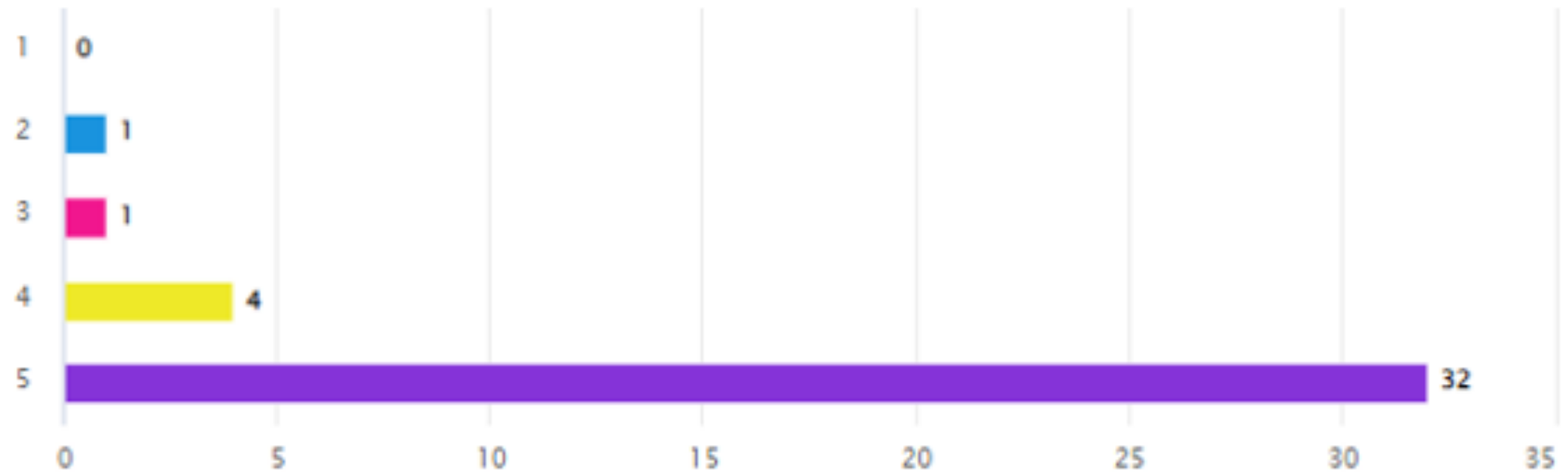
Question 12: On a scale where 1 is “Not at all Important” and 5 is “Very Important”, How important is “Ensuring that each college is represented on the committee in proportion to the current size of their faculty?”
n=38



Question 13: On a scale where 1 is “Not at all Important” and 5 is “Very Important”, How important is “Ensuring that each college is represented on the committee in proportion to the number of undergraduates they currently teach to you?”

