Faculty News

September 1998

Volume IV, Issue 1

Faculty evaluate general education proposal

The Ad Hoc Committee on General Education presented a proposal for general education reform to faculty at an August 18 and 19 retreat.

The proposal is comprehensive, covering aspects of the curriculum from the freshman experience to upper level, interdisciplinary course offerings. The Ad Hoc Committee deserves high praise for the amount and quality of work they have devoted to the formulation of the proposal.

Faculty were generally supportive of the proposed changes in the general education curriculum, but did focus on several areas of the proposal that they felt needed more work.

Following is an outline of the more prominent concerns that emerged at the retreat. For a copy of the complete draft proposal, contact Lynne Ford.

Intro to the Liberal Arts Course
Points of Concern:
- not academically rigorous enough
- pass/fail grade undermines value of course
- 3-day period not long enough to consider intellectual issues in sufficient depth
- 3-day period not long enough to complete quality written and oral assignments
- requires too many faculty resources
- conflicts with course preparation that occurs immediately prior to beginning of semester
- 20-student advising load throughout fall and spring semester is significant addition to already heavy teaching and advising loads
- faculty will not be compensated enough to offset the workload

*100 sections (thus, 100 roster faculty, 100 classrooms) would be hard to manage

Suggested Revisions:
- make the course a graded course rather than pass/fail
- eliminate the proposed course and expand present orientation sessions to include the content
- replace 3-day course with 1-day convocation and small group discussion either immediately prior to semester or early in semester
- incorporate some content of the course into all general education courses, especially those that most likely attract freshmen
- teach the proposed course as planned, but omit the year-long advising commitment

Please see GEN ED on Page 3

Speaker's Point of View

Welcome back to a busy fall. President Sanders has announced a planning process focused on our mission, a General Education reform proposal will be put before the Senate for a vote, a post-tenure review procedure will be finalized, a more comprehensive peer evaluation of teaching procedure will be proposed, the new library building will be designed, and all of the usual hiring, curriculum changes, faculty development, and teaching and research will occur. Quite clearly, we have important work ahead of us. I look toward these changes with both anticipation and apprehension. I believe we will find it rewarding to contribute to the evolution of the institution. I am concerned, however, that we have not been mindful enough about the complexity of the impact that these changes could have on our ability to focus attention on the classroom and on our research and professional development endeavors. Therefore, I encourage each of you to think carefully about the workload implications of all proposals that we consider this year. I am also concerned that any sense of debate may become divisive and too focused on the people involved rather than the critical issues. Instead, I hope that any critical evaluation of the proposals is characterized by an air of creative problem-solving. Each of us should be respectful of the fact that many hours of careful deliberation have been put toward each proposal that we will receive, and that all faculty have been invited and continue to be invited to participate in the process of proposal formulation. If each of you takes advantage of the opportunities to voice your opinions, I believe we will all profit from the more informed decision-making that will result. Furthermore, we can feel more satisfied that the process has been fair and collegial.

In the midst of these changes, you can be assured that I will be the faculty advocate. My job is to ensure that each of your best interests are preserved. Most importantly, I will focus on the ability of faculty to achieve a comfortable balance between teaching and professional development goals, while maintaining a high quality of academic life on our campuses. To that end, I will be outspoken about any change that I believe might compromise this balance. And, I will count on each of you to communicate to me your thoughts about potential change so that my perspectives will be more valid representations of yours.

On a completely different note, I hope that you like the format of the newsletter. Many thanks to Justine Wells, on honors student at the College, for her work on the layout. Also, I appreciate the overwhelming amount of information I have received from departments. I apologize that we could not fit it all into this first edition, but do plan to include much of the information in future newsletters.

