CNC Community CHRONICLE

April 4, 1975
No. 10 of 1975

SUNDAY - April 6

☉ dies solis

MONDAY - April 7

2:00 - Division Coordinators Conference Room

3:00 - Student Financial Aid Committee - W220.

12:00 - Nominations Committee CC229

☽ dies lunae

TUESDAY - April 8

FEC - 2:15-5:00

Noon - CC Theatre - Dr. Bronfenbrenner, Child Psychologist will give public lecture.

♂ dies martis

WEDNESDAY - April 9

Noon - N125 - SPECIAL FACULTY MEETING

☿ dies mercurii

THURSDAY - April 10

10:00 - President's Council

♃ dies jovis

FRIDAY - April 11

10:30 - Dean's Ad. Council

3:00 - Faculty Meeting N125

♀ dies veneris

SATURDAY - April 13

♄ dies saturni

DEAN'S ANNOUNCEMENTS

April Faculty Meeting

The next regular meeting of the Faculty will be on Friday, April 11, at 3:00 P.M. The agenda for the meeting is as follows:

I. Approval of the Minutes of the March Faculty Meeting.

II. Committee Reports:
   a. Nomination Committee (Ms. Simmons).
   b. Faculty Evaluation Committee (Dr. Squires).
   c. Academic Status Committee (Dr. Bankes).
   d. Curriculum Committee (Dr. Pugh).
   e. Faculty Advisory Committee (Dr. Hammer).
   f. Admissions Committee (Mrs. Hubbard).
   g. Ad Hoc Committee Reports, if any.

III. New Business.
   a. Discussion of CNC Community Chronicle Reports, if any.
   b. Other.

IV. Adjourn.

Note: The Faculty is urged to follow the general procedures passed at the March Faculty meeting for presenting resolutions at Faculty meetings. The guidelines were published in the (yellow) February 28, 1975, issue of the CNC Community Chronicle.

DEAN'S ANNOUNCEMENTS

Use of Copiers

In the interest of better economy and service, the following procedures for the use of the College's Copier are established and will become effective on Monday, April 7:

1. If 6 or more copies of an item are required, all work will be done by Mr. Parker on the A.B.Dick copier located in the duplication center, and the department or administrative office concerned will be charged for the work.

2. If fewer than 6 copies of an item are required, faculty members will utilize the Copier located in the library. The faculty member or his/her representative will sign the log provided and the department concerned will be charged for the work. Only administrative personnel will use the Copier located in the Registrar's office and the same accounting procedure as above will be utilized.

3. Only evening adjunct faculty members are authorized to use the Copier located in the library after 5:00 P.M. and on weekends.

4. All copies of materials intended for personal use will be made on the Copier in the library and payment will be made by the individual concerned.

R. J. Edwards

FACULTY NEWS

Marvin Brown has been invited to serve on the Scholarship Committees of the Peninsula Sales and Marketing Executives Club and the Peninsula Retail Merchants Association. The scholarships are open to area high school students who plan to major in Business Administration at a four-year college.

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Dr. Van Orden's paintings and drawings are on exhibit in the Campus Center through Saturday, April 12.

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Martin Buoncristiani's article, On Analytic Functions of a Quaternion Variable, appeared in the Fall issue of the Pi Mu Epsilon Journal. Another paper has been accepted for publication in the Matrix and Tensor Quarterly.

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Professor Colonna has been selected as a discussant on a paper entitled "Assessing the Ethics of Economic Decision-Making" written by Dr. J. W. Nickson to be presented at the Second Annual meeting of the Virginia Association of Economist held this year in Charlottesville, Virginia.

NOTICE

On Campus Newsletter being revised. Items should be submitted by Thursday at noon.

Dean of Students

OF ACADEMIC INTEREST

Small Colleges Join Drive to Stress Practical Skills

by Robert Reinhold
Special to the New York Times

One recent morning six students at Alverno College here embarked on an assignment to test their personal skills. Each was given a different role to play on a committee of "Repocrat" party members selecting a successor to a deceased state Senator from among three different nominees. They had to resolve their conflicting views and reach at consensus.

Their discussion was videotaped and analyzed later by an "assessment team." Each student was scored in such skills as ability to grasp the situation, to relate well to the others and to exert influence.

They got no grade for their effort. What they did get was one CLU in "social interaction." They will need at least 40 such CLU's to earn a diploma from Alverno, a small Catholic women's college on the south side of Milwaukee.

CLU stands for "competence level unit," and it represents Alverno's contribution to a controversial new approach to higher education that is rapidly proliferating among dozens of mostly smaller colleges around the country. It is an effort to redefine the goals of liberal education in terms of the explicit practical skills, or "competences," thought to be needed by the educated person.

The method is called "competency-based learning," or CBL to insiders. The competences demanded differ from campus to campus, but the central idea is to test students not for the factual content of their courses but for their ability to communicate well, to solve problems, to show ethical awareness and do all the other things that traditionally have just been assumed to result from four years at college.

