Committee Bulletin Board

Reports from Faculty Committees and College Committees

Following are the Fall Semester, 1984 reports submitted by some of the Committees of the Faculty:

Faculty Welfare Committee In the fall semester of 1984, the Faculty Welfare Committee was involved in the following activities and/or issues:
1. The Committee reviewed fringe benefit policies of the College of Charleston and fringe benefit policies of other institutions.
2. The Committee requested that the College Relations Office be responsible for distributing information to new faculty and staff concerning the college and relocation to the Charleston area. The College Relations Office also agreed to provide this information to department chairmen in the future.
3. The Committee distributed a memo to the faculty soliciting their opinions regarding the current Student Opinion Questionnaire.
4. At the request of the Provost and the Associate Provost for Planning and Evaluation, the Committee discussed at great length possible changes to the current Student Opinion Questionnaire and reviewed the efforts of last year’s Task Force to compose a new questionnaire.
5. The Committee recommended to the Provost that a special committee with expertise in conducting surveys look into possible changes to the current Student Opinion Questionnaire.
6. The Committee revised the current charge of the Faculty Welfare Committee as noted in the 1980-81 Faculty and Administration Manual and sent these revisions to Frank Petrusak, Speaker of the Faculty, for future incorporation into the Manual.

Mike Katuna, Chair
2-5589

Committee on the Library The Library Committee (Pam Clements, English, secretary; May Dowlen, Math; Lee Crago, History; Harry Freeman, Biology; Dave Kowal, Fine Arts; Larry Lynch, Languages; Lisa Segel, student representative; Frances Welch, Education, chair; and David Cohen, Director of the Library) met five times during the fall semester 1984. Activities and outcomes of these meetings are listed below:
1. A review and discussion of the functioning and responsibilities of the Library Committee with no revisions recommended.
2. Presentation of the Learning Resource Center (LRC) by Virginia Friedman, director, with the understanding that the LRC is administratively a part of the Library and therefore the Library Committee interpreted its charge to mean that “library” means LRC.

3. Presentation by Gary Ross, Assistant Director of Technical Services, on the automation of the library and possible services.


5. Presentation to Dr. Mattfeld and other faculty and administrators on automation of the library.

Frances Welch, Chair
2-5613

Committee on Academic Standards, Admissions, and Financial Assistance The Committee met seven times during the fall semester and transacted the following business:

1. The Committee approved the renewal of scholarships for students who met the criteria for renewal and considered the disposition of cases in which students had narrowly missed the requirements for renewal.

2. The Committee approved the Admissions Policy submitted by Fred Daniels, Dean of Admissions.

3. The Committee approved one petition and denied one petition dealing with permission to take a course at another institution.

4. The Committee denied two petitions concerning minimum degree requirements and approved alternatives to the language requirement for a learning disabled student.

5. The Committee approved a petition allowing a student to treat previous work at the College as transfer credit.

6. The Committee denied a petition to accept a D in English 102 as transfer credit and approved a petition to accept a C- in Japanese Conversation from Kansai Gakai.

7. The Committee approved a petition making a student eligible to graduate with honors.

8. The Committee approved a petition allowing a faculty member to change a student's grade.

9. The Committee discussed, studied, and is preparing recommendations concerning the "no third probation" rule and the granting of transfer credit for C- grades.

Gary Asleson, Chairman
2-5587

Faculty Research and Development Committee This past semester, fall 1984, the major activity of the Research and Development Committee involved announcing and describing the programs of support for faculty development offered by the College through the office of the Provost/Dean of the Faculty, and making recommendations to the Provost concerning Faculty Development proposals. Awards for faculty development conducted during the Spring '85 semester were subsequently granted to 13 faculty members totaling approximately $19,700.

In addition the Research and Development Committee considered the sabbatical leave proposals of approximately 15 faculty members and recommended to the President that each be supported by the College. This took us to the end of the semester.

Bob Mignone, Chairman
2-5730

College Planning Council During the fall semester, the College Planning Council engaged in three major activities:

1. Review of the 1984-85 annual budget and reporting any inconsistencies between the budget and the institutional planning assumptions, mission, goals, critical issues, and the goals and objectives
of each department.

In order to accomplish this review, the CPC solicited information from all administrative and academic department heads through a brief questionnaire, reviewed the rationale for approving and funding new personnel with the Provost and reviewed percentages of the budget allocated to each of the major divisions of the College.

The report of the Council was submitted to the President's Planning and Budget Team in late December. A summary report of the concerns of the CPC and actions underway this year which address these concerns will be submitted to the faculty in February.

2. Development of planning assumptions for use in 1985-86. The Council reviewed the current list of planning assumptions, adding additional areas which were not represented in that list. This augmented list was distributed to the faculty, administration, and the student government, and all groups were asked to identify any areas which should be reviewed in developing the 1986-87 planning assumptions. In addition, individuals were asked to identify persons who could assist the Council in development of the planning assumptions. Responses are currently being reviewed, and a modified list of planning assumptions will be developed during the spring semester.

3. Revision of the Institutional Goals Statement. As part of the self-study, the CPC is charged with the review and revision of the mission and institutional goals statement. The Council has reviewed the development of the current institutional goals statement and possible methods of accomplishing the review and revision. A formal plan of action will be adopted by the Council in the early spring.

Hugh Haynesworth, Chairman
2-5730

Committee on Student Affairs and Athletics During the fall semester the Student Affairs and Athletics Committee met three times. The major item of business, other than a general review of the state of both student affairs and athletics, was selection of students for Who's Who. The Committee received no student petitions for review.

During the spring semester 1985 the Committee will be very much occupied with the College Self Study.

Marlon Dolg, Chairman
2-5587

Letters to the Editor >>>>

Self Study; Insurance; Faculty Health

To the Editor:

You have asked me for a note concerning insurance coverage of faculty members at the College and I am pleased to provide this information. There are three policies which cover faculty members in various sorts of situations.

The College carries a Tort Liability Policy through the Insurance Reserve Fund with the state which covers employees who commit torts in the course of their employment. This would include allegations of libel, slander, denial of due process, malicious prosecution, humiliation, violation of First Amendment Rights (free speech, press and assembly), Fourth Amendment Rights (unreasonable search and seizure), Eighth Amendment Rights (cruel and unusual punishment), and allegations of discrimination on the basis of race, sex, religion, age, and handicap. The maximum limit on this
policy is $1.5 million per occurrence.

