Expanding Student Enrollment

Editor’s Note: This article contains excerpts of a report of a study recently completed by the Office of Adult Learning Services of The College Board called “Policy Recommendations for Expanding Enrollment”. The principal authors were Henry M. Bricknell, Policy Studies in Education, and Carol B. Aslanian, The College Board. Conducted from April 1984 to February 1985, the study answers a set of general policy questions to help the College as it decides whether to expand and how to expand its enrollments.

The baseline questions, the focus of the project, are:
1. How should the College of Charleston increase its upper division enrollments?
2. How should the College of Charleston increase its commuter enrollment?
3. How should the College of Charleston increase its freshmen enrollment from the local high schools?
4. How should the College of Charleston increase its summer enrollment?
5. Should the College of Charleston contract with organizations to supply education and training?
6. Should the College of Charleston increase its adult credit enrollment?
7. In what subjects, on what schedules, in what off-campus locations, and at what prices should the College of Charleston offer credit programs for adult students?
8. Should the College of Charleston increase its adult noncredit enrollment?
9. In what subjects, on what schedules, in what off-campus locations, and at what prices should the College of Charleston offer noncredit programs for adult students?

This issue of Newspeak includes excerpts from the opening sections of the report. Other portions will be covered in future issues.

Introduction

The General Approach. The study was conducted primarily as an examination of how the College could rather than whether the College should expand its enrollment. Accordingly, the text of this Policy Report deals primarily with techniques for expanding enrollment rather than with the policy issues surrounding the question of whether enrollments should be expanded— or to what extent or with what kinds of students it should be expanded. Inevitably, however, the exploration of how brought the investigators time and again to the question of whether. Some reflections on the question of whether follow immediately below.

A Mismatch of Two Cultures
Bit by bit during the course of this study, two images have come gradually into focus. One is the image of the faculty and the institution which it constitutes; the other is the image of the students and the community which they constitute. The images overlap, but they do not coincide. Professors and students are not a perfect match. Or so it appears. Is this the case? Why is this the case? Must this be the case?

The Faculty. The College of Charleston has a capable faculty, the product of energetic and careful selection. They have been chosen for their intellectual achievement and their interest in scholarly work, as well as for their interest in classroom teaching. The faculty members have the values common to faculty members in a private liberal arts college or a research university. They believe in: a demanding curriculum, high academic standards, good students, and intellectual endeavors in addition to classroom teaching.

These beliefs seem to have generated academic practices which seem somewhat artificial, given the characteristics of many students enrolled at the College. For example:

1. A demanding curriculum is expressed as 12 credits of foreign language required for graduation—a high requirement for any college in the nation—coupled with an exemption or placement test so difficult that students with four years of successful high school foreign language study may not be able to pass it.

2. High academic standards are expressed as rules for escaping academic probation which make it more difficult to escape with each succeeding year because of rising standards. And they are sometimes expressed by faculty members in terms such as these: "An 'A' in high school is worth a 'C' at the College"; "Everyone flunks the first essay in this course".

3. Good students appear to be students of high socioeconomic status and good grooming as well as students of intellectual ability and good study habits.

4. Concern for intellectual endeavors other than teaching sometimes is expressed as: disinterest in effective teaching, especially of those students having difficulty with the course; a mechanical, impersonal approach to academic advisement.

The Students. The College of Charleston has not been able to attract enough students who can meet the academic standards of the faculty. This is partly because: the immediate geographic area served by the College does not contain enough such students; many of the best students in the immediate area are attracted away to other colleges; the College is not a strong competitor in the regional or national market and cannot draw enough highly qualified students from elsewhere. Moreover, the College is a public institution attracting primarily the kinds of people who typically attend public institutions, especially where there are competing private institutions. Such students are typically: average in both academic ability and academic achievement; medium in socioeconomic status, limited financially; working part time; "local" rather than "cosmopolitan" in orientation; career-oriented.

The Mismatch. When students like these meet the faculty members at the College, there is a mismatch of two cultures. This is particularly true for commuter students, it seems, who appear to be somewhat more "public" than dorm students. The long-term effect of the mismatch is twofold:

1. Students radiate messages about the mismatch to the surrounding community and to prospective students, limiting interest in going to the College, especially among "public" students.

2. "Public" students find the College somewhat uncomfortable and tend to drift away.

The Third Culture. Minority students can be thought of as being members of a "third culture", even more "public" than other students. Thus, they are even further from the faculty’s vision of what students should be like, even more mismatched to the faculty. When these minority students perceive racist attitudes on the part of faculty members and those are added to the mix, minority students and faculty members become even more mismatched. Finally, the "third culture" students are even somewhat mismatched to the "second culture" students, making the College an even less comfortable environment for them.

Coming to Terms. Presumably, the College will have to come to terms with the "public" market if it wants to increase enrollment. Inasmuch as the College cannot establish itself as a strong competitor either in the prestige public market or in the private market outside the region, it cannot enlarge its
enrollment in any other way. This is what appears to be at issue with respect to whether the College should expand. Expansion means dealing with larger numbers of commuters and adults, both of which tend to be "public" in character. If expansion requires enrolling larger numbers of minority students as well, their presence on campus will require even greater accommodation.

Examining Potential Enrollment by Younger Students

The study explored possible ways of increasing the enrollment of younger students—those in the traditional college-age bracket of 18 to 24—by conducting face-to-face interviews with representatives of several different populations: 55 dorm students at the College of Charleston, 35 students who live at home with their parents and commute…, 50 students who do not live at home with their parents but live elsewhere off campus and commute…, 50 students on academic probation…, 35 students who recently stopped studying at the College of Charleston, 155 high school seniors from a cross section of public and private high schools in the Tri-County area—most of whom were college-bound, but most of whom did not plan to enroll at the College of Charleston, 90 students enrolled at Trident Technical College, and small groups of faculty members and administrators at the College of Charleston. These interviews collected non-statistical information about the perceptions, opinions, experiences, and suggestions of those interviewed with respect to the possibility of expanding enrollment at the College of Charleston.

Examining Potential Enrollment by Adults

The study explored possible ways of increasing the enrollment of adult students—those in the non-traditional group aged 25 or older—by using a standard set of procedures created by the College Board. These procedures are known as the Community Assessment Program (CAP), provided by the College Board’s Office of Adult Learning Services (OALS). CAP is designed to make five determinations for colleges (i.e. all post-secondary institutions, public or private, two-year or four-year) interested in increasing enrollment in their continuing education programs.

