Combined Newspeak Because of the Christmas break, the November and December issues of Newspeak are combined. The next issue of Newspeak will hit the streets in late January.

Faculty Committee Reports Chairman of faculty committees are asked to submit their fall semester reports to the Speaker of the Faculty by January 15, 1985. These reports will appear in the January issue of Newspeak.

College Participates in Pilot Project The College has been selected by the State of South Carolina to participate in a pilot project to develop institutional goals that will be considered by the state legislature as it reviews the appropriation packages for all state agencies. A minimum of one, a maximum of three, objectives will be developed for each of seven budget categories. For each objective, the College is also asked to indicate a minimum of one, a maximum of three, effectiveness performance measures. The project is to be completed during a two-week period in December.

Tenure and Promotion Decisions Packets for faculty that are being evaluated for tenure and/or promotion are due in Alice Jacobson's office on December 15. Consensus statements from departmental evaluation panels are also due on that date.

Revision of Annual Evaluation Form The form for the Annual Evaluation of Faculty is currently undergoing revision. A draft form has been submitted to the department chairman for comment. The draft includes a seven point scale (Outstanding, Excellent, Very Good, Good, Adequate, Poor/Highly Uneven, and Unsatisfactory) used to rate faculty on the traditional criteria (teaching, professional development, and service). Under each criterion, the chair is asked to comment on specific measures. For example, under teaching, the chairman would use the scale to indicate if "the faculty member maintains currency in his or her discipline", "creates and maintains an atmosphere conducive to learning", and "is perceived by the students to be:"

Notes from the Charleston Higher Education Consortium The Consortium is currently looking at the duplication of upper division courses with low enrollment at member institutions. The suggestion has been made that such duplications could be eliminated by offering such courses at one of the institutions and allowing cross registration of students from the other colleges.

Members of the administration have requested that faculty members serving on Consortium committees or working in faculty exchange arrangements with Consortium schools notify the Provost
Review of First and Second Year Faculty Provost Jacquelyn Mattfeld has indicated to the department chairs that they should consult with tenured faculty to determine if first and second year faculty should be reviewed for continuance in their jobs. In a memo to the chairs, Dr. Mattfeld noted that under state law a one-year contract need not be renewed and that such an action is not grievable. When an evaluation is undertaken, the chair will develop and implement a procedure, after consultation with the tenured faculty. A recommendation concerning non-renewal is made by the chair to the Provost and the President. Under the Faculty and Administration Manual, final determinations in all personnel matters are made by the President of the College.

Status of Current Year Budget The College has currently received 98 percent of its full formula budget for the 1984-85 academic year. Vice President for Business Floyd Tyler expects that the final 2 percent will be obtained before the end of the school year. A supplemental appropriation of $332,000 will be submitted to the General Assembly. Some $150,000 is for additional personnel expenses and $182,000 is for equipment costs, particularly in the security area.

Fund Raising Report Approximately 231 alumni have been added to the list of contributors to the College of Charleston this year, according to Richard Hayes, Vice President for Institutional Advancement. $10,000 has been raised from a Phonathon campaign. Hayes expects that alumni giving will total $100,000 this year, about twice last year's figure. He also projects that corporate and business contributions will be $110,000 to $130,000. A campaign for soliciting faculty and staff contributions is just beginning. Marion Dolg, Chemistry, Jerry Nuss, Director of Personnel, and Jim Snyder, Business Administration and Economics, are the coordinators for the drive. The goal is over $15,000. Contributors can payroll deduct their gifts.

Times Achangin'?? The College is investigating the possibility of printing the signatures of department chairmen on graduation diplomas.

Faculty Accomplishments Listings of faculty achievements will be printed in Newspeak each month. Department chairs and individual faculty are asked to inform Paul Hamill of their accomplishments. Dr. Hamill will be compiling this material for Newspeak.

Christmas Party The President's annual Christmas party for the faculty will be held on December 14 at 7 p.m. in the Stern Center Ballroom.

Speaker's Recommendations The Speaker of the Faculty has recommended that the administration and the Faculty Welfare Committee study the problems of long-term disability and catastrophic illness as they relate to faculty and staff. As a large portion of the faculty enters the middleaged population, these problems are likely to become more critical, noted the Speaker.

New Phone System A new fiber optic telephone system may be installed at the College, the Medical University, the Citadel, and other state agencies within the next two years. Total cost for implementing the system in the state would be about $14 million; the College's share would be approximately $1 million. The actual cost to the College will be reduced considerably since the price tag includes purchase of equipment, much of which has already been bought by the College. Ongoing lease charges will also be credited to the price of the system.

Under the new system, equipment would be owned and maintained by state agencies. Special telephone operators will be designated for the College of Charleston. The technology of the fiber optic system will offer expanded opportunities for computer linkages and use on campus.
AAUP Documents Available  The 1984 edition of the AAUP Policy Documents and Reports is now available. Included are major documents adopted by the AAUP since 1913 in the categories of academic freedom, tenure, and due process; discrimination; college and university government; collective bargaining; professional ethics; student rights and freedoms; college and university accreditation; research and teaching; and collateral benefits. Write American Association of University Professors, 1012 Fourteenth Street N.W., Washington, D.C. 20005.

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Contractual Documents  Provost Jacqueline Mattfeld has noted that all public documents issued by members of the College faculty or staff could be construed as contractual and therefore should be routed to the Provost's Office and the in-house counsel, Aleta Arthur, prior to general distribution.

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College Community Environment  The idea of establishing a College Community Environment (family) has been discussed by the Academic Affairs staff of the Provost. A College committee will be appointed to investigate methods and programs for developing such an Environment on the campus.

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Retention Committee Reports  The Retention Committee has met with President Edward Collins, Jr., and submitted a report calling for increased use of Freshman 101 courses and the revamping of the current student advising system.

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Phone Building to be Occupied  Under a lease arrangement, the College will occupy the former Southern Bell Telephone building on Liberty Street (across from the Education Center) beginning January 1, 1985. The architectural and engineering work are proceeding, and some renovation work should begin in December, according to Vern Rivers, Vice President for Administration and Institutional Research. In the first phase of renovation, the top 2 1/2 to 3 floors will be remodeled. Estimated cost for this phase of renovation is $362,000. Computer Services and the Computer Science Department will relocate in the building. Estimated date for occupancy is July 1, 1985.

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Preregistration for Fall 1985  Preregistration for fall semester 1985 will be held April 1-5, 1985. Mark your calendars!

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Exam During Bicentennial Celebration  Since students will be asked to participate in several of the events during the Bicentennial Celebration, March 22-29, 1985, members of the faculty have been asked by the coordinators of the Celebration to refrain from scheduling exams and major assignments during that period. Please keep this in mind as you plan your syllabi for spring semester.

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Summer School Rebate  For courses offered in the evening during the 1984 Summer Session, academic departments are receiving a rebate equal to 10 percent of the gross revenue generated by the departments. The total rebate is $4,878. For each department the rebate is calculated by multiplying the number of students in the department's courses times the total number of credit hours. The total number of credit hours is then multiplied times $60 to determine the gross tuition revenue. The department receives 10 percent of the gross tuition revenue.

