Faculty News

February 1999

Speaker of The Faculty

Campus Faces Decisions on Major Proposals

By now, each faculty member should have received copies of the post-tenure review proposal and the general education proposal, both of which are in the final stage of the decision-making process. The post-tenure review proposal will be put before the Senate for a vote on February 2 at 5pm in ECTR 116. As prescribed by our by-laws, any faculty member may attend the meeting and may exercise floor privileges, although only senators are eligible to vote. Most of you are probably quite aware of the faculty listserv discussion regarding the proposal. Many thanks to those who have participated in the debate. If you have lingering concerns or recommendations about the proposal, please post them to the faculty listserv (faculty@cofc.edu), talk with a Senator, or attend the February 2 meeting.

The General Education proposal is now being reviewed by 4 standing committees (Budget, Curriculum, Welfare, Assessment). I have asked that these committees complete their reviews and forward their recommendations to the Academic Planning Committee by February 15. The Planning Committee will respond to the recommendations and incorporate them into the proposal. I have asked that this committee complete its work by March 1. Below are the specific charges that have been given to these committees. During the standing committee review process, faculty members can either communicate comments about the proposal to the whole faculty on the faculty listserv or can forward comments specific to committee charges to the standing committees. If all goes as planned, the proposal will be put before the Senate for a vote on April 6 at 5pm and before the full faculty on either April 19 or May 3 (if the Senate needs a second meeting on the proposal).

The Curriculum Committee is charged with:
- Review of the Introduction to the Liberal Arts and Sciences course.
- The committee is asked to comment on the course using the same criteria of judgment used for any specific course review.
- Review of the impact of the changes in general education requirements might have on other curricular issues and degree requirements.
- Review of the General Education Committee’s responsibilities. The committee is charged with consideration of the responsibilities of the General Education Committee, particularly responsibilities that may overlap with or conflict with the responsibilities of the Curriculum Committee.
- Furthermore, the committee is asked to make suggestions regarding the coordination of duties between the General Education Committee and the Curriculum Committee.

The Faculty Welfare Committee is charged with:
- Review of the faculty workload, flexibility, responsibility to departmental curriculum vs. general education curriculum, and the commitment to majors vs. non-majors, research time.
- Brought about by changes in the general education requirements. Particularly, the committee should examine the Introduction to Liberal Arts and Sciences course, the global perspectives requirement, the writing intensive requirement, and the thematic cluster requirement.

The Assessment Committee is charged with:
- Review of the proposal from the perspective of efficacy assessment. Particularly, the committee is asked to report to faculty how an assessment plan might be used to make decisions about the adoption of new general education requirements and how assessment data might be used in the future to make decisions about continuation of the program. The committee is asked to address specifically the Introduction to Liberal Arts and Sciences course, the thematic cluster requirement, the global perspectives requirement, the writing intensive requirement, and proposed changes in distribution requirements.

The Academic Planning Committee is charged with:
- Receiving the recommendations from the Curriculum, Budget, and Faculty Welfare Committees and integrating them into the General Education Program Proposal.
- Ensuring that the final proposal is coherent, efficient, and well-justified.
- Sending the proposal to the Senate for review and vote.
CETL Offers Teaching Portfolio Workshop

Trisha Folds-Bennett
Faculty Speaker

Each May, CETL holds a 4-day teaching portfolio workshop during which faculty are provided with a peer mentor to facilitate the production of a teaching portfolio. In May 1998, 25 faculty members, representing each of the Schools and all academic ranks, participated. Although such workshops are open to all faculty, an application process is necessary because of space and personnel limitations.

Teaching portfolios are “factual descriptions of a professor’s teaching strengths and weaknesses” (Seldin, 1997, The Teaching Portfolio). They do not include every existing piece of documentation about a person’s teaching performance; instead, they are focused on the best evidence for teaching effectiveness. Some have argued that a focus on the best is too selective and could conceal poor teaching practices. Seldin disagrees, and contends instead that an ineffective teacher would be unable to produce evidence suggesting quality teaching.