As conducted for the College of Charleston, CAP examined: the context for continuing education as shown by demographic data for the Tri-county area including and surrounding Charleston; the potential demand for continuing education as shown by in-depth telephone interviews with 330 individual adults in the Tri-county area…; the potential demand for continuing education as shown by face-to-face interviews with officials in 12 organizations—businesses and industries, government agencies, and voluntary associations—located in the tri-county area; the potential supply of continuing education as shown by a questionnaire survey of the opinions of 140 faculty members and 35 administrators at the College of Charleston; and the potential supply of continuing education as shown by an examination of the programs of five other institutions in the Tri-county area which also offer continuing education programs.

The "context" for continuing education was studied by examining demographic data shown from past research to be predictive of adult participation in learning—that is, data on such characteristics as age and level of education.

The term "demand" deserves an explanation... (1) To get accurate information about probable future adult behavior, this survey examined actual "demand" for learning, as demonstrated, for example, by the examined actual "demand" for learning, as demonstrated, for example, by the courses individual adults took in the past two years and by the courses organizations were prepared to contract for in the immediate future.

The "supply" of continuing education for adults examined in this study was that being provided by the College of Charleston and five institutions which could be expected to compete with the College of Charleston for adult enrollments: Baptist College, Charleston Community Education Program, Citadel Military College of South Carolina, Medical University of South Carolina, and Trident Technical College. The supply included noncredit courses as well as credit courses…
Profile of Individual Adult Learners

...Those telephoned were told they were being called on behalf of the College of Charleston. Presumably, some of the adults telephoned did not know or did not like the College and refused to be interviewed for that reason, even though they may not have expressed that reason. If some adults did in fact eliminate themselves from the study for that reason, that left the remaining interviews to be conducted with adults who did not have such negative views about the College. This could have, in turn, increased the percent who knew the College well enough to rate it as well as raised the ratings they gave to the College.

Conducting telephone interviews only (or largely) with adults who have neutral or positive attitudes toward the College has a highly desirable effect on the results of those interviews—namely, the opinions are being collected only (or largely) from people who would seriously consider studying at the College. It is, of course, only those opinions on which the College should act. It would avail little to take advice from adults who would not consider studying at the College, even if it took their advice. Nevertheless, the technique which produced this desirable effect may have raised both the "name recognition" and the ratings of the College among those adult students who agreed to be interviewed.

In any case, the College of Charleston is both well known to and highly regarded by the adult students who were interviewed in the Tri-county area—and presumably by others like them.

Here are the demographic characteristics of those adult students: more than 80 percent are white; almost 85 percent are employed, most of them full time; over 50 percent hold professional or technical jobs; over 50 percent have family incomes exceeding $30,000; about 60 percent have at least a four-year college degree and about half that number have undertaken graduate study...; over 60 percent are less than 40 years old; and over 50 percent live in West Ashley, Berkeley County, or East Cooper. In short, the adult students interviewed are, on the average, a group of socioeconomically up-scale younger adults—that is, they are typical adult students. These are exactly the kinds of adults most likely to study at the College of Charleston...

Next: How should the College of Charleston increase its upper division enrollments?

Committee Bulletin Board

Reports from Faculty Committees and College Committees

Faculty Welfare Committee  The Committee has conducted a review of the Faculty Annual Evaluation form for instructional and library faculty. The Committee voted unanimously to recommend to Alice Jacobson, Associate Provost for Planning and Evaluation, that the numerical ratings used to judge each criterion in the instrument be deleted for instructional faculty. It was decided that the Library faculty and Director would be polled to determine if they supported the deletion of numeric ratings for librarians.

The Committee is also in the process of reviewing the Process Task Force report and compiling a report on faculty salaries. The Committee will be considering the question of faculty workload in the fall, after a workload report is generated by one of the self-study committees.

Also on the Committee's agenda for this semester: review of a proposed sexual harassment policy that is currently in draft form.

Contact person, Mike Katuna, 2-5589.

Faculty Advisory Committee to the President  One of the Committee's recent meetings with the
President was devoted to a discussion of desegregation policies and activities at the College. Roy Jones, Director of the Human Relations Office, briefed the Committee on progress in achieving the integration goals for faculty and staff, and students, that have been mandated by the State of South Carolina.

On the agenda for future meetings are: faculty-faculty and faculty-administration communications, mid-term advisory grade reports, grade change procedures in the Registrar’s Office, W-2 reporting of travel reimbursements, allocation of rooms for classes and meetings, and faculty approval of changes in the Student Course Evaluation form.

Minutes of this Committee’s meetings are circulated to the faculty.

Contact person, Michael Finefrock, 2-5712.

Council of Chairman At its most recent meeting, the Council discussed salary raises for those faculty receiving “1” or “2” ratings in the annual evaluation. The following motion was adopted and forwarded to the Provost: “The formula involving the individual rating and department average rating will be used as previously with any ratings of one or two used to determine the department average, except that anyone receiving a rating of one or two will not receive a merit raise. After the second iteration in the computer program, the money in the department merit fund that has not been distributed as raises will go into a central fund for inequities.” The Council examined two other proposals for merit raises but determined that one would give a windfall profit to others in the department when ones and twos are given no raise and the other method would penalize other faculty in the department when ones and twos are given no raise.

The Council also heard a report from Dick Crosby, Computer Science, who recently traveled with staff members to study a Wang integrated student software system which would support registration, financial, and other functions. Cost of the software would be approximately $200,000. An upgraded Wang computer to handle the software and other needs of the College would push the cost to about $750,000.

Items for future consideration of the Council are: a discussion of course numbering and frequency of course offerings for the College as a whole; a statement of faculty recruitment procedures being revised by a committee of three chairmen and Roy Jones, Director of the Office of Human Relations; and computer use fees.

Contact person, Bill Golightly, 2-5730

Committee on Academic Standards, Admissions, and Financial Assistance Over a series of biweekly meetings, the Committee has taken the following actions:

* Voted to ask Dean Taylor to form a committee composed of staff to screen student petitions regarding learning disabilities before they are presented to the Committee. This committee has been created.

* Adopted two motions that were subsequently sent to the faculty: to accept C- grades and to delete the “no third probation” rule in the current College Bulletin.

* Heard a report from Fred Daniels, Director of Admissions, concerning changes in the scholarships program. These changes are summarized below.

  Last year: a) Presidential at $1,000; full renewal 3.6, half 3.4.
  b) Foundation at $500; same renewal standards.
  These scholarships no longer exist.