In closing, let me say that my door is always open and my email is always on. I expect to hear from you. In fact, my success as your speaker depends on my hearing from you.

colorings:
- faculty profile page 2
- summer activities page 2
- departments page 3
- student focus page 4
Welcome back from sabbatical:
Marsha Hass, Accounting/Legal Studies
Martha Nabors, Elementary/Early Education
Tom Heeney, English/Communications
Jeffrey Foster, French
Alexander Ritchie, Geology
Randy Sparks, History
Beverly Diamond, Math
Martin Jones, Math
Enrique Graf, Music
Hugh Wilder, Philosophy
Marcie Desrochers, Psychology
Faye Steuer, Psychology
Lee Irwin, Religious Studies
Michael Tyzack, Studio Art
Allen Lyndrup, Theatre

Faculty Profile

<table>
<thead>
<tr>
<th>Title</th>
<th>Fall '98</th>
<th>Fall '97</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>38%</td>
<td>36%</td>
</tr>
<tr>
<td>Minority</td>
<td>8.5%</td>
<td>8%</td>
</tr>
<tr>
<td>Full Professors</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>Instructors</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>Terminal Degrees</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Faculty Awards

Please congratulate your colleagues for receiving the following institutional awards:

• Distinguished Advising Award:
  Rebecca Herring (Accounting/Legal Studies)
  Christine Hope (Sociology/Anthropology)
  Susan Morrison (Biology)

• Distinguished Research Award:
  Dinesh Sarvate (Mathematics)

• Distinguished Service Award:
  Caroline Hunt (English)

• Distinguished Teaching Award:
  Monica Janas (Educ. Foundations & Specializations)

Upcoming Senate Meetings
(Maybank 100)
Tuesday, Oct. 6, 5pm
Tuesday, Nov. 10, 5pm
Tuesday, Dec. 1, 5pm
Interdisciplinary Thematic Sequence
* Points of Concern:
  * logistics are problematic
  * difficult to teach 200- and 300-level course without 100-level prerequisite
  * if 100-level prerequisite required, too many hidden requirements in GenEd curriculum
  * departments would end up with distinction between upper-level major and nonmajor courses
  * if student fails one course in cluster, can the student continue with the cluster?
  * more multidisciplinary than interdisciplinary
  * not truly sequential
  * bookkeeping with regard to courses in sequence, when they’re offered, and who completes them would be difficult
  * faculty workload increases associated with new course proposals and preparation, coordinating across departments, and grading of synthesis paper
  * equity and logistics in grading synthesis paper (who would grade it, how would grade be rewarded?)
  * requirement that all 3 courses be outside major reduces student flexibility through electives
  * possible inequity among departments with regard to number of ITS courses

Suggested Revisions
* Allow one course to count toward the major
* eliminate 300-level courses from cluster
* include 100-level course in sequence
* reduce the number of courses from 3 to 2
* consider replacing proposed course sequence with 1 or 2 truly interdisciplinary courses
* change title to multidisciplinary thematic cluster
* provide examples of various student profiles to illustrate impact on student flexibility

Global Perspectives Requirement
* Points of Concern
  * definition of accepted courses vague
  * cultural component of course is ambiguous; if the intent is for the course to be outside the U.S., this needs to be explicitly stated in definition
  * two global perspective courses is too many
  * possible inequity among departments with regard to number of global perspectives courses

Suggested Revisions
* tighten definition
* cut requirement down to one course

Natural Science Requirement
* Points of Concern
  * not enough natural science in proposed curriculum
  * problems with science requirements that don’t have sufficient depth
  * problems with science requirements that don’t provide sufficient breadth

Suggested Revisions
* require one 2-semester sequence (with lab) within the same natural science discipline, and one 1-semester (without lab) course in a different discipline
* require one 2-semester sequence (with labs) within the same natural science discipline, and one 1-semester (without lab) course that provides a more interdisciplinary perspective
* allow students to choose depth (two-semester sequence in one discipline) or breadth (two one-semester courses in two different disciplines)

Music Program Receives National Accreditation
Following an extensive and rigorous review process, the Department of Music has received accreditation by the National Association of Schools of Music, making it one of 12 S.C. colleges and universities to have this accreditation.

Joint Graduate Program to be Offered
The University of Charleston has started the fall with a new graduate program, an M.Ed in Science and Math. Drawing from a multidisciplinary perspective that includes biology, chemistry, geology, mathematics, physics/astronomy, elementary education, and educational foundations and specializations, the program will offer courses to certified teachers who want to enhance their science and math backgrounds to improve their instructional focus on these areas.

Departments receive commendations
The South Carolina Commission on Higher Education awarded commendations for excellence to the Bachelor of Science programs in biochemistry, biology and marine biology at the College of Charleston. The University of South Carolina, which received one graduate and one undergraduate commendation, was the only other school in the state to be recognized.