CETL bases its teaching portfolio training on Seldin’s guiding principles, which clearly highlight the importance of an intensive portfolio development experience (hence, the 4-day workshop) and peer collaborations in portfolio development. Although Seldin agrees that there are different ways to structure the mentor-mentee relationship, he and others have argued that the most effective and efficient arrangement is for faculty members who have developed their own portfolios to serve as mentors. For the May 1998 workshop, Bill Barfield (PEHD), Darren Felty (ENGL), Robyn Holman (FREN), Amy McCandless (HIST), John Newell (HIST), George Pethering (CSCI), Terry Richardson (PHYS), Robert Rusnak (HIST), Jim Snyder (BADM), Shannon Martinez (CHEM), and Trisha Folds-Bennett (PSYC), who had each participated in the May 1997 workshop, served as mentors. Each of these faculty members worked with 2-3 workshop participants over the 4-day period. For most of this time, the participants worked independently, writing and organizing the narrative portion of the portfolio. The mentor and participant met at least one time each day to monitor progress in the portfolio development and to provide an opportunity for feedback to the participant. The workshop culminated in a reception, where portfolios were displayed and shared with workshop participants, Chairs, Deans, and the Provost.

CETL plans to hold another workshop in May 1999. Check e-mail for the recent announcement about application due dates. Especially for those of you who are preparing for major evaluations, the workshops provide the perfect opportunity for you to work on your portfolios. The workshops are not limited to individuals undergoing evaluation, however. Because teaching portfolios, by definition, are focused on evolution in the teaching process, the workshop is a good forum for stimulating thought about teaching practices and about ways that teaching effectiveness can be improved. Therefore, any faculty member who is specifically interested in refining his or her teaching goals and techniques would benefit from workshop participation.

Teaching Portfolio Workshop Participants

Marie Fitzwilliam: English
Harold Chamber: Physics
Walter Pharr: Computer Science
Leslie Sautter: Geology
Beatrice Stilfiz: French
Rhonda Sischo: Psychology
Green Waymgo: Physical Education
Laura Penn: Physics
Fran Courson: Educational Foundations and Specializations
Deanna Saxton: Mathematics
Laura Turner: Theater
Nancy Nomb: German
Jeri Gabot: Women’s Studies
Scott France: Biology
Jane Clary: Economics
Linda Fitzharris: Elementary Education
Frank Horry: Classics
John Creed: Political Science
Bill Breadlove: Sociology
John Fenno: Classics
Garrett Milliken: Psychology
Susan Rozzi: Physical Education
John Crotts: Management and Marketing
Dobbo Miller: Physical Education
Toby Mapes: Biology

Thanks to Bob Mignone for his donation of a refrigerator for the Maybank faculty lounge!
Faculty awarded representation
By Bob Mignone
Mathematics

The Council of South Carolina University Faculty Chairs—the organization of elected institutional heads of faculty governing bodies—which I currently chair, has as a goal a greater role for faculty in decision and policy making at the state level. To this end, the Council sought a seat on the Advisory Committee on Academic Programs (ACAP). This is an advisory committee to the Academic Affairs committee of the Commission on Higher Education (CHE). ACAP is made up largely of the provosts from the state institutions of higher education. Its function is to make recommendations with respect to new programs, but it is often called upon to develop or recommend academic policy. The Council requested that the CHE consider creating a seat for a faculty representative on ACAP. It was felt that it would be most appropriate if the faculty seat was nonvoting, ex-officio, since the likely situation where there are two voting members from the same institution, might create discomfort among the other institutions, even though the faculty representative would be charged to represent a general faculty perspective and avoid taking a partisan stand on obvious institutionally specific issues.