The College also carries an Employee and Trustee Liability policy with CNA. This policy covers claims of errors, misstatements, misleading statements, acts or omissions, neglect or breach of duty in the discharge of duties and sex discrimination. This policy would probably cover a situation where the Registrar’s Office sent out an erroneous transcript which caused a student to be rejected from Graduate School. The limits on this policy are $3 million per loss.

We also carry automobile insurance through the Insurance Reserve Fund with the state. We have collision and liability coverage which applies to employees driving College vehicles with authorization. This policy also provides excess coverage over the personal insurance of any licensed driver who is driving his/her vehicle on College business with College permission. For example, students driving their own vehicles on authorized College field trips would have coverage after the exhaustion of their personal automobile insurance, so long as they are licensed drivers. The limits on the automobile policy are $100,000 bodily injury per person, $300,000 bodily injury per occurrence, and $50,000 property damage per occurrence.

This information is necessarily general in nature and cannot be interpreted by faculty members as a guarantee that they will have insurance coverage and be provided with legal representation in all instances where this letter indicates the College has insurance coverage. Whether or not there is coverage for a faculty member in any particular situation will depend upon the unique facts of the situation. Faculty members having questions about potential coverage in specific situations should contact me or Joel Lake, the Assistant Vice President for Management.

Faculty members who receive information that they might be sued by someone in connection with their employment at the College should immediately contact me or Joel Lake, in that it is important that the insurance company receive notice of potential claims as soon as possible.

I feel sure that this information will give rise to other questions, and I would be pleased to answer those that can be answered.

Aleta G. Arthur
Legal Counsel

To the Editor:

I thought that the readership of Newspeak would be interested in seeing the criterion on institutional effectiveness which was accepted by the Southern Association at its annual meeting in December. This is one of six criteria which were voted on to replace the old “standards”. The other five are principles and philosophy of accreditation; institutional purpose; educational program; educational support services; and administrative processes.

I will be happy to share these with anyone who requests a copy. I’m sending along the one on institutional effectiveness because it is the major criterion we will use as we develop our focused self-study.

Section III
Institutional Effectiveness

The quality of education provided by member institutions is the primary consideration in the decision to confer or reaffirm accreditation. The evaluation of educational quality is a difficult task requiring careful analysis and professional judgment. Traditionally, accreditation has focused attention almost exclusively upon institutional resources and processes. It has usually been assumed that, if an institution has certain resources and uses certain processes, effective education will occur. A comprehensive approach to accreditation takes into account not only the resources and processes of education (such as faculty and student qualifications, physical plant, fiscal resources, and other elements addressed in the Criteria) but also the evaluation of the results of education and plans for the improvement of its programs.
3.1 Planning and Evaluation

To focus attention on the effectiveness of the educational program, the institution must establish adequate procedures for planning and evaluation. The institution must define its expected educational results and describe how the achievement of these results will be ascertained. Although no specific format for this planning and evaluation process is prescribed, an effective process should include:

1. broad-based involvement of faculty and administrators;
2. the establishment of a clearly defined purpose appropriate to collegiate education;
3. the formulation of educational goals consistent with the institution’s purpose;
4. the development of procedures for evaluating the extent to which these educational goals are being achieved; and
5. the use of the results of these evaluations to improve institutional effectiveness.

In addition to establishing procedures for evaluating the extent to which their educational goals are being achieved, institutions should ascertain periodically the change in the academic achievement of their students. Procedures used to evaluate instructional programs may include: peer evaluation of educational programs; structured interviews with students/graduates; changes in students’ values as measured by standard instruments or self-reported behavior patterns; pre- and post-testing of students; surveys of recent graduates; surveys of employers of graduates; student scores on standardized examinations or locally constructed examinations; performance of graduates in graduate school; performance of graduates of professional programs on licensure examinations; or, the rate of placement of graduates of occupational programs in positions related to their fields of preparation.

Institutions with research and/or public service missions must develop and implement appropriate procedures for evaluating their effectiveness in these areas.

The appropriateness of any evaluation procedure depends upon the nature of the institution and its goals for instruction, research, and public service. The Commission on Colleges prescribes no single procedure or set of procedures for use by any institution and recognizes that an effective program to evaluate institutional effectiveness will usually require the use of a variety of procedures.

3.2 Institutional Research

Because institutional research can provide significant information on all phases of a college or university program, it is an essential element in planning and evaluating the institution’s success in carrying out its purpose. The nature of the institutional research function depends on the size and the complexity of the institution and may vary from a part-time operation to an office staffed by several persons. However, all institutions must engage in continuing study, analysis, and appraisal of their purposes, policies, procedures, and programs. Administrative responsibility for carrying out institutional research should be specifically assigned. Institutional research should be allocated adequate resources, and those responsible for it should be given access to all relevant information. The institutional research function must be regularly evaluated.

Alice Jacobson
Associate Provost for Planning and Evaluation

To the Editor:

I would like to let Newspeak readers know what a fine job Roy Hills has been doing for the College community. This past semester he conducted a physical education class for the faculty and staff. It included lectures, clinics, a variety of sports, exercises, and certain health related aspects (i.e., checking our blood pressure, weight, etc.). Despite the fact that this has been a particularly busy one for Roy, he has graciously given us his time and effort to help us improve the quality of our lives. His enthusiasm and personal concern for each of us are the kind of things that will foster a real sense of community on the campus. In addition, I would also like to thank some of those people who assisted
Winter Is Here; Fall Not Far Behind??

When will things ever "settle down'? That's a question I have heard many faculty ask over the past years, a question accompanied by the hope that the decade-long swirl of change in personnel, governance structures, and policies of the College would slow to a friendly and placid steady state. As proven by events of fall semester 1984, the continuing answer to the proverbial question is that the swirl continues. We are entering a new cycle of change that offers considerable opportunities and satisfactions, but also fresh potential for frustration, for College of Charleston faculty.

