

CHRONICLE

December 4, 1992

WELCOME NEW EMPLOYEES -- Classified: Nancy Helen Harrison, office services assistant, Admissions Office. Hourly: Madeleine R. Carter, food operations assistant B, Food Service.

PERSONNEL NOTE -- Classified: Martha L. Farthing, buyer, Purchasing Office.

HOLIDAY PAYDAYS -- Please note that all paychecks and earning notices for the payday of December 30, 1992 will be mailed to the most recent address on file in the Payroll Office. Supervisors are asked to relay this information to student workers.

A-105 ROOM RESERVATIONS -- Individuals wishing to reserve the auditorium in the Administration Building (A105) should now contact Sue Jones, Room 146, Smith Hall, 4-7158.

PATRONS OF THE ARTS -- As Director of Music at Christopher Newport University, I welcome you to our academic community and invite you to share in the many musical offerings on campus. Most of the performances are free and open to the public. For your convenience, I have listed the remaining performance for the fall semester of 1992. Please feel free to call the Arts Line, 594-7552, for further information.

Best wishes for a healthy and happy holiday season and prosperous new year. **Mark U. Reimer, Director of Music**

December 11, 1992 Holiday Happening
8:00 p.m., Gaines Theatre
Symphonic Wind Ensemble, Mark Reimer, conductor
University Chorale, Thomas Forrest, conductor
Jazz Ensemble, Bill Brown, conductor
Dance Troupe, Eda Krasova, director
Santa Claus Drawings
CNU Cheerleaders Reception

This performance is free and open to the public.

LEAVE FORMS -- Please submit all leave activity forms for 1992 to the Personnel Office by December 11, 1992. Those of you who have

Office of University Relations

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Commonwealth of Virginia

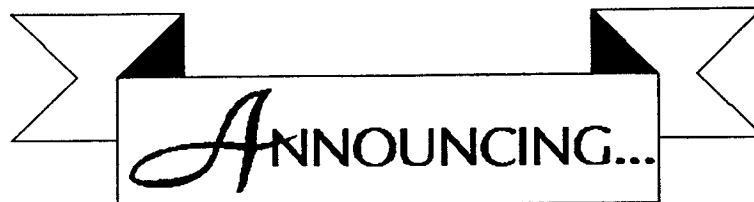
outstanding leave requests, please submit leave activity forms as soon as possible. If you anticipate taking any leave during the week of December 16-22, please go ahead and submit the leave activity forms and the leave will not be keyed until December 22, 1992. It is **imperative** that all leave is submitted and keyed into the leave system before the holidays. Thank you for your continued cooperation, and if you have any questions, please give May Robinsky a call at 4-7145.

FACULTY SENATE NOTES -- The Executive Committee of the Faculty Senate is taking applications for the Virginia Outstanding Faculty Awards. This committee will nominate up to two faculty from CNU to be submitted to SCHEV. This program awards \$5000 to eleven faculty honorees from across Virginia. Application materials may be obtained from Ron Mollick. Send completed applications to Ron Mollick no later than January 8, 1993.

The Faculty Senate is accepting Faculty Development Grant applications for the Spring 1993 semester. Completed applications must be sent to your Dean no later than January 29, 1993. The Faculty Senate will award these grants at the February 1993 Senate meeting. Grant applications may be obtained from the Provost's office. This will be the last granting period until the beginning of the Fall 1993 semester.

FACULTY ACTIVITIES

- * Clyde Brockett's review of a production at the International Congress on Medieval Studies last May of the Ordo Virtutum, composed by Hildegard of Bingen, has been published in the Fall 1992 issue of The Early Drama, Art, and Music Review.
- * Lee Doerries served as moderator of a panel presentation on the subject of "Effective Use and Dissemination of Survey Information," at the Sixth Annual Conference on Assessment, November 12 in Virginia Beach. Also on the panel were Doug Gallaer and Dennis Ridley, who presented CNU's efforts in surveying graduates for career-related information and reflections on the benefits they received from their CNU education.
- * Professors Dexter Rowell, Steve Meyer, Niazur Rahim and Bob Hodges had a paper entitled "Regional Differences in Entrepreneurial Activity" accepted at the Annual Meeting of the National Social Science Association Conference, Lake Buena Vista, Florida, November 11-13, 1992. Professors Rowell, Meyer and Rahim presented and defended the paper on November 12.
- * Cheryl Mathews has accepted appointment to the Board of Big Brothers/Big Sisters of Williamsburg.



Our Writing Center's
OPEN HOUSE

WHEN: Friday, January 15, from 2:30 - 5:00

WHERE: CNU Writing Center (NNSB 410)

WHAT: Free coffee and hors d'oeuvres

Please take this opportunity to see our new Writing Center and meet our specially trained writing tutors. Stacks of referral slips and information flyers will also be available for you to take with you.

