Space Allocation Decisions Announced at Chairs’ Meeting

In order to cope with increasing enrollment and a shortage of classroom space, each department tentatively has been allocated a finite number of classrooms to be available during “prime-time hours” beginning in the Fall. Prime hours are between 8 am and 3 pm MWF and 8 am to 2:55 pm starting times for classes on TTh. The space allocation announcement was made during the monthly meeting of the department Chairs with the Academic Affairs staff. The cover memo, a copy of which is in possession of the Speaker, was written by Mr. William Anderson, Registrar. An ad hoc committee was charged with devising a scheme and included Professors Golightly, Pincus, and Tisdale; Vice-presidents Sommer-Kresse and Hines; Ms. Monica Scott, Ms. Sheila Amos, and Mr. Anderson. “This really wasn’t an ad hoc committee; rather, it was a group that I could identify as people who were concerned about classroom space,” said Mr. Anderson.

Under this scheme, rooms are assigned to departments and classes are scheduled by departments as they wish starting at 8 am. An attempt has been made to structure the rooms so that clusters of rooms are available to departments, permitting teaching accoutrements to be kept in those rooms. The specific needs of each room can be addressed more clearly to Academic Affairs by the department chairs. “We have tried for years to schedule rooms that were completely, lets say, History. But we have been unsuccessful at doing that, though it would be optimal to do so. What we have tried to do is designate rooms for departments. The allocation is designed to meet that need,” said Mr. Anderson.

Board of Trustees Praises Faculty, Staff, and Administration

At the quarterly meeting of the College of Charleston Board of Trustees, that body recognized and praised College personnel in several specific realms:

1. The Education Department—for showing the best results statewide in graduated student performance on the NTE: 254/259 passed (98%). The College was followed by Bob Jones University and Columbia College (93% each), but those schools had a much smaller number of students taking the exam.

2. The School of BA/Econ—for showing very high marks for graduated students who had taken the CPA exam.

3. The Miscellany—the literary magazine of the College, was awarded a first prize designation in nationwide competition. Professors Bret Lott and Paul Allen (English) were recognized.

4. Everyone—for seeing the College through Hugo. As it has been put by a colleague, there is a new passive voice verb in the Charleston language: to be Hugoid, to have been Hugoid, et cetera. We all were Hugoid in some significant way.

Other news and information presented by the Administration to the Board of Trustees is summarized on page four of this edition of Faculty Newsletter.

Foundation’s Hugo Fund Still Solvent

Bob Lyon reports that there still is some Hugo fund money. Up to $250, interest free for 90 days. Call Paul Dupont, 2-5769. Funds are for students, faculty, and staff.

continued on page five, column one
College Skills Lab: Interview

with Steve Gibson

[Editor's note: this is the next installment of the interview-format columns which appear irregularly.]

Ed: Let's start out with the basics. The College Skills Lab's purposes are what?

SG: We are the College's primary source of academic support. The Lab originated out of the Counseling Center--responding to student problems--and from the academic departments about 1974-6. No doubt departments, with whatever plans they may have had, were tutoring on their own. The Communications Skills Lab, as it was originally called, coordinated those services and expanded them. By that I mean that we are at the service of any of the 17 academic departments for extra lab assistance and/or tutoring and for advanced preparation like GRE, LSAT, MCAT, MAT, and the like. GRE prep was offered from day one.

Ed: How would you describe the student use in the Skills Lab in the past few years?

SG: In the past few years the typical student has been more responsible and committed to academic improvement. Students today are more proactive than reactive. We see more students today who are anticipating problems with their work and taking care of the problems. In the past I think we saw more students who came in because they had already done poorly. They were trying to catch up.

Ed: What is the work today?

SG: Today there are Math, Writing, Language, Biology, Reading/Study Skills, and Accounting Labs all coordinated with the obvious departments. The most basic support we have in all the labs is faculty. Members of the faculty staff the labs and provide significant guidance for what we do. The faculty have lab directors appointed by the departments. Hope Florence directs the Math Lab. Others are Bonnie Duvet (Writing), Tom White (Accounting), Betsy Berg (Biology), Martha Dougherty (Language), and Mary Henrikson (Reading/Study Skills). Of course many faculty from these and other departments spend considerable time staffing the labs.

Ed: How many people show up?

SG: Attendance for the past academic year exceeded 3,000 students (3,093, to be exact). The average student visited five times during the year. Our total student contacts equaled 15,792. The Lab is directly serving more than 35%--a conservative extrapolation of the data--of the college community in a given year.