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Compiled by Paul Hamill

Faculty Activities—November Report

Dr. Jacquelyn Mattfeld, Provost and Dean of the Faculty, presented a paper at the national convention of the American Council on Education entitled "Starting or Revitalizing a Planning Process on Campus".

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Prof. Pam Tisdale, Department of Education, and a planning group including Professors Paul Hamill, Bill Kubinec, Ed Lawton, Betsy Martin, Frank Morris, Sandy Powers, Frances Welch, and Peter Yeun have received a grant of $18,100 from the Commission on Higher Education for recruiting and providing early teaching experiences for would-be teachers in education and other majors.

We neglected to note at the faculty meeting that Delphine and Romaine concluded a Latin American performance tour this summer with rave reviews, and this fall they were key organizers of the Moja Festival. The College's contributions were important, including Delphine and Romaine's concerts in a full house, the Leon Bates recital, Maya Angelou's reading for 700 or so attendees, and lectures by Professors John Rushford, Thandekile Mvusi, and Eugene Hunt.

Professors Tom Palmer and Bill Moore of the Political Science Department, on separate TV stations, provided expert commentary on local politics throughout election night—winning the ratings by a landslide in our view.

Prof. Amy McCandless, History, has been appointed to the City of Charleston Commission on Women for a one-year term.

WKCN radio talk show host Paul Mason interviewed Dr. George Hopkins, Department of History, for close to an hour on November 10, the eve of Veteran's Day, on the historical and contemporary impact of the military on the metropolitan Charleston area. The interview was prompted by Hopkins' recent essay, "From Naval Pauper to Naval Power: The Development of Charleston's Metropolitan-Military Complex," in Roger Lotchin, ed., The Martial Metropolis: U.S. Cities in War and Peace (Praeger, 1984).

Dr. Fred Carter, Political Science Department, was elected chairman of the Southeastern Conference on Public Administration for 1985 at the 1984 annual meeting in Memphis, Tenn.

The Institute for Public Affairs and Policy Studies and the Bureau of Business and Economics Research have been awarded a contract of $10,000 to conduct a Classification and Compensation study of the Charleston County personnel system.

Not many notices of notable achievements have come to Paul Hamill in the last few weeks. Please, chairpersons especially, don't neglect to send them!

My Turn

The College of Charleston of the 1990s

By Edward M. Collins, Jr.

(Editor's Note: Following are excerpts from the address of President Edward M. Collins, Jr. at a convocation to inaugurate the College of Charleston Self Study on October 30, 1984.)

...In March of next year, we will celebrate the 200th anniversary of the chartering of this institution. How privileged we are to be a part of an institution celebrating 200 years of service. The College of Charleston does not have one history; it has many histories. In modern times alone, the College of Charleston means different things to different people. Go with me to the recent area alumni meeting in Columbia. Graduates were present representing classes from 1928 to 1983. Talk to the gentleman who graduated in 1934 and his College of Charleston is a class of 80, chapel every day with the students turning to the south when praying, a campus consisting of Randolph Hall and Towel...
Library; Latin and Greek required for a Bachelor of Arts degree; and a six-game basketball schedule.

Talk to the lady who graduated in 1967. Her College of Charleston is a class of about 100; the campus expanded to include Craig Dormitory and a gymnasium; rumors and uncertainty over talk that the College might be taken over by the State. Talk to the man who graduated in 1972. His College of Charleston is now under the control of the State; the student body is now over 2,500; many new faculty members are being employed annually; the face of the campus is changing almost daily; no longer is the College of Charleston a sleepy little college; it is expanding and changing at a rapid rate.

Talk to the 1981 graduate. Her College of Charleston has a student body of over 5,000; the faculty numbers over 200; the curriculum has expanded and includes many areas of study; the campus consists of 92 buildings; 1,500 students live on campus. The College of Charleston is distinctly different as seen through the eyes of the 1935, 1967, 1972, and 1981 graduates. How will the 1990 graduates see the College of Charleston? What do we want this institution to be in the 1990's and even into the next century? Let me dream with you for a few moments as we plan for that future.

I see a College of Charleston with its roots firmly planted in its long tradition of the liberal arts. In 1990 we still will continue to view it as our task to provide an atmosphere of learning where the student is encouraged to become a thinking and articulate citizen. We still will want the student to be aware of the past so that he/she can deal with the future. We still will want the student to study philosophy so that he/she can recognize the beliefs upon which their personal and societal existence will be based. We still will want the student to study science because the life that he/she will live in the latter part of this century and into the next will be technocratic in structure and fast moving in the technological advances that will affect their very lives.

We still will want the student to become literate in the study of computers. We still will want the student to study language and different cultures because in the 1990's and into the next century they will have to deal not just with people of South Carolina, or the South, or the United States, but with the people of the world. We still will want the student to study government so that, with all its imperfections, he/she can appreciate their own and become a concerned and participating person within the process. We still will want a student to study English so that he/she can appreciate the beauty of their own language and use it correctly in the expression of their thoughts. We still will want the student to study the arts in order to appreciate the beauty and inspiration which is an expression of the highest that is in each of us.

Tension still will exist between those who advocate the liberal arts education and technical education which allows a person immediate access to a particular skill. Parents and others still will say that a college degree ought to teach you to earn a living. I do not deny that a student eventually must earn a living. We all must do that. The liberal arts philosophy will provide the ingredients for the student to become a thinking and articulate citizen. It also provides the foundations to develop the skills for many professions. If the liberal arts philosophy means anything, it will provide the student with a desire to serve his fellow man, with a desire to grapple with great issues, with a desire to create a society where the common good is sought. It will become a foundation of whatever skill is practiced. Yes, I see the liberal arts tradition as the foundation for the College of Charleston in 1990.

I also see the College of Charleston secure in its rightful place as the premier liberal arts college in South Carolina, and enjoying regional and national recognition. Though true, our first charge, as adopted by the State College Board of Trustees and the Commission on Higher Education, is to provide educational opportunities for the residents of the low country, but this will not preclude striving for our excellence to be visible in a broader arena. We will have as our aim to be viewed in the same league with other institutions with regional and national reputations. What are the factors necessary for the attainment of this dream?

We must begin with the critical factor of the size and qualifications of the student body. The size of the student body must be equal to or exceed the current FTE count. This will not be an easy task in light of the studies we have all read indicating that the total number of traditional age students will
decrease. Our situation is exacerbated by the fact that we are primarily a commuter institution having to draw over two-thirds of our student body from the immediate area. The years ahead, therefore, will demand that we be creative in maintaining and increasing our enrollment and in keeping the students once they have made the decision to attend. So-called "adult students" will comprise a major segment of our student body since the available number of adults seeking further education is steadily rising. Our college in 1990 will see a much higher percentage of our student body in this category. At least one additional dormitory is essential, not only for safety purposes, or to free the homes for much needed office space, but also, to increase the number of students from other parts of the state, region, nation and foreign countries. The more diversified our student body, the stronger it will be.

We will strive also to strengthen the quality of our student body. The strength of the student body and the strength of the faculty are the two essential ingredients in any institution of quality. To see that this is accomplished, an aggressive effort must be made to increase funds for financial assistance. If we are to attract the best and the brightest from the state and region, then we must be competitive in the areas of scholarships and financial aid.