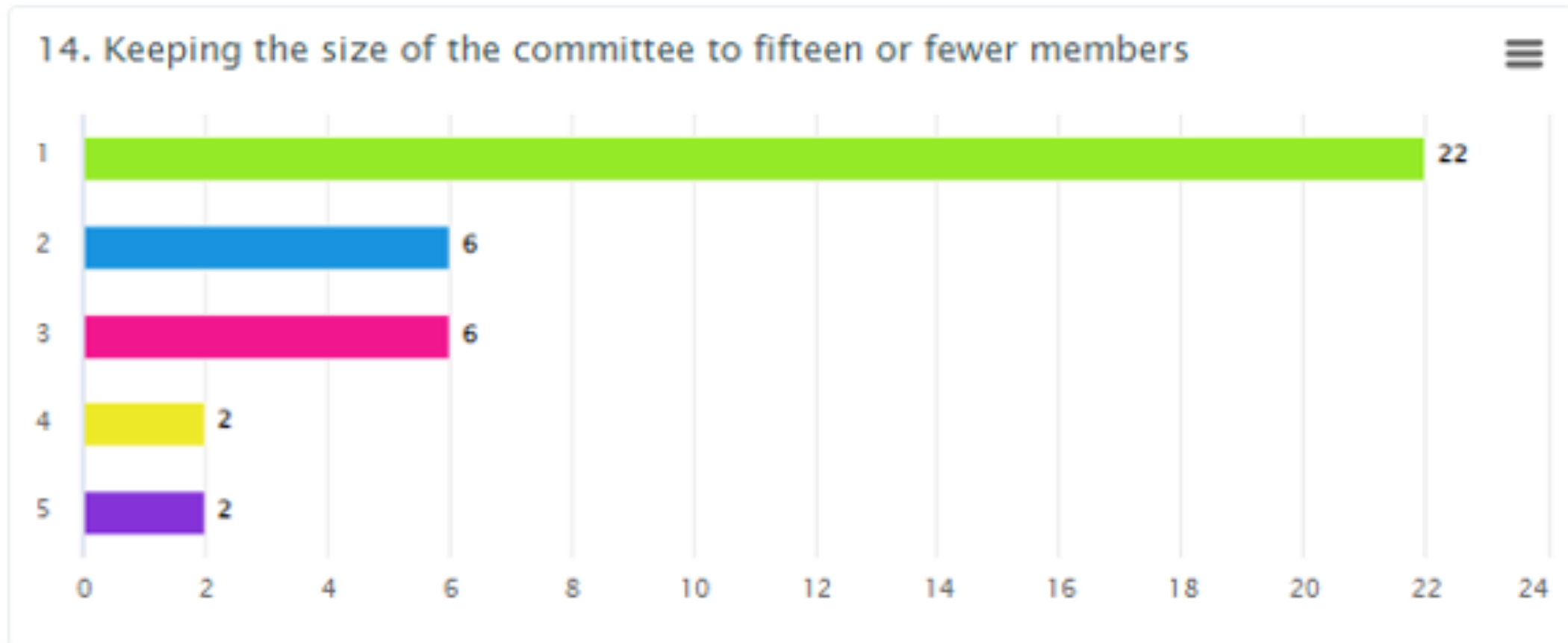
n=38

13. Ensuring that each college is represented on the committee in proportion to the number of undergraduates they currently teach



