Speaker-Elect Bob Mignone Writes:

This is the first opportunity that I have to express my appreciation to the faculty for electing me Speaker. It is an honor and a responsibility which I take seriously. There will be a simply stated principle underlying my activities as Speaker: openness. People operate effectively when they are well informed. This means that the administration needs to be informed about issues of concern to the faculty and the faculty needs to be informed about important matters at all levels, quickly and accurately. An effective means the Speaker has to facilitate this is the Faculty Newsletter. The Newsletter is one of the better ways we have to share opinions, concerns, information and ideas within the college community. I will encourage you to make ample use of it.

The responsibilities of the Speaker extend through the summer. The Faculty By-Laws provide for a supplementary stipend of two-ninths the Speaker’s regular nine-month salary. In addition, the By-Laws provide for a one-half-time reduction in teaching load each year. In accordance with this provision I expect to be teaching twelve hours during the 1995-96 academic year. The schedule which I anticipate for Fall 1995 is:

- Calculus 120.007 MWF 3:00-3:50 and Thurs 3:05-3:55;
- Calculus 120.090 MW 5:30-7:10.

The first of the courses listed is part of the National Science Foundation supported project that I am directing. The same project will require me to spend time in the soon-to-be constructed computer classroom/lab in 200 Maybank.

Please feel free to come by and talk with me anytime outside of class either by dropping by my office, 221 Maybank or the computer classroom/lab, 200 Maybank.

You can contact me by email, MignoneR@Ashley.CofC.edu or by telephone, 3-5740 or 722-0866.

Thank you.

Announcing a Forum on General Education and Liberal Learning at the College of Charleston

All faculty and staff are invited to an open retreat to discuss and review General Education and issues related to our mission as a liberal arts and sciences institution. The basic intention of this retreat is not to focus on what is wrong, but rather to discuss what might become better. The retreat will be held on Tuesday, August 15 and Wednesday, August 16th (location to be determined). All faculty and interested staff and administrators are invited and encouraged to participate.

The idea for this retreat grew out of faculty participation in an AAC&U (American Association of Colleges and Universities) sponsored General Education conference in Indianapolis last spring. Upon returning to campus, these faculty (Professors Drost, Ford, Lewis, and Newell) identified others on campus who currently plan a role in the assessment, review or delivery of the general education curriculum and continued meeting to review AAC&U research and materials in relation to our own curriculum. The retreat is designed to broaden the discussion and include the entire College community in the consideration of the question, "How can we best deliver a liberal arts education at the College of Charleston in the 21st Century?" Please contact Beth Murphy by phone at 953-5529 to sign up. Additional information will be distributed throughout the spring and summer. This promises to be a rare opportunity to talk and share ideas about our most important mission. Please encourage all of your colleagues to participate.

Faculty Senate Meets Tuesday, March 14th
Education Center #118
Agenda Distributed Separately
see your friendly local senator for details
Women's History Month Events

*March 13, 3:30 p.m., Education Center, Room 118, St. Philip St.-- Lecture by University of Mississippi Professor and Writer Marjorie Spruill Wheeler on "The Woman Suffrage Movement: The Southern Story."

*March 14, 3 p.m., Rivers Communications Museum, George and St. Philip Sts.-- Woman Suffrage Movement Video Series presents "Elizabeth Cady Stanton & Susan B. Anthony: The Women's Vote."

*March 15, 3:30 p.m., Stern Student Center, Room 410, George St.-- American Association of University Women presents video and panel discussion "Are We Cheating Our Daughters?"

*March 21, 3 p.m., Rivers Communications Museum, George and St. Philip Sts.-- Woman Suffrage Movement Video Series presents "How We Got the Vote." Panel discussion to follow led by College of Charleston History Professor Amy McCandless.

*March 22, 7:30-9 p.m., Education Center, Room 118, St. Philip St.-- John Rivers Communications Museum presents a video and panel discussion on women and television. Panelists will be Joan Mack, College of Charleston Media Resources Coordinator and former local anchor-reporter; Carolyn Murray, Channel 5 and Channel 34 anchor; Nina Sossamon, Channel 2 anchor; and Vanessa Hill, Channel 4 anchor. Moderator will be College of Charleston Communication Professor Lynn Cherry.

*March 23 and March 24, 12-3 p.m., Rivers Communications Museum, George and St. Philip Sts.-- Video Exhibition, "Commercialization of the Feminine Image." Four programs will be shown:
12:00-- "Dreamworlds: Desire/Sex/Power in Rock Videos" (56 min.)
1:00-- "Women Seen on Television" (11 min.)
1:30-- "Still Killing Us Softly" (30 min.)
2:30-- "And Still I Rise" (30 min.)