If our college in the 1990's will have a strong and viable student body, then it must have a faculty equal to the task. We have already a splendid faculty dedicated to teaching, to creative activities in their discipline, and a dedication to the goals of our institution. But I see a faculty even stronger. I see a faculty with a regional and a national reputation. This will come about because of the dedication of the administration and the Board to maintaining the level of compensation equal to or exceeding those institutions with which we compete, to providing the necessary resources to allow the faculty member to follow scholarly pursuits, to obtaining the funds necessary for the establishment of at least five endowed professorships, to providing the necessary reward systems that will result in a deeper commitment to the institution and to job satisfaction, to shared governance where policies are formulated on the basis of the good of the institution.

Regardless of whether the job market is favorable or unfavorable toward mobility, I dream of a stable and dedicated faculty who remain at the College of Charleston because they want to, because they believe in the mission. And our college in the 1990's will have the benefits of the creativity of the faculty in designing the kind of curriculum which, while rooted in the tradition of the liberal arts, nonetheless, will design courses and areas of study that will meet the needs and demands of our students who must work and live in an ever changing world.

Given a student body strong in number and qualifications, given a prestigious and dedicated faculty, we will have a campus which will allow the educational process to function as efficiently as possible. Our campus, by any standard, is one of the most beautiful in the world. It is a beautiful blend of the old and the new. It is a campus where the past meets the present in beautiful harmony. Yet, we are an open campus, which places unique demands on us. The next five to ten years will see increased needs for parking, classroom space, and office space. The addition of the second increment to the Science Center and the leasing of the Bell Telephone building will help, but not solve, the problem. A strong case has been made, and will continue to be, made to the State College Board of Trustees, the Commission on Higher Education and the General Assembly that our land and building needs are not over and to allow us to purchase property and land contiguous to the campus as it becomes available.

Inherent in all these dreams of our college in the 1990's is the assumption of a proper level of funding. For the first time since the inception of the formula system the state colleges and universities received almost full formula funding in 1984-85. This must continue if we are to reach our dream of regional recognition. The funding formula, however, must go beyond just the one variable of quantity and account in some way for the factor of quality. We actually are penalized by the formula for striving toward higher standards. We denied admission to 600 students this year. With $3,000 state allocation per student, we are striving for quality.

We should never believe that we can gain academic distinction by state funding alone. None of the great colleges and universities under state jurisdiction has
achieved that status by state funding alone. They have achieved quality by supplementing the state funds with private support. If our dream is to be realized we must convince our alumni, friends, corporations, foundations, and the good people of this area that we are worth contributing to, that with their help we can reach our potential, that regional and national recognition is within our grasp. We have made a start in this direction, but it is not enough. By the mid 1990’s, ten years from now, it is my dream that the endowment of the College of Charleston Foundation will be at least quadrupled. Then the dream to provide more scholarships, to provide better support for faculty, to bring people of national and international repute to our campus, to sponsor broad and diversified colleague, will be a reality.

And the College of Charleston I see is a caring community. I have chosen the phrase “community” carefully, for a college is a community, or constantly should be struggling to be one. It should be a place where, hopefully, learning of many kinds may take place. Mutual respect and support are called for as each person addresses his or her particular responsibility. Because implied within the liberal arts philosophy is the belief that it is not enough just to provide an attractive and useful array of courses; but that a college must deal with the total development of the student. Education is lacking until a set of values has been developed. Concomitant with the acquisition of information and the gaining of knowledge, the faculty and the administration should be working with the student as they try to come to a better understanding of who he/she is and what their place is in the scheme of things. We must be an institution where students of all races, nationality and religions can feel at home; where faculty members in all the various disciplines can feel that the whole is greater than any of the parts; where administrators view their role as a support system to the educational process and to the development of the student in the broad context of the whole person. We must be a community marked by mutual trust and respect.

So I see a College of Charleston in the 1990’s and the next decade constantly re dedicating itself to the liberal arts tradition, yet constantly and creatively adjusting the curriculum to meet the changing needs of its students and the society it serves; a student body comparable in size or perhaps even larger with stronger qualifications and more diversified in age, background and origins; a faculty strong in the individual disciplines, aware of connections among those disciplines and committed to excellence; increased financial resources that will permit more scholarship support, more funds for faculty support, and more funds for campus enrichment events; and an academic community dedicated to the education, development, and enrichment of the myriad of challenges that will face our students. I see a college that will take its rightful place as an institution, dedicated to excellence and integrity and attaining a rightful place of prominence in the state and region.

When the Chinese masters were asked why they must study the ancients, they responded: “To find roots and to gain wings”. The College of Charleston’s roots are deep. Two hundred years of struggle, adversity, wars, inventions, success, failure, and triumph. Few colleges or universities can claim roots so deep. Because our roots are so deep, we now can gain wings. Indeed, we can soar. We have the mission, the goal, the determination, the will to claim our destiny. To all who have had a part in the glorious heritage of this college, we thank you. You have given us our roots. To those of us who now hold the mantle of responsibility, we pledge that we will “gain wings”.

Question!! Question!!! Question!!!

Question: We hear a lot about the rights of faculty members, especially in regard to tenure, in the academic world. What about the responsibilities of academics? Is there a clear statement of professional ethics that we can reflect on here at the College of Charleston?

Answer: Your question has been a special concern of the American Association of University Professors. Excerpts from that organization’s Policy Documents and Reports are found below:
From its earliest years, the Association has recognized that the privileges associated with faculty status create a corresponding obligation to observe suitable professional and ethical standards. In his introductory address to the first meeting of the Association in 1915, President John Dewey proclaimed that one of the Association's priorities would be the development of "professional standards, standards which will be quite as scrupulous regarding the obligations imposed by freedom as jealous of the freedom itself." A Committee on University Ethics was one of the Association's original standing committees, and Professor Dewey served as its first chairman.

The 1940 Statement on Principles on Academic Freedom and Tenure declares that academic freedom "carries with it duties correlative with rights." These duties are described in documents...beginning with the Association's basic 1966 Statement on Professional Ethics. Other statements provide guidance on particular ethical situations, such as late resignation.

The Association maintains a standing Committee B on Professional Ethics. The Association views questions involving propriety of conduct as best handled within the framework of individual institutions by reference to an appropriate faculty body. While its good offices are available for advice and mediation, the Association's function in the area of ethics is primarily educative; to inform members of the higher education community about principles of professional ethics and to encourage their observance.

### Statement on Professional Ethics

(The Statement on Professional Ethics was adopted by the Council of the American Association of University Professors in April 1966 and endorsed by the 52nd Annual Meeting as Association policy.)

**Introduction.** From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to the professor in his utterances as a citizen, in the exercise of his responsibilities to students, and in his conduct when resigning from his institution or when undertaking government-sponsored research. The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group.

The Association supports such local action and stands ready, through the general secretary and Committee B, to counsel with any faculty member or administrator concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure and the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings.

**The Statement.**

I. The professor, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the special responsibilities placed upon him. His primary responsibility to his subject is to seek and to state the truth as he sees it. To this end he devotes his energies to developing...
and improving his scholarly competence. He accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. He practices intellectual honesty. Although he may follow subsidiary interests, these interests must never seriously hamper or compromise his freedom of inquiry.