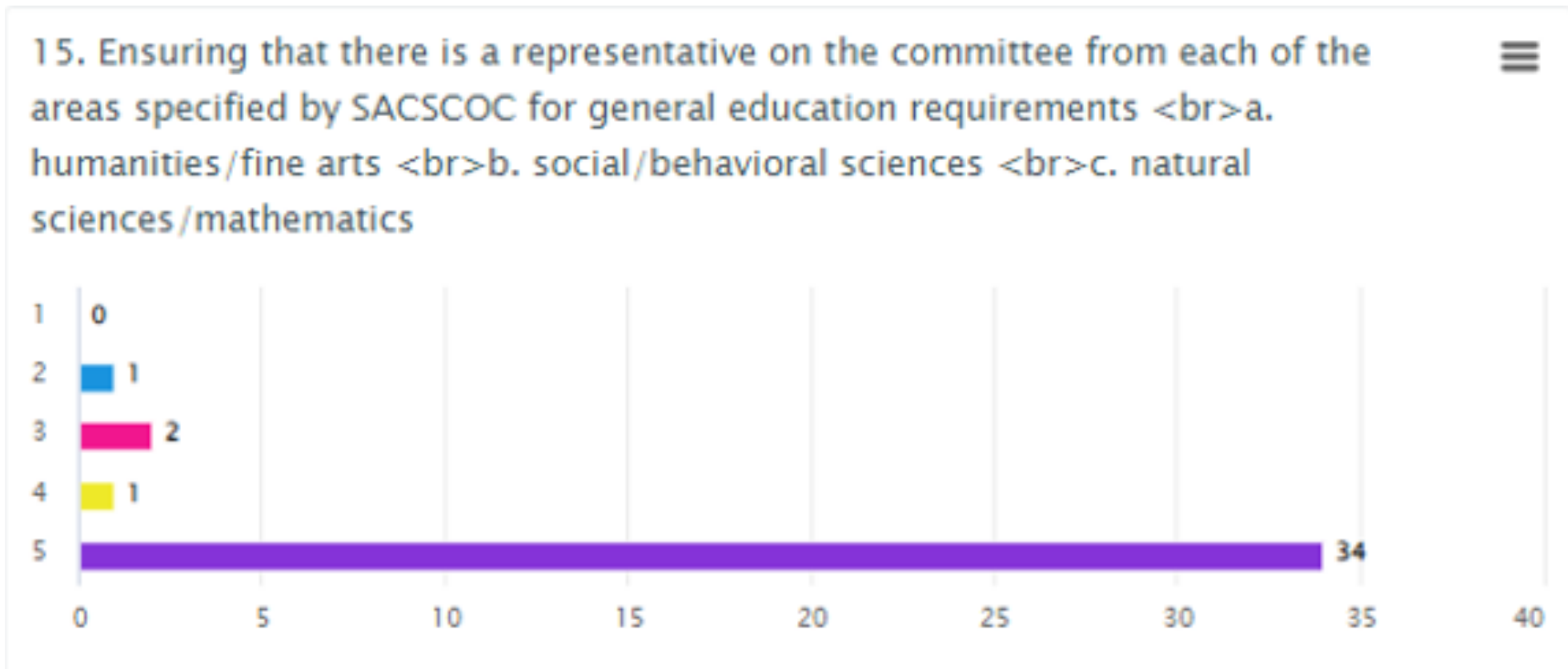
Question 14: On a scale where 1 is “Not at all Important” and 5 is “Very Important”, How important is “Keeping the size of the committee to fifteen or fewer members” to you?