The sources of satisfactions are several. First, the faculty received significant increases in benefits, including significant salary adjustments, increased life insurance, and a new dental insurance program. The total benefits package, particularly disability insurance, is being further reviewed by the Faculty Welfare Committee. In addition, the College is conducting a study to examine departmental and discipline differences in salaries, and a self-study committee is seeking to define the meaning of "work load" for faculty.

In the second place, a new codification of major policies affecting the faculty is nearing completion. The new edition of the Faculty and Administration Manual will be distributed to the faculty within six to eight weeks, according to Provost Jacquelyn Mattfield. The Manual will include the results of the Standards Task Force (and eventually the work of the Procedures Task Force) and an updating of policies changed since the last edition of the Manual. A significant amount of faculty time and energy have gone into helping produce the new edition, especially in the work of the Task Forces. However (and this constitutes a frustration) some matters will not yet be addressed, such as: structure and policies of the Graduate programs and a renovation of the faculty grievance procedures.

Next, the College is beginning to develop ways to deal with the dual and related problems of budgeting and planning in a public environment sometimes hostile, often apathetic in its views of higher education. The College Planning Council and the President's Planning and Budget Team continue to define their roles in advising the President, though both bodies have experienced frustration in determining their tasks. Such frustrations seem inevitable in developing a collegial advisory system that represents many constituencies, many points of view. The Associate Provost for Planning and Evaluation, Alice Jacobson, has been the critical and valuable "midwife" of the planning process.

A fourth plus of the fall semester was the initiation of the Self Study, a project oriented to the future and a project that can force the community to address continuing, nagging issues (e.g. the definition of faculty workload). A listing of the charges of the Self Study committees, which include significant faculty representation, is found elsewhere in this issue of Newspeak.

A medley of other pluses: relative stability in the administration "team", a plan for increasing racial integration of the College (see elsewhere in this issue), a new direction for the College's efforts in public relations and institutional development, and a faculty increasingly productive as scholars and teachers.

The sources of frustration are important but less tangible, more difficult to spell out. Most importantly, the College continues to shake off the image of segregated finishing school. (This image, popular among significant segments of the Charleston community, is difficult to acknowledge.) Faculty and administration recognize the critical roots of the institution in the liberal arts but know the need to respond to the professional and business concerns of the society. The faculty knows the importance of quality teaching, the major responsibility of the College, but generates higher expectations in
research and "professional development". Superficial is still alive and well. All of these concerns merge into a need to further refine and conceptualize the purpose and mission of the institution, and to take stock of the College's strengths and weaknesses. The Self Study offers a possible vehicle for such study.

More practically, in an age of steady funding from the State, the College faces two specific needs highlighted in the recent plans of academic and administrative departments: the desire to "computerize" and the desire to add new personnel. The first concern, with very expensive implications, is a reflection of the technological developments of society. The second reflects a desire to round out departmental complements of faculty and to provide new or expanded services in administrative areas. Financial resources are not available to meet all of these demands.

There is also the death of the illusion of a Mr. Chips lifestyle for faculty at the College. A flurry of changes tries the patience and occupies the time of faculty: planning, more frequent and persistent formal evaluation, the atrophy of the formal institutions of faculty governance, a flow of memos from the administration requesting this or that information or action, the impression of uncaring people in the staff (an impression inevitable because of the growth of the College bureaucracy), concerns about the academic quality of students, concerns about faculty/administration communication, complaints about a decline in faculty influence in the institution. The reaction of individual faculty to these pressures varies. Some openly protest what they think are the sources of frustrations. Some blame specific administrators. Many (unhappily) withdraw from their frustration, and the College. In an evolution of rising expectations, it becomes difficult to satisfy all demands. The lifestyle seems more and more tightly wrapped and demanding. In a recent intradepartmental memo in the Political Science Department, the Chair requested course preferences for fall 1965, noting if "winter is here, can fall be far behind?" The "now" is work for the future; the coil is complete.

Question!! Question!!! Question!!!

Question: What are the Committees operating as part of the College's self study? What are their duties?

Answer: Following is a list of the Committees and their charges (excerpted):

**College Planning Council** The duties of the Committee will be to...propose changes in the institutional statement of purpose and goals during the self-study process...

**Faculty Workload Committee**
1. Arrive at a working definition of the time (number of hours, days of the week) expected of full-time faculty for which they are compensated (teaching, advising, special assignments). Determine a statement of reasonable expectation of what constitutes "giving full effort" or "working full-time" as a faculty member. If the expectation is that work on evenings and weekends is necessary if a faculty member is to teach four classes and prepare 2 or 3 different courses, that has important implications for "overload". If the assumption that a faculty member can accomplish all that is expected in teaching, advising, and participating in the life of the College in four days and evenings a week, that has important implications for consulting and outside employment.

2. Develop a comprehensive list of the acceptable "equivalencies" to one three-hour class per semester as these assignments are necessary to the teaching and administration of the department.

3. Draft a policy to govern "moonlighting", such as consulting, operating a private business, working for another agency, organization, college, business, etc., that takes into account #1 above.

4. Draft a policy to govern paid overloads that takes into account the positions on #1 or #2 above. Whatever policy applies to a faculty member teaching four three-hour courses must also apply to one being paid to teach two classes and to use half his or her effort and time for other forms of instruction, or for college business at the request of the chairman or administration. A different policy should
obtain for any faculty member teaching fewer than four classes who has been provided with a grant of
time to engage in professional development.

5. Draft a policy on minimum and maximum class size at registration and what the size is to be in
four weeks into the term. It should address what is to happen to the faculty member’s workload if a
class attracts fewer than the minimum number. It should specify how many students, or what percent
above the maximum should be permitted to enroll, allowing for usual attrition in the first month of
class.

6. Draft a policy on determination of the percentage and/or number of sabbatical leaves, grants in
time, and leaves without pay that a department can make without replacement, with paid replacement.

7. Draft a policy on number of introductory courses or other requested sections a department may
expect of a faculty member on a regular basis.

Committee on the College as Community

The Committee on the College as Community shall:

1. Work together to identify the factors which presently prevent the College of Charleston from
functioning as a community of mutually supportive and respectful members such as: racial tension,
politicization of the College into constituents (faculty vs. administration, for example), fact that the
majority of students and faculty do not live on or near campus, current modes of communication are
perceived to be inadequate.