Austin Gilbert, the Chair of the CHE, responded positively to our request, but conditioned the CHE’s acceptance with the proviso that we first seek the endorsement of the Council of Public College Presidents, which is chaired by John Palms, President of the University of South Carolina. In placing our request on the agenda for the October 21 meeting of the Council of Presidents, President Palms indicated that he was personally opposed to our request. This left us with little hope of gaining a faculty seat on ACAP, at least for the present and near future. It also seemed doubly hopeless to me, since although I knew that the College of Charleston’s president, Alex Sanders, supported our proposal, the Oct. 21 meeting of the Council of Presidents just happened to fall on the same day as a College of Charleston Board of Trustees meeting. I made an offer to speak before the Council of Presidents in order to make our case as to why a faculty seat on ACAP would be both healthy and non-threatening. But by the morning of October 21 there was, as yet, no response to my request. When I contemplated all of the powerful forces working against us, I ran a couple of extra miles that day and tried to let go of it. As it turned out, President Sanders left the Board of Trustees meeting early, drove to Columbia, and argued passionately and successfully for our request. Subsequently, I received a letter from President Palms offering congratulations on the unanimous vote of the Council of Presidents endorsing a faculty seat on ACAP.

Those of us on the Council of Chairs feel that faculty have a valuable perspective to offer on ACAP, and our aim is to improve the quality of education that we can offer our students. But it is really about respect, and President Sanders’ effort was one of the purest gestures of respect toward faculty that I have ever witnessed.

**Speaker's note: I am proud to report that at the December meeting of the Council of Chairs, Bob Mignone was the sole nominee for the faculty position on ACAP. Once again, the College of Charleston is fortunate to have fine representation at the state level. Don’t forget to congratulate Bob and to thank him for all the time and energy he devotes to ensuring that the faculty perspective is present in important decisions.**

New library plans proceed
By Claire Fund
Library

Since August, the architectural team has met with President Sanders, librarians, faculty, and students to plan the new library and develop the building program. The building program is a document that describes the purpose, functions, and operations in terms of space needs and functional relationships. It tells the architects what must be done, not how to design the spaces. The building program should be complete and posted on the Library Web Page by the end of January.

As part of this process, the Faculty Committee for the Library hosted two forums in early October. Twenty faculty members met with the architects to ask questions and voice their concerns. The committee also surveyed the faculty (electronically and in print) about the elements and ambiance they would like incorporated into the new building. Librarians also conducted several focus groups with undergraduates and graduate students about their expectations. Those comments are posted on the Library webpage under New Building Update. It's not too late to add your comments; simply complete the questionnaire on the webpage or email your comments to new_library@cofc.edu.

Once the building program is complete, the architects will begin preliminary drawings. The drawings will be posted on the library's website and architects will again hold a series of public discussions with faculty and staff. The current schedule calls for approval of the construction documents by fall 1999; groundbreaking in early 2000; and move-in by Fall 2001. It's an ambitious schedule, but we hope it's achievable.

Throughout the project, the library will continue working with faculty, students, and administrative departments on campus to share information and build the library that meets the College's needs. If you have any questions or concerns about the new library, please email us at new_library@cofc.edu.
Science and Math Research

Several faculty members in Chemistry/Biochemistry (Charles Beam, Shannon Studer-Martinez, Kristin Krantzman, Besty Martin, Pamela Griggs-Gelasco) are holding grants during FY1998-1999 from various granting agencies, including NSF, The American Chemical Society, and The American Heart Association for a department total of over $875,000.

The Biology Department, too, has been quite successful in obtaining significant grant funding. Presently, Profs. Michael Auerbach, Lou Burnett, Jack Ditullio, Phillip Dusen, John Fauth, Scott Heckathorn, Robert Johnson, John Peters, and Craig Plante hold grants from several agencies, including the Environmental Protection Agency, NSF, SC Sea Grant Consortium, National Fish and Wildlife Foundation, and the National Ocean and Atmospheric Administration. Members of the department have received over $1m in new funding each of the past two years.

In the Physics department, Prof. Lindner has nearly $55,000 in grant support for his research on the local sea breeze and its relation to the formation of severe weather.

