FACULTY NEWSLETTER

editor: David S. Mann, Political Science [792-5703], Speaker of the Faculty

FACULTY MEETING: MONDAY, SEPTEMBER 14th, 5:00 p.m.
SIMONS RECITAL HALL. SEND AGENDA ITEMS TO
DR. BISHOP HUNT, ENGLISH DEPARTMENT, BY SEPTEMBER 4th.

A MESSAGE FROM DR. FESTA
[Editor's note: Dr. Conrad D. Festa, Senior V-P for Academic Affairs, was invited to submit a column for this edition.]

My first words to you are of gratitude. I could not be more pleased and proud to have been chosen by this faculty and administration to represent the college as its Academic Vice-President. From the start, I have felt that the fit between me and the College of Charleston is a very good one. My experience, my interests, and my educational philosophy all meet the expectations and the demands of the office. I am, therefore, optimistic that our relationship will be strong and mutually supportive.

I also wish to assure you that I understand fully how important the academic vice-president's position is to each of you professionally. That fact will be on my mind in every decision I make. Beyond that, however, I am committed to meeting the challenge of the College's mission. Therefore, each of my decisions will be weighed in the balance of what is best for the College.

Clearly, the wisdom of those decisions will depend on the quality of information and guidance I get from you. For my part, I will do everything I can to keep our lines of communication open and busy. By working together we can find reasonable solutions for the many complex, difficult problems facing us. Together we will achieve much. Together we can even enjoy the heavy demands of our responsibilities.

I feel fortunate, indeed, in the quality of the people working in the Academic Affairs area. Every indication is that you have been served well by them. This is the right time, however, to assess the structure of the office to see if changes need to be made to improve its efficiency and effectiveness. To that end, I have requested the establishment of a study committee which will bring me its recommendations by the end of the fall term. If changes are required, they will be made for the 1988-9 school year.

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Student Computing Centers Open This Fall

According to Cissy James, three student computing centers will open commencing with the fall term (in fact, by the time you receive this newsletter, the centers will be open).

Locations:
Small Library Basement (entrance through the library only): 56 stations, IBM XT;
Science 202 (old Biology location): 25 IBM XT and 3 IBM AT;
219 Long Building: 50 IBM XT and 2 IBM AT.

Capabilities: There is approximately one printer for every four stations. All have graphics capability and at least 512k.

Support: There will be student operators at each location during all operating hours. Software must be checked out by the students and includes word processing, spreadsheets and other assorted software.

Hours: Monday - Thursday: 8 am to 11 pm
Friday: 8 am to 5 pm
Saturday: 10 am to 5 pm
Sunday: Noon to 11 pm

During Orientation, interested students took introductory classes on the centers, PC operations, and word processing. During the semester, classes will be available to students and will include advanced topics. Funding for the centers was provided by the student computer user fee.

For information on other computer resources for faculty, see page two, column two.

CORRECTIONS TO STANDING COMMITTEE CHAIRS LISTED IN PREVIOUS EDITION:
Advisory Committee to the President: Fred Etting, Educ.
Dept.; Welfare Committee: vacant (as of 8-20-87)
RETENTION OF STUDENTS--The Freshman Seminar and Learning Strategies Courses

The Freshman Seminar [FRS 101] concept was introduced as a three year pilot project last fall (1986) at the College. It is supervised by a faculty committee chaired by Sue Prazak of the Math Department. The purpose of the seminar is to reduce attrition. Many capable students leave the College after their freshman year. Since last year was the first for this course, it is too early to have attrition information, but as soon as the data are available faculty will be informed. The supervisory committee chose to offer the opportunity to enroll in the seminar to a random selection of freshman students, of whom approximately 60% have chosen to enroll. Though a new concept in South Carolina (to our knowledge), this seminar has a recent history of being offered at, for example, USC-Columbia and Francis Marion College. The seminar's content depends on the instructor's specialty, but some topics have included analysis of a French novel, how to live a healthy life style, the sociological perspective of sports, and elementary probability and game theory.

Interested persons are invited to direct their questions to any member of the supervisory committee: Sue Prazak (Math), Andrew Lewis (PE-Health), Caroline Hunt (English), Frederick Heldrich (Chemistry), or Sandra Powers (Undergraduate Studies).