2. Create ideas which would lead to constructive change in the conditions (factors) which are
inhibiting a spirit of community and assign one or more idea(s) to a member of the committee who
would serve as the idea’s sponsor.

3. Ask each sponsor to create working groups made up of others at the College (representing all
constituents involved in the idea) to develop plans to implement the idea.

4. Ask each sponsor to carry the plans back to the Committee on the College as Community for
endorsement and decisions on proper authorization for implementation; the Chair of the Committee
would pass the plans on to the proper officer or committee for further action.

Steering Committee

The Steering Committee for the Self-Study and Reaccreditation process shall:

1. Be responsible for creating a policies and procedures manual for the Self-Study.

2. Be responsible for assessing the progress of College Committees during the self-study period
and for assisting any committee which encounters difficulty.


4. Prepare the narrative of the self-study document which will include:
   a. A description of our current planning processes (the annual planning and budget process,
the evaluation process, the appointment of College committees to deal with special issues).
   (Will include an evaluation of them based on SAC’s criteria for institutional
   effectiveness.)
   b. Excerpts from planning, budget, and evaluation documents.
   c. A description and an evaluation of the results of these processes.
   d. Recommendations for the future planning processes at the College, including changes in
committees, forms, calendars, approaches to planning, and personnel involved.

Committee on Planning for a Positive Environment for Students

1. Describe factors which exist at the College which do not contribute to a positive environment
for students such as poor advising, drug and alcohol abuse, greater need for psychological counseling
than is seen on campuses of comparable size, and any other negative factors which influence the
mental, physical, social, or academic needs of our students.

2. Discern which groups and individuals on the College campus deal with these issues, what they
have observed, and what they have proposed to ameliorate these conditions (i.e. Judicial Board,
Counseling Center staff, concerned faculty who are involved formally or informally with student
groups).

3. Recommend to the President's Planning and Budget Team which structures should be in place to deal with these issues on an on-going basis, what issues should be handled by which group, which should be combined or coordinated.

4. Develop a plan and present it as a recommendation to the President's Planning and Budget Team in which future changes in policy, practice, environment, and staffing can be made to correct conditions which stand in the way of our students' personal and academic development.

Committee on Governance and Administrative Structure

1. Become fully informed about the governance of the institution and take steps to provide the following teaching function for the College: assure that members of the campus community are aware of the actual governance structure of the College (esp. faculty and administration).

2. After a review of the governance of the College and the results of the Speaker's survey of committees concerning their charges and future recommendations for changes, recommend any needed changes that would bring the existing committee system into conformity with the best management practices; draft language for proposed revisions of membership and charges of the present committees; recommend the deletion of any unnecessary committees and propose charges, titles, and membership for any additional committees found necessary; submit these proposed changes in the bylaws to the Speaker of the Faculty for the standard processing of faculty bylaw change.

3. Review the organization chart of the College of Charleston and the distribution of responsibilities and relationships among officers; compare these with state-of-the-art literature on effective management (administration); propose to the President any changes as they relate to administrative structure which would make the College more efficient and/or cost effective.

Committee on Academic Program Decision Making

1. Consider how the several instructional programs of the College (Maymester/Summer School, Evening School, professional development programs, graduate programs, not-for-credit programs, fall and spring day classes) might be integrated in terms of curriculum, academic staffing, and student services for our students regardless of the time of day or year when the student attends the College.

2. Establish guidelines to weigh the relative merit of proposed academic programs and continuing ones in order to create a system to guide the Provost and the President during periods of fixed or reduced income in determining the priorities among competing requests for resources for faculty, staff, and facilities.

3. Work with an external consultant and the Associate Provost for Planning and Evaluation to recommend to the Provost and the President, after consultation with the faculty and its committees, a system for evaluating the overall performance of the academic departments so that the system might be used, if necessary, in any of the following instances: establishing priorities for adding new instructional lines, establishing priorities for any reductions in force in times of financial exigency, and establishing priorities in the event that the College wishes to distribute merit increases using departmental quality as a variable.

Committee on Space Allocation and Campus Planning

1. Summarize and give the source of all existing policies regarding the assignment of space at the College; review current management policies and practices regarding the assignment of space, and recommend to the President's Planning and Budget Team suggestions for any changes which are deemed necessary.

2. Summarize the activities in progress by trustees and officers that could affect the addition of properties and the use of new and existing facilities.

3. Work with a campus planner hired to advise the College on the optimal use of its existing physical plant and to comment on alternative future campus expansions.
Committee on Recruitment Strategies

1. Receive and analyze the results of the studies which have been commissioned by the administration of the College which will inform us about existing and potential markets and public perception of the College such as the College Board Community Assessment Program and the report of Richard Shainwald.

2. Work with the appropriate administrative officer (i.e. Dean Sommer for Evening Program and Graduate Program, Dr. Moore for Summer School, and Dean Daniels for entering freshmen and transfers) and recommend to the President's Planning and Budget Team specific actions which will increase the College's share of each available market and raise its FTE and fee incomes.

3. Suggest to the President's Planning and Budget Team other marketing studies and/or analyses which the College should undertake or commission.

Committee on Retention Strategy

1. Receive and analyze the results of prior retention committees' efforts (i.e. Kubinec and Pennington reports) and attempt to gather any state, federal, or other policies which may in the future affect retention.

2. Consider additional factors such as poor academic preparation for college, lack of extra-curricular activities, absence of adequate facilities and/or programs for commuting students, adequacy of financial aid and student employment opportunities, lack of curricular offerings which are in demand, and lack of special services for specific student populations.

3. Discover which faculty, officers, and committees of all types are addressing these issues.

4. Become familiar with state-of-the-art literature on retention and with model programs in higher education.

5. Work with the appropriate administrative officers (such as the Director of the Study Skills Lab, the Director of the Stern Student Center, the Assistant Dean for Underclass Advising) and any other committees which are addressing these issues and then consult with the Steering Committee which would recommend to the President's Planning and Budget Team or other appropriate Committees specific actions which will increase the number of students meeting the requirements to complete the degree.