*March 27, 3 p.m., Physicians Auditorium, Coming St.-- Traveling Performer and Lecturer Sally Roesch Wagner presents a one-woman performance "Elizabeth Cady Stanton."

*March 28, 3 p.m., Stern Student Center, 4th Floor Video Center, George St.-- Woman Suffrage Movement Video Series presents "75 years of a Great Idea" and "Take Back the System." Discussion to follow led by College of Charleston Political Science Professor Lynne Ford.

*March 29, 30, 31, 12-4 p.m., Rivers Communications Museum, George and St. Philip Sts.-- Video Exhibition, "Commercialization of the Feminine Image." Four programs will be shown:
12:00-- "And Still I Rise" (30 min.)
1:00-- "Still Killing Us Softly" (30 min.)
2:00-- "And Still I Rise" (30 min.)
3:00-- "Dreamworlds: Desire/Sex/Power in Rock Videos" (56 min.)

Letter Received

Thanks for the letter (Faculty Newsletter, February 1995) from the Director of the Counseling and Psychology Services which helped me understand about which issue God is concerned with and which issue God is not concerned with.

Seriously, is it possible for you and the future speakers to keep discussion about 'God' out of the Faculty Newsletter until there is news about the proof of the existence or nonexistence of God? If somebody on the faculty finds a proof of the existence or nonexistence and sends it to the speaker, please ask that great person to send it for refereed publication and keep us 'people in fragile life boats' out of it.

Sincerely,

Dinesh G. Sarvate, Mathematics
Bringing Together Pockets of Excellence in the Math & Science Hubs
by Paula Keener-Chavis, Director
Charleston Math & Science Hub

In 1992, Governor Carroll Campbell called for the establishment of the Governor's Math and Science Advisory Board (MSAB) to formulate a comprehensive state plan for mathematics and science education reform in the state. The MSAB, comprised of representatives from higher educational institutions, school districts, business and industry, and the South Carolina State Department of Education, developed, as part of this state plan, an extensive proposal for Statewide Systemic Initiative (SSI) funding from the National Science Foundation (NSF). Having submitted a successful proposal to NSF, the state recently received a $9.7 million grant to bring about mathematics and science education reform in South Carolina over a 5-year period.

According to Barbara Nielsen, State Superintendent of Education, "There has never been anything in South Carolina like the SSI. It has a compelling vision—that all of our children can be mathematically, scientifically, and technologically literate. It has an excellent supporting cast, a group of practicing classroom teachers who are demonstrating amazing expertise and leadership. And it has universal support, from the education community to the General Assembly, to the Governor's Office, to communities all over South Carolina."

The SSI effort calls for the establishment of 13 regional resource centers, or Hubs, throughout the state. Charleston County was named by the MSAB as one of these 13 regional Hubs. Each Hub, under the direction of a regional advisory board, is key in achieving the SSI objectives for mathematics and science reform in the state, as they are the vehicles by which the SSI vision will be delivered at the local level. Working closely with representatives from higher education institutions, local business and industry, private and public schools, and local Chambers of Commerce, the Hubs will serve as networks of educators, ideas, and resources that will be offered to every school within the state.

The Hubs will provide a wide variety of professional development opportunities for teachers of all grade levels. The method in which these professional development opportunities will be delivered is based on the highly successful "teachers teaching teachers" staff development model, as the very best teachers of mathematics and science at the local level will be identified and brought into the Hub to share their proven methods of mathematics and science delivery with other teachers.

Mathematics and science specialists working within each Hub are also prepared to assist teachers and schools with the implementation of newly-developed curriculum frameworks in mathematics and science. The Hubs will serve as resource centers housing state-of-the-art instructional materials that can be reviewed and/or borrowed by teachers. Family science and family mathematics programs and professional development workshops for school administrators will also be offered.

"The needs of students and the nature of the American work force have changed. And to prepare students for this new work, teachers must have new tools, new abilities, and new opportunities. And this is where the Hubs come in," says Bill Youngblood of McNair & Sanford, Chair of the Business Education Subcommittee of the Education Improvement Act, and a board member of the South Carolina Business Center for Excellence in Education.