Feel free to call the Writing Center Director, Dr. Maureen Morrissey (4-7950), with any questions you have about the Writing Center and its operations.

We hope to see you and your students in January!!

[The Writing Center officially opens on January 18]

Christopher Newport University
Academic Calendar
1993-94

Fall 1993

Aug	30	M	Classes begin
	30-Sep 3	M-F	Drop/add and late registration
Sep	6	M	Labor Day - Classes will meet
Oct	16	S	Fall recess begins 12:00 noon
	21	TH	Fall recess ends 8:00 a.m.
	25	M	Mid-term grades due
Nov	1	M	Last day to withdraw without grade penalty and elect pass/fail option
	15-18	M-TH	Early registration - spring 1994
	24	W	Thanksgiving recess begins 10:00 p.m.
	29	M	Thanksgiving recess ends 8:00 a.m.
Dec	11	S	Classes end
	13-18	M-S	Final examinations
	20	M	Final grades due 12:00 noon

Spring 1994

Jan	17	M	Classes begin
	17-21	M-F	Drop/add and late registration
Mar	11	F	Mid-term grades due
	12	S	Spring recess begins 12:00 noon
	21	M	Spring recess ends 8:00 a.m.
	28	M	Last day to withdraw without grade penalty and elect pass/fail option
Apr	11-14	M-TH	Early registration - fall 1994
	30	S	Classes end
May	2-7	M-S	Final examinations
	9	M	Final grades due 12:00 noon
	15	SUN	Commencement

Office of the Registrar

Council Notes

VIRGINIA HIGHER EDUCATION

Gordon K. Davies, Director

The State Council of Higher Education for Virginia met in Richmond, November 9, 1992 in Charlottesville.

Following is a summary of the meeting.

Reports Call for Restructuring Virginia Higher Education To Accommodate Unprecedented Influx of Students

The Council heard two reports that call for tougher admissions standards at Virginia's public colleges and universities, support for nine new campuses and a stronger faculty emphasis on teaching and academic advising over research and public service.

The reports also call for state-supported institutions to offer more credit for college-level work done in high school, to remove remedial classes from four-year colleges, to limit requirements for their degree programs to essential courses, to expand summer offerings and to explore new uses of technology in the classroom.

The reports result from a number of studies mandated by the 1992 Virginia General Assembly. The studies were designed to determine the most cost-effective strategies to accommodate the estimated 65,000 additional Virginians who will seek admission to the state's public colleges and universities by the year 2001.

The reports come on the heels of the Nov. 3 passage of a \$472 million general obligation bond package for higher education, which will enable Virginia's public colleges and universities to build classrooms and other space that will make room for some 40,000 of the new students.

The recommendations are aimed at using resources more effectively and placing greater emphasis on teaching to meet the needs of as many of the 65,000 additional students as possible.

The General Assembly-mandated studies specifically to look at barriers to college graduation within four years, the feasibility of a three-year bachelor's degree program and ways to restructure Virginia's system of state-supported higher education to prepare for enrollment increases. Other studies examine the possibility of a new community college in Norfolk and the possibility of contracting with the state's private colleges to absorb some of the additional students.

The first report, titled *Higher Education for the 21st Century*, looks at strategies for accommodating increased enrollment and presented these recommendations:

- All four-year colleges and universities should adopt tougher admissions standards, including the Advanced Studies Diploma and minimum SAT scores and grade-point averages: Future

students who do not meet them should start their college careers in community colleges. This will allow the senior institutions to move students through to graduation at a quicker pace, freeing space for other students. Less well-prepared students beginning college-level work at community colleges would do so at less cost to the students and the state.

- New campuses should be built, and off-campus sites should be expanded, built or leased to take higher education to where Virginians work and live. Specific projects cited in the report include:

New Campuses:

- A Tidewater Community College campus in Norfolk
- A John Tyler Community College campus in Chesterfield County

Continued Support:

- George Mason University's Prince William Institute
- James Madison University's College of Integrated Science and Technology
- Radford University's College of Global Studies
- Mary Washington College's Stafford Center for Graduate and Continuing Education
- Old Dominion and Norfolk State universities' Tri-Cities Center
- A joint University of Virginia and Virginia Tech Center in northern Virginia
- The Southwest Virginia Higher Education Center

- Virginia higher education should bring instruction to Virginians by way of telecommunications. (Old Dominion University has submitted a proposal for what might be called a "University of the Air.")

- The public college faculties' ability to serve more students and serve them better needs to be increased, leading to the substantial restructuring of Virginia higher education. More faculty time should be devoted to instruction and less to service and unsponsored research that is not competitively evaluated. Resources should be shifted from administration to teaching.