A Guest Essay

The Rape Problem on College Campuses: Pt. 4

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

The Aftermath of Rape

Victim Services and Treatment

* As early as 1878, a feminist publication urged aid to rape victims which included emotional support, financial assistance, encouragement to testify, and insistence that a woman's word in court had as much credibility as a man's.

The establishment of an effective rape treatment program minimizes the aftermath of rape by encouraging rape victims to utilize campus or community services. Campus or community rape crisis centers have been particularly helpful in developing services for rape victims. Institutions evaluating or planning services may want to consult with such groups.

Such a program could include:

* available information about what to do and where to go after a rape has occurred, in order to
obtain medical, mental health, social, and legal services;
* immediate and follow-up medical care for physical trauma, collection of medicolegal evidence, prevention of venereal disease, and protection against unwanted pregnancy;
* immediate and follow-up professional counseling for emotional trauma and its consequent social disruption;
* skilled, sensitive treatment by police officers, social workers, nurses, physicians, lawyers, and others who treat or question the victim;
* support from significant others, i.e., talking about the experience with understanding friends and relatives is helpful to the woman in dealing with her feelings; and
* legal assistance including information about rights, advocacy, and representation in the criminal justice system.

Medical attention should be the primary concern of whoever responds to the initial notification of a rape. A victim may have sustained external and internal physical injuries as well as invisible emotional ones as a result of rape. Since rape is an intrusion into the private, personal inner space without consent, the emotional aftermath of a rape may continue for a long time. Psychological scars may remain long after the physiological ones have healed. Providing counseling is crucial if a rape victim is to overcome this syndrome and regain control of her life.

Many universities have prior arrangements with a hospital or with their own campus infirmary for receiving and treating rape victims. Before determining policy about where rape victims should be treated, university officials need to evaluate the quality of medical service provided at each available facility by asking the following questions:
* Are rape victims given priority in the emergency room?
* How much privacy is accorded the victim during admission procedures and examinations?
* Is a room separate from the examining room provided for police interviews with the victim?
* Are psychiatric nurses or other trained personnel available? Would an accompanying support person, not a member of the hospital staff, be permitted to remain with her victim?
* Is the patient examined by a gynecologist?
* Does the examination routinely include the taking of evidence?
* Is the facility equipped to collect forensic evidence?
* Have attending physicians and other personnel been trained to deal with rape victims?
* What type of followup treatment is made available for the victim?
* Does the hospital or medical facility report to the police even if the victim does not wish to?
* Are medical tests clearly explained to the victim?
* Are victims given options that would include and encourage calling upon rape crisis intervention counselors?
* Does the medical facility maintain strict confidentiality of information surrounding a rape case, including protecting the victim's identity?

Conclusion
No single remedy for the problem of rape on campus exists. Nor can the physical safety of college and university students be improved overnight. However, if all sectors of the university and community work together to prevent rape and provide victim services, the frequency of rape on campus can be lessened, the educational opportunities for women expanded, and the debilitating impact of rape minimized.

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APPENDIX: TO RESIST OR NOT TO RESIST...
Police, self defense experts, and women's groups respond differently to the question of how much and what form of resistance, physical or otherwise, a victim can or should make. Aside from screaming and running, no two experts agree on the best method of thwarting sexual assault. (In How to Say No to a Rapist and Survive, Fred Storaska maintains that psychological preparation is a woman's best weapon in escaping alive and uninjured. Most women involved with rape prevention,
however, vehemently object to the claim that psychological preparation alone could help women avoid potentially dangerous situations.) Some victims have successfully talked a potential rapist out of committing an attack. Tactics of initial verbal resistance, or "verbal karate", include:

* A victim’s attempt to make herself unattractive to the offender or to elicit his sympathy by indicating that she is pregnant, sick, diseased, virginal, or menstruating;
* Threats of prosecution or retaliation from family or friends, if the offender persisted; and
* Feigned consent in intercourse, indicating a willingness to engage in sexual activity if they could first use the restroom, change clothes or call a friend.

Although such ruses have occasionally allowed a victim to escape a situation, verbal resistance may not always prove effective. For example, threatening a rapist may only increase his hostility and the chance of permanent physical injury or death. Additionally, feigned willingness to comply can complicate efforts to prosecute the attacker who may claim the victim consented to the rape.

The issue of physical resistance presents even greater complexities. Some police officials advise women not to resist a rapist for fear of physical harm. Yet, since rape is the only crime of violence in which a victim is expected to resist, women who have not resisted sometimes have been criticized and have found that their right to prosecution was jeopardized. Without some sign of physical abuse, the police and the courts may even refuse to believe she was raped despite the fact that the threat of violence alone can force a victim into submission. Confronted with the immediate possibility of rape, many women perceive rape as a quid pro quo; rape in exchange for life, or rape as an alternative to hurtful or disfiguring physical damage. Particularly in instances involving dangerous weapons or groups of men, most women believe they are confronting the realistic possibility of death, or at least the probability of serious physical injury.

Some women, however, have died without putting up any resistance. Submission is not always a guarantee against further violence. No uniformly correct response to rape exists.

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**My Turn**

**Scholar-in-Residence Program: Part I**

By Joe Harrison
Department of English

Last semester it was my privilege to participate in the Scholar-In-Residence Program. This Program was conceived and administered by Monica Hamill, Associate Director of the Higher Education Consortium, and Patti Danick and Cassandra Bradhem of the Gifted and Talented division of the Charleston County School System, and generally overseen by Jack Bevan. There was also an assist to the program in the form of a $10,000 grant from the South Carolina Committee for the Humanities. The general plan was to release two college teachers with Ph.D.'s in the humanities from their usual teaching duties and send them to selected local high schools for two to three weeks work at each school. I was chosen to work with the English teachers at each school, and Joe Tripp from the Citadel worked with those in history. We believe the program was successful, and I would like to share with my faculty colleagues at the College my reflection on the experience.