II. As a teacher, the professor encourages the free pursuit of learning in his students. He holds before them the best scholarly standards of his discipline. He demonstrates respect for the situation as an individual, and adheres to his proper role as academic guide and counselor. He makes every reasonable effort to foster honest academic conduct and to assure that his evaluation of students reflects their true merit. He respects the confidential nature of the relationship between student and professor. He avoids any exploitation of students for his private advantage and acknowledges significant assistance from them. He protects their academic freedom.

III. As a colleague, the professor has obligations that derive from common membership in the community of scholars. He respects and defends the free inquiry of his associates. In the exchange of criticism and ideas he shows due respect for the opinions of others. He acknowledges his academic debts and strives to be objective in his professional judgment of colleagues. He accepts his share of faculty responsibilities for the governance of his institution.

IV. As a member of his institution, the professor seeks above all to be an effective teacher and scholar. Although he observes the stated regulations of his institution, provided they do not contravene academic freedom, he maintains his right to criticize and seek revisions. He determines the amount and the character of the work he does outside the institution with due regard to his paramount responsibilities within it. When considering the interruption or termination of his service, he recognizes the effect of his decision upon the program of the institution and gives due notice of his intentions.

V. As a member of his community, the professor has the rights and obligations of any citizen. He measures the urgency of these obligations in light of his responsibilities to his subject, to his students, to his profession, and to his institution. When he speaks or acts as a private person, he avoids creating the impression that he speaks or acts for his college or university. As a citizen that engages in a profession that depends upon freedom for its health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

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A Guest Essay

The Rape Problem on College Campuses: Pt. 3

Source: Project on Status of Women, Association of American Colleges

Campus Rape: How to Stop It

The Meaning of Prevention

Rape prevention has long been a subject of debate among women, police, and security departments. Several approaches exist:

* imposition of strict penalties on rapists;
* teaching women safety precautions and how to avoid situations where the probability of sexual assault is high, and
* making the environment safer.

Women's groups acknowledge the importance of safety precautions but also point out that the
Imposition of a special burden of caution on women is not a total solution to rape. While caution and security measures may save some women from immediate danger, rape can still occur. Moreover, these measures do not abolish the fear of rape. A special burden of self-protection may also reinforce the notion that women must live and move about in fear and can never expect to achieve the personal freedom, independence, and self-assurance of men.

Another unfortunate consequence of this approach to rape prevention is its effect upon the victims. Frequently a woman who has been raped believes she did not take sufficient precautions and blames herself for being attacked. Thus, the blame for rape is shifted from the rapist to the victim. Rape prevention strategies must be designed so as not to restrict women's mobility nor reinforce a feeling of helplessness.

Guidelines for Reducing Rape on Campus

Urban or rural, public or private, every campus can develop a comprehensive rape prevention program. Although not all of the following guidelines can be appropriate for every campus, universities can benefit by considering services such as these, many of which are already in existence at some institutions. The involvement of vice-presidents of student affairs, Deans of Students, residential life or housing personnel, student affairs staff, campus security department personnel, physical plant personnel, campus women’s organizations, and other student groups will facilitate the development and the success of such programs.

Self Evaluation. Initially, a university may want to conduct a self-evaluation of their present campus security system in order to assess the physical safety of women on campus. A checklist for such an evaluation would include:

* determining whether the numerical strength of the security force is adequate;
* identifying high risk areas and particular problem areas, with particular emphasis on pathways surrounded by shrubs and trees;
* determining whether additional lighting should be provided;
* evaluating reporting procedures and post-rape services; and
* reviewing procedures for replacing burnout bulbs both indoors and outdoors.

Strategies for Prevention. Special strategies to improve the personal safety of students and staff members could be established by the campus security department, physical plant, campus women’s organizations, or jointly developed by the security department with the assistance of student-oriented groups. Such services could include:

* Leaving classroom lights on to illuminate dark areas during the evening;
* Using floor or arch lighting to increase illumination;
* Initiating other environment modifications such as
  - the installation of signal systems or on-campus telephones,
  - an increase of foot patrols in high risk areas during high risk times, and
  - a re-keying of locks;
* Ensuring that a woman security officer is available;
* Identification card screening for access into academic, athletic, and residential facilities;
* More frequent patrolling of problem areas;
* Stationing guards in campus residence halls throughout the night, and
* Hiring student patrols to augment the campus police force. Although unarmed and without the power of arrest, these students may carry whistles, badges, and walkie-talkies.

* Implementing escort services. Since patrol units are often unable to make escort calls and since many policies prohibit the use of patrol vehicles for such services, escorts provide necessary companionship for persons who do not desire to walk alone on or near the campus at night. Certain safeguards must be taken to prevent abuse of such a service. Careful attention must be given to the selection of male or female personnel volunteering their time. Male escorts must be accompanied by at least one female escortor. A log of all escorts should be kept to protect both
escorts and escortees from potential assault. The service should be centrally located and have an easily remembered phone number.

* Transport services. Following a Rape Conference in Madison, Wisconsin in 1973, a campus-based community organization developed a transportation system. Still in existence, Women’s Transit Authority provides free shuttle car and cab service for women between 7 p.m. and 2 a.m. seven days a week. The University of Wisconsin originally donated office space, cars, and radios for the service. Presently funded by the University and other groups, WTA serves approximately 70% students and 30% non-students.

* Hitchhiker registration system. After a conference on rape prevention at the State University of New York at Buffalo, the campus security department proposed a hitch-hiker registration system which would require all persons offering and accepting transportation to register information such as name, address, destination, student status, dates of travel, etc. This service would provide protection for riders and drivers as well as referencing available sources of transportation. The same department suggested a mandatory building check-in system for all persons working in academic buildings after regular class hours. Periodic checks and supervision would be made available for those persons after notifying the security office of their name and location.

* Shelter houses. At one midwestern state university, shelter houses were established by an area rape prevention organization, in cooperation with the university’s office of residence and dining halls. Shelter houses are houses with at least one woman resident who has been trained to offer immediate comfort, shelter, information, and access to a telephone to women who have been harassed, threatened, or assaulted. Signs designating shelter houses are visible throughout the university area.

The use of trained female officers may increase reporting, because some rape victims may be more likely to divulge specific details of the crime to a female investigator. If a woman officer does not conduct the preliminary investigation, it is vitally important that the victim know that a woman officer is available.

Educational and training programs. No campus rape prevention program can be successful without publicity and educational and training programs:

* University publications can better inform the entire academic community concerning the conception, purpose, function, and availability of prevention strategies.

* Progress reports and information can be relayed to the campus community.

* Presentation and training sessions which deal with prevention strategies and victim treatment can be developed for security personnel, residence assistants, health center personnel, counseling organizations, student governments, etc.

* Pamphlets, fact sheets, and booklets containing provisions of legal, medical, preventive advice have often been printed and distributed around campuses.

* Self-defense courses. To combat the traditional sex-role stereotyping that has often led to the physical underdevelopment and image of helplessness of many campus women, self-defense courses have been offered by campus women’s centers, community rape crisis centers, and physical education departments. Some people believe that the exclusion from physical activity, and encouragement for women to depend on others for protection, has contributed to rape victimization. At Stanford University, a self-defense course is taught as part of the workshops on social and political issues. Students learn self-defense techniques and how to utilize them under assault-like conditions, in the dark and wearing street clothes. Of those students who were later threatened with attack, none have been victimized and twenty escaped potentially violent situations.

