

CNC
Community
CHRONICLE

February 7, 1975
No. 3 of 1975

SUNDAY - Feb. 9



dies solis

MONDAY - Feb. 10



dies lunae

FEC - 2:15-5:00
Conference Room

TUESDAY - Feb. 11



dies martis

WEDNESDAY - Feb. 12
Ash Wednesday

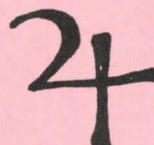


10:30 - 12:00 Dean's Administrative Council
Conference Room

dies mercurii

President's Council
10:00 - 12:00
Conference Room

THURSDAY - Feb. 13



dies jovis

FRIDAY - Feb. 14

Valentine's Day!



dies veneris

SATURDAY - Feb. 16



dies saturni

DEAN'S ANNOUNCEMENTS

Science Workshop

On January 27, 1975, members of the Chemistry, Biology, and Physics Departments conducted an inservice program for science teachers in the Hampton City Schools. Dale E. Rose, Science Supervisor for the Hampton City Schools reported that the teachers who participated were most enthusiastic, and the program was proclaimed as "the best ever." Members of the Chemistry, Biology, and Physics Departments are to be congratulated for their efforts.

FACULTY NEWS

Jane Webb's article, "The Theme of Control in "The Birthmark" and "Rappaccini's Daughter" will appear in the Tulane Studies in English, 1974 issue. The 1974 issue is due out in February.

"The Instability of Dipolar Thermoelastic Materials" by G. R. Webb and B. R. Bass appeared in the Proceedings of the Eleventh Annual Meeting of the Society for Engineering Science.

NOTICES

The Business Manager requests that all department chairmen, or whomever they designate, be responsible for submitting the time sheets for the students employed by their department. These time sheets must be in the Business Office no later than the last working day of the month.

Prompt submission by one person in each department is necessary to insure timely receipt of payroll checks.

Business Manager

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RECEPTION

Faculty and Staff are cordially invited to attend a Farewell Reception for Graham Pillow to be held February 24, 1975 from 4:00 to 5:00 P.M. in the Board Room of the Campus Center. Refreshments will be served. Please R.S.V.P. only if you intend to come, Ext. 202.

The Computer Staff

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SCIENCE AND PUBLIC POLICY

Dr. Raymond Bowers, Professor of Physics at Cornell University, has invited CNC to submit course descriptions to be included in a national field study of the current state of instruction and research in the area of science, technology and society. We are invited to submit listings for "programs and courses that directly relate any area of natural science and/or technology to society (e.g., science/technology vis-a-vis public policy, human affairs, international affairs, social change, ethical and human values, law, economics, choice, decision, control, prediction, assessment, etc.)."

Anyone at CNC who is teaching a course in the natural sciences which he or she considers to have "a significant component devoted to the ethical and human value implications of science and technology," should forward course description to Jane

and George Webb. A sample course entry follows for your convenience:

Course and Brief Description	Instructor and Sponsoring Dept.	Principal Course Materials and Comments/Evaluations
Eng. 2216: Seminar in Tech. Assessment. Offered 6 times. The social consequences of future technological development and how to guide technology in socially beneficial directions. Average No. Students: 25	B. Bereano and others. Env. Engineering	Selected readings from journals. Reports from govt. agencies and assessment groups. Second part of semester focuses on project work with 4/5 students working with 1/2 faculty.

Jane and George Webb

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The Cercle français de la Peninsule, a local organization of French natives which has been assisting the French Club at CNC, has generously offered a prize of \$150. Competition for 1st prize (\$100) and second prize (\$50) will be based upon the results of a competitive examination among the students who regularly attend the French sessions every Wed. afternoon at 12. The "non-academic" examination will be given on Wed. Apr. 23. Any and all students interested in perfecting their French are urged to attend the Wed. meetings at noon in the Campus Center.

Dick Guthrie

ACADEMIC INTEREST

DEAN'S LIST STUDENTS
FALL SEMESTER - 1974

Addison, Bob I.
Anderson, Paula S.
Ashfield, Jackie L.