  This year: a) Palmetto at $2,200; full renewal 3.2 for 24 hours completed.
  b) Harrison Randolph, $500 to $1,000 (amount based on financial need); full renewal 3.0 for 24 hours.

Within these groups, the College and Foundation have agreed that three of each will go to minority students, and that these scholarships will not longer be limited to South Carolinians.

* Determined that the current policy on the drop date from classes has not been in effect long enough to make valid comparisons and that no motions concerning the drop date will be brought to the faculty this year.

Some of the student petitions considered by the Committee are:
* A request for transfer credit for courses taken at Greenville Tech while perhaps under academic dismissal from Randolph Macon (and before admission to the College of Charleston). This petition was initially denied but is under review.

* A request to graduate under the terms of the student's original Bulletin (1976-77). The request was approved.

* A petition to change a grade of "F" in a Biology course to a W. The "F" resulted from an "I" that changed to an "F" when the student was unable to complete course work because of illness and the fact that the instructor was on sabbatical leave.

* A petition to waive the last six hours of Humanities (as indicated under the Bulletin when the student entered the College), while still not enrolling in Library 101, which meets at a time the student could not attend. The student was enrolled in humanities but was advised that Fine Arts counted as a Humanities course. Since the student already had six hours in Fine Arts, he could not ordinarily count a third course in the same area. The Committee voted to allow the student to count nine hours in Fine Arts toward the Humanities requirement.

* A request to waive the second half of the requirement in math or logic. The student passed the first half of the course after extensive individual work with the instructor. The Committee suggested that Sue Schenck determine ways that the Philosophy Department might offer individual attention to the student in taking the second half of Logic. The petition was tabled. In this case, the action of the Committee was overruled by Provost Jacquelyn Mattfeld. (The Committee was overruled regarding another petition.)

On the agenda of the Committee for consideration are the subjects of midterm grades and the transfer of course grades within the Consortium.

Contact person, Gary Asleson, 2-5587.

Faculty Research and Development Committee The Committee recently completed a review of applications for summer research grants. A list of faculty receiving spring and summer grants is found elsewhere in this issue of Newspeak.

Contact person, Bob Mignone, 2-5730.

Committee on Student Affairs and Athletics In March the Committee will begin its work as the Self Study Committee on Planning for a Positive Environment for Students. The focus of the first meeting will be on describing "factors which exist at the College which do not contribute to a positive environment for students."

The Speaker of the Faculty has recommended that the Committee review the draft of a proposed Student Grievance Procedure being developed by Aleta Arthur, College Counsel.

Contact person, Marlon Dolg, 2-5587.

Committee on Curriculum and Academic Planning A series of new courses (including Biology 220 Computer Applications in Biology and Psychology 333 Health Psychology) have been approved by the Committee. Standards for minor programs in departments and specific departmental minors are being recommended by the Committee to the faculty. A large package of new courses, standards for minors, and minor degree programs is being sent to each faculty member and will be considered at the March faculty meeting.

The Committee also has recommended to the faculty and administration the consideration of the following long-term goals: seeking university status for the College, establishing a department of Tourist Management, and establishing a department of Geography. A memo (reprinted in this issue of Newspeak) from the chair of the Committee, Jim Hagy, History, presents the Committee's rationale for considering university status.

Contact person, Jim Hagy, 2-5711.

President's Planning and Budget Team In January the PPBT completed its hearings concerning
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the plans of academic departments and administrative divisions of the College. The Committee will be
meeting to evaluate the value of this 30 hour process.

The Team will be reviewing the 1985-86 budgets of the academic departments and
administrative divisions as part of the following budgeting schedule:

February 18, 1985 Budget request forms sent to departments. Departmental request
due to supervisor or to V.P., Associate Provost for Acad. Affairs,
or Provost.

March 4

March 11 Supervisor's recommendation due to V.P. or Assoc. Provost or
Provost with feedback to depts.

March 18 V.P., Assoc. Provost for Acad. Affairs, or Provost's Recommend.
to PPBT on new lines for 1986-87

March 25 V.P., Assoc. Provost for Acad. Affairs, or Provost's Recommend.
on 85-86 requests due to PPBT with feedback to supervisors and
departments.

April 22 PPBT recommend. (with feedback to VP., Assoc. Provost for Acad.
Affairs, Provost, and supervisor and dept.) to P. Burbage for
verification of accuracy, reformetting, and grand totalling of
requests.

May 6 P. Burbage and Floyd Tyler present budgets to Provost Mattfeld
for review and further adjustments if needed.

May 22 Provost Mattfeld, Floyd Tyler, and P. Burbage present their
version to PPBT for information and to President for action

May 31 Approved 1985-86 budgets (pending final funding) distributed to
depts., supervisors, YPs, Assoc. Provost for Acad. Affairs,
Provost, and President and PPBT for information.

Also on the Team's agenda for spring semester: a learning of the steps of developing the formula
budget, a study of user fees, and an examination of the auxiliary enterprises budget.

Contact person, Alice Jacobson, 2-7031.

College Planning Council This semester the Council has taken on some functions of the Self Study
process. Its recent work has been accomplished in three subgroups: a Subcommittee on Institutional
Goals, which has recommended that the College administer an institutional goals inventory to assist in
the Council's review of the goals; a Subcommittee on Planning Assumptions, which is examining the
assumptions to recommend deletion and revision where needed; and a Subcommittee on Mission, which
is studying the mission statement of the College.

Contact person, Hugh Haynesworth, 2-5730.

Graduate Council Among other actions this semester, the Council has:
* Developed a draft of graduate student grievance procedures that is currently being reviewed by
Aleta Arthur, College Counsel.

* Approved a statement concerning governance structures for graduate programs in the
Consortium institutions. The statement suggests that "no single governance design shall be prescribed
for all programs. Rather, the design should emerge from the program planning and reflect the
concerns for program quality, integrity and efficiency".

Fundamental issues that should be addressed in any governance structure, according to the
Council, are: the appointment, term, and responsibilities of the program director; the
interrelationships among the institutions participating in the program; the sources of financial
support; the relationship of the executive director of the Consortium and chief academic officer of the
program granting institution to the program director; institutional responsibilities for curriculum
control, monitoring, and modification; and the criteria for selecting faculty and a process for their
appointment.
* Recommended approval of a course called "Continuous Enrollment" that would allow students to maintain an enrolled status at the College while completing research for a thesis or other work needed to finish a degree requirement.