In many communities, organized and unaffiliated groups of women have marked places where women have been raped with signs and huge X’s. A group of women in Northampton, Massachusetts marked sites with signs that read “A woman was raped here.” Another group attempted to break the silence that surrounds rape and encourage women to discuss their experiences and has made the University of California at Berkeley extremely rape-conscious. The Bay Area Women Against Rape
posted signs in academic buildings which read, "Women--liberated or not--it is dangerous to walk these halls alone at night."

Despite such programs which have successfully minimized the extent of rape on campuses, no absolute solution to rape exists. Two women were raped and killed at one large southern university despite what officials of the National Association of College and University Security Directors called a model security system. The university's permanent security measures included an around-the-clock patrol, a continuous facility inventory, an all-night stationing of guards, a recent rekeying of doors to all residence halls, an escort service coordinated through the security office, and regularly scheduled talks by security specialists.

**Next: The Aftermath of Rape; To Resist or Not to Resist...**

**New History Dept. By-Laws: Part II**

**Annual Evaluations.** The following shall be the method for determining annual evaluations...

**Part II. Professional Development.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Publication of a book</td>
<td></td>
</tr>
<tr>
<td>1. With refereed publisher—text, reference work or edited work.</td>
<td>20</td>
</tr>
<tr>
<td>Monograph</td>
<td>25</td>
</tr>
<tr>
<td>2. With &quot;vanity press&quot; (self published)</td>
<td>10</td>
</tr>
<tr>
<td>B. Publication of a journal article, chapter, or section of a book</td>
<td>10</td>
</tr>
<tr>
<td>C. Presentation of a paper</td>
<td>8</td>
</tr>
<tr>
<td>D. Panel chair or commentator</td>
<td>3</td>
</tr>
<tr>
<td>E. Organized session or member of a program committee</td>
<td>4</td>
</tr>
<tr>
<td>F. Book reviews—limit of three</td>
<td>2</td>
</tr>
<tr>
<td>G. Self-published works (pamphlets, etc.—limit of two)</td>
<td>2</td>
</tr>
<tr>
<td>H. Attendance at professional meetings or off-campus workshops—limit of three</td>
<td>1</td>
</tr>
<tr>
<td>I. Application for external grants—limit of two</td>
<td>1</td>
</tr>
<tr>
<td>J. Recipient of an award (e.g., NEH grant)</td>
<td>4</td>
</tr>
<tr>
<td>K. Administration of a grant</td>
<td>2</td>
</tr>
<tr>
<td>L. Taking additional course—limit of two</td>
<td>1</td>
</tr>
<tr>
<td>M. Elected an officer in a national, regional, or state professional organization</td>
<td>2</td>
</tr>
<tr>
<td>N. Elected an officer in a local professional organization</td>
<td>1</td>
</tr>
<tr>
<td>O. Invited to referee works submitted for publication</td>
<td>1-2</td>
</tr>
<tr>
<td>P. Major consultant for project or program; minor consultant</td>
<td>4-2</td>
</tr>
<tr>
<td>Q. Work in progress</td>
<td>2</td>
</tr>
<tr>
<td>R. Professional travel at own expense</td>
<td>2</td>
</tr>
</tbody>
</table>

*** In cases of sabbatical or other leave, neither teaching nor service categories will be required (although points for these areas can be added to the professional development categories if so desired).

**Part III. Service**

<table>
<thead>
<tr>
<th>Department</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Committee</td>
<td></td>
</tr>
<tr>
<td>1. Active participation as committee chair and/or member—major committee</td>
<td>4</td>
</tr>
<tr>
<td>minor committee</td>
<td>2</td>
</tr>
<tr>
<td>2. Adviser to majors</td>
<td>2</td>
</tr>
<tr>
<td>3. Organized program (e.g., guest speaker, colloquium)—limit of three</td>
<td>3</td>
</tr>
</tbody>
</table>
Letters to the Editor

Meeting Comment; Reaction to Planning

To the Editor:

I want to comment briefly on an incident which occurred during the November faculty meeting. During our consideration of new course proposals, I was surprised at the response of several colleagues to a proposed course on "Philosophy and Feminism." In what seemed to me to be a
condescending tone and a tongue-in-cheek manner; a male colleague asked to see a course syllabus. I have never heard such a request in this context at a faculty meeting. The Curriculum Committee requires a syllabus for prospective courses and had approved the course proposal. Another male colleague questioned the wording of the course title. These questions seemed to impugn the course subject and imply that a course on "Philosophy and Feminism" was not worthy of serious consideration. I doubt that a proposed course on "Philosophy and Racism" would have prompted a similar response from our colleagues.

I realize that the discussion of this course had been immediately preceded by some humorous questioning of a BPE "Special Topics" course regarding the definition of "non-traditional [physical education] activities". Nonetheless, I think that type of condescending questioning of a course about feminism is wholly insensitive and inappropriate at best and sexist at worst. As soon as the meeting adjourned, I regretted that neither I nor anyone else had raised these concerns during the last section of the meeting, "For the Good of the Order".

I have mentioned these concerns to several colleagues. Some have agreed with me; others said that I'm taking it all too seriously or overreacting. Maybe I'm just feeling "The Big Chill" in the Age of Reagan. Whatever the case may be, I don't find anything amusing about sexist attitudes toward feminism. I offer this as a belated comment "for the good of the order".

George Hopkins
Department of History

To the Editor:

As a response to Alice Jacobson's essay in the October issue of Newspeak, please reprint the following excerpts from Ophuls, Ecology and Politics of Scarcity (1977):

There is a subtle and often overlooked but important distinction between planning and design. Both are attempts to achieve a desired real-world outcome by influencing nature. Although the difference is sometimes obscure in practice, planning refers to the attempt to produce the outcome by actively managing the process, whereas design refers to the attempt to produce the outcome by establishing criteria to govern the operations of the process so that the desired result will occur more or less automatically without further human intervention. Because of the scale and complexity of human activities, planning inevitably requires large bureaucracies and active intervention in people's lives. The Soviet Union's economic planning machinery is perhaps the most elaborate, but virtually all modern societies (to a considerable extent, even developing societies) are increasingly pervaded by the apparatus of planning. As a result, we have all become personally familiar with the inefficiencies, limitations, and costs of such cumbersome and bureaucratic social control. Thus the apparent necessity for even more planning to cope with exigencies of ecological scarcity raises the frightening and repugnant prospect of minute and total daily supervision of our activities, in the name of ecology, by a ponderous and powerful bureaucratic machine, a veritable Orwellian Big Brother.

However, this is not inevitable, for we can adopt a design instead of a planned approach to the problematic of ecological scarcity. By self-consciously selecting and implementing a set of design criteria aimed at channeling the social process quasi-automatically within steady state limits, we can avoid the necessity constantly to plan, manage, and supervise. An example of such a design criterion comes from social critic Ivan Illich, who has proposed an absolute, across-the-board speed limit of 15 to 25 miles per hour—that is, the speed of a bicycle. Illich believes that adoption of this single prescription would eliminate most of the worst ecological and social consequences of high energy use without subjecting individuals to daily bureaucratic regulation. One can debate the merits of this particular proposal, but it nevertheless illustrates how powerfully the adoption of a few simple (albeit drastic in terms of current values) design criteria could indeed have major social impacts.
sufficient to produce a steady state society without also creating a Big Brother to supervise it. Another well-known example of a design approach to solving environmental problems is economist Kenneth Boulding's proposal for achieving population control with marketable baby licenses; once the basic idea was accepted, the system would operate with minimal bureaucratic supervision, and people would be able to determine for themselves how to respond to the market pressures created by the licensing system (that is, they could have as many children as they wanted by buying additional licenses from those who wanted few or no children). The proposals for an energy ration...are similar in spirit; people would have only a limited amount of energy available to them each year, but they would be free to spend it as they liked, just as they are not basically free to spend their money as they choose.