n=38

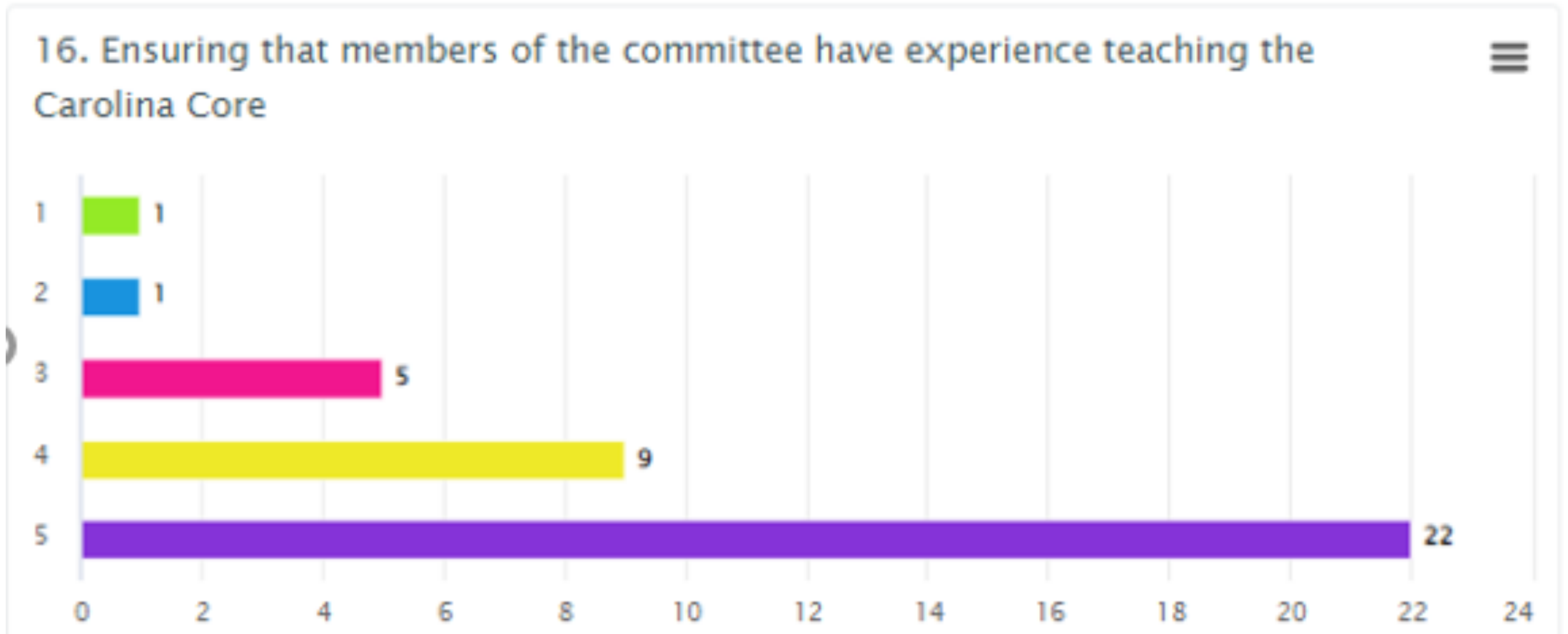


Question 15: On a scale where 1 is “Not at all Important” and 5 is “Very Important”, How important is “Ensuring that there is a representative on the committee from each of the areas specified by SACSCOC for general education requirements” to you?

n=38



Question 16: On a scale where 1 is “Not at all Important” and 5 is “Very Important”, How important is “Ensuring that members of the committee have experience teaching the Carolina Core” to you?
n=38



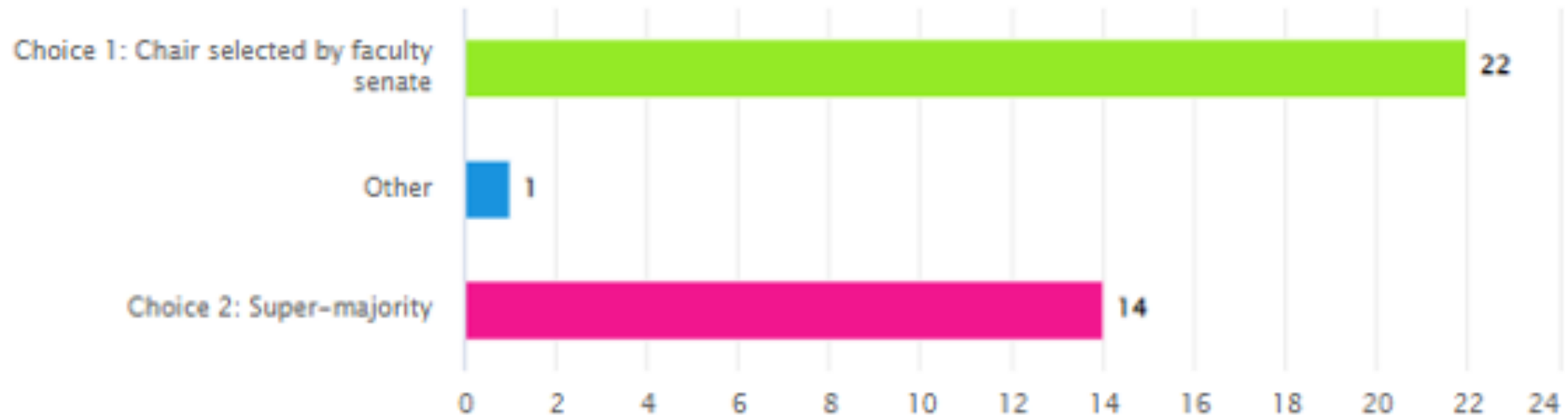
Question 17: What other factors, if any, do you think are important to take into account in composing the committee?