* Heard a report of spring semester 1985 enrollments in the graduate programs:
  
  Education    408
  Marine Biology  7
  Public Administration  41

Over 138 of these students are enrolled for the first time.
Contact person, Sue Sommer, 2-5620.

Committee on Continuing and Graduate Education  The Committee has submitted the following report for fall semester 1984:

The Committee was involved in the following activities:

1. The non-credit course offerings for the spring semester were reviewed and approved.

2. Concerns were raised regarding the procedures followed in developing non-credit courses. The Committee wanted to ensure that all academic departments were given the opportunity to respond to the descriptions of non-credit courses offered within their subject areas. This was of particular concern in the area of business administration/economics. As a result the Associate Dean of Continuing and Graduate Education presented to the Committee the procedures followed in developing noncredit courses; the Dean and Associate Dean met with the chairman of the Business Administration/Economics Department. The Committee supported the steps taken by the Dean and the Associate Dean of Continuing and Graduate Education.

3. As requested by the Speaker of the Faculty, the Committee reviewed the charge to the Committee as it appears in the by-laws of the Faculty and Administration Manual. The resulting report that recommended a minor revision in the charge was submitted to the Speaker.

4. The Committee has monitored the awarding of Incentive Grants to qualified recipients for the spring semester.

5. The Committee continues to have one member, Dr. Charles Matthews, as a representative on the Graduate Council.

Committee on the Library  The Committee has reviewed the mission statement of the Library. Responding to the request of the student representative, the Committee recommended that library hours be extended during the final examination period on a trial basis. Also, the Director of Libraries, David Cohen, provided information about computer automation of major library systems, including an automated circulation system and on-line public access catalog. Financed by a student library computer service fee that will be levied beginning this summer, the computer system will be phased in beginning January 1986.
Contact person, Frances Welch, 2-5613.

Committee on Continuing and Graduate Education  The Committee has submitted the following report for fall semester 1984:

At its January meeting the Committee heard a report concerning fall and spring enrollments in Continuing Education from Sue Sommer, Dean of Continuing Education, discussed the Phonathon campaign, and was introduced to new staff members. The February meeting was devoted to a discussion of the report on increasing student enrollments from the College Board (excerpts of this report are found elsewhere in Newspeak) as it might apply to Continuing Education, particularly as it develops its budget for the coming academic year.
Contact person, Helen Ivy, 2-5530.

Faculty Hearing Committee  The Committee is meeting in early March to discuss new procedures proposed by College Counsel Aleta Arthur for bringing cases to the Committee, for the conduct of hearings, and for procedures following action by the Hearing Committee.

Note: This Committee is not required to report to the faculty. It has heard no cases yet this year.
### Average Salaries of Full-Time Equivalent Teaching Faculty

**For 1984-85 (9 Month Contract Basis)**

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<tr>
<th>Institution</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors</th>
<th>Wtd. Ave. Ranked Faculty</th>
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<td>Medical U.</td>
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<td>$33,488</td>
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<td>$19,767</td>
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<td>$23,848</td>
<td>$16,819</td>
<td>$27,782</td>
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<td>Coll. of Chas.</td>
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<td>$28,488</td>
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<td>Francis Marion</td>
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¹Averages include 10 1/2, 11, and 12 month contract salaries converted to 9 month basis using AAUP divisors.

²Excludes lecturers and Others, and Graduate Teaching Assistants (USC--$11,631; Clemson--$13,707) and ROTC faculty.

³Excludes Medical School (Professors $57,106; Associate Professors, $42,687; Assistant Professors, $40,890; Instructors, $17,587). Includes College of Applied Professional Sciences.

**Source:** Commission on Higher Education, Howard Boozer, Executive Director
Recent Faculty Activities: A Chronicle
By Paul Hamill, Jr.

We received a note from The Physics Teacher the other day commending Bob Dukes, Physics, for a fine review of a book called The New Astronomy. Bob has just come back with useful tips on grants from reviewing NSF equipment proposals.

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Alice Jacobson was co-presenter of a half-day seminar on planning at the annual meeting of the American Association of Colleges.

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Howard Rudd received a signal honor; he has been made Fellow of the Small Business Institute Directors Association. This award, at the National meeting in San Diego, is only the seventh that the association has given.

Rudd also sent a very impressive list of recent and forthcoming professional activities by his colleagues. I was reminded that when the department started to seek accreditation from the American Association of Schools and Colleges of Business, the chairman projected dramatic increases in professional and research activities. Among highlights: Robert Anderson presented “Charleston and Savannah Compete for Shipping” at the Case Research Association in New Orleans. Abdul Aziz presented “An Exploratory Study of the Leadership Facets of Saudi Arabian Managers” at the Southern Management Association meeting.

Billie Ann Brotman’s three research papers and three presentations included “A Research Survey of Early Warning Systems to Identify Financially Troubled Banks” for the Northeast Regional Meeting of the American Institute for Decision Sciences.

Jane Clary reports an article accepted by the Journal of Economics and three papers plus an editorial board membership. Those who think the economists are unsentimental might want a copy of Prof. Clary’s paper on the original sentimentalists, “Ethics and Economics: Ashley Cooper to Adam Smith,” slated for reading at the Southwestern Social Science Association meeting in Houston.

Linda Dykes’ two papers and a professional presentation include “The Price War in Public Accounting for Business.”

Marshah Hass, the newly elected president of the Southeast Regional Business Law Association, will offer two presentations and chair two panels at professional conferences, and will lead a workshop for Clemson faculty on “Sexual Harassment.” Marshah, who has a knack for eye-catching titles, will present “Teaching Your Students to Dance Through Contract Law” at the Southern Business Law Association meeting in New Orleans.

Becky Herring attended two conferences on tax updates.

Paul Jurca appeared on Channel 4 to discuss African relief, a matter of special interest since he has lived in Ethiopia.

Tom Livingston published “Employee Stock Benefit Plans” in The Akron Business and Economics Review and is serving as expert witness in several court cases on contract damage (see last item below).

Howard Rudd, keeping pace with his colleagues, notes two presentations on small business, which will also be published, and editorial board membership on the American Journal of Small Business.

Richard Shainwald’s “Marketing Profile of the Japanese Consumer” was presented at the Academy of International Business meeting in Cleveland.

Jim Snyder joined the Association for Business Simulation and Experiential Learning Editorial Review Board, and developed the supervisory management series for the Charleston County School District.
Jerry Spencer has been consulting, reflecting his unusual area of expertise, for the Charleston Arts Council.