Perhaps the simplest way to describe the program is in terms of the groups of people it was designed to bring in contact with each other, groups that otherwise generally have no format for communication. (1) College teacher and parents of high school students. At each school we were required to present one evening workshop at a time when high school teachers, students, and working parents could attend. I developed a presentation titled "Anxieties and Expectations of College Teachers Concerning Incoming Freshmen". It is a cumbersome title, I will admit, but I felt it expressed those things most necessary for all concerned to know. I would talk for about half an hour, expressing my concerns about motivation to learn, maturity and independence, frame-of-reference and writing
skills. Then the floor was open for questions. Student and faculty attendance was generally excellent, as was parent participation at three out of the five schools. (2) College teacher and high school faculty. We presented two one-hour workshops for faculty at each school, in addition to the daily interaction with specific teachers. At these workshops I addressed such topics as motivating young people to read, sequence of skills in teaching writing and the problem of standards and anxiety in the evaluation of student writing. I was most graciously received on every occasion. (3) College teacher and high school students. This part of the program took me into the classrooms. At each school I was responsible for teaching one unit, the Advanced Placement English Course. For example, at Wando I taught Greek Drama, at Garrett the ideas of Keats, and at James Island, Milton's Paradise Lost. In addition I got into as many other classrooms as possible, for three, two, or sometimes one meeting. For many of these classes I developed a presentation of Frost's "Stopping by Woods on a Snowy Evening" which I could adapt to any situation. For some of the classes I only met once, I simply described in some detail the freshman English program at the College. In almost every class I entered, including the AP classes, I distributed the minimal standards sheet we use in that course. For each AP class I assigned and graded one set of test papers and one set of themes. I also tried to grade a set of papers for each class I was able to meet three times. The whole experience was tremendously beneficial and encouraging to me personally, and I think it was also rewarding for all of the teachers and students involved.

There was some anxiety at the outset that we would be to some extent perceived as outsiders intruding on the territory of others. This misconception was quickly dispelled for me in my very first experience at St. Andrews. The AP English teacher there is Mary Wilson, and she, like the other AP teachers I met, is a thoroughly competent professional, secure in her craft, and not needing to fear comparison with anyone. They all, and not only the AP teachers, made the whole experience for me one of teaching under ideal circumstances. Each class I came before had been primed to receive me with interest and courtesy. The teachers generally remained in the room, and their relationship with the students was one of mutual respect. One thing I noticed was that the students seemed unafraid, in fact eager, to ask questions and participate in class discussion.

I think the teachers were genuinely appreciative of two things: the interest shown in them and their students by the College, and the support given them in their own efforts to teach. We found, in our dialogue, that as teachers we had much in common and shared many problems. In particular they felt a real sense of support when I talked to their students about writing skills. They get a lot of complaints of the "why do we have to do this?" variety when they emphasize the study of basic grammar. It greatly reinforced their efforts when I emphasized the same thing and distributed to the students our minimal standards sheet.

The AP students were asked to evaluate the Scholar-in-Residence program at the conclusion of our stay at each school. I do not exaggerate when I report that only one student felt that the program was not helpful. Their comments indicated that they appreciated the interest shown in them, felt that the experience gave them a valuable and reassuring foretaste of college and provided them with someone of whom they could ask questions about college life. They had two suggestions, typically, for improving the program: a longer residency for the scholar, and its expansion to include other areas of study such as math and the sciences.

The Scholar-in-Residence program has been funded for another semester, so that right now Wayne Jordan from the History Department at the College and Jim Rembert in English from the Citadel are out there in the classrooms. Efforts are being made to obtain funding for the program for another year, and I hope they are successful. The program has opened new lines of communication between local colleges and high schools that I think are valuable and ought to be preserved and expanded upon in the future. I thank the editors for the opportunity to report to you on this program, and I hope I can use this forum in the near future to address other subjects concerning the Scholar-in-Residence program and the Advanced Placement Programs.
Grants in the Reagan Second Term

By Paul Hemill

How will the recent election results affect Federal grantseeking prospects for faculty at the College of Charleston? The signs are promising; on the other hand, election years are notable for unkept promises.

To glance backward: cuts in training and some education programs began in the late Carter years. The first Stockman budget (1981) cut deeply into almost all kinds of education funds, science education, energy research, humanities (especially public programs), arts, most handicapped funds, international education (already diminished throughout the 1970's) and most economic and social science research. Some of the cuts in favored programs were partly restored by Congress; social service cuts were partly masked by switching the payment mechanism to state block grants, meaning that the shortfalls appeared in state and local budgets.

Under Congressional and constituent pressure, funding was partly restored or even increased in such areas as science education. Basic research funding has risen in real dollars, mainly in defense agencies.

Several key trends developed:

The Administration now stresses basic research as the role of academia, letting industry do development. This means that ONR and other defense agencies, once they identify fields and questions of interest, need not show that the specific research projects relate to weapons development; they can fund research of purely scientific interest but will select the areas of inquiry with long-term defense needs in mind.

NSF has more research funds in physical sciences, and is now encouraging equipment purchases under grants. Science education will be generously funded; in addition, large programs have been requested for the Department of Education.

The Department of Energy (once slated for extinction) and small agencies like Sea Grant, which had been pushed toward applied research and development, will make partial about-faces toward basic research. Sea Grant's priorities, incidentally, will include "special initiatives" in marine biotechnology, deep-ocean fluxes, coastal fluxes, and computer and satellite technology use over the next decade.

Linkage with industry in all areas will continue to be highly valued.

Prospects are good, then, for funded research in the hard sciences, especially next year. Social sciences are slowly coming back, having hit bottom, but are not a high priority. An exception is the embattled Education research areas, where FIPSE and NIE will emphasize replicating field successes ("schools that work").

In the Humanities and Arts, slightly higher funding for fellowships and research can be expected. If NEH's Mr. Edward Williams or Boston University's John Silber take over the Office of Education, strong emphasis on "quality" can be expected. On the other hand, OE is almost certainly vulnerable to deep cuts when the deficit is faced. That may be why Secretary Bell resigned.

These are the auspices for the coming year, based on budgets already approved and pronouncements of key spokespersons. The value of academic research has been re-affirmed; the case for equipment and building has been made; prospects for grants submitted this year are better, in many fields, than has been the case for the last half-dozen years.

The honeymoon will not last long. With battles over the deficit shaping up, radical cuts will be proposed and may go through. More to the point, delay and uncertainty are assured.