PERMANENT IMPROVEMENT PLAN: THE FIVE-YEAR WISH LIST APPROVED BY THE TRUSTEES (JULY, 1987)

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<tr>
<th>year</th>
<th>project</th>
<th>cost/source</th>
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<tr>
<td>'88</td>
<td>central energy plant expansion</td>
<td>$1.5 mil. /c*</td>
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<tr>
<td>'88</td>
<td>central computer acquisition</td>
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<td>'88</td>
<td>Sottie Memorial Auditorium renovation</td>
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<tr>
<td>'89</td>
<td>energy management system expansion</td>
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<td>'89</td>
<td>facilities renovation</td>
<td>0.5 mil./d*</td>
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<td>'90</td>
<td>Sears, 4th floor renovation</td>
<td>1.0 mil./c*</td>
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<tr>
<td>'90</td>
<td>two chillers for central energy</td>
<td>2.0 mil./c*</td>
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<td>'90</td>
<td>PE center renovation</td>
<td>3.0 mil./c*</td>
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<td>'90</td>
<td>facilities renovation</td>
<td>0.5 mil./d*</td>
</tr>
<tr>
<td>'91</td>
<td>add 5th floor, Wentworth parking garage</td>
<td>1.0 mil./r*</td>
</tr>
<tr>
<td>'91</td>
<td>property purchase</td>
<td>1.0 mil./d*</td>
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<tr>
<td>'92</td>
<td>add 5th floor, Long Building</td>
<td>1.5 mil./c*</td>
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<tr>
<td>'92</td>
<td>outdoor activities facility expansion</td>
<td>2.5 mil./c*</td>
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<tr>
<td>'92</td>
<td>property purchase</td>
<td>1.0 mil./c*</td>
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c*=state capital improvement bonds; m*=debt service monies; r*=revenue bonds
(All bonds are legislated and allocated by the General Assembly).

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COMPUTER FACILITIES FOR FACULTY

In addition to the student centers described on page one, there are other facilities of which faculty might not be aware:

1. Teaching Lab: 324 Long Building--24 IBM PCs. This room may be scheduled by any faculty member through Mike Smith, 2-8913.
3. Software Library: 204 Long Building--"several hundred" software packages are available for faculty use and check out for limited time periods.
4. Operating System Information--call Cissy James, 2-5431.
5. Academic Computing will be initiating a periodic newsletter beginning in mid-September.
DR. FESTA'S MESSAGE continued

One final issue should be addressed at this time. The most persistent complaints I have heard thus far are that our students come to us inadequately prepared for college work and that we must be more selective and recruit better students. The reality is that all institutions of higher education across America, most especially public institutions, receive large numbers of poorly prepared students, and for at least the next dozen years they will receive students no better prepared than they are now. The data I have seen here indicate that our students compare quite favorably with the students entering other institutions across the state. I certainly want to continue an emphasis on recruiting well-prepared students. But I am most interested in what we are doing for those students once they get here to help them develop the skills they need for success in life as well as in academe.

Given the fact that entering classes over the next decade will show no significant changes in their preparation, we must understand that the critical educational and ethical question for us is not how well prepared students are upon entrance but how well prepared they are upon graduation. One of the most encouraging, albeit anxiety-producing, movements in American education today is the development of collegiate assessment programs, simply because they place the emphasis on the right thing—what educationally has happened in the interaction between students and the college. Although we must encourage secondary schools to produce better prepared students by upholding high entrance standards, I hope our focus will be on generating better and better ways to enhance the success of all of our students.

Thank you again for your trust and also for the warmth of your welcome. I look forward to serving with you in fulfilling the academic responsibilities entrusted to us, and I wish you all a good and productive year.

Math Department CHE Review: Kudos

The following quote is from the Math Dept. CHE review: "It is recommended that the mathematics program at the College of Charleston be commended for a program of distinction which should be attractive regionally to students seeking an excellent mathematics undergraduate education." Well done.

FIVE-YEAR PERMANENT IMPROVEMENT PLAN
[continued from page two]

Energy Plant Facilities: We all know that our cooling system doesn't work very well. These projects direct attention to that area. New chillers, a new cooling tower, and individual units are needed. The acquisitions of a new pending dorm, use of the Sears Building, and Sottile Auditorium magnify the need for new equipment. This is a two-phase or two-installment improvement for '88 and '90.