Barnes, George C.
Barrick, James D.
Batts, Sheila E.
Behrens, Cary B.
Bender, Frances L.
Bevis, Denise B.
Bivins, Susan A.
Boatright, Mary B.
Boyd, Charles M.
Bradley, James T.
Bradshaw, Hansel D.
Bragg, Florence E.
Brannen, Shirley S.
Breault, Darcy P.
Bresee, Suzanne J.
Briggs, Joe E.
Brimmer, Stephen D.
Brooks, Frank B.
Brooks, Robert E.
Butts, Patricia L.

Carper, Michael H.
Cheek, Judith A.
Chisholm, William P.
Clark, Stan D.
Conley, Despina L.
Conner, Edith J.
Costanzo, Frances B.
Costenbader, Dale A.
Cowherd, Melinda G.
Crompton, Mary R.
Czarnecki, Ann R.

Davis, Denise D.
Dawsey, Fred W.
Delaney, Joan M.
Derby, Franklin H.
Descioli, Kathleen M.
Dillon, Larry T.
Dommissse, Don R.
Dow, Carolyn S.
Duggan, Gary E.
Duggan, Mary D.
Durbin, Richard S.

Edwards, Charles, II
Edwards, Deborah L.
Ellis, Barbara J.
Emmerson, Frank V.

Faia, Christine L.
Fairchild, Samuel W.
Falls, Phyllis A.
Ferriter, Diane C.

Fiorella, Charles E.
Fisher, Debra B.
Fisher, Lloyd B., Jr.
Fitzgerald, Deborah A.
Forrest, Mary L.
Franzyshe, Henry D.
Frith, Joseph H.
Fry, Dennis G.
Fudurich, Victoria S.
Fulcher, Martha L.

Gardina, Patricia A.
Gardner, Nancy
Gardner, Nancy V.
Gill, Joyce H.
Goldstein, Mark J.
Goodwin, Cynthia A.
Graham, Martha D.
Gummo, Judith A.

Haag, Joyce S.
Hagen, James N.
Hailer, Frederick C.
Hardison, Panice C.
Harper, Nicholas D.
Harris, Karen B.
Harvey, Gary L.
Henderson, Debra H.
Hertzler, Faith S.
Hines, Julianne
Hoare, Joseph M.
Honec, James R.
Horton, Don C.
Horton, Tonia L.
Hoshor, Jean A.
Hubbard, Lloyd A.
Humphreys, John W.

Jackson, Stephen T.
Johnson, Mary L.
Johnson, Stewart A.
Johnson, Thomas
Jones, Frank W., Jr.

Kachadourian, Kevin
Kilpatrick, Thomas B.
Knight, Verdis I.
Kojcsich, Steven G.
Korrow, Brenda J.

Lake, Sharon A.
Lambert, Pamela A.
Lassiter, Patricia H.
Leslie, David A.
Levinson, Sophie D.
Lilley, Alton E.
Lowder, Charles S.
Lowery, Mary A.

Lozaw, Leslie F.
Lynch, Dennis M.
Lynch, Susan J.

MacDonald, Robert B.
Mallery, Brenda W.
Mallonee, John R.
Mates, Linda M.
McBride, Gerry L.
McCormick, David T.
McKee, Sue L.
Mehrhoff, Janet L.
Miller, Stephen E.
Milliman, Robert W.
Montgomery, Graden L.
Montgomery, Gregory
Moore, Caroline M.
Moen, Wonda A.
Miante, Richard D.
Moore, Wayne H.
Moss, Mark A.
Murphy, Fredricka F.
Murphy, Thomas J.
Murphy, Wendy G.

Neal, Terry L.
Nelson, Christine
Noel, Ralph E.
Novey, Raymond J.

Osborn, Retus W., IV.

Panak, Debra A.
Papa, John J.
Patterson, Paula J.
Peal, Raymond A., Jr.
Pedicord, Barbara C.
Peglow, Richard D.
Perkinson, Laura C.
Perry, Sara B.
Petty, Barbara E.
Pierson, Deborah K.
Pitiak, Rose L.
Price, Carolyn R.
Price, Robert W.
Pritchett, Kim L.
Pruitt, Jean C.

Reynolds, Martha M.
Richardson, Laurie L.
Riggs, Miriam E.
Robbins, Sheryl L.
Robins, Karen B.
Rollins, Larry W.
Russell, Dennis G.
Russell, Rodney T.

Sadler, Mark S.