The School of Science and Math faculty are to be commended especially for their commitment to research with students. Every student in Physics is required to complete a research project in collaboration with a faculty member. Among Profs. Kristin Krantzman, Charles Beam, and Shannon Studer-Martinez, Chemistry, there are four 1998 scholarly publications that include 7 different student co-authors. Several of these students presented research papers at the 1998 South Carolina Academy of Science meeting. One of them, April Angel, received the statewide Sigma Xi Research Award for her strong-base organic synthesis project. In summer 1998, Prof. Krantzman had two students, Jennifer Townes and Anna White, who worked 5 days a week for about 8 hours a day over a 9 week period! Jennifer has presented a paper at the SC Academy of Science meeting, and went to Penn State with Prof. Krantzman to do some collaborative work with Dr. Barbara Garrison. Both Jennifer and Anna presented the results of their summer work to faculty in the Chemistry department. Ultimately, Prof. Krantzman anticipates that their summer work will be published in a top tier journal.

In the Biology Department faculty-student collaborative research efforts are also taking place. In fact, every faculty member in the department has at least one student mentee. Profs. Brusca, Fauth, Johnson, and Plante provide grant support for student research. And, in 1998, Profs. Fauth and Plante each published scholarly papers with students. Eight students gave presentations at the South Carolina Academy of Science meeting, and the department supported the travel of three students to national conferences. One student, Laura Finn, won a Sigma Xi Research Paper Award at the South Carolina Academy of Science meeting.

With students not limited to the natural sciences. Annalisa Calini, Tom Kunkle, Gary Harrison, Deanna Caveny, Lindsay Packer, and Herb Silverman, Mathematics, are mentoring several student research projects, including the application of perturbation theory to predator-prey systems, mathematical modeling regarding the length of stay in American versus British hospitals, study of differential equations model for the evolution of the inventory business cycle, and a comparative study of local and global properties on various spaces of function. Several of these students plan to pursue PhDs in Mathematics or other areas. In the Computer Science department, seven presentations involving 25 student researchers were made at the 1998 annual meeting of the SCAC. One of the presentations received a best in category commendation.

New Faculty

Biology
Stephanie Doffie (PhD, Univ. of Wisconsin), Instructor
Jean Everett (PhD, NC State), Instructor
Joyce Kille-Marino (PhD, West Virginia Univ. VMD, Univ. of Pennsylvania), Instructor
Chemistry
Katherine Geiser-Bush (PhD, NC State), Visiting Asst. Prof., Chemistry
Pamela Riggs-Gelasco (PhD, Univ. of Michigan), Asst. Prof., Biochemistry
Computer Science
Paul Butcher (MS, Johns Hopkins), Instructor
Geology
Geoffrey Gardner, Visiting Instructor
Mathematics
Deborah Jeter, Instructor
 taught most recently at Wando High School
Brenton LeMesurier, (PhD, Courant Institute of Mathematical Sciences), Asst. Prof.
Physics
Norris Preyer (PhD, Massachusetts Institute of Technology), Asst. Prof.
Bill Baird (PhD Univ. of SC), Visiting Asst. Prof.

98-99 Sabbaticals

Sandra Shields, Math, is spending sabbatical in Michigan, working on her research in low-dimensional topology and geometry. She is also reversing her Axiomatic Geometry course, a course required of all math majors seeking teaching certification.

Mick Norton, Math, is spending sabbatical at the Bayer Corporation, providing expertise in quality control.
Alliance for Minority Participation

By Dinesh G. Sarvate
Director, C of C SCAMP

The College of Charleston is currently a member of the consortium of Schools (USC, Clemson, SC State, Benedict, Midlands Tech., Clalin, and Voorhees) that make up South Carolina Alliance for Minority Participation (SCAMP), a project whose goal is to increase the numbers of minority students graduating with degrees in science, engineering or mathematics.

Since 1982, the College has offered a summer bridge experience to entering freshman minority students to provide a head start on academics and college life. Thanks to the vision and leadership of Dean Gordon Jones and Mr. John Peters, Biology, the addition of SCAMP to C of C in 1995 has allowed us to provide a more specialized bridge experience to meet the needs of students planning on majoring in the sciences, mathematics, engineering or technology (SMET).

