



Archives

January 13, 1978
#2 of 1978

COMMUNITY CHRONICLE

MONDAY - January 16

Noon - TAHEC Coordinating Committee
CC Board Room

TUESDAY - January 17

WEDNESDAY - January 18

2:20 - Curriculum Committee
CC Bd. Room

Varsity Basketball (away)
7:30 - N.C. Wesleyan
Women's Basketball (home)
7:00 - Mt. Vernon College

Faculty Forum, 9:05 P.M.
(WVEC, 1490AM & 11:00 P.
(WVHR, 101 FM) - "Quality
of Life in Nursing Homes
Mrs. Ruth Kernodle

THURSDAY - January 19

10:00 - 11:00 - President's Administrative
Council - CC214

1:30 - Deans' Meeting

Jr. Varsity Basketball
(away) 8:00 - Apprentice
School

FRIDAY - January 20

Varsity Basketball (away)
7:30 - Mary Washington
College
Women's Basketball (home)
7:00 - Mary Washington College
Conference Game

SATURDAY - January 21

SUNDAY - January 22

DEAN'S ANNOUNCEMENTS

Unprepared Students

Recent experience suggests that some students enroll in courses for which they are not prepared. Their lack of readiness for the course frequently is not discovered until after the add-drop period. This leads to a variety of dissatisfactions for both student and faculty, and does not contribute to the accomplishment of the College's mission.

It is requested that each faculty member make a specific effort during the first week of classes to identify students who are lacking prerequisites or other preparation for the course. Such students should be urged to drop the course and add the appropriate prerequisite or basic studies course.

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Dr. Robert Coker Elected Chairman

Dr. Bob Coker has been elected Chairman of the Department of Management, Marketing, and Retailing, replacing Dr. Al King who has been appointed Director of the Division of Business and Economics.

OF ACADEMIC INTEREST

Results of Last Semester's Student and Faculty Surveys

What Type of College is Christopher Newport?

Last October and November 227 students and 90 faculty members responded to five descriptive paragraphs in an effort to determine which one best described CNC. Briefly, each of the five descriptions emphasized a college at which particular student needs are given priority attention, as follows:

- 1 Encouragement and exposure of students to educational and career opportunities while enrolled.
- 2 Competition and selectivity--graduates usually rise to the top in their chosen careers.
- 3 Direction and assistance--students are directed to education and job opportunities which are suited to them.
- 4 Flexibility and accommodation--students who do well are mature and motivated, and do not need direction or encouragement.
- 5 Acceptance and support--students are treated as persons and not as numbers, and get much support and acceptance from both their fellow students and their instructors.

An analysis of both student and faculty responses suggests, as might be predicted, that each group has a different perception of CNC. The percent of student and faculty respondents who selected each of the five descriptive paragraphs as a "best" description of CNC is indicated in the following table.

Descriptive paragraph selected	Students (n=220)	Faculty (n=66)
Encouragement and exposure.....	28.2%	12.2%
Competition and selectivity.....	6.8%	0.0%
Direction and assistance.....	22.7%	27.0%
Flexibility and accommodation.....	25.5%	19.7%
Acceptance and support.....	16.8%	39.0%

The foregoing suggests that CNC students are receiving more encouragement and exposure

to educational and career opportunities (28.2% vs. 12.2%) than perceived by the faculty, but less acceptance and support (16.8% vs. 39.0%). Since the acceptance and support described in paragraph five is from fellow students as well as from faculty members, and since 118 of the 220 students had been on campus for three months or less, the relatively low marks for acceptance and support may not be due to faculty actions, or lack thereof. This finding does suggest, however, that there is real need to give particular attention to students who are at CNC for the first time--especially during the critical first few weeks of their experience on campus.

What Type of College Should CNC Become?

The responses of the 56 faculty members who selected one of the five descriptions summarized above as representing CNC's desired future are tabulated below.

<u>Descriptive paragraph selected</u>	<u>Number</u>	<u>Percent</u>
Encouragement and exposure.....	24	42.9
Competition and selectivity.....	9	16.1
Direction and assistance.....	2	3.6
Flexibility and accommodation.....	15	26.8
Acceptance and support.....	6	10.7
	<u>56</u>	<u>100.1%</u>

Analysis of the faculty responses indicates that the above figures are not fully reflective of the faculty's views on the future of CNC. Thirty-seven of the 90 faculty respondents found all five descriptive paragraphs inadequate and chose to write their own descriptions of the type of college CNC should become. What follows is a condensation of these 37 responses, organized into the four models set forth below. Similar comments from more than one faculty respondent have been combined and rephrased to reduce redundancy.