Ed: What likely effect does Lab attendance have for a student's GPA? in general or course grade in particular?

SG: All of our analysis of the data clearly indicates an advantage exists for a Lab user. For example, last semester an accounting class had an average for all semester tests of 76. The students who had been assisted by the accounting tutors had an average of 85. That is a letter grade difference. All other factors considered, we recognize the contribution the staff and faculty in the Lab make to the intellectual development of our students.

Ed: Every semester I get a sheet from you about tutors. I fill it out with names of people who passed my classes with distinction. What do tutors do?

SG: We are a conduit for tutors in most any subject. Tutors are especially helpful in subjects where there isn't the demand to operate a full time lab. If a student comes to the lab seeking assistance in your American Government class, I can look at the recommendation sheet and contact one or more of those students to arrange for tutoring. All the students who work in the labs are recommended from the departments. We train them to tutor. For the majority it is non-work study money which assists those students. Our student tutors are most capable, possessing both a thorough knowledge of their subject and the skills which enable them to motivate and guide other students. They are representatives of the college's student population, including minority, adult, and international students.

Ed: In addition, do post-graduate test preparation?

SG: Yes. It is often overlooked that we provide guidance and practice skills for advanced test preparation. This dimension has been growing in recent years. The private market is there. I won't name the companies which insist that those tests measure skills for which one can practice and do better, comparatively, than if one didn't practice. You used to hear that the GRE or whatever is a test where practice will not enhance a score. You don't hear that any more. What we do is get the student comfortable with the types of questions that are asked. Then we show the student how to address answering questions like that. If the test was purely a fact-based knowledge test, practice would not help. But the test isn't like that.

Ed: What is the College Skills Lab's relationship with Education 001, the "Learning Strategies" course?

SG: Each May the staff conducts workshops for the purpose of training faculty interested in teaching "Learning Strategies." Other faculty interested in developing approaches designed to incorporate into their classes the development of student learning skills, behaviors, and attitudes conducive to student success are welcome to attend those workshops. Faculty from the Lab also teach sections of the course each semester.

Ed: What do you see the future to be for the College Skills Lab?

SG: Computers will make our whole operation more efficient. In the future there will be computerized placement testing in the summer. More software will assist in graduate test preparation, making that enterprise more efficient year round. And of course during the academic year, we can work with more students more quickly and thoroughly. This semester we began some new activities. The Math Lab has video tapes which Hope Florence produced with the assistance of the Learning Resource Center. The tapes provide a thorough review of the lessons in the College Algebra course (Math 101). The Foreign Language Lab is providing conversation sessions for Spanish, French, and German. Language tutors also hold conversation groups for students learning English as a second language. The Writing Lab has four PCs available for student use and all tutors are trained and able to help students wanting to use a computer for word processing. Our learning assistance program should assist the faculty in maintaining standards of academic quality through programs and services. I also believe the lab helps students develop positive attitudes and confidence in their abilities to learn.
Speaker's Column

There was a political science conference last weekend in Memphis. The most heavily attended panel was entitled "The Contributions of Elvis Presley to the Study of Political Science." Four papers were read. They were entitled: "Crying in the Chapel: Elvis Presley on Separation of Church and State," "A Formal Theory of Elvis," "Don't Be Cruel: Elvis' Theory of Crime and Punishment," and "You Ain't Nothin' but a Hound Dog: Elvis' Comments of Intercity Bus Regulation and Other Transportation Issues." It was nice to be able to relax and feel good about a laugh at oneself. Of course that panel idea led immediately to other possible panel topics. "Janis Joplin's Contributions to Radical Feminist Jurisprudence." "Theoretical Approaches to a Value-Added Geology: It's Only Rock and Roll But I Like It." Do you have any ideas to add to this list?

Also discussed there was the series of generic names provided to endowed chairs in a department.

There's the empty chair (sabbatical), the high chair (either exalted or chemically induced), the spring chair (alternating semesters), the captain's chair (for the retired military among us), the electric chair (pulsates with excitement), the swivel chair (for those whose politics is an independent variable).... Then there was talk about stools. Maybe not on this page.

Seriously, it has happened twice now in my tenure as Speaker that existing college committees have been bypassed by the Administration to pursue policy outcomes without legitimate and appropriate faculty feedback. Both occasions concern policies that have an impact. The first was the NCAA "feasibility committee," which bypassed the Student Affairs and Athletics Committee, even though the Manual very clearly states that the Student Affairs and Athletics Committee is to be consulted on any changes in any athletic program. But because it was clear to me that the NCAA move was desired by the Board of Trustees, I simply reminded relevant individuals about the clause in the Manual. The second happened recently. How recently I do not know, because I wasn't informed at all. Academic Affairs, or possibly Enrollment Management, has to be responsible ultimately for

continued on page five, column two

News Shorts

--Lee Drago, History Department, has published his second book. Entitled Initiative, Paternalism, and Race Relations, the subject matter is the history of the Avery Normal Institute. It is published by the University of Georgia Press.