Tim Walgren, former Chair of the Governor's Math and Science Advisory Board and Director of China Development for Alumax Corporation adds, "If we build the right model for regional and local needs, as we have done with the Hub concept, those who are in need will come to the Hub; those who are especially involved in education will not only come, but they will also share what they know with their colleagues. This has been proven in other academic fields again and again nationally. Another benefit of the Hubs is relatively quick feedback. Within three to five years, we should be seeing significantly different teaching techniques moving into the classroom which will be brought into focus with students and teachers on an almost immediate basis. It is very important to keep in mind that the rubber hits the road in education with the teacher and the student in the classroom."

Dennis Bartels, State Project Director for the SSI, says "It is important to point out that it is not so much that our educational system has failed, but rather the standards for a productive and high quality life in the 21st century have so quickly changed. Even if South Carolina was the number one ranked state in the country in terms of education, we still would not have the ideal education system in place to prepare our..."
children for the 21st century.” It is science and mathematics literacy that is the issue here, and as our education system struggles to close the gap, the standards for science and mathematics literacy continue to move forward in an ever-changing world marketplace.

There are exceptional teachers in South Carolina who have recognized that the standards are quickly changing. They have attempted, with little to no resources, to improve their own standards of mathematics and science delivery to students in an effort to keep up with the ‘standards gap’ that continues to move ever forward. They are the ‘pockets of excellence,’ or educators already doing great things in education in the state. But these teachers are all too often the exception to the rule, as resources are limited and the time required to change teaching strategies is virtually nonexistent in a normal teaching schedule.

“The Hubs established by seed money from NSF to bring together South Carolina’s ‘pockets of excellence’ will require a certain amount of nurturing, support, and a lot of involvement to keep them healthy and fresh with new ideas flowing through them. New challenges for the teaching community will be developed and taught in those facilities. They clearly provide a foundation on which a great many things can be built—and should be built,” Walgren said.

Bill Youngblood sums it up quite well when he says, “I am convinced that everything we want for our children is happening in ‘pockets of excellence’ in this state and we have now begun to design and implement a system that brings all of these resources together so that all students have a shot at performing as well as the best ones do today. And this is what the math and science Hubs will be doing as major delivery systems of mathematics and science reform initiatives.”

For more information on the Charleston Math & Science Hub, call 953-5812, or stop by the office located at 94 Wentworth Street, and working closely with the Commission on Higher Education, The Charleston Math & Science Hub is hosted by the College of Charleston.

Spell Checker

[Editor’s note: The following poem came to the editor’s attention through the Internet from Jerry Zar, Dean of the Graduate School, Northwestern Illinois Univ.]:

I have a spelling checker
It came with my PC
It plane lee marks four my revue
Miss steaks aye can knot sea.
Eye ran this poem threw it,
Your sure reel glad two no.
Its vary polished in it’s weigh
My checker tolled me sew.
A checker is a bless sing,
It freeze yew lodes of thyme.
It helps me right awl stiles two reed,
And ayes me when aye rime.
Each frayes come posed up on my screen
Eye trussed too bee a joule
The cecker pour o’er every word
To cheque sum spelling rule.
Be fore a veilling checkers
Hour spelling mite decline,
And if were lacks or have a laps,
We wood be maid to wine.
Butt now bee cause my spellling
Is checked with such grate flare,
Their are know faults with in my cite,
Of non eye am a wear.
Now spelling does knot phase me,
It does knot bring a tier. My pay purrs awl due glad den
With wrapped words fare as hear.
To rite with care is quite a feet
Of witch won should be proud.
And wee mused dew the best wee can,
Sew flaws are knot aloud.
Sow ewe can sea why aye dew prays
Such soft ware four pea seas.
And why I brake in two averse
By righiting want too pleas.
Effective Communication

[Editor's note: The following was faxed to President Sanders, who suggested this to be reasonable Faculty Newsletter material.*]

The President of a large university issued the following directions to his vice presidents:

Tomorrow at approximately 9 pm, Haley's Comet will be visible in this area, an event which occurs only once every 75 years. Have all employees assemble in the parking lot and I will explain this rare phenomenon to them. In case of rain, we will not be able to see anything, so assemble them in the cafeteria where I will show them films on it.

Vice-presidents to deans:

By executive order of the university president, tomorrow at 9am, Haley's Comet will appear above the parking lot. If it rains, assemble all personnel in the cafeteria where the phenomenon will take place, something which occurs only once every 75 years.

Deans to faculty:

By executive order of the university president, tomorrow at 9am, the phenomenal Haley's Comet will appear in the cafeteria. In case of rain in the parking lot, the president will give an order, something which takes place only once every 75 years.