It should be evident that the design approach has substantial advantages over planning, a point not lost on our founding fathers, who unconsciously favored a design strategy in establishing our system as a political and economic marketplace governed predominantly by laissez faire. Now, of course, these particular design criteria are inappropriate for changed circumstances, so they must be exchanged for new ones, but it would seem wise to emulate our founding fathers in their preference for design over planning.

It should also not be forgotten that design is nature's way. As a consequence of certain basic physical laws (the design criteria), natural systems and cycles operate automatically to produce an integrated, harmonious, self-sustaining whole that evolves in the direction of greater biological richness and order, eventually reaching a climax that is the ultimate expression of the design criteria. The essential task of the political and social philosopher of the steady state is therefore to devise design criteria that will be just as effective and compelling as those of nature in creating an organic and harmonious climax civilization but that are neither so ruthless nor so cruel. In other words, what are the humane alternatives to nature's wars, plagues, and famines as design criteria for a steady state?

Name Withheld

(Editor's Note: Several other letters were received about the Planning essay. Each author asked that his/her letter not be printed. They raised such questions as: How are critical issues defined? How does the legislative process relate to the planning process in S.C.? How does one check last year's goals against today's reality? Since planning has not worked in socialist societies, why should we expect it to work for us? What justifies the development of a planning bureaucracy at the College?)

Committee Bulletin Board

Reports from Faculty Committees and College Committees

In recent meetings, the Committee:

* Considered the problem of an inconsistency in the Undergraduate Bulletin for 1984-85, 1985-86 which affects the "no third probation rule" which has been discussed at several committee meetings. The Committee voted to delete the middle paragraph under "Probation" on page 231 of the Bulletin since it contradicts what is said elsewhere in the Bulletin.

* Heard from Gretchen Ryder, Acting Registrar, who brought to the Committee the problem of engineering courses which receive two hours of credit at the College but four hours at the college of origin. The Committee requested further information of specific instances of this type. The Registrar also requested clarification regarding credit (if any) to be awarded for C minus in courses transferred from other institutions. The Committee will study this matter.

* Received petitions from students, including one from a student who has moved to Texas and requested that he be allowed to complete one history course at a community college in Austin. The Committee voted to grant this request with credit to be accepted upon completion of a three-hour
Independent study in the area of third world history to be directed by Jim Hagy, History.

* Received from Director of Admission Fred Daniels a proposed admissions policy for the 1985-86 academic year. The Committee voted to approve this policy.
  Contact person, Gary Asleson, 2-5587.

College Planning Council The Council has identified areas for planning assumptions and has submitted these to the faculty for comment. It has also completed a comparison of the 1984-85 budget with the plan of the College to point out inconsistencies. A summary of the Council’s findings will appear in the January issue of Newspeak. The Council is also serving as the self-study Committee on Mission and Goals and will be reviewing the goals statements of the institution.
  Contact person, Hugh Haynesworth, 2-5730.

Committee on Continuing and Graduate Education Has not met.
  Contact person, Helen Ivy, 2-5530.

Council of Chairman At its November meeting the Council heard a report from Bill Moore, Director of Maymester and Summer Sessions, regarding the operation of Maymester and the Summer School. Dr. Moore provided the chairman with a report by Hilde Owens called “Study of the Administration of Maymester and the Summer School” and materials concerning application of the FTE cost summary for the 1983 fiscal year to summer and evening programs.
  The Council also discussed the draft of revised faculty recruitment procedures received from Ray Jones, Director of Human Relations. In general the Chairman felt that the procedures were too elaborate and restrictive and expressed concern that they would be counterproductive in attempting to pursue an affirmative action policy. These concerns were transmitted in a letter to Dr. Jones, with copies to President Collins and Provost Mattfield, from Bill Golightly, Chairman of the Council.
  Contact person, Bill Golightly, 2-5730.

Committee on Curriculum and Academic Planning In recent actions, the Committee:
  * Approved a proposal for a minor in international relations.
  * Heard reports from chairmen of the Fine Arts, Education, and Business Administration departments concerning peer reviews of those departments.
  * Discussed a proposal for splitting the committee into a Curriculum Committee and an Academic Planning Committee.
  * Was notified that the Honors Program self-study has been completed and that peer reviewers would evaluate the program December 4-6.
  Contact person, Jim Hagy, 2-5711.

Faculty Advisory Committee to the President (Note: minutes of this committee are circulated to the faculty) The Committee has reviewed with the President areas of concern expressed by the faculty in the opinion questionnaires administered by the Committee in September. The President is currently reviewing comments contained in the questionnaires.
  Other topics discussed by the Committee and the President are: evaluation of department chairmen, release of salary information regarding faculty, student performance, and student retention.
  At a late November meeting, the Committee and the President met with Bill Golightly, Sam Hines (representing the Bower task force), and Alice Jacobson to discuss a range of questions concerning faculty evaluation. Dr. Golightly described how the formula for detecting and remedying salary inequities among the College, Citadel, and other schools had been developed. Dr. Hines discussed the work of the Process (Bower) Task Force. He noted that the task force will bring its final report to faculty “town meetings” and a general faculty meeting for discussion.
  The question of approval of task force reports at faculty meetings was raised. The position was
expressed that faculty action constituted a recommendation to the President and that recommendations could originate in other forums, such as task forces, that included faculty representation. Use of task forces to develop recommendations, noted the Speaker of the Faculty, has changed the way the faculty has input into major policy decisions. Some faculty prefer the use of standing faculty committees to make recommendations; others prefer the task force system, he noted.

Contact person, Michael Finefrock, 2-5712.

Faculty Research and Development Committee The Committee is studying six faculty applications for sabbatical leave and will make recommendations to the Provost and President. On the spring semester agenda of the Committee will be a discussion of the cap on funding for research awards and possible changes in the College’s sabbatical leave policy.

Contact person, Bob Migone, 2-5730.

Graduate Council The Council has changed the eligibility requirements for student assistants by adopting the following motion: “Students who are awarded assistantships are required to carry the minimal course load required of regular degree full-time students (nine semester hours of graduate course work per semester), or be enrolled for all remaining credits to complete their degree program, or must be in the process of completing the thesis requirement and maintain continuous enrollment”.

The Council also has approved a recommended formula for calculating the workload of faculty who teach graduate courses. The formula contains the following weighted components: undergraduate instructional contact hours, graduate instructional contact hours, 500 level course contact hours, and thesis courses.

In other action, the Council created a committee to study grievance procedures for graduate students.

Contact person: Sue Sommer, 2-5620.