--Center for Physical Fitness hours are open to all faculty and staff. Scheduled are Aerobics (MWF, 12:15-1:15; TTh, 5:30-6:30); Walking Program (MWF, 12:15-1:15). There are no fees for these activities.

--College Activities Board Calendar for November includes:

November 8, 9: "Heavy Metal" movie party, Physicians Aud., 8 pm, $1 C of C; $2 general.
November 8, 9: "Chance to Think--How to deal with Sexual Assault"; Simons Recital Hall, 3-5 pm and 7:30-9:30 pm.
November 12: "Jeff Martin: Behind the Scenes at Late Night with David Letterman"; Physicians Aud., 8 pm, $1 C of C, $2 general (tickets at SSC 2nd floor desk or at the door).
November 14: "Dinner Theatre with Comedy Entertainment by Chopstick Theatre"; 7 pm, SSC Ballroom; $6 C of C, $8 general (tickets at SSC 2nd floor desk).
November 16: "Drivin' and Cryin', Dream So Real, Mary My Hope"; King Street Palace, 8 pm, ticket information tba.
November 30: "Holiday Crafts Sale"; SSC Breezeway, all day; also, Thursday Special, 12:15.

--NEH and Gallup joined forces to survey college seniors, according to the Nov. 13th issue of US News and World Report (page 89). Below is a list of famous works and the percentage of college seniors who could name the authors:

<table>
<thead>
<tr>
<th>Book</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Canterbury Tales</td>
<td>62%</td>
</tr>
<tr>
<td>Uncle Tom's Cabin</td>
<td>58%</td>
</tr>
<tr>
<td>Moby Dick</td>
<td>56%</td>
</tr>
<tr>
<td>David Copperfield</td>
<td>55%</td>
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<tr>
<td>The Republic</td>
<td>42%</td>
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<tr>
<td>Paradise Lost</td>
<td>33%</td>
</tr>
<tr>
<td>The Aeneid</td>
<td>28%</td>
</tr>
<tr>
<td>Crime and Punishment</td>
<td>26%</td>
</tr>
<tr>
<td>Pride and Prejudice</td>
<td>24%</td>
</tr>
<tr>
<td>Ulysses</td>
<td>20%</td>
</tr>
<tr>
<td>The Invisible Man</td>
<td>12%</td>
</tr>
<tr>
<td>&quot;Letter from Birmingham Jail&quot;</td>
<td>47%</td>
</tr>
<tr>
<td>&quot;The Tempest&quot;</td>
<td>42%</td>
</tr>
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Communication Received: Retention
[Editor's note: the following was received on or about October 20th from William A. Lindstrom and Sandra M. Powers, Associate Deans].

At the recent Enrollment Management meeting, Sue Sommer-Kresse distributed the figures on retention for the past 5 years. We rearranged the data slightly to illustrate the marked improvement in retention of freshmen and transfer students that the College has experienced in that time period. We are convinced that each faculty member of the College has played a part in this improvement. While the College appears "successful" to those outside when our enrollment numbers go up, it is extremely important to recognize that the numbers in retention only go up when student needs are being met and students are realizing their personal and academic goals. Over the past years our faculty has demonstrated their care and concern for the academic and personal development of our students time and time again. It is important also to note that our retention figures are made up of each single individual student a faculty member takes the time to encourage and to advise. Keep up the extremely good work.

Summary of Board of Trustees Meeting
The College of Charleston Board of Trustees met as planned in October. Needless to say, the effects of Hugo on the College were a prime topic for discussion. Estimates at that time showed damage repair costs to be around $6 to $7 million. However, most if not all of that is insured, so there is no anticipated deleterious budgetary effect to be felt.

The longest committee report came from the Board's Facilities Committee, which reported on many ongoing projects. Most significant are the following requests or actions: (1) the Board has proceeded with a request for a proposal for a new dorm; (2) a subcommittee has been formed called the Six Glebe Street Committee charged with overseeing and directing "repair, refurbishing and furnishing of the 6 Glebe Street property;" (3) authorization to negotiate for the purchase of the Karl Karesh parking lot; and (4) authorization for the College to "proceed with expeditious and emergency procurement procedures for hurricane repairs." Copious documentation of Hugo damage to the College buildings was reported to the Board by the Facilities Committee.