Sawyer, Anne M.
Schatzel, Leo R.
Schmidt, Sharon W.
Shelhimer, Marilyn K.
Sherwood, Cherlyn J.
Sieftring, Anna M.
Sills, Susan
Simon, Robert D.
Slonecker, E. Terren
Soloman, Cheryl A.
Sothcott, Myron F.
Sparks, John E.
Stanley, Regina S.

Stevenson, Marcus L.
Susko, Gerald D.

Talton, Evelyn L.
Taylor, Arnold R.
Taylor, Donald S.
Tolley, JoAnn
Turner, Michael C.
Turner, Paul A.

Van Orne, Charlotte A.
VanDenburgh, Charles
VanDervort, Mark K.

Wagner, Rita S.
Walker, Maureen A.
Walterhouse, Fran A.
Warf, Teresa W.
West, Charles T.
West, LuAnn
Wheeler, Deborah G.
White, William E.
Winebrenner, Karen L.
Wright, Pamela S.
Wunder, Deborah G.
Wyatt, Allie J.

Youens, Laurabeth J.

Zintner, Joan F.

MEMORANDUM

TO: CNC, AAUP MEMBERSHIP.

FROM: Ron Persky, Acting Chapter President.

Subject: Interview with Dean Musial.

On January 10, 1975, Bob Durel and I discussed with Dean Musial matters of concern to the Dean, the administration, the faculty, and the AAUP. Our premise was that it is important for a group such as ours to understand the views of those who direct and lead the College. This report sketches a summary of Dean Musial's responses to several questions posed by Bob Durel and myself.

QUESTION: How do you perceive the role of the AAUP locally? Nationally?

RESPONSE: The AAUP is a professional organization to which faculty members may or may not choose to belong. In general, I have found the principles guiding the AAUP to be very sound. I especially concur with the AAUP's endorsement of faculty self-governance.

Since membership in the local AAUP chapter at CNC is relatively small, the AAUP may or may not represent the views of the entire faculty. Following the principle of self-governance, if the CNC faculty were to endorse a policy that was not in complete agreement with national AAUP policy, local faculty-endorsed policy would take precedence.

Locally, the AAUP has been helpful in providing good advice with respect to how faculty members can take full advantage of provisions which the College has set up to assure due process with respect to contract renewal, promotion, tenure, and the like. Nationally, the AAUP has been of great service to the teaching profession in developing policies, based on many years of experience dealing with important and complicated faculty issues, which any institution, in formulating its local policies, would profit from considering, and in most cases, adopting.

I have seen one case, however, where a faculty member was involved in a non-renewal situation at another college which became very complicated by the national AAUP policy of "three years-tenure-or out." The faculty member and his Dean together agreed to an extended Probationary period which would have been to the advantage of each party and which probably would have led to tenure. The national AAUP office would not endorse the agreement, and as a result, the faculty member's contract was not renewed. I view such situations with dismay.

I also can imagine situations where faculty members and administrators find themselves in a legitimate difference of opinion regarding educational or institutional ends or means. Such differences usually are best resolved through negotiation. If the negotiation involves alternatives to national AAUP policy, however, the partisan character of the AAUP becomes quite pronounced. Uncompromising partisan commitment in the case of legitimate differences of opinion usually is unreasonable.

On the whole, however, I view the work of the AAUP, both locally and nationally, as very positive.

QUESTION: Do you see quotas being imposed on tenure in the near future?

RESPONSE: Tenure quotas are not planned for the near future at CNC.

Hopefully, CNC will never need tenure quotas, but a high percentage of tenured faculty represents a dangerous situation. Studies show that the problems become critical as the number of tenured faculty goes beyond two-thirds. Quotas can be avoided if departments recognize the dangers of becoming "tenured-in" and act to avoid them. Careful long-range planning, which takes into consideration the need for flexibility and rejuvenation, is required, and such planning depends on close cooperation at the departmental, divisional, and administrative levels.

Departments are beginning to acknowledge the positive advantages of operating with about 25% adjunct faculty, a practice fully endorsed--in fact recommended--by the administration. This practice helps maintain a desirable percentage of non-tenured appointments.

As the evaluation procedure unfolds, I am coming to see the need for a college-wide committee to make recommendations concerning tenure decisions.

QUESTION: Are there areas of self-governance that are not working on campus today?