In addition to Alverno, the concept is being tried at such diverse schools as the University of Massachusetts at Boston, Brigham Young University in Utah, Florida State University, Bowling Green State University in Kentucky, Oklahoma City University, Mars Hill College in North Carolina, Sterling College in Kansas, Mendocino College in California and McMurray University in Illinois. In some cases it is confined to special programs with the school, as in Massachusetts' experimental College Three. At others, like Alverno and McMurray, competency is the criterion by which all the students are being judged.

The Federal Government's new fund for the improvement of postsecondary education is putting about $2-million this year into the development of such programs in 20 schools. Such is the appeal of the approach that the fund has been flooded with nearly 500 new grant applications. Only 15 or 20 can be funded.

To some extent these may be hard-pressed colleges seek-complain that, for all the information they digest and forget, they emerge with few useful or "marketable" skills.

The new approach combines a number of recent trends in curricular reform: the focus on intellectual "process" rather than retention of facts, the desire for more vocationally oriented learning, and the demand that schools be held more "accountable" for fulfilling the promises they make to their students.

Take Rhetoric Seriously

The competency concept is not entirely new. A number of states now require competency criteria to be used in teacher certification. And it has long been used in business and vocational training where the desired educational "outcome," such as repairing a motor, is limited and unequivocal. But defining the goals of liberal education, the subject of centuries of debate, is much riskier. Critics say it is impossible.

"We just took the catalogue rhetoric very seriously," said Sister Joel Read, an intense, energetic woman who is president of Alverno. She read from the school's old catalogue, with its soaring prose about giving students the capacity to "make mature decisions" and derive "creative solutions" to complex problems for a "crucial tomorrow."

"We asked, 'How do we do that?'" Sister Joel said. The Answer, Alverno found, was not very well. As a result the college, suffering like most from sharply declining enrollments, has reorganized around 80 "competences" that every student must master. They are, in skeletal form:

- Effective communication skills.
- Analytical capabilities.
- Problem-solving skills.
- Ability to make independent value judgments.
- Facility in social interaction.
- Understanding the relationship between the individual and the environment.
- Awareness of the world in which the individual lives.
- Responsiveness to the arts and humanities.

Detractors maintain that breaking down liberal education into such specific components tends to reduce the process to behavioristic "training" toward essentially trivial objectives that do not add up to very much.

The Critics' View

One of the harshest critics is Prof. Harry Broudy, a philosopher of education at the University of Illinois, who deplores what he calls the "production model" or "performance contract" approach to education.

"What you lose is that unspoken aura that gives flavor to liberal education," he said. "This is a desperate attempt on the part of financially squeezed colleges to show what they are doing is related to career possibilities--the alleged vagueness of liberal education is now being used as a means of getting rid of it."

Despite such criticism, Alverno, which sends most of its 700 or so students into nursing and teaching careers, is pushing ahead. Its leaders contend that what they are doing is different only in emphasis. "In the past we made explicit the content and assumed the competence," said Sister Austin Doherty, a psychology professor who heads the assessment design office. "Now we are making the competence explicit."

Although Alverno gives no grades, there is nothing permissive about the school. In fact, the regimen is strict and highly detailed. "We accept the responsibility of saying what a student will be able to do when she graduates," says a faculty manual. "We claim that she will not just hit, miss and hope for the best."

Student still take courses in history, science and literature, but the offerings are used as vehicles to fulfill the C.L.L. requirements. At the outset, each girl is "validated" to determine her strengths and weaknesses in each of the eight areas. Then she progresses up to level four in each of her own pace. Ultimately she specializes in at least one area, moving up through levels five and six.

For example, a future school teacher might specialize in competences one and five, communication and social interaction, because those are presumed to be important to teaching.

Work-Study Projects

Assessment is done either in courses or in the "assessment center," which has developed evaluation "instruments" modeled after those used by the Bell System to train telephone executives. To heighten reality, the student is encouraged to participate in work-study projects, or "off-campus experiential learning," in Alverno's jargon.

To demonstrate competence in communication, for example, the student starts at level one by listening to a speech, then analyzes it, restates its central theme and breaks it down into logical parts. Next, she gives her own three-minute speech, perhaps nominating someone as outstanding teacher of the year.

The assessors rate her articulation, voice projection, physical expression, organization and other speaking skills, and she is informed where she is strong and weak. Ultimately she must demonstrate far more complex communication skills, using many different media.

Another important area is "valuing," as Alverno calls making value judgments. At the first level, the women are called on simply to identify their own values. Later they are expected to analyze current ethical issues.

Toward the end of the second year these and other competences are treated in a complicated "integrated assessment" in which students play different roles in making hypothetical decisions on how a large community is to spend a $6-million Federal grant.