Committee on the Library The Committee voted to endorse the concept of automating the card catalog and other critical systems of the Library following a presentation on automation in late October. The Committee will meet in December with Provost Jacquelyn Mattfeld and other members of the administration to discuss the automation concept. It is hoped that automation can be achieved using existing computer hardware.

Contact person, Frances Welch, 2-5613.

President’s Planning and Budget Team. During December and January, the Team will be meeting for 30 hours with academic and administrative department heads to review their planning documents. The administrative departments will have 1 1/2 hours to present their plans and the academic departments will have 1 hour. The procedure for presenting the plans will be left to each administrative department head. However, each department will be asked to state how the department’s goals and objectives fit into the goals and mission of the College and to specify key points of its plan for the Team.

Contact person, Alice Jacobson, 2-7031.

Process Task Force (Bower Committee) The Task Force is operating at reduced manpower this semester. Sam Hines, Political Science, has replaced Ken Bower as chairman. Dr. Hines is working with Altea Arthur, Legal Counsel, and Alice Jacobson, Associate Provost for Planning and Evaluation, to complete the Task Force’s report. A draft report should be available for review by the faculty early in the spring semester.

Contact person, Sam Hines, 2-5737.

Faculty Welfare Committee The Committee has been studying the questionnaire used for student evaluation of faculty. Provost Jacquelyn Mattfeld attended a recent meeting and was asked to
address the following: What are the reasons for revising the current student opinion questionnaire, and why was the Welfare Committee selected to revise the instrument? Dr. Mattfeld stated that it was her responsibility as Provost to insure the best evaluation procedure possible for faculty members. The dissatisfaction over the current evaluation instrument was first brought to her attention by chairpersons at the chairmen's retreat when she assumed office. She has also had conversations and received letters from primarily senior level faculty complaining about the instrument.

A task force chaired by Herb Silverman, Mathematics, was established last year to review the instrument, she noted. Their proposal for a new evaluation form was rejected by the Council of Chairmen and last year's Welfare Committee. It was requested by the Council of Chairmen that this year's Welfare Committee, with the assistance of Alice Jacobson, Associate Provost for Planning and Evaluation, try to develop a new questionnaire.

The creation of a student questionnaire is usually an administrative process and is not the mandate of the faculty, she said. She addressed some of the problems with the current questionnaire, such as inconsistencies in the scale and the value of some questions. She suggested that the scale be made consistent with the one used for the annual evaluation form.

The Committee agreed that there are problems with the questionnaire but that perhaps the problems are associated with the interpretation of the data by chairpersons rather than with the document. At its most recent meeting, the Committee voted that it would not review and/or revise the questionnaire.

Dr. Mattfeld has also asked the Committee to suggest representation on a committee that will address the question of faculty workloads.

Contact person, Mike Katuna, 2-5589.

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**Fact File**

***Facts***

**College of Charleston**

**Statement of Revenue**

<table>
<thead>
<tr>
<th></th>
<th>1983-84</th>
<th>1984-85</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Early Childhood Development Center</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Fees</td>
<td>$90,000</td>
<td>$90,000</td>
</tr>
<tr>
<td>Annual School</td>
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<tr>
<td>Summer School</td>
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<tr>
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</tr>
<tr>
<td>Governor's School</td>
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</tr>
<tr>
<td>Miscellaneous</td>
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</tr>
<tr>
<td>Indirect Cost Recovery---Research</td>
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</tr>
<tr>
<td>Auxiliary Overhead (Rent)</td>
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</tr>
<tr>
<td>Orientation</td>
<td>45,000</td>
<td>45,000</td>
</tr>
<tr>
<td>MUSC---Use of Facilities</td>
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<tr>
<td><strong>TOTAL FEES</strong></td>
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<td>7,638,500</td>
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<tr>
<td><strong>II. Federal Funds (Financial Aid Administration)</strong></td>
<td>5,500</td>
<td>10,000</td>
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III. State Appropriation

<table>
<thead>
<tr>
<th>Salary Increases</th>
<th>$11,863,916</th>
<th>$14,942,773</th>
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<tbody>
<tr>
<td>TOTAL STATE FUNDS</td>
<td>$12,365,932</td>
<td>$15,538,009</td>
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IV. Desegregation allocations

<table>
<thead>
<tr>
<th>Avery Institute</th>
<th>80,416</th>
<th>56,958</th>
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</thead>
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TOTAL ACADEMIC AND GENERAL

| $20,070,864 | $23,283,467 |

**LIST OF ADDITIONAL MAJOR EXPENDITURES**

A. 1983-84 Education and General Funds (actual)  
   $20,070,864

B. Projected additions to Education and General Funds in 1984-85  
   $3,212,603

C. Anticipated Education and General Funds in 1984-85  
   $23,283,467

The projected additions of B. to the Education and General Funds will be reduced by known increases beyond our control, and by certain decisions already made by the President.

1. a. Utility increases (18%)  
   $104,100

   b. Telephone increase (25%)  
   $65,870

   $169,970

2. Faculty compensation increases to improve College of Charleston’s competitive position:

   a. We have approved an increase in paid FTE roster faculty from 204.5 to 220.00.  
      If we assume no increase in base salary, and made the estimate before authorized increases in faculty salary increases to our roster faculty, this would raise the faculty compensation over 1983-84 by $428,883

   b. We intend to raise the base salaries of all continuing roster faculty to bring them up to the level of the Citadel and Winthrop College faculty at the same rank and discipline. The estimated cost will be $291,605

   c. Promotion and tenure raises with state recommended salary increases for continuing roster faculty on the new, higher base will be $429,432

   d. Increase in fringe based on above, over '83-'84  
      $188,059

      Increase in Faculty Compensation over 1983-84 (a thru d)  
      $1,337,979

   e. Leaves without pay and faculty vacancy and turnover, based on previous years would reduce this by $110,000

   Total estimated increase in cost of faculty compensation 1984-85 over 1983-84  
   $1,227,979

3. Staff compensation commitments
a. Cost of filling authorized staff positions (exclusive of faculty) vacant in 1983-84 (6) $ 120,300
b. Cost of annualizing staff vacancies (exclusive of faculty) filled in the course of 1983-84 $ 202,100
c. Cost of annualizing increased in salaries of classified persons, as recommended by Classified Personnel Salary Study $ 180,000
d. State recommended salary increases for continuing staff other than faculty (7%) $ 361,437
e. Vacancy and turnover (based on last year’s experience) ($ 115,000)
f. Additional support personnel (47 positions) $ 366,900
   Total estimated increase in cost of staff compensation $ 1,115,737

4. Increase in costs for reorganization and improvement of Institutional Advancement $ 112,147

5. Lease and improvements for Liberty Street Office building (old phone bld.) $ 200,000

6. Desegregation and Avery Institute funds for 1984-85 $ 96,958
   Additional major expenses $ 2,922,791
   Balance left for increases in other costs (see below) $ 289,812
   Total additional expenditures $ 3,212,603

Library books $ 94,820
Faculty travel, research, and devel. 49,933
Bicentennial 20,000
Fringe benefits 34,942

List of Additional Personnel

Instruction: 14 Assistant Professors
1 Associate Professor
9 Administrative Support Spec A (secs to faculty, library, and Avery Ins.)
2 Programmer Analysts (Acad. Users’ Service Group)