- Community-college graduates should be given state support to attend Virginia's private colleges to complete the last two years of a bachelor's degree program. This should be done by contract beginning in 1996, with the per-student amount equalling the average state appropriation for an undergraduate student at a state-supported college. The student would be charged in tuition and fees no more than the average public-college tuition.



STATE COUNCIL OF
HIGHER EDUCATION
FOR VIRGINIA

James Monroe Building
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In the three-year bachelor's degree feasibility study, it was concluded that it is possible for students to complete a 120-credit, bachelor's-degree program in three years if they participate in programs that offer both high-school and college credit for courses taken while they are still in high school.

This and two other studies provided the basis for the report titled *The Continuum of Instruction* and led to the following recommendations:

- Courses that allow students to earn high-school and college credits simultaneously should be made available to all high school students in Virginia.
- Institutions that require a score higher than a 3 on the 5-point scale of any Educational Testing Service Advanced Placement examination for students to receive college credit should reexamine that requirement.
- Institutions that do not grant college credit for the successful completion of International Baccalaureate courses or the International Baccalaureate diploma should reconsider that policy.
- Virginia's community colleges should reexamine the admissions requirements and faculty credential requirements and evaluation processes of their dual-enrollment programs to ensure that they correspond to the VCCS guidelines.
- All institutions that offer dual-credit courses to high school students should assess high school student learning to ensure that it is equal to that of college students. Two- and four-year colleges should cooperate in offering college-credit courses to high school students, with the community colleges as the primary but not the sole provider and overall coordinator of this higher education effort.
- All institutions should survey students who have stopped or dropped out to determine if they have attained their educational goals, and, if not, what has prevented them from doing so.
- All institutions should determine which students are the most at risk for dropping out and should provide them with support services, including on-going academic advising.
- All four-year institutions should develop admissions requirements that ensure that entering students are capable of doing college-level work. Successful completion of the Advanced Studies diploma, a 23-unit program, or its equivalent should be the basic standard for admission, possibly augmented by standards for grade-point averages and Scholastic Aptitude Test scores at each institution.
- Remedial courses should be limited to the community colleges. Two- and four year colleges in the same area can develop policies whereby they jointly admit students who, once they have successfully completed any necessary remediation at the two-year college, would then be able to enter the four-year institution. Students whose skill levels are so low as to make it very unlikely that they have the ability to benefit from a college education should not be admitted even by a two-year institution.
- Institutions should review their curricula to determine if all of their core-education and degree requirements are designed to help the students reach the learning goals set by the faculty. Where they do, top priority should be given to offering sufficient numbers of those courses. Full-time professors should take major

responsibility for offering courses that introduce students to the problems and methods of inquiry of their disciplines.

- Four-year institutions are encouraged to review all bachelor's degree programs that require more than 120 credit-hours for graduation to determine whether the extra hours are needed to accomplish the learning objectives of the program. Programs that do not have strong justification for the extra hours should not continue to require them. Two-year institutions should do a similar review of associate's degree programs that exceed 60 hours. When a program exceeds the credit limit, the institution should publish in its catalogue the expected time it will take a full-time student to earn the degree and why the extra time is educationally necessary.
- All institutions should survey students to determine whether course scheduling is a significant barrier to graduation within four years and should adjust their offerings, if necessary.
- All institutions should expand their summer offerings, until the summer is viewed by students and faculties as a third term.
- All institutions should use technology to lend flexibility to the curriculum and acknowledge in their faculty evaluation and reward system the contributions of faculty who develop and use such technology.
- All institutions should explicitly identify academic advising as a faculty responsibility and evaluate and reward faculty on the quantity and quality of their advising activities.
- All four-year institutions should implement the approved state transfer policy and should continue to develop cooperative arrangements with community colleges to ease the difficulties of transfer.

The Council will forward these recommendations to the Governor and the General Assembly later this year.

Report on Virginia's Eminent Scholars Program

Virginia's Eminent Scholars Program is one of the oldest and most successful public-private partnerships in higher education. Using the combination of private contributions and state matching funds, the program provides supplements to the Eminent Scholars base salary. In 1991-92 the average supplement was \$23,800.

Institutions use the money to attract and retain selected faculty members who are widely recognized for effective teaching, productive scholarship, and other distinguished service. Historically, the state has provided a one-for-one match on eligible private funds. Recent budget cuts have reduced the state match. The 1992 General Assembly appropriated additional funds for the program and made progress toward restoring the state's historical and ethical commitment to a one-for-one match. The state appropriation for 1992-93 — \$6,273,978 — will match 78 percent of eligible private funds.

The next Council meeting is scheduled for Tuesday, December 15, 1992, at the Continuous Electron Beam Accelerator Facility (CEBAF) in Newport News.

For more information about Council activities, please call Fran Bradford at (804) 225-2613.