RESPONSE: A year and a half ago, when I accepted the position as Dean of Academic Affairs, I stated my firm commitment to faculty self-governance. Unfortunately, the existing College organization was not designed to facilitate an effective long-range plan for self-governance. It also became clear in my office that the informal procedures that worked so well for the College when it was a much smaller place would not suffice to provide the best basis for faculty self-governance as the College grew.

In response to needs identified by the Faculty Advisory Committee and my office, and against the background of the College Self-Study, the committee that wrote the Goldenrod document took on the extraordinary task of examining the total college organization to devise a rationale and a plan for effective College governance which accounted for both present and future needs. The committee attempted to define more precisely decision-making procedures, faculty committee functions, and the authority of faculty and administrative offices, and provide a basis for policies that worked well for disciplines represented by ten or twelve members to work equally well for disciplines represented by only one or two members. Goldenrod was a good and workable plan, but it was not right for CNC at the time it was proposed. So, Goldenrod became a planning instrument which forced everyone to take a very critical look at every aspect of our organization and governance. The Goldenrod plan was revised in several stages until the faculty endorsed (I believe unanimously) the new division structure and the new role of the division coordinator. I think we now have the necessary guidelines and procedures for full and effective present and future faculty participation in College governance. The new College organization manual, containing job descriptions for all faculty and administrative offices, will define precisely authority, procedures, and functions and do much to assist self-governance.

The office of Division Coordinator is itself a reflection of faculty and administrative endorsement of greater faculty involvement in appropriate administrative matters. The Division Coordinators represent a decentralization of administrative functions, which, under a more centralized structure, would be the responsibilities of a full-time Teaching and Research administrator. I am pleased that new state funding formulas should provide funds beginning with our next biennium to cover the part-time administrative responsibilities of our five division coordinators. Old funding formulas did not.

Never have I seen so much productive faculty participation in College activities as I have seen during the past semester. There is evidence everywhere that all of our efforts last year define functionally faculty participation in college governance are paying off. I do not see any areas where self-governance is not working on campus today.

QUESTION: What is your understanding of professional development?

RESPONSE: A college teacher has a professional obligation to himself, his students, and his institution to keep his own learning alive, to keep at the cutting edge of his specialty, or to bring his area of special interest to bear on other areas of learning or new areas of application (through inter-disciplinary studies, through community service, etc.). In other words, a teacher should give evidence of being a model learner, and that he is continuing to grow professionally, either with respect to the subject matter or with respect to his teaching methods.

I am disappointed that our faculty has developed the practice of heavy dependence on over-load teaching, as this expenditure of time and energy takes away from opportunities for professional development. While I realize that the practice of teaching over-load courses originated when CNC paid very low salaries, and that many faculty members have become financially dependent on over-load teaching, it is my hope that better salaries in the future will mean fewer over-load courses, and more time for more faculty members to refine their understanding of their field, extend the application of their specialties, or to develop new methods of teaching. The faculty at CNC needs more time and more financial support for these various forms of professional development, for without them, CNC will never distinguish itself in the ways we would all like to see.

Last year, with the approval of the President, my office set aside approximately \$10,000 for faculty development projects. In future years, I hope to see this fund grow steadily. I also hope to find funds to support the professional development components of the College's Affirmative Action program, and funds to support faculty members who wish to develop new teaching abilities which respond to specific local student needs and changing patterns of enrollment.

COMMITTEE REPORTS

Unofficial Addendum

At the insistence of an anonymous member of the Curriculum Committee, the following courses are proposed for faculty consideration at its February 7, 1975, meeting. The courses, which are rumored to have been surreptitiously and peremptorily rejected by the Committee, will be included under "Bad Business." Courses rejected by the faculty will be referred to the Assistant Dean for Continuing Studies as possible non-credit courses.

Chemistry 316. Time Optimizationizing.

The chemistry of gaseous emissions for non-majors. Special attention will be given to filibuster techniques and the employment of committee meetings in increasing institutional space utilization yield. In the semester project the periodic table will be used as a model for generating deadline sequences for continuous procedures (e.g. evaluation, grievance).

Education 222. Male Baiting and Man Watching for the New Professional Educatrix. Lecture and practicum. Prerequisite: Martial Arts or Military Science.

Education 497. Decisive Muddling.

Advanced theories in higher education with special emphasis upon decision reversal, Polyanizing, smokescreening, chestnut cooling, doublethink, and sequential confounding. Especially valuable for terminal educators, particularly administrators. A course by television consisting of the simultaneous viewing of Sesame Street and the Mickey Mouse Club.