At another time, I might compress further such a list of accomplishments from one department. But in the present instance, so many fine efforts are coming to fruition that the department as a whole should be congratulated.

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Carol Toris, Psychology, was selected as an alternate for the U.S. Office of Education tour program to India.

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Frances Welch, Education, has received a $5,000 fellowship from Alpha Beta Kappa, an education honor society, for travel to Japan, where she will study special education programs.

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Nan Woodruff, History, on sabbatical leave, has received grants from the American Philosophical Society and from the NEH Travel to Collections programs. This is Nan’s second APS grant.

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Final Note: Tom Livingston’s service as expert witness recalled a recent Blacklock House conversation on other legal or forensic forays by faculty: Joe Benich, BA/Econ, serves as an expert on compensation in damage cases; Sue Hetherington, English, we are told, was once called to the stand to diagram the tangled key sentence in a disputed will; and Mick Norton, Mathematics, has used statistics in civil cases and calculated probable bullet trajectories in at least one murder case. He once showed that the odds that one company’s layoffs were not age discrimination were the same as the odds of being hit by a comet. After he reported that, the case was settled out of court.

Library "Automation" Report

By Marilyn Lewis
Head, Marine Resources Library

The present and future primary goals of the College of Charleston Libraries are to select, acquire, control, and provide access to the growing body of information resources which meet the teaching, research, and administrative requirements of the College. To assist us in accomplishing these goals, the Libraries currently utilize computer systems such as the OCLC SOLINET bibliographic networks to process book orders, provide catalog cards, and transmit interlibrary loan requests. However, there exist other library applications of computer technology which would improve the Libraries’ abilities to deliver traditional information and services to the academic community as well as provide opportunities for even more sophisticated access to information resources.

So that we might remain informed about developing technologies and plan effectively for their implementation here at the College, we established the Library Automation Team (LAPT) in April 1984. Its members are David Cohen, Director of Libraries; Phillip Craft, Library Technical Assistant for Serials; Marilyn Lewis, Head of the Marine Resources Library; Bob Neville, Head of Cataloging; Gary Ross (Chair), Assistant Director for Technical Services; and Sheila Seamen, Assistant Director for Public Services. The LAPT is working to identify which library processes and resources would be enhanced by automating them, and to identify appropriate computer hardware and software. The ultimate product of library automation is an Integrated Library System (ILS) which would bring together various library processes (i.e., acquisitions, circulation, cataloging) and associate all of these processes with a centralized data base of the Libraries’ bibliographic holdings (records of books and journal holdings). The integration of this information would offer library users more, and better, information about holdings through a wider variety of access points. For instance, it would be possible to determine, using just the on-line public access catalog which would replace the traditional card catalog, whether the Libraries own a particular work and its status (i.e. on order, in circulation, on
reserve, etc.). Locating such information now requires the use of several different files as well as considerable legwork to get to the resources. An on-line public access catalog could also permit more flexible types of searching, by key words or phrases, or a combination of concepts (e.g. all of John Kennedy’s speeches which were given in the state of South Carolina), or even “browsing” through a range of call numbers.

Although the Libraries have not received final approval for funding for installation of an integrated library system, the planning process is proceeding rapidly. LAPT members attended a two-day workshop on “The Management of the Online Catalog” sponsored by the American Library Association. Mr. Cohen and Mr. Ross have made several presentations about library automation to the Faculty Library Committee and have conducted hands-on demonstrations of one commercially available integrated library system, OCLC’s LS2000 system, to the Library Committee and to some members of the College’s administration. These presentations were received enthusiastically. This month the LAPT has outlined its work for spring semester, which will result in a detailed list of specifications for the integrated library system.

We hope that you all find the prospect of library automation which strengthens access to information as exciting as we do. The Library Automation Planning Team will continue to provide the members of the College-community with reports on its progress. If you have any questions in the meantime, please contact David Cohen, Director of Libraries, at 792-5530.

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**Quarterly “Reserve” Fund Allocation**

**Editor’s Note:** Following is the latest quarterly allocation of contingency (reserve) funds that the College has available for distribution. This allocation undergoes continuous review and specific authorized expenditures can change in the event of emergencies that require immediate special funding.

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I. Contingency funds as of 12/1/84

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encumbrances against it as of 12/1/84</td>
<td>$450,000</td>
</tr>
<tr>
<td>a. Rent, utilities, maintenance for 9 Liberty Street</td>
<td>$200,811</td>
</tr>
<tr>
<td>b. Computer software costs for payroll, financial, stud. sys.</td>
<td>80,000</td>
</tr>
<tr>
<td>Total Encumbrances to 12/1/84</td>
<td>(280,811)</td>
</tr>
</tbody>
</table>

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Balance of contingency to meet unbudgeted expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available excess from vacancy and turnover</td>
<td>$169,189</td>
</tr>
<tr>
<td>Governor’s School revenue over expenses</td>
<td>74,148</td>
</tr>
<tr>
<td>Temp. faculty adjustment and vacancy and turnover</td>
<td>40,000</td>
</tr>
<tr>
<td>Anticipated supplemental appropriation for security</td>
<td>90,117</td>
</tr>
<tr>
<td>Anticipated from supplemental CHE funds for second semester</td>
<td>332,203</td>
</tr>
<tr>
<td>1984-85 desegregation efforts</td>
<td>7,617</td>
</tr>
<tr>
<td><strong>TOTAL FUNDS AVAILABLE</strong></td>
<td><strong>$713,274</strong></td>
</tr>
</tbody>
</table>

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II. Unbudgeted items requested and approved

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted security budget for guard service to $105,000; funds for 8 new positions; full outfits and equipment</td>
<td>$332,203</td>
</tr>
<tr>
<td>Minority full-time recruiter for admissions, 2nd semester and forward</td>
<td>7,617</td>
</tr>
<tr>
<td>Micro computer lab (maintenance, phone, supplies)</td>
<td>13,200</td>
</tr>
<tr>
<td>Mathematics Dept.--computer terminals and stands for instruction, research, new secretary position</td>
<td>9,600</td>
</tr>
<tr>
<td>Biology/Chemistry Depts--computer terminal for additional secretary</td>
<td>4,100</td>
</tr>
</tbody>
</table>
Financial Aid -- computer printer with twin-sheet feeder and forms tractor; also whisper cover 7,524
Chemistry/Geology -- supplemental funds for SCAS activities 500
Student Selling Assistant 700
Microcomputer needs for BA/Econ 1984-85 69,700
Fine Arts -- two typewriters and a computer terminal for increased clerical staff 5,500
Geology Dept. -- two IBM PC terminals and systems support 6,333