In the private sector a turn toward funding of model and research projects took place over the last few years, as federal program cuts occurred for social services. Foundations and corporations that had supported delivery of services found that they could not even entertain proposals to take over the massively cut government programs. Instead, they funded study of the need for renewed funding, or alternate cheaper delivery services. Many became more restrictive, serving only local grantees and
In both private and federal grantseeking, then, the same lessons for faculty hold: 1) plan to apply soon, while budgets for the coming year are clear to the grantors; 2) build a research dimension into your project if it is primarily not research; 3) consider whether an industry or business partnership, however modest, can be part of the proposal.

To assist you, the Faculty Services phone number is 792-5672.

**Recommended Admissions Policy**

The following admissions policy has been recommended by Director of Admissions Fred Daniels and accepted by the faculty Committee on Academic Standards:

**Freshmen**: It is recommended that the Admissions Office continue to use the secondary school record, rank in class, and Scholastic Aptitude Test scores to arrive at a predicted grade point average as the primary factor in making admissions decisions.

Further, it is recommended that a predicted grade point average of 1.60 be used as the minimum standard for admission freshman applicants.

Applicants whose predicted grade point average is between 1.20 and 1.59 should not be approved for admission but may be offered the opportunity to attend the College of Charleston summer school. These students will be required to complete no less than six semester hours with a cumulative grade point average of 2.00. The courses must include English 101, and a second course can be selected from within the following group: history, mathematics (not to include Math 01), foreign language, or a laboratory science. Students who elect to take English 90 must successfully complete English 101 as their second choice. Applicants who successfully complete the conditions of the Summer School option will be approved for admission.

Applicants whose predicted grade point average is less than 1.20 will be denied admission to the College.

**Transfers**: Applicants for transfer admission may be admitted to the College if they have a minimum of nine semester hours of transfer credit for each semester of college work they have completed. Summer school credits will be treated as part of the previous semester’s work. For transfer applicants who have not attended college on a full-time basis, each 15 hours attempted will be considered the equivalent of one semester.

Transfer credit can be granted only for courses in which the recorded grade is at least a “C” or its equivalent. If courses have been graded on a “Pass-Fail” basis, transfer credit can be awarded if the institution where the courses were taken will assign a minimum of “C” to the “Pass” grade.

**Non-degree (less than 21 years of age)**: Applicants for admission who have never attended college must meet the admission standards approved for freshmen.

Applicants who have previously attended college must meet the admission standards approved for transfers.

**Readmission of Former Students**: The following is recommended as the policy and procedure to be followed in determining the admission of former students.

1. Applicants for readmission who left the College in good standing will be approved for readmission.

2. Applicants who left after having been placed on academic probation will be approved for admission if:
   a. They have not begun the work required to remove the probation, or
   b. They have begun the work required to remove the probation and they have improved their record.

3. Applicants who have been placed on academic probation, have begun but not completed work toward removing the probation, and have not improved their overall record will have their record reviewed by the Dean of Admissions and the Dean of Undergraduate Studies to determine the
advisability of allowing the applicant to enroll.

4. Applicants who were dropped for academic deficiency during the last semester of attendance will have their record reviewed by the Dean of Undergraduate Studies to determine the advisability of allowing the applicant to enroll.

Compiled by Paul Hamill

Reports of Faculty Activities

Rich Heldrich, Chemistry, has received $2,000 for student research from the Petroleum Research Fund.

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Peter McCandless, History, has won an NEH Category B Fellowship for up to a full year of research on the history of mental institutions in South Carolina.

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Chris Hope, Sociology, has co-authored "Monotheism and Gender Status: A Cross-Societal Study" for the journal Social Forces (December 1984). Chris' publication is a reminder that there are now several faculty, male and female, who have studied and written on gender questions, including Amy McCandless, Irene Silverblatt, and Hugh Wilder.

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Robert Burton, English, has been accepted for a Group Study Abroad program in India after competing successfully for one of two slots offered to about a dozen regional colleges. He will join a group studying Indian village life from Madras; he will focus on themes found in recent Indian literature for use in comparative courses.

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David Maves, Fine Arts, has been awarded a residency fellowship at the Atlantic Center for the Arts to join a small interdisciplinary group of artists and students in a three-week session of advanced study. He tells us, incidentally, that Jan Tomlinson, having accepted a Spanish Fulbright Award, is hard at work in Madrid.

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Recent Activities of Fine Arts Department Faculty: Douglas Ashley recently played a piano recital in New York at the Kaufman Concert Hall which was sponsored by the William Kapell Piano Foundation...Robert Butler directed a successful production of The Crucible featuring a set design by Kyung Won Chang, a Korean student in residence at the College...Wilfred Delphin and Edwin Romain, duo-pianists, this past year completed two international tours, one of the Indian sub-continent and a State Department tour of South America...Barbara Duval has had work in seven exhibits during 1984 including "On, Of, and About Paper" in the Rotunda Gallery, Brooklyn, N.Y....William Gudger returned to the College this fall after a year in England on a National Endowment for the Humanities College Teachers Fellowship for research in England on British organ concertos and organ music, 1740-1810...Diane Johnson is in the process of completing research for a manuscript on American symbolist art...David Kowal spent the spring of 1984 in Spain on an American Council of Learned Societies Fellowship preparing a manuscript on Francisco Ribalta and the Evolution of Spanish Baroque Painting...David Maves recently received a commission from the New York Camerata to compose a work and is continuing work on Lorca's Blood Wedding...Arthur McDonald is preparing a manuscript, The Yorkshire Stage, 1766-1803, which is planned for publication by Scarcecrow Press...John Michel has been on sabbatical leave during the fall of 1984 and is completing work on a monumental sculpture...John Obyrach, in addition to designing the set for Center Stage's The Boyfriend, has been working as theatre consultant to the Royal Commission "Great Hall" in Riyadh, Saudi Arabia...Willard Oplinger recently conducted a Christmas program of Madrigal Singers and the College Concert Choir which used three string students as accompanists...Michael Phillips joined the Fine Arts faculty last fall and is planning an exhibition of paintings in the Halsey Gallery in April 1985...Emily Remington is
conducted the Fine Arts Singers for the second year and has developed a repertoire of traditional as well as contemporary pop music with choreography...Kenneth Severens is on sabbatical leave during the spring of 1985 to complete a book on Charleston Antebellum Architecture and Civic Destiny...Randall Thompson has continued developing an orchestral program at the College and he conducted the Charleston Opera Company's fall production of Princess Ida...Michael Tyzack has returned to the College after a year's sabbatical leave in London and New York.