Academic Support: 2 Administrative Support Specialists A
(Secretaries to Provost and Undergraduate Dean)
1 Reading Specialist (Skills Lab)

Student Services: 1 Counselor
1 Student Program Adviser (Stern Center)
Institutional Support:  2 Programmer Analysts (Computer Services)  
2 Programmer II (Student Services)  
1 Systems Director (Computer Services)  
1 Director of Information Resource Management  
1 Public Information Specialist (College Relations)  
5 Administrative Support Spec A  
(Administrative Assistants to Dir. of Info. Resource Mgmt., Financial Aid, 
Bursar and Directors of Giving)  
1 Supply Clerk (Admin. A--Purchasing)  

Physical Plant:  
1 Groundskeeper  
2 Custodial Workers

Source: Floyd Tyler, Vice President, Business Affairs

Graduate Program--Fall Enrollments

*Education

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<th></th>
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<th>Full-time</th>
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<tbody>
<tr>
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<td>Female</td>
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<tr>
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<td>114</td>
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<td>21</td>
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Marine Biology

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<th>Full-time</th>
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<td>Female</td>
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<td>Total</td>
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Public Administration

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<td></td>
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<tr>
<td>Total</td>
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<td>11</td>
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</table>

SUBTOTAL          | 25        | 147       | 14   | 30     | 216   |

* 18 part-time students are officially registered in education courses; however, the breakdown on sex and race is not available at this time

Grand Total

Source: Gale Hill, Continuing Education
The Speaker Announces:

The Wine Toting and Marching Society

Step Two-three-four

Organization Behavior 101

How to Swim With Sharks:
A Primer

By Voltaire Cousteau

Foreword. Actually, nobody wants to swim with sharks. It is not an acknowledged sport, and it is neither enjoyable nor exhilarating. These instructions are written primarily for the benefit of those who, by virtue of their occupation, find they must swim and find that the water is infested with sharks.

It is of obvious importance to learn that the waters are shark infested before commencing to swim. It is safe to assume that this initial determination has already been made. If the waters were clearly not shark infested, this would be of little interest or value. If the waters were shark infested, the naive swimmer is by now probably beyond help; at the very least he has doubtless lost any interest in learning how to swim with sharks.

Finally, swimming with sharks is like any other skill: it cannot be learned from books alone; the novice must practice in order to develop the skill. The following rules simply set forth the fundamental principles which, if followed, will make it possible to survive while becoming expert through practice.

Rules.

1. Assume unidentified fish are sharks. Not all sharks look like sharks, and some fish which are not sharks sometimes act like sharks. Unless you have witnessed docile behavior in the presence of shed blood on more than one occasion, it is best to assume an unknown species is a shark. Inexperienced swimmers have been badly mangled by assuming that docile behavior in the absence of blood indicates that the fish is not a shark.

2. Do not bleed. It is a cardinal principle that if you are injured either by accident or by intent you must not bleed. Experience shows that bleeding prompts an even more aggressive attack and will often provoke the participation of sharks which are uninvolved, or as noted above, are usually docile.

Admittedly, it is difficult not to bleed when injured. Indeed, at first this may seem impossible. Diligent practice, however, will permit the experienced swimmer to sustain a serious laceration without bleeding and without exhibiting any loss of composure. This hemostatic reflex can in part be conditioned, but there may be constitutional aspects as well. Those who cannot learn to control their bleeding should not attempt to swim with sharks, for the peril is too great.

The control of bleeding has a positive protective element for the swimmer. The shark will be confused as to whether or not his attack injured you, and confusion is to the swimmer’s advantage. On the other hand, the shark may know he has injured you and be puzzled as to why you do not bleed or show distress. This also has a profound effect on sharks. They begin questioning their own potency or, alternatively, believe the swimmer to have supernatural powers.

3. Counter any aggression promptly. Sharks rarely attack a swimmer without warning. Usually there is some tentative, exploratory aggressive action. It is important that the swimmer
recognize that this behavior is a prelude to an attack and takes prompt and vigorous remedial action. The appropriate countermoves is a sharp blow to the nose. Almost invariably this will prevent a full-scale attack for it makes clear that you understand the shark's intentions and are prepared to use whatever force is necessary to repel his aggressive actions.

Some swimmers mistakenly believe that an ingratiating attitude will dispel an attack under these circumstances. This is not correct; such a response provokes a shark attack. Those who hold this erroneous view can usually be identified by their missing limb.

4. Get out if someone is bleeding. If a swimmer (or a shark) has been injured and is bleeding, get out of the water promptly. The presence of blood and the thrashing of water will elicit aggressive behavior even in the most docile of sharks. This latter group, poorly skilled in attacking, often behaves irrationally and may attack uninvolved swimmers or sharks. Some are so inept that in the confusion they injure themselves.

No useful purpose is served in attempting to rescue the injured swimmer. He either will or will not survive the attack, and your intervention cannot protect him once blood has been shed. Those who survive such an attack rarely venture to swim with sharks again, an attitude which is readily understandable.

The lack of effective countermeasures to a fully developed shark attack emphasizes the importance of the earlier rules.

5. Use anticipatory retaliation. A constant danger to the skilled swimmer is that the sharks will forget that he is skilled and may attack in error. Some sharks have notoriously poor memories in this regard. This memory loss can be prevented by a program of anticipatory retaliation. The skilled swimmer should engage in these activities periodically, and the periods should be less than the memory span of the shark. Thus, it is not possible to state fixed intervals. The procedure may need to be repeated frequently with forgetful sharks and need be done only once for sharks with total recall.

The procedure is essentially the same as described under rule 3—a sharp blow to the nose. Here, however, the blow is unexpected and one should take care not to injure the shark and draw blood during this exercise for two reasons: First, sharks often bleed profusely, and this leads to the chaotic situation described under rule 4. Second, if swimmers act in this fashion it may not be possible to distinguish swimmers from sharks. Indeed, renegade swimmers are far worse than sharks, for none of the rules or measures described here is effective in controlling their aggressive behavior.

6. Disorganize an organized attack. Usually sharks are sufficiently self-centered that they do not act in concert against a swimmer. This lack of organization greatly reduces the risk of swimming alone with sharks. However, upon occasion the sharks may launch a coordinated attack upon a swimmer or even upon one of their own number. While the latter event is of no particular concern to the swimmer, it is essential that one know how to handle an organized shark attack directed against a swimmer.

The proper strategy is diversion. Sharks can be diverted from their organized attack in one of two ways. First, sharks as a group are especially prone to internal dissension. An experienced swimmer can divert an organized attack by introducing something, often something minor or trivial, which sets the sharks to fighting among themselves. Usually by the time the internal conflict is settled, the sharks cannot even recall what they were setting about to do, much less get organized to do it.

A second mechanism of diversion is to introduce something which so enrages the members of the group that they begin to lash out in all directions, even attacking inanimate objects in their fury.

What should be introduced? Unfortunately, different things prompt internal dissension or blind fury in different groups of sharks. Here one must be experienced in dealing with a given group of sharks, for what enrages one group will pass unnoticed by another.
It is scarcely necessary to state that it is unethical for a swimmer under attack by a group of sharks to counter the attack by diverting them to another swimmer. It is, however, common to see this done by novice swimmers and by sharks when they fall under a concerted attack.

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