Total Unbudgeted items requested and approved $456,977

III. Underbudgeted items requested and approved

Temp. faculty and/or overload shortage $ 199,615
Water and Sewer budgeted $80,000; adjust to $90,000 10,000
Bicentennial budgeted $20,000; adjust to $30,000 10,000
Fine Arts -- piano repairs 2,933
Fine Arts -- 84-85 operating budget less than 83-84 expend. 4,000
Drama Dept. -- budgeted less in 84-85 than 83-84 expend. 2,000
Philosophy Dept. -- increased need in contractual service 1,500

History Dept. -- increased need for student aid 750
Computer for Fac. Research - budgeted $7,000; need $9,200 2,200
Bursar/Controller -- computer budgeted $11,569; need $15,482 3,913
Institutional Advancement - budgeted $23,500 in dept and $11,026 excess in College publication budget 4,300
Communications audit and redesign of admissions materials 6,500
Psychology Dept. -- student assistant budget less in 84-85 than 83-84 expenditures 200
Registrar's Office -- unforeseen expenditures (mark sense forms, xeroxing of permanent records, printing, Date/Time machine) 8,604
Legal Affairs -- professional advancement and outside legal fees 16,215
Administrative Services -- funds for clerical support of implementation of new telephone system and training for same 7,700

Total Underbudgeted items requested and approved $ 280,430

TOTAL ITEMS REQUESTED AND APPROVED FROM AVAILABLE FUNDS $ 737,407

APPROVALS IN EXCESS OF AVAILABLE FUNDS TO BE ABSORBED BY GRANT MATCH AND INDIRECT COSTS BUDGETS (24,133)

IV. Unbudgeted items requested and denied

Education Dept. -- computer printer for graduate and undergrad. computer education courses. Reason: choice of printer and specific, changed since this request and are more costly $ 1,000

Minority Student administrative position. Reason: in spring 1984-85 Minority internship to be advertised and filled by July 1, 1985; paid by CHE desegregation funds 16,000

Part-time position in area of commuting and non-resident students. Reason: internship described above will cover this...
V. Underbudgeted items requested and denied

Faculty research and development—commitments from 83-84 overlapping into 84-85 with less Foundation support. Reason: this rollover of expenditures will occur every year thus balancing out $ 9,000

Meeting and speaker category—reductions in 84-85 requests without explanation. Reason: not feasible to reinstate under current fiscal constraints. 3,000

Institutional Advancement—budgeted $23,500 in dept and $11,026 in computer services; adjusted request $58,826. Reason: $20,000 to be covered by excess in College. 20,000

Publications budget

Undergraduate Studies—budgeted $6,595 in travel; adjusted request $8,695 to cover seminar for academic deans and staff. Reason: not feasible under current fiscal constraints. 2,100

Replace plants killed in 1983 winter freeze. Reason: not feasible under current fiscal constraints. 40,000

Legal Affairs/Human Relations—computer terminal for added staff. Reason: to be absorbed by present budget of Computer Services. 3,660

Total Underbudgeted items Requested and Denied $ 81,860

TOTAL ITEMS REQUESTED AND DENIED $107,760

Source: Floyd Tyler, Vice President for Business Affairs

From the Curriculum Committee

Future University Status for the College???

Editor's Note: These are excerpts of a memorandum from Jim Hagy, Chair of the Curriculum Committee, to Jacquelyn Mattfeld, Provost, regarding university status for the College.

...The Committee is aware that there will be a study of higher education in the state by consultants from outside South Carolina. This would be an ideal time to present our case. Opposition from Clemson, the University, and the Citadel would be lessened by this.

The middle of the state and the upper part of South Carolina have universities. There is none to adequately serve the needs of the Lowcountry. The College of Charleston is the only institution in this area which could expand into a respectable university.
Population growth in the state is largely concentrated in this region. There will be more and more demands for graduate work as the region’s economy develops and becomes more sophisticated. The University of Charleston could fulfill these demands and take a leading role in the development of the area. While some who would like graduate or professional training might be able to attend Clemson or USC, others would be unable to do so and would be denied opportunities enjoyed by people who live near Columbia and Clemson.

There is considerable interest in graduate programs already.

If the College is ever to become a research institution, it must acquire university status. This would improve the financing of the institution by the State.

The College is in danger of stagnating. University status would represent exciting new ventures. Additional programs could be more easily established.

Students who leave the College for USC or Clemson because of our limited curriculum could more likely be retained. This, in turn, would mean more graduates, thus more alumni, and more influence of the institution within the area and the state.

Faculty recruitment would be much easier. University status would very likely result in the reduction of the teaching load from 12 hours to 9 hours. At present candidates for positions at the College are reluctant or unwilling to come to an institution which has such a heavy teaching load but requires, in addition, a great deal of work in committees and other tasks, and research. Indeed, much more is expected of faculty members at the College than is normal for an institution of higher learning.

Faculty “burnout” would be lessened with a reduced work load. More publications would result, and high quality faculty members would be less likely to go elsewhere.

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From the Speaker

Gusto For the "Second Time Around"

A blethering but catchy TV commercial once told us that we only "go around once"; is it possible as Speaker of the Faculty to "go around twice"?? Contemplating my potential reserve of gusto, I answered the question "yes" recently. Then I was humbled to find myself the only candidate on the slate. One of our colleagues (in jest, I think) called this a "typical Southern election", but I prefer to consider it an extended challenge by the faculty to try to carry out the commitments I made in a letter to Newspeak a year ago.

Looking back at the goals I proposed in 1984, I find progress made in the following areas:

1. **Review of the faculty benefits package.** In addition to significant salary increases, the faculty has benefited from a new dental plan and supplemental state life insurance. These changes were being formulated when I was elected Speaker. The momentum exists for further change, for example, in the disability income benefit. These matters will be studied by the Welfare Committee. And I pledge to follow up on them.

2. **Encouraging the College community to study the problem of recruitment and retention of students.** These problems are being tackled on several fronts: for example, the recently completed College Board Study and the work of faculty committees studying retention. The direction for answers to these problems becomes clearer, but their solution is obviously a long term commitment. The Speaker, I think, can help eliminate some of the differences in student/faculty cultural perceptions by working to improve communication between the two "cultures". (See excerpts of the College Board report in this issue of Newspeak.)