Students enrolled in the SMET track of the Summer Bridge Program take Freshman Seminar, and a precalculus course with an attached daily Math Excellence Workshop (MEW). Challenging precalculus problem-solving sessions using cooperative learning have been the central components of the MEW.

During the past summers, 70 students have participated in the SMET track. Over 90% of the students completed their precalculus course with a C or better, and most went on to take calculus during their first fall semester at the College. Each of these students along with other potential SMET majors are paired with a peer-mentor when they begin classes in the fall. Peer-mentors meet with their mentees on a regular basis and help them make the transition to college life. SCAMP Summer Bridge and Peer Mentoring Programs continue to grow at C of C.

The Summer Research program is an important component of SCAMP. Among all of the programs available to minority students through SCAMP, summer and academic year research serves to “connect” students to their discipline of study, and encourages them to consider graduate school as a viable goal. Last summer, three students, Electra Bradshaw a junior Biology major, Jean Rockford, a sophomore Physics/Biology major and Endia Johnson, a sophomore Biology major participated in an 8-week summer research experience. All three students presented their research at the Summer Intern Research conference at USC in August. At the research fair approximately 30 students from SCAMP institutions around the state competed for three scholarship awards. Electra Bradshaw won a 1st place scholarship for a project she worked on under the guidance of Dr. Carol A. Eisenberg and Dr. Steven W. Kubalak in the Dept. of Cell Biology and Anatomy at MUSC. Jean Rockford won a 2nd place scholarship for a project she worked on under the guidance of Dr. Linda Jones in the Physics Dept. at the C of C. Endia Johnson’s work was conducted out at the SC Dept. Natural Resources Marine Lab at Ft. Johnson. Endia worked with Dr. Fred Holland and Dr. Denise Sanger.

Recently under the leadership of John Peters, SCAMP added a component to the program, a club called S’, Science Students Society. Elected officers are Endia Johnson as president and Kenosha Clark as vice president. S’ will help students to develop communication and leadership skills, and facilitate communication and exchange of ideas among all students in Science and Mathematics.

Another goal of SCAMP is to increase the scientific and technological literacy of all Americans. Although the majority of funding for SCAMP comes from NSF, South Carolina also supports the Alliance and recognizes it as a key component of reform within the state’s educational infrastructure. Most likely, the program will be institutionalized as NSF funding diminishes over the next five years. You can show support by getting involved with SCAMP programs, by recognizing excellence among our minority students, by going an extra mile to make minority students feel a part of C of C, by encouraging them to become Math or Science majors, and above all, encouraging them to do summer research with YOU. For information, you may contact me at 3-5736.

Let me take this opportunity to thank Mr. John Peters for his excellent job as director of SCAMP for the past four years.
**Faculty News**

**SSM Commission on Higher Education Awards**

In early November 1998, the Biology, Marine Biology, and Biochemistry programs were awarded commendations of excellence by the SC Commission on Higher Education. Only three other life science programs (out of 42) in the state were given such commendations. The reviews that led to these rewards were conducted by an out-of-state peer group of researchers and college faculty. The same review process led to similar commendations for Chemistry, Geology, and Physics last year.

In their report, the CHE included the following criteria for each program:

<table>
<thead>
<tr>
<th>Biology Program</th>
<th>Marine Biology Program</th>
<th>Biochemistry Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• exceeds statewide productivity standards</td>
<td>• exceeds statewide productivity standards</td>
<td>• exceeds statewide productivity standards</td>
</tr>
<tr>
<td>• is well organized, well instructed, and productive</td>
<td>• is well organized, well instructed, and productive</td>
<td>• is committed to the importance of undergraduate research</td>
</tr>
<tr>
<td>• is on par with comparable programs at smaller private upscale universities and colleges in the northeast</td>
<td>• has a close undergraduate/graduate research relationship</td>
<td>• seeks excellence in the education of undergraduates in biochemistry</td>
</tr>
<tr>
<td>• succeeds in preparing students for medical programs, graduate schools, and other professional activities</td>
<td>• has one of the largest and most sophisticated marine research centers on the East coast (Fort Johnson Marine Sciences Center)</td>
<td>• has a commendable record of achievement in preparing students for medical programs, graduate schools, and other professional activities</td>
</tr>
<tr>
<td>• has excellent teaching laboratories</td>
<td>• articulates closely with several state and Federal programs as well as local business</td>
<td>• is committed to the importance of undergraduate research</td>
</tr>
<tr>
<td>• succeeds in grant acquisition and student involvement in research</td>
<td>• has faculty leadership that facilitates student attendance at national and international conferences</td>
<td>• has excellent teaching laboratories</td>
</tr>
<tr>
<td>• has a large collection of biological references</td>
<td></td>
<td>• has an excellent plan for the renovation of teaching, research and office space</td>
</tr>
<tr>
<td>• has a strong regional reputation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Provost Festa Clarifies Distinguished Professor Qualifications to Board of Trustees**