The other reports for which there was a lot of paperwork were from Academic Affairs and Finance Committees. These reports were more like progress reports to the Board from the College Administration. No new policies were reported from Academic Affairs. The Finance Committee reported on a resolution to the full Board regarding a tuition transfer for Hugo victims. The Board passed the resolution, which will permit students who had to withdraw from the fall term to apply 1/2 of the fall tuition monies to spring tuition. This credit could not apply to housing fees, however.

Several faculty members attended Board committee meetings. Committee meetings are open meetings and faculty are urged to attend.

Mid-Term Grade Policy Clarified--
Communication Received
[Editor's note: the following was sent on September 18th from William A. Lindstrom, Associate Dean of Undergraduate Studies]

I have refreshed the mind of Prof. Harry Freeman regarding the faculty's approval of the mid-term advisory grade process. The faculty debated and approved the process at the April 29, 1985 meeting "after considerable discussion." The vote was 62 in favor and 38 against.

I would encourage all faculty to take part in this process as approved. The feedback provided is important and used by many of our students as incentive to increase their efforts or as reinforcement of good practices. Feedback is a very basic part of learning, and we feel that this process, while not perfect, enables a faculty member to reach all students in the class.
Space Allocation, continued from page one:

Two different formulas were used to calculate how many rooms were given to departments. Both were strictly quantitative. One allocated classrooms based on the number of sections offered by a department divided by the total number of sections offered for the term and then multiplied by the number of classrooms available. The other formula's critical independent variable substituted department FTE's and total FTE enrollment for the section variables in the first formula. Certain rooms have not been allocated and remain under the control of the Registrar; in some cases the lab rooms in the Science Center remain under the control of the sciences. Big rooms like Maybank 100 were not assigned to any department. Classes have to be scheduled according to the allocation before additional rooms would be added to that department's quota.

According to Sam Hines (V-P for Departmental Affairs), each department is to look at the proposal and provide feedback to the Registrar. "This will enable us to pinpoint what kind of additional classroom space is needed. What size classrooms do we need? We are also looking at what kinds of classes students are willing to take at what hours. And if we talk about adding a classroom building, we need to be able to answer the question, 'What do we need?' You can't keep adding buildings just to add space between 9 and 1. How to do it is a matter for deliberation." There has always been a quota of rooms per department per hour. This is more of a realignment of a policy rather than a new policy per se. Mr. Anderson underscored the desire for feedback from the faculty and indicated that he is willing to meet with faculty to discuss it.

Mr. Anderson indicated that the formulas will be run each semester. "If the faculty would like to work with me on scheduling, I could certainly use some help," he said. "It was not my intention to bypass the faculty. I would like to use this scheme to see if it works. If it doesn't, we'll have to try something else." One chair thought other variables, such as number of majors in the department and a "dummy variable" for college requirements, should be added to the formula. Another confided that this "redistributive" policy enables the Administration to govern when classes are offered without making it appear as if that is happening.

Faculty Calendar

November 13th: Faculty Meeting, 5:00
December 4th: Faculty Meeting, 5:00
December 17th: Mid-Year Commencement, 2:30
December 19th: Grades Due, 12:00 noon

Speaker's Column, continued from page three:

bypassing the College Campus Planning and Space Allocation Committee (Manual addendum, December 1987; inserted into pp. 71 ff of that tome) and establishing an ad hoc committee to re-allocate room assignments to academic departments beginning in the fall of 1990. (See page one for details.) I have no record that the Space Allocation Committee has ever met, in fact. There are all sorts of plans for the Physical Plant and the College's plans to expand "to the North," as it was once put. I wonder about all of this planning and policymaking without consultation with the Faculty. It is very clear, quoting the Manual By-Laws, Article II clause b: "The faculty shall be concerned with all matters relating to the academic program, the curriculum, admissions and continuing standards, the grading system, degree certificate requirements, and the utilization of the intellectual resources of the College." Two sentences later the following appears: "The faculty shall be the legislative body of the College for all academic matters." However broadly or narrowly one reads those words, it is clear from the dictates of our bible that elected faculty serve to recommend policies in areas such as determining locations for "delivering the curriculum." Maybe it is appropriate to end this column with a quote from my generation. Bob Dylan: "It doesn't matter anyhow, so don't think twice; it's alright."

thanks to smh, wal, smp, wa, th, twp, sb, and cch for their assistance with this issue