3. **Analyzing the system used for evaluating faculty.** Two task forces are thoroughly remodeling the system both in procedures and standards. Recommendations for change of procedure should be available for faculty review this semester. I expect to see the completed renovation in place, and certified in the Faculty and Administration Manual, by fall semester 1985. Also, an ongoing
review of the Student Opinion Questionnaire is being conducted by the Welfare Committee.

4. Addressing with faculty committees and administrators the projected problem of declining enrollments at the College. I have heard a great deal of debate about this problem (which relates to point #2 above) for the past year. We are still at the talking stage because different constituencies at the College have different views of the nature of the problem. The College Board Report gives us a common vocabulary, a set of common ideas to talk about. In the next year I will continue to encourage the dialogue and expect to see a move from discussion to action.

5. Promoting a continuing examination of the salary structure and of reports on inequities in salaries. The matter of inequities is on the agenda of the President's Advisory Committee. Salary data is being gathered by the Welfare Committee, and I will be reporting from time to time some essential data in Newspeak (see the report of comparative salary information in this issue). I continue to be available to faculty who wish to discuss salary or other professional problems (tenure, promotion, etc.) that relate to the College.

Some of my proposed goals of 1984 remain viable, but they have been on the back burner. It is still important to discuss the College's relationship with the Consortium, analyze the system used to evaluate administrators, consider the problem of financial exigency, discuss the meaning of faculty rights, and analyze the structure and operation of faculty governance. I want to move some of these matters up front, although our issue agenda is already very crowded at the College. And like Jimmy Carter in his Presidency, I think I talked about too much, too soon in my 1984 "platform". With a year's experience as Speaker, I am aware of the limited capability of the Speaker to consider all issues in all forums. There are too many issues, too many forums, too little time.

I should add that I seek a second term as Speaker with a better understanding of the rewards and frustrations of the office. On the frustration side of the ledger, I have found that the job requires a great deal of committee work, which takes a large block of time and is not always productive (the Speaker is sometimes put on a committee to "show the flag" for the faculty). At times I have found the snow of memos and other information from different offices of the College, especially requests to review policy proposals or attend meetings, to be overwhelming. But the reward column of the ledger shows plenty of credits: the satisfactions of presiding at faculty meetings and reworking Newspeak, the opportunity to meet and to help individual faculty as an ombudsman, the chance to hear and help articulate the positions of the faculty on issues that will be important for the faculty and institution for years to come. I have found that the staff, particularly the President and Provost, are accessible, willing to listen, ready to respond to faculty requests for information and help, and concerned about the opinions of the faculty. These represent great satisfactions for me. In sum, there is plenty of academic gusto (and little foam to boot) to boost any candidate for Speaker. I ask that you continue me for another year in office.

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**Desegregation Efforts at the College: PT. 2**

Following are excerpts from a memo sent on December 17, 1984 by President Edward Collins, Jr. to Fred Sheheen, Chairman of the South Carolina Commission on Higher Education. Part I in the January issue of Newspeak indicated steps that would be taken this semester to improve desegregation efforts at the College. Part II is a brief summary of the College's plan to accelerate accomplishment of its goals in 1984-85.

1. Steps that will be taken to increase the number of black students entering the College in second semester 1985-86, and the number entering in summer 1986 and thereafter.
   a. The additional black student recruiter in the Admissions office provided for in my July 1984 letter to the CHE will have been hired by July 1, 1984 and will be actively recruiting traditional aged high school students.
   b. The Faculty Assistant to the Provost will be continued. He/she will continue to coordinate
and monitor plans to increase the number of entering black students in all programs of the College.

c. The Director of Admissions and the Director of Financial Aid will be authorized to use $2,500 from Foundation Scholarship funds for grants to minority students (new and continuing in 1985-86).

d. The Development Officer will continue to seek gifts to income, and gifts to an endowed fund, designated for expenditure on grants to minority students.

e. Recent graduates and current black students in good standing will continue to be paid to do recruiting in the local black communities for students eligible for all of the College's educational programs.

2. Steps that will be taken to improve the environment and support for black students and thereby increase the number and percentage of minority students in each undergraduate and graduate class.

a. The College will develop a student information base, enter it in the College computer, and have programs available for retrieval of information needed to follow the progress of students and to give sound advice.

b. If the CHE awards the College of Charleston an internship in 1985-86, the incumbent will be learning college administration and be providing services to various offices concerned with meeting the needs of black students and other special groups.

c. The Director of Human Relations will have submitted a plan to the CHE to increase the quality of entering black freshmen served by the SPECTRA program. Specifically, we are interested in having enough additional funding for the full complement of the services now provided by SPECTRA to about one-third of the entering black students made available to all black freshmen, and to have the program extended to cover the sophomore as well as the freshman year.

d. The Director of Human Relations and the Vice President for Student Affairs will again survey black students concerning their experience at the College of Charleston and use the results to modify and improve services to students.

e. The same two officers working with the Dean of Undergraduate Studies and other staff and students will sponsor sensitivity seminars and improve race relations. Special attention will be paid to getting to the seminars those most in need of behavior modification.

f. Recommendations from the Retention Committee, the Faculty Advisory Committee, and the Student Advisory Group, etc. will be acted upon by the President as they are proposed to him.

g. The Freshman Seminar, University 101, designed to provide year-long orientation and decrease attrition among freshmen, will be in place.

h. The President and the Provost will continue to appoint college committees that have racial and sexual representation, and will formally remind the Faculty Nominating Committee of its responsibility to be sensitive to similar representation on faculty committees.

i. The President will meet at least bi-weekly with a Black Advisory Council to be named in spring, 1985.

3. The President and the Provost will continue to stress with department chairmen, faculty, vice presidents, and other officers the importance of achieving minority representation in every academic department and administrative unit, and will give full support to the Director of Human Relations in monitoring searches and appointments for conformity with EEO and affirmative action policies of the College.

Because of Spring vacation, the March issue of Newspeak will not be issued until mid-April. A combined April-May issue will be the last of the regular school year.
Newsmotes for February 1985

Faculty contributions of books for the Honor Society of Phi Kappa Phi used book sale on Tuesday April 2 are being sought. Books may be delivered to Fred Wetts, Physics Dept., Science Center Room 101, or you may contact Fred at 2-5593 to have someone pick up the books. Student members will also be contacting faculty for book donations. Proceeds are used for academic awards.

***

The Honor Society of Phi Kappa Phi will again be presenting a Senior Research Award of $100 and a certificate for the outstanding Bachelor's Essay or Independent Study submitted. The deadline is noon, Thursday, April 25. Please encourage students with outstanding projects to enter the competition. Contact Fred Wetts, William Moore, Rose Hamm, or Susan Morrison for more information.