Computer Acquisition: We need local mainframe hardware and software. The plan calls for linking student information, financial information, and a campus network system that will link terminals, printers, and departments. It will incorporate new features and better flexibility than currently available and will permit expansion with minimal effort while retaining compatibility with major vendors. This project will link the campus in a way that has never before been accomplished here.

Sottile: Matching funds will help complete the renovation of this facility and will better support the Fine Arts program and the College's mission as a cultural resource for the community. Funds will be sought through public and private grants to match the $500,000.

Energy Management and Facilities Renovation: These projects involve maintenance and renovation of existing buildings to keep them up to code and to parallel current needs. In '89 the project will involve installation of above-ground transmission lines and telephone modems to replace the in-ground system (which shorts out occasionally, if you hadn't noticed). More efficient usage will result. Also in '89 the plan calls for re-roofing Maybank Hall and converting the current Continuing Education conferences areas to classrooms, pending the removal of Continuing Education to Sears.

'90 thru '92: these projects are not described in detail. The Wentworth Garage is shared jointly by the city and the College. The current ('87) Sears renovation does not include its fourth floor. The old gym facility, built in the 1930s, was not renovated when the Mitchell Center opened. These plans for the early 1990s also call for new central energy chillers. No other detailed information on the 1990-92 plans are available at press time.
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FRESHMAN SEMINAR/LEARNING STRATEGIES COURSES
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Learning Strategies [EDU 001] is currently made available to several high risk groups: the provisionally accepted students the academically deficient but readmitted students, and students on probation. The course is designed to assist the capable but nonproductive student in learning necessary skills for the challenge of college level work, in accepting responsibility for his/her education, and in making appropriate academic and career decisions.

Areas of instruction include time management, effective reading strategies, notetaking models for lectures and textbooks, preparation for tests and exams, and mechanisms for improving memory. The course structure consists of seven more or less equally divided components: lecture, exercises, discussion, guest speakers, review/preview, quiz/evaluations, and assignments.

The course carries three hours of non-graduation credit and is taught either by regular faculty members or persons approved by the Education Department. All instructors are specially trained and provided with support throughout the semester. Training workshops are held on campus annually and are open not only to potential instructors but also to those interested in the course.

Data for 1985-86 show that those who regularly attended the weekly learning strategies meetings were retained at a higher rate than those who were marked with absenteeism.

For further information, contact: Steve Gibson, Mary Henrikson, or Sue Ventola (College Skills Lab), Pam Tisdale (Education), or Sandra Powers (Undergraduate Studies).

SPONSORS SCHEDULE RECEPTIONS
AFTER FACULTY MEETINGS

September 14th: College Activities Board
October 12th: English Department

If you wish to schedule a reception for a later meeting, please contact David Mann for details.

thanks to: je, sdf, tsg, cch, th, cj, jk, ecm, wvm, sp, sfp, smp, fp, twp, cw, and ew for assistance with this issue.

ADVISING WORKSHOP--FYI

1. The Advising Center staff are available to advise any student.
2. Students do not need an appointment to use the Writing Lab.
3. The Writing Lab is open to any student.
4. A student wishing to enroll in an English course at or above the 200 level must have completed the College English requirement.
5. The Math Lab is open to any student.
6. The faculty is the major source of referrals to the College Skills Lab.
7. A student need not declare a major to change advisors.
8. The College Skills Lab offers instruction for students preparing for post graduate standardized tests.
9. Tutors in the Writing Lab cannot proofread papers unless the professor gives advance permission for the tutors to do so.
10. If a student repeats a course, the grades are averaged--the later grade does not replace the earlier one.
11. Student transcripts cost $3.00.
12. Students must complete a separate withdrawal form to withdraw from the lab portion of a course.
13. Advanced placement credit is awarded to those students who take college-level courses in high school and who score 3 or better on the AP exam. Normally, one semester credit is given for a 3 and two semesters credit are given for a 4 or a 5.
14. The Admissions Office is open for interviews for prospective students on the first and third Saturdays of each month during the academic year--priority goes to those coming from a non-lowercountry location.
15. Students are encouraged to apply for financial aid before they are formally accepted for admission--financial decisions are made under separate guidelines and deadlines. The deadline for financial aid applications is April 1st of each year.
16. There is no formal application process for scholarships for upperclass or continuing students.
17. The maximum number of credit hours acceptable as transfer toward a degree is 92.
18. Approximately 85% of the College student population comes from South Carolina.
19. The mean composite SAT scores for the College, the state, and the nation are: 948, 826, 906.