**Trisha Folds-Bennett**  
**Faculty Speaker**

At the January 20 meeting of the Board of Trustees, Provost Festa presented a clarification of the administrative policy on the distinguished professor title. This clarification does not represent a change in policy, but rather an articulation of the standards that are actually used.

Candidates for Distinguished Professor must have the rank of full professor and are typically nominated by a school dean, a department chair, or another member of the faculty. The nominations are made to Provost Festa, who makes the decision about who should receive the award.

In his selection, the provost determines whether the person "exceeds College of Charleston standards in all three areas of evaluation: teaching, scholarship, and service. Teaching is always ranked highest and must rise to the levels of practice above those normally found here at the College of Charleston....Evidence for the quality of teaching must be presented [with the nomination], and it must include but go beyond student evaluations."

In the present policy, the Manual indicates that the accomplishments in one of the other two areas must rise to "unusual distinction." For Provost Festa, unusual distinction means that the person has performed "somewhat higher than is normally found in full professors serving in public comprehensive institutions such as ours across the state, region, or the country. This distinctiveness would be recognized by professors at similar institutions and could be verified by asking for an evaluation of a portfolio of the candidate's work in that area." Provost Festa made clear that verification would be solicited only in "cases where doubt has been expressed by colleagues, the Deans, or the Provost." For the "significant performance" criteria, the Provost "compares the candidate's work in the third area with the expectations and work of our full professors."
February 1999

Faculty News

Long Range Planning Committee Sets Goals

Trisha Folds-Bennett
Faculty Speaker

The Long Range Planning Committee met several times during the fall semester. Although each faculty member should have received the minutes from the meetings, I thought the newsletter would be a good place to summarize committee activity thus far. The main focus has been on defining the framework for the strategic planning process, particularly the manner in which information gathering should be organized. The members of the committee agree that the process should facilitate the participation of a broad spectrum of faculty, students, administrators, staff, alumni, and other friends of the college, education and business leaders, and local and state government representatives.

Essentially, the committee will be broken into six “working groups,” representing 1) economic, political, and legal perspectives, 2) social and demographic concerns, 3) educational, technological, and competitive forces, 4) financial and facilities resources, 5) program, enrollment, and human resource issues, and 6) culture and values. In addition to these working groups, which will include long range planning committee members and individuals internal and external to the institution, constituent groups, e.g., faculty, students, alumni, local community, CHE, from whom information and feedback will be identified. Different committee members will be responsible for ensuring that the voices of different constituent groups are heard. The mechanisms for soliciting the perspectives of the various constituent groups will be varied. Questionnaires, public forums, listserves, and personal communication will be used to ensure that many opportunities for input are available.

At present, committee members have not been assigned to working groups, although that process is in the works. A meeting is scheduled for February 15, after which the committee will be more focused on recruiting subcommittee members. Any faculty member who is interested in serving in a working group should contact Trisha Folds-Bennett (Bennett@cofc.edu; 3-5517).

Faculty raise C of C Toastmasters to top 20 in world

By Larry Fulton
Computer Science

Toastmasters International in Mission Viejo, CA has just announced that our College of Charleston Toastmasters Club is in the Top 20 among all 3,500 medium sized Toastmasters Clubs worldwide. In addition, CoC Toastmasters is the top such club in South Carolina.