I. Traditional Academic Excellence Model

"CNC should become a residential college to facilitate the type of interaction outside the classroom which is so much a part of the educational experience. Until dormitories, or some type of resident housing, become available, CNC will remain [a place to take college courses,] but will not become a college in over-all perspective."

"Competition for top grades at CNC should be intense and challenging. The College should offer a strong academic program which prepares its graduates for either graduate studies or successful careers. CNC should become an institution where quality and not quantity is important. Academic standards should be raised; the unprepared student should not be admitted and only academically sound majors retained."

"The College's academics should be based on professional faculty members who are treated as professionals. This will draw students and growth will continue."

"It is essential that faculty members do research (or at least publish some original thinking) if faculty are to gain expertise in their disciplines. Research-producing faculty should be given reduced teaching loads. Interest, money and facilities for research and publishing are all needed."

"Both sports and basic studies programs should be played down. Grading should be tightened in hope of keeping good students, and not others. Ways need to be found to reward excellence among both faculty and students."

II. Improve on What we now Claim to be Doing Model

"The present mission statement of the College should be accepted and lived up to. There should be less emphasis on degree-seeking students, and more intellectual and academic stimulation provided outside the classroom. Cultural enrichment should be emphasized."

"An important responsibility of CNC to society is to serve students with less-than-outstanding academic preparation. This includes helping to motivate such students to achieve goals that are higher than they aspire to when they enter CNC. The College needs to make a greater effort to develop the total potential of its present students, and similar students who will be admitted. Over-specialization should be discouraged; students should be urged into a greater variety of academic experiences than at present."

"Faculty members need to be given more freedom and incentive to extend their activities beyond classroom teaching--to stimulate and reawaken a sense of excitement in the faculty, and thereby improve classroom performance."

"Whatever is necessary should be done to ensure that every student admitted is prepared to gain a college education comparable to that available in more selective institutions."

"Contact between faculty members and students should be frequent and easy (informal)--to help persuade students that they are individuals of dignity and worth. Such contact should assist students toward a mature and responsible independence, and provide sound guidance toward educational and career objectives."

III. Liberal Arts with Professional Emphasis Model

"Increasingly our society demands not only generalized knowledge, but higher levels of specialization at the same time. The success of our graduates (and of the College) rests on our ability to bring together a combination of liberal arts for generalized learning and background knowledge with professional training which realistically exposes undergraduates to various employment fields. Students need to be encouraged to become independent, self-motivated and confident of their individual abilities. The environment at CNC needs to be a supportive environment in which each student's progress toward self-confidence, understanding, self-expression and independence is reinforced."

"CNC should not strive to become an elitist institution serving a [select] group. It is and should continue to be community and citizen oriented, and fully capable of preparing its students for the best of graduate schools and/or satisfying post-college careers. We need to find innovative ways of combining a strong liberal arts core with service to a largely vocational, part-time, older, non-collegiate student body."

IV. Flexibility for Mature Undergraduate & Graduate Students Model

"CNC should become a college where mature, highly motivated individuals who know what they want from college do well. Such students demonstrate their independence by being responsible for planning their own educational programs. We need to stop treating our mature students like seventeen-year-olds with regard to distribution requirements, lecture routines, and student-teacher relationships."

"Our concerns should be to support the adult learning and development processes, and be less concerned with the [purity] of course descriptions. CNC should become a multi-purpose college serving the educational needs of an urban population with diverse degree programs."

"CNC should move into masters-level degree programs designed to meet community needs as rapidly as resources permit. University status should be our ultimate goal. Graduate

programs should be offered in non-traditional ways. The emphasis should be on developing competencies necessary to function meaningfully in post-graduate positions."

"There should be an emphasis on adult and '[in-service]' education for working students whose career paths are already known."

"More programs need to be developed immediately to meet the needs of sub-groups not presently being adequately served--for example, freshmen who are recent high school graduates."

NOTICES

Please Return

Recently acquired circular shaped table lamps were removed from Room N-214 during the holidays. These lamps are essential in cardiographic work and would be a serious loss if not recovered. Please return these lamps to N-214, or call the geography section if you have information helpful in the recovery of these items.

Wolf Prow

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Faculty Forum

We have just concluded a very successful first six months of the College radio show. However, the weeks march on, and I am always in need of new shows.

If you have an idea for a show, please give me a call and we'll see what we can work out. Either a single, 14 1/2-minute show or a mini-series of three or four shows would be welcomed. We tape right here on campus on Wednesday afternoon every 2-3 weeks, so I can work around your schedule with little difficulty.