Faculty to teaching assistants:

Tomorrow at 9am, the university president will appear in the cafeteria with Haley's Comet, something which occurs every 75 years. If it rains, the president will order the Comet into the parking lot.

Teaching assistants to students:

When it rains tomorrow at 9am, the phenomenal 75 year old university president, accompanied by his girlfriend Haley, will drive his Comet through the parking lot.

*He also asked that I give him full credit for this column, which, alas, I cannot do. He got it from somewhere.

Letters

Re: Merit Performance Proposal
Fr: Dr. Conrad Festa

I understand that the Faculty Senate at its meeting on February 7, 1995 endorsed the proposal [from] the Welfare Committee to introduce an optional merit performance review process for all faculty who have obtained their highest academic rank based on their degree status. As you know, both Judge Sanders and I favor this concept in principle. Furthermore, the proposal adopted by the Senate includes many of the features that I personally believe should be a part of any such process.

There are, however, considerations, both of substance and process, which must be addressed before the College introduces any changes to the existing procedures. First, it may be necessary to define more specifically the criteria that we plan to use to encourage and reward senior faculty members who continue to perform at a level of excellence. It will be necessary to establish quality measures that assure that the rewards system is driven by excellent performance and not simply by seniority. Second, it is necessary to broaden our discussion. In the weeks ahead I shall be meeting with the deans, with chairs, and with faculty as well as the senior vice presidents generally to hear from them about the proposal. I will review it with our personnel and legal staff for their input. I also plan to contact others outside the College to learn what systems, if any, they use to encourage continued excellence of their senior faculty. Finally, I will work with Business Affairs to develop our financial models that clearly describe the implications of the proposal on funding.

Thank you.
Letter: Merit Performance

Dear David,

I am writing this letter to express my unhappiness over the way that the issue of "optional merit performance raises" was handled at the last Faculty Senate meeting. In my opinion, we spent over an hour on trivial amendments and then debate was cut off before anyone could address the main issues. By passing the proposal, the Faculty Senate has in essence said that the current "merit" system as administered by Chairmen and the Administration has been a failure. If money is available for the "special merit raises", then why hasn't this additional money been made available to the Deans and Chairmen under our present system.

As a former Department Chairman, merit raises were always a struggle. With all departments getting equal sums, our present system means that if you are going to reward one faculty member for exceptional achievement, then you must either select one person to punish, regardless of the quality of their work, or even worse, punish the entire department because of the excellence of one person (Heaven forbid that you have more than one excellent person in a department.)

Although it wasn't expressly stated, I somehow thought that the issue of special merit raises was linked in the minds of some Senators to the report on salary compression that was given at the previous Senate meeting. I can't help but feel that some Faculty feel that this proposal is a way to overcome past inequities. If the special merit plan is to be administered as proposed with raises being given for truly exceptional merit, then the process possibly will have the effect of creating a greater disparity in salaries in rank. How many Faculty that are substantially below salary in rank would be truly competitive on a campus-wide basis in terms of professional activity? How would "exceptional" be defined for the cohort applying for special merit? Would the same criteria used for promotions be applied or some higher (or lower) standard?

I can recall going into the President's office in one of my first years at the College and inquiring whether or not my raise was a reward for good work or a punishment for not doing well. The President assured me that I was being rewarded. I remarked that I had gotten the same raise as everyone else. He then informed me that some Faculty had received no raise and I immediately concurred that I had received a good salary increase. In my 23 years at the College, the only time that I felt that thought and consideration of actual performance had substantially affected salaries was under Jack Bevan. He once showed me a large ledger sheet in which he had recorded the name of every faculty member and had rated their performances in the area of scholarly activity, teaching effectiveness, and service. He then gave raises based on these ratings.

I realize that the College of today cannot be compared to simpler times. However, the philosophy on merit pay should remain the same. Some increment of the small salary increases we get should be used to reward excellent performance on a competitive basis and to signify to the Faculty that special contributions will be recognized and appreciated. It is really the only tool that administrators have to encourage faculty productivity.

The issue of salary compression must be dealt with on a different basis. In the Department of Chemistry and Biochemistry we have a saying that "today's evaluation becomes tomorrow's inequity." Extreme care must be taken in dealing with the compression issue or with salary inequities created by past performance evaluations. We don't want to send the message that performance doesn't matter because if you get too far behind, at some point in time the institution will make up the difference. The issue of salary compression is important, especially for Faculty who have served the institution well over a long period of time. I do not believe that this "special merit" proposal is an effective way to deal with the problem.

Frank Kinard
Department of Chemistry

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