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- Diversity in members/Younger, dynamic, creative faculty
- Have a Palmetto College representative on the committee
- Faculty must have taught large Core classes to be on the committee
- Avoiding elimination of the language requirement
- Survey recent graduates to learn how Core affected their subsequent employment and quality of life
- CAS teaches 90% of the Core, diluting CAS representation on the committee threatens Core.
- Committee members must be advocates for a strong liberal arts education
- A charge and purview of revision cannot be determined before a committee is assembled, FIRST engage in research, info-gathering, evidence collecting on issues and opportunities with the Core and produce a set of concrete recommendations that the Faculty Senate might discuss and vote on.

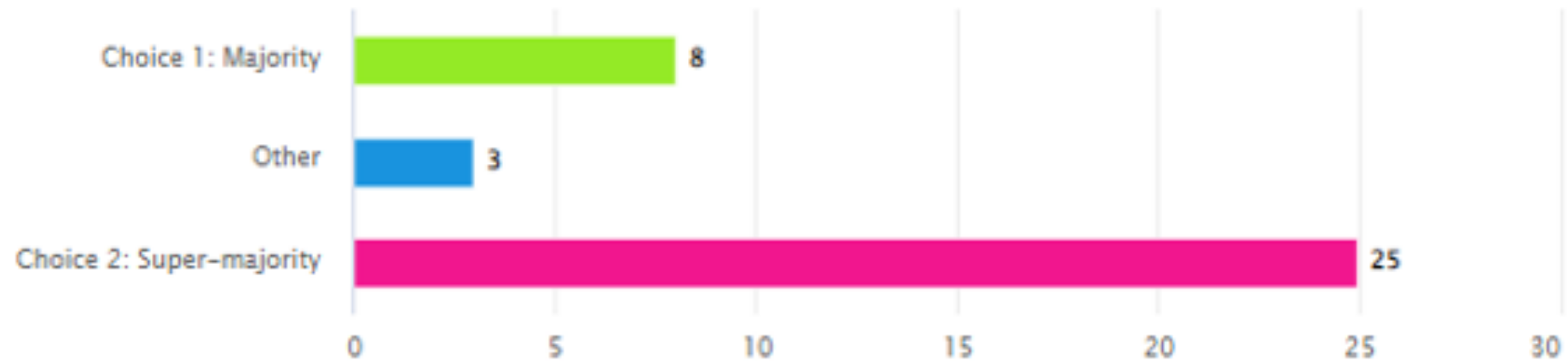
Question 18: Selection of the CCRRC Chair n=37

18. Thinking about the approach for determining the leadership and structure of the committee, would you prefer the committee chair be selected by vote of the Faculty Senate or by members of the committee?



Question 19: How should the CCRRC forward proposed revisions to the Carolina Core?
n=36

19. Thinking about the approach to decision-making by the committee, would you prefer the committee move forward proposed revisions to the Carolina Core based on a majority of committee members voting in favor or a super-majority (2/3) of committee members voting in favor?



Question 20: Do you have any questions for the INDEV subcommittee for the revision of the Carolina Core?

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- Will the committee do robust benchmarking research to see what peer/aspirant institutions with successful gen ed requirements are doing, to inform our process?
- Will the committee consult research on teaching and learning / best practices to inform their recommendations?
- Will the committee consult with departments that offer many Carolina Core / general education classes to learn about the complexities and logistical factors that influence teaching these kinds of courses?

Question 20: Do you have any questions for the INDEV subcommittee for the revision of the Carolina Core?

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- Who is initiating this process?
- How is the new provost going to be involved in this process?
- What is prompting this shift now, in this incredibly fragile time for the university?
- How/will students be involved in this process?
- Why are these changes being proposed, especially while the university is in the midst of a major upheaval in leadership at multiple levels?
- Why are these changes deliberately seeking to undercut the CAS's representation and its say on the courses that it teaches?
- Why is the INDEV subcommittee disregarding the entire purpose of the Carolina Core?