Thank You Ad Hoc Committee members:

<table>
<thead>
<tr>
<th>Lyman Ford (Chair)</th>
<th>Chris Abate</th>
<th>Chip Condon</th>
<th>Sam Hines</th>
<th>Charles Kaiser</th>
<th>Valerie Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angelo Kouters (Student Representative)</td>
<td>Linda Bradley</td>
<td>Henry Donato</td>
<td>Monica Janas</td>
<td>Andrew Lewis</td>
<td>John Howell</td>
</tr>
<tr>
<td></td>
<td>Jeri Cabot</td>
<td>Sharon Fross</td>
<td>Diane Johnson</td>
<td>Al Lyndrup</td>
<td>Sue Somme-Kresse</td>
</tr>
<tr>
<td></td>
<td>Lynn Cherry</td>
<td>Todd Grantham</td>
<td>Gordon Jones</td>
<td>Arch McCullom</td>
<td>Nancy Sorenson</td>
</tr>
<tr>
<td></td>
<td>David Cohen</td>
<td>Rose Hamm Rowland</td>
<td>Paul Jursa</td>
<td>Peter McEvoy</td>
<td></td>
</tr>
</tbody>
</table>
Incoming class reflects changing C of C reputation

The mix of students at CoC appears to be changing. In fact, for the first time, we have actually turned away qualified full-time degree students (220 of them), asking them to defer enrollment to the spring or fall of 1999. Our incoming fall class includes more new, first time freshmen, and fewer transfers compared to last year. Also, 32% of the incoming class is from out of state, representing every state in the union and 60 different foreign countries.

In addition to changes in enrollment patterns, the academic credentials of our students continue to improve. These patterns seem to suggest a trend toward a more traditional student population, which is in keeping with the revitalization of our general education curriculum. Perhaps such trends will also bode well for the level and rigor of instruction that we will be able to offer.

*All data provided by S. Sommer-Kresse, VP for Enrollment Management

<table>
<thead>
<tr>
<th>Profile of Incoming Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
</tr>
<tr>
<td>New Freshmen</td>
</tr>
<tr>
<td>Transfers</td>
</tr>
<tr>
<td>Provisionals</td>
</tr>
<tr>
<td>Gender (% female)</td>
</tr>
<tr>
<td>Minority</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average SAT Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Type</td>
</tr>
<tr>
<td>New Freshmen</td>
</tr>
<tr>
<td>New Freshmen &amp; Provisionals</td>
</tr>
<tr>
<td>Honors Students</td>
</tr>
</tbody>
</table>

Financial Services Needs Your Help

Please make sure to report any "no shows" to your classes through the preliminary class rolls and official class rolls sent to faculty by the Registrar's Office. For students who have received financial support predicated on full time enrollment, the financial services office must keep track of their enrollment status. If the College fails to track this activity, we are liable to the State and Federal programs for the funds the student received.

In your reporting, make sure to indicate whether the student never attended class or attended at least the first class meeting. This information determines the amount of tuition that must be repaid by the student.

*Information provided by Donald Grogs, Director, Financial Services

Exciting News from Career Services

The Office of Career Services announces its new non-credit internship option for students. The Transcript Notation Experience (TNE) program is provided to assist students who are unable to receive academic credit for an internship. The program recognizes the effort invested in an internship by adding a notation of participation to the student's official transcript.

The internship is supervised by the Internship Coordinator in the Office of Career Services. Interns must meet several requirements, including completion of a learning contract, seminar, journal entries, and final evaluations.

For more information, contact Lydia Keadle, Internship Coordinator, 3-5692.

ADVISING ALERT: Impact of Life Scholarship

As many of you have already heard, South Carolina has instituted a Life Scholarship program for instate college students. The scholarship, which is given to students with a 3.0 high school GPA and at least a 1000 SAT or 21 ACT score, covers $2000 in tuition costs per year. TO REMAIN ELIGIBLE, students must take 30 credit hours per year (including summer school) and maintain a 3.0 GPA.

The direct impact on our students is obvious; eligible students will save $8000 in college tuition and S.C. students will be encouraged to remain in state for their college careers. This year, we will have approximately 660 new freshmen, 50 transfer students, and 750 continuing students eligible for the scholarship. In the long term, the scholarships could mean more full time (non-working) and academically talented students on our campus.

Beware, though; there may be a downside to the program—since students must maintain a 3.0 GPA, faculty should steel themselves against appeals for higher grades.