My thanks to the twenty-five or so members of the faculty who have already done programs. They are always welcomed for an encore performance.

Jim Morris (Ext. 7121)

GRANTS & FELLOWSHIPS

Deadlines:

February 1978

3	NEA	Work/Experience Internship (Summer 1978)
	NSF	Information Dissemination
17	NSF	Resource Center for Science and Engineering
21	OE	College Library Resources
23	NEH	Public Programs

March 1978

1	NEH	General Research
	NSF	Science for Citizens Forums, Conferences and Workshops--Pre-liminary proposals
3	NSF	Instructional Scientific Equipment Program (ISEP)
15	NSF	Public Service Residencies and Internships
	NEH	Consultant Grants
		Summer Seminars
	NEA	Residencies for Writers
17	OE	Handicapped Research and Demonstration
21	HEW	Fund for the Improvement of Postsecondary Education (final proposal)
31	NEA	Theatre

April 1978

11	OE	Strengthening Research Libraries
13	NIE	Organization Process in Education
15	NEH	College Library Program
		Youth Grants
		Pilot Grants
20	NEA	Dance: Dance Management and Administration; Services to the Field; Dance/Film/Video; General Programs

LIBRARY NEWS

The New Copyright Law

The new copyright law (PL94-553) went into effect January 1, 1978. Provisions of the new law which concern reproduction of copyrighted materials will necessitate some changes in library practice with regard to photocopying.

Library photocopying practices will be affected in three areas: single copies for the use of faculty and administrators, photocopying for reserve, and interlibrary loans.

Personal Copies

Single copies for personal use will continue to be made under the guidelines on fair use of copyrighted materials for educational purposes (appended). The chief effect of these guidelines will be to limit copying to a single chapter from a book or a single article from a periodical. Consumables (tests, workbooks, etc.) may not be copied. Government publications continue to be unprotected by copyright.

Multiple Copies for Class Distribution or Reserve Reading

Multiple copies for educational use may be made, but such copying must meet tests of spontaneity, brevity, and cumulative effect (see guidelines, appended). Because of the restrictiveness of these tests, faculty should seriously consider placing only single copies on reserve as a standard practice. Students will of course make their own photocopies of reserve materials; instructors should be aware such illegal copying is the responsibility of the student and hence should not tell students to reproduce photocopied reserve materials as an alternative to multiple reserve copies.

One consequence of the test of spontaneity is that photocopied material may not be placed on reserve from term to term; this is substitution of a copy for purchase of a work. Multiple photocopies made by the library will be date stamped to prevent continuous use.

Inter-Library Loan

The National Commission on New Technological Uses of Copyrighted Works (CONTU) has issued guidelines which will affect photocopies obtained through inter-library loan. The CONTU guidelines state that no more than five copies may be made in a year from the last five years of any periodical title.

Use studies reported in the library literature indicate that this limitation will only affect copying from a very small number of journals. The library will keep records of photocopies requested through inter-library loan and a borrower may infrequently find a loan request rejected due to the volume of previous photocopying. Please notice that this restriction concerns only journal issues less than six years old.

For those interested in further study of these matters, the complete text of the copyright law may be found in the U.S. Code Service Advance Reports for December, 1976, on the Reference shelves following Ref. KF 62. 1972. L425.

An analysis of the portion of the law affecting libraries may be found in the 1977 Bowker Annual, Ref. Z731. B786, particularly pp. 117-158.

AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN
NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS

WITH RESPECT TO BOOKS AND PERIODICALS

The purpose of the following guidelines is to state the minimum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

*and not the maximum

GUIDELINES

I. *Single Copying for Teachers*

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. *Multiple Copies for Classroom Use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; *provided that*:

- A. The copying meets the tests of brevity and spontaneity as defined below; *and*,
- B. Meets the cumulative effect test as defined below; *and*,
- C. Each copy includes a notice of copyright

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. *Prohibitions as to I and II Above*

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

(C) Copying shall not:

(a) substitute for the purchase of books, published reprints or periodicals;

(b) be directed by higher authority;

(c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed MARCH 19, 1976.

Ad Hoc Committee on Copyright Law Revision:

By SHELDON ELLIOTT STEINBACH.

Author-Publisher Group:

Authors League of America:

By IRWIN KARP, Counsel.

Association of American Publishers, Inc.:

By ALEXANDER C. HOFFMAN,
Chairman, Copyright Committee.

The conference report confirms that the concept of "teacher" in the above guidelines is intended by Congress to be defined broadly and to include "instructional specialists working in consultation with actual instructors."