Letters to the Editor

"Renaissance 200"; Semester Weeks

To the Editor:

I would like to say to the faculty how much we appreciate their support to date in helping plan the Bicentennial. "Renaissance 200", with the color and bravura we determined (seven short months ago) was needed and appropriate at this time in our history, will soon become a reality. How exciting it is all going to be. I am telling family and friends everywhere to be sure to be in Charleston on March 22 at the Convocation to see the pageantry surrounding our faculty and all other distinguished guests in the Convocation procession and to save the entire week for a rich and varied array of educational and cultural events. I hope our faculty will not only participate throughout but will help us get out the word because this will be a once in a lifetime event!

"Renaissance 200" will be what we all make it. As well as a tribute to our illustrious past, it is an investment in our future. I predict "Renaissance 200" will help us gain new momentum far into the future which will help bring new opportunities for future enhancement through heightened attention to our work and research and new gifts and grants. The College will gain new visibility, like turning a spotlight on itself, and will reawaken the region around us to a fuller understanding and appreciation of who we are, how strong we have become, and how proudly we stand together.

I am excited about the kind and quality of music we have been fortunate to arrange, a new audio slide film on the College, a beautiful poster, and a host of other attractive promotional items. As the word gets out, what a great opportunity this will be to build enthusiasm in our student body and to attract future students to our campus.

Never before have the alumni and friends of the College of Charleston been as involved as they will be soon with the enthusiasm that is building as this event approaches. I wish that each and every faculty member could have been at the most recent Bicentennial Planning Committee meeting and sensed the feeling of pride and accomplishment. When the new popular recording of the College song (to be inaugurated at the Bicentennial) was played for the first time, I saw tears in the eyes of some. That was moving!

The prestige "Renaissance 200" is bringing to us may be measured in other terms as well. For example, the Governor of South Carolina is the speaker for the Red Carpet Breakfast. He will receive an honorary degree along with U.S. Senator Strom Thurmond at the Convocation, at which Pulitzer Prize winner and noted Southern Historian Dr. David Donald from Harvard will be the keynote speaker...
Page 19

and also receive an honorary degree. Most of our local state delegation will be here, and also local city administrators.

We shall have a stake in the success of "Renaissance 200". It's going to be a birthday worth attending and being proud of. Come and join in, have fun, and celebrate "College" life where we spend so much of it. Let's do it together...a celebration of a lifetime...leaving behind something magnificent for future generations to appreciate and remember us by.

Richard Hayes
Vice President for
Institutional Advancement

CC: To the Editor

Following are excerpts of a memo to David Taylor, Undergraduate Dean, and Ed Lawton, Associate Provost for Academic Affairs, concerning the "number of weeks in a semester".

A few times in the last week, the subject of how many hours of class we need each term has come up...the subject of whether we should or shouldn't cancel class for the Bicentennial came up on the floor of the faculty.

This prompted a small research project, and I thought I'd pass on the following information.

Prof. Heltai was correct when he stated at the [February] faculty meeting that there is no law in S.C. governing how much time a three-credit (or any other number of credits) class should meet. This has been confirmed by Dr. Kinard [of the Commission on Higher Education].

Gen. Meenaghan [of the Citadel]...cited "commonly applied academic practice" of a fifteen week term with between 42-45 semester hours of class for three credits...he mentioned that this was his impression after years in the business.

It strikes me that 14 weeks is minimally acceptable on the "Meenaghan Scale". I'm not sure that he isn't correct about "custom", but I wanted you to know that there is no law about this. That we will short-change students of one hour by cancelling class on Bicentennial Friday seems O.K. since it is most unusual and not likely to happen again until our next Bicentennial.

Alice Jacobson
Associate Provost for Planning and Evaluation

Faculty research Committee Actions

Spring, Summer College Grants

Editor's Note: These faculty members have been recommended to receive research awards from the College for spring semester and summer research projects.

Spring Semester College Grants

John Arthur, Philosophy--Equal Protection and the Integration of Black Colleges
One course grant--in-time.

Abdul Aziz, Business Administration/Economics--Small Business Staffing Practices
One course grant--in-time and $376

Robert Dillon, Jr., Biology--Genetic Improvement of Hard Clam Breeding Stocks
One course grant--in-time

Robert Dukes, Physics--The Construction of a Variable Star Data Base
$775
Barbara Duval, Fine Arts—"0" Series: Ten Color Lithographs
$1,500

Robert C. Frankis, Jr., Biology—Nucleotide Sequence Analysis of Rat Salivary Gland
Kallikrein on RNA
$1,500

Julian Harrison III, Biology—Taxonomic Studies of Terrestrial and Freshwater Mollusks
of South Carolina Barrier Islands
One course grant in-time

Charles Kaiser, Psychology—Cognitive Styles and Vocational Interests of Gifted Adolescents
One course grant in-time plus $705

David Kowal, Fine Arts—Francisco Ribalte and His Followers: A Catalogue Raisonne
$1,500

Jeffrey Loomis, English—"Dayspring in Darkness: Visible and Verbal Sacrament in Gerald
Menley Hopkins"
One course grant in-time

Patricia McGoldrick, Philosophy—Boxes without Beetles
One course grant in-time

Michael Phillips, Fine Arts—Four Plexiglas Panel Painting of the "Creation"
$1,500

Herb Silverman, Mathematics—Subclasses of Univalent Functions
One course grant in-time

Summer Research Awards ($2,500 each)

Robert Anderson, Business Administration
William Anderson, Jr., Biology
Charles Beam, Jr., Chemistry
James Carew, Geology
Henry Danote, Jr., Chemistry
Linda Greene, Education
George Hopkins, History
Kenneth Jenson, English
Cindy Martin, Mathematics
David Maves, Fine Arts
Frank Morris, Languages
John Newell, History
Craig Rimmerman, Political Science
Kenneth Severns, Fine Arts
Michael Tyzauck, Fine Arts

Summer College Grants

Robert Dukes, Jr., Physics. $685
Phillip Dustan, Biology. $1,500
Barbara Duval, Fine Arts. $1,500
Allen Fronabarger, Geology $1,500
Rose Hamm, Mathematics $1,500
Frederick Heldrich, Chemistry $1,000
Katherine Johnston, Mathematics $1,500
Robert Nusbaum, Geology. $1,500
Michael Phillips, Fine Arts. $1,500
Godwin Uwah, Languages. $1,500