The faculty members who have helped in this achievement include Mikhail Agrest (Physics), Chip Condon (BA/Econ), Larry Fulton (Computer Science), Larry McNitt (BA/Econ), Cathleen Setford (Computer Science), Chris Starr (Computer Science), Meta VanSickle (Education), and Fred Watts (Physics).

The "Mission" of the College of Charleston Toastmasters is to provide a supportive and positive learning environment in which each of its members can improve their communication and leadership skills. It is the only club on campus with representation from the faculty, staff, students, alumni, and "friends" of the College.

The "Distinguished Club Program" upon which the Club’s recognition was based involves an assessment of every club worldwide. Points are awarded as members achieve individual educational goals, serve in positions of leadership and provide service to the community.

If any faculty member would like additional information, please call any of the club members above. Or access the Club’s web page at: spinner.cofc.edu/~tmasters/

Guests are always welcome at the weekly meetings. They are held each Thursday 12:20-1:20 in the Faculty House, 20 Glebe St.

The group is known for its friendliness and contributions toward excellence in teaching. It is dedicated toward helping each member pursue personal goals in the areas of communication and leadership. If you are interested, why not call or visit them?
Know your Representatives!

At-Large Seats
Alpha Bah (History)
Jared Clay (Economics)
Bev Diamond (Mathematics)
Mary Beth Heston (Art History)
Bishop Hunt (English)
Deanna McBurney (Music)
Bob Mignone (Mathematics)
Bill Moore (Political Science)
John Newall (History)
George Pothering (Comp. Sci.)
Jim Smiley (Biology)
Andrew Sobieski (Spanish)
Beatrice Stiglitz (French)
Reid Wiseman (Biology)
Paige Wisotzka (French)

Departmental Seats
School of the Arts
Franklin Ashley (Theatre)
David Maves (Visual Arts)
Clifton Peacock (Studio Arts)
Robert Russell (Art History)

Humanities & Social Sciences
Tom Bagnis (German)
Zvon Banic (Sociology)
Rich Bodek (History)

Science & Mathematics
Terry Bowers (English)
Martine Haits (French)
Ned Hettenger (Philosophy)
Jim Hittner (Psychology)
Phil Joss (Political Science)
Glenn Lesses (Philosophy)
Dottie Marban (Spanish)
Michael Marcell (Psychology)
Elizabeth Martinez (Spanish)
Jane McCallough (Poli Sci)
Scott Peesle (English)
Bernie Powers (History)
Kirk Stone (Communications)
Idee Winfield (Sociology)

School of Business
Administration & Economics
School of Education
Diane Cadwell (Educational Foundations/Spec.)
Diana Fitzharris (Elem./ Early Childhood)
Tom Langley (PE/Health)
Andy Lewis (PE/Health)
Bob Perkins (Ed: Foundational/ Spec.)
Sara White (Elem./ Early Childhood)

Library
Tom Gisbon (Library)
Jerry Seay (Library)

Congratulations to two of our own!

On January 19, Prof. Bret Lott’s book, Jewel, was designated as the most recent Oprah Winfrey Book Club selection. Prof. Lott will appear on the Oprah Winfrey show to discuss the book and just may convince Oprah to come to the College of Charleston to film a biographical sketch of him. Congratulations Bret!

Prof. David Sattler appeared on CBS Morning News on January 21 in an interview with Mark McEwen. He answered questions about his research on the psychological effects of natural disasters. Way to go, Dave!

Word On the Street---

International Studies and the Division of Languages will sponsor another opportunity for faculty language instruction in May 1999. In May 1998, they held two week language instruction workshops in Spanish, French, and German. Eighteen faculty members participated. I have heard from several of the participants that the workshops were intensive and provided a tremendous opportunity to enhance language skill. Such offerings are a great example of “putting our money where our mouths are.” What a great testimony to students of true faculty and institutional commitment to a liberal arts and sciences philosophy.