A course in oral-manual coordination for mumblers. Continuous course. Prerequisite: Appropriate life experience.

French 369. Surrealism.

Topic: "Merde du taureau" as the organizing theme in the French Surrealist novel of education.

Mathematics 404. Politicization Models.

Fallacious logico-mathematical principles in Confucian calculus and revisionist-insane time scheduling practices in the regime of Lin Piao.

Physics 395-26. The Physical Properties of Dynamic Conjunction.

A survey of the conjunction systems of the Indo-European languages as they are manifested in works of tragedy in the given languages and their impact on scientific theories of cosmogeny. Variable meeting times and class duration (maximum: German, 3 days; minimum: Spanish, 14 seconds) and variable course credit (by contract).

Political Science 462. Excerpting.

A course in the theory of newspaper clipping and its application; scissor techniques, behavioral modification (e.g. thumb licking). Prerequisite: Humanities distribution requirement.

Political Science 286N4-3. Creative Ownership.

Advanced utilization of property exchange in tax bracket modification. Continuous course. May not serve as a major elective in the Law Enforcement specialty, appropriate however in Urban Management, required for Urban Development Planning, and prohibited on pain of death for Corrections. Prerequisite: Sociology 490, Education 232 and P.E. 160 (Bowling and Golf).

Psychology 398. Practicum.

Topics Creative subliminal perversion and provocative aspects of advertising. Mock moral outrage as a recruiting technique. One hour lecture; open-ended Lab. fee for supplies. Prerequisite: Consent of the student, parent and all adults present.

Physical Education 174. Activities.

Onanism for the initiated. Coeducational individual instruction. All four psychomotor levels will be handled in the course of the course.

At the instance of an anonymous member of the Curriculum Committee, the following courses are proposed for faculty consideration at its February 7, 1955 meeting. The courses, which are rumored to have been surreptitiously and peremptorily rejected by the Committee, will be included under "Bad Business." Courses rejected by the faculty will be referred to the Assistant Dean for Continuing Studies as possible non-credit courses.

Chemistry 316. Time Optimization. The chemistry of gaseous emissions for non-majors. Special attention will be given to flintstone techniques and the employment of committee meetings in increasing institutional space utilization yield. In the semester project the periodic table will be used as a model for generating leading sequences for continuous procedures (e.g. evaluation, grievance).

Education 322. Late Baiting and Sanctioning for the New Professional Educational Lecture and Practicum. Prerequisite: Artful Arts or Military Science.

Education 427. Decisive Judging. Advanced theories in higher education with special emphasis upon decision reversal. Polyamorous, smokescreening, chestnut confining, doublethink, and sequential continuity. Especially valuable for terminal educators, particularly administrators. A course by television consisting of the simultaneous viewing of Senate Street and the Mickey Mouse Club. A course in oral-manual coordination for numbers. Continuous course. Prerequisite: Appropriate life experience.

French 389. Surrealism. Topic: "l'ordre du tableau" as the organizing theme in the French Surrealist novel of education.

Mathematics 404. Politicization Models. Fallacious politico-mathematical principles in Confucian calculus and relativistic means time scheduling practices in the regime of Lin Biao.

Physics 305-22. The Physical Properties of Quantum Confusion. A survey of the confusion systems of the Indo-European languages as they are manifested in works of tragedy in the given languages and their impact on scientific theories of cosmogony. Variable meeting times and class duration (maximum: German, 3 days; minimum: Spanish, 15 seconds) and variable course credit (by contract).

Political Science 462. Exceptioning. A course in the theory of newspaper clipping and its application, scissor techniques, behavioral modification (e.g. thumb tucking). Prerequisite: Humanities distribution requirement.

Political Science 580M-3. Creative Punishment. Advanced utilization of property exchange in tax bracket modification. Continuous course. Tax not serve as a major elective in the law enforcement specialty, appropriate however in Urban Management, required for Urban Development Planning, and prohibited on pain of death for Corrections. Prerequisite: Sociology 490, Education 322 and P.E. 100 (Bowling and Golf).

Psychology 398. Practicum. Topics: Creative subliminal perversion and provocative aspects of advertising. Block social outcrop as a recruiting technique. One hour lecture; open-ended lecture for supplies. Prerequisite: Consent of the student, parent and all adults present.