Desegregation Efforts at the College

Following are excerpts from a memo sent by President Edward Collins, Jr. to Fred Sheheen, Chairman of the South Carolina Commission on Higher Education:

1. Steps that will be taken immediately to improve desegregation efforts at the College:
   a. Steps to increase the number of entering black and other minority students.
      1. Using internal search procedures, the President will name a faculty member to serve as his Special Assistant. The Assistant will design, develop, and implement plans that may require exceptional measures to increase the number of minority students who will enter the College of Charleston in the summer session, August 1985...The Assistant will assemble a committee...This Committee will work with the Assistant to select traditional age minority graduates of the College and black juniors and seniors in good academic standing to do paid recruitment of black traditional age students...The Assistant will arrange to meet with parents and other older family members of students who seem interested in considering the College for further study...He/she will also arrange for the Committee to hold meetings within the black community of those most likely to influence parents and encourage prospective students to enter the College...
   2. The Assistant will have the Dean of Graduate Education and the Directors of the College's graduate programs select current and past minority graduate degree recipients and candidates to recruit applicants, for pay.
   3. The Assistant will have the Associate Dean for Continuing Education select and pay black adult students who are now degree candidates to visit evening high school equivalency programs, churches, community organizations, and armed forces based in the area...
   4. I will instruct the Financial Aid Office and the Admissions Office to make grants to minority students up to an amount equivalent to the income from a $25,000 scholarship fund.
   5. I have instructed the Provost and Director of Admissions to draw up a job description and begin the search for a recruiter of black students to be appointed to the admissions staff July 1.

b. Steps to improve the campus environment for black students and thereby to increase the number and proportion of black students persisting in successive years after admission to the College and the number and percentage completing the degree they seek.
   1. The President has instructed the Provost to consult with the Director of Human Relations to develop and application to CHE for a minority internship to be funded by the CHE through a program designed for this purpose. The job will be...Assistant Director for Student Support Programs...
   2. The Director of Human Relations will prepare a plan to increase the number of students served by the SPECTRA program as the number of entering minority students rises...
   3. The Dean of Undergraduate Studies and the Dean of Freshmen and Sophomores are working closely with the faculty advisers of all students at risk to get them to the College Skills Lab and to ensure counseling or other assistance...
   4. The Provost and the Dean of Graduate and Continuing Education will distribute the results of the CEEB market analysis that deal with the external and internal perceptions and
realities of the quality of the College of Charleston environment for black students to the accountable offices and committees...

5. The Vice President for Student Affairs...will bring one or more speakers to campus to address the faculty and administration in dealing with the problems of black students on a predominately white campus...

6. The Vice President for Student Affairs...will plan and execute a series of seminars conducted by interracial teams to increase the sensitivity of white members of the College to blacks...

7. The President will write a charge and appoint members of both races to a new College committee designed to stimulate grass roots ideas for participation in efforts to improve sense of community at the College...

8. The Dean of Undergraduate Studies will send a second group of faculty for training at USC in January 1985 so that the College can introduce the Freshman Seminar, University 101, next fall. This course has been highly effective in increasing student retention at the University of South Carolina.

9. The President will discuss the unacceptably poor state of race relations on the campus with the President's Student Advisory Council and the President's staff and will solicit from both groups recommendations for workable ways to improve them...

10. The President will hold monthly meetings of student representatives of black organizations, concerned faculty and the responsible administrators at which new problems will be reported...

11. The President will establish a Community Advisory Council to meet with him, his officers, and black students and faculty to exchange views and information on matters affecting black students and employees on campus and the image and functioning relationship of the College of Charleston to the local black community.

12. The President will name black, as well as white, trustees, and black, as well as white, community members to all college committees in which representation by faculty, students, and staff is called for.

13. The President and the Provost will insure black representation on all committees which either of them appoints, and will request in writing of the Faculty Nominating Committee that the slate for proposed membership on all faculty committees be drawn up with the need for racial representation in mind.

14. The Vice President for Student Affairs will work with the Inter Fraternity Council and the Sorority Panhellenic Council to sensitize them to the importance of discontinuing their racially antagonistic behavior.

c. Steps the College will take to increase the number of black faculty and professionals in all areas where they are underrepresented.

1. The President will send annually written instructions to all members of the College stating that when a new position is established, it cannot be filled by automatic transfer of an employee of the College, though any qualified employee may be a candidate for the opening.... When the position created is within an area of the College, or at a grade or level within which blacks are underrepresented, a national or regional search, with aggressive advertising, will be mandated.

2. The President will send annually written instructions...that there are to be national searches to fill all vacant, unclassified positions and all classified, managerial and professional positions.... This means that advertisements for all such positions must be placed in The Chronicle of Higher Education and the Affirmative Action Register...

3. The President will notify the Director of Personnel that, for all positions described in #2, the proposed membership of the Search and Screen Committee must be cleared by the Provost and the Director of Human Relations to assure racial, sexual, and other.
appropriate representation.

4. The Provost and the Director of Human Relations are revising and strengthening the current College statement of EEO and AA "Search, Screen, and Selection Procedures" to be followed in the appointment of new faculty and all other employees...

5. The President will meet with the Provost and Council of Chairmen at their January meeting to emphasize the importance of obtaining qualified black faculty candidates for openings in academic departments, and of the necessity for them to abide by affirmative action policy when an appointment is made from a finalist pool in which blacks and women are represented.

6. The Associate Provost for Academic Affairs will contact colleges and universities where there is a black chief academic officer and/or where the institution has a particularly good record of employing minority faculty, and will develop a list of persons and organizations for each department to contact for black candidates in the discipline. He will work closely with the department chairmen and the Director of Human Resources to insure the widest possible network to identify black candidates for faculty appointments.

NEXT MONTH: BRIEF SUMMARY OF THE COLLEGE'S PLAN TO ACCELERATE ACCOMPLISHMENT OF ITS GOALS IN 1984-85

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