Submitted by Harvey Williams

NOTICES

Cornell Psychology Professor to Speak at CNC

Dr. Urie Bronfenbrenner, world known child psychologist, will give a public lecture at the Campus Center Theatre of Christopher Newport College at 12:00 N, Tuesday (April 8). Professor Bronfenbrenner's topic will be "Children and Families in America: A Critical Analysis." His talk is the fourth in a series of the Visiting Scholars Program.

Dr. Bronfenbrenner is perhaps best known for his book Two Worlds of Childhood: U.S. and U.S.S.R. which was written as the result of visits to the Soviet Union as a member of the U.S.-U.S.S.R. Scientific Exchange Program and again as a member of the U.S. Public Health Service Medical Ecology Mission to the U.S.S.R.

He is presently Professor of Human Development and Family Studies, and of Psychology, at Cornell University. Dr. Bronfenbrenner serves on a number of important National Committees and Boards dealing with Early Childhood, including the Office of Economic Opportunity Research Council for Head Start, the Advisory Committee on Child Development of the National Research Council of the National Academy of Sciences, the Presidential Task Force on Early Education, and as a Consultant to the Office of Child Development, Department of Health, Education and Welfare.

Interested faculty and students from the area, professionals working in child related fields, and the general public are invited to attend Dr. Bronfenbrenner's lecture.

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Administrative Vacancy

Dr. Herbert R. Blackwell, Vice President for Academic Affairs and Dean of Longwood College has requested disability retirement, and Longwood College is now seeking applications for his replacement. The position is directly responsible to the President of Longwood College, and holds a twelve month appointment. Minimal qualifications are an earned doctorate, college-level teaching experience, and educational administrative experience. It is hoped that the position can be filled on or before August of 1975. Anyone interested in applying for this position should send his credentials to Fredda McCombs, Chairman, Search Committee for the Dean of the College.

COMMITTEE REPORTS

Curriculum Committee

New course: Basic Studies 001, 002, 003, 004. English for Speakers of other Languages. Two hours lecture, two hours laboratory, two credits. Prerequisite: Placement examination.

The fundamentals of English pronunciation, listening comprehension, reading and writing.

This course was submitted as a proposal from the Modern Languages Dept. to be part of their listings. The Curriculum Committee felt that the College had a vehicle for foundation type courses in Basic Studies so we changed the original departmental designation to Basic Studies. The Committee does not feel its charge includes staffing courses, but some did feel an instructor whth a background in the English language as well as a second language would be qualified to teach such a course.

The Curriculum Committee unanimously recommends this course to the Faculty.

Please turn in your summer and fall topics courses to us by April 25, 1975. Thank you.

Degrees Committee

Proposal for Interdisciplinary Major Program

"To allow maximum flexibility in the College program, a student may be permitted to pursue an Interdisciplinary Major program consisting of courses selected from two or more disciplines.

Each student interested in this major must propose a program in consultation with two or more advisors representing the various disciplines in the student's program. The selection of courses designed to achieve this degree must be specified and submitted for approval, prior to the completion of 75 semester hours, to a committee composed of chairpersons or their designate in the chosen disciplines. The program must include a minimum of thirty credits in 300-400-level courses in the selected disciplines and must meet that set of distribution requirements for each of the chosen disciplines.

Before applying for an Interdisciplinary Major, a student should make certain that his purposes cannot be fulfilled by a departmental major supported by a minor or a careful selection of electives."

Report of the Academic Budget Committee Meeting
March 31, 1975

All members attending.

The Biennial Budget Requests, in the form of Divisional Summary Sheets were collected. It was noted that with the exception of the English and Classical Studies Departments, all Department submitted their reports by the stated deadline. Dr. Musial agreed to call the Chairperson of the above Departments requesting that they respond. Copies of the summaries were made for submission to the Business Manager. It was agreed that the ABC would examine the requests in further detail in the coming weeks.

It was decided to clear out old business. Hence the first matter to be considered was the reconsideration of the distribution of equipment funds.

The Committee had previously recommend the allocation of $2700 dollars to the Departments for equipment related expenditures. The Dean did not allocate these funds because of objection by various Departments on the basis of their not having an opportunity to make proper requests. An additional $150 was available because J.W. Prow of the Geography Department did not spend $200 he was allotted in the fall for travel. Mr. Prow was allotted $50 for current travel by the Dean. Hence an equipment budget of $2850 was available for allocation.

The Committee considered requests on the following priority basis:

1. repairs and urgently needed operational supplies
2. equipment needed to finish term or summer school
3. equipment for a contingency list to be considered if money is found.

The Committee recommends the following distribution of funds to the Dean:

Fine Arts Department (for supplies)	$700
Psychology Department (for repairs)	$170
Modern Language Department (for repairs & outstanding bill)	$165
Physical Education Department (for repairs, safety equipment, and replacement of fencing equipment)	$388
Mathematics Department (for repair, and one calculator and one IBM typing element	$425
Chemistry Department (for repair and supplies)	$230
Biology Department (for one Microscope)	$220
Basic Studies Department (for supplies)	$125
Physics Department (for equipment-stress analyser	$535
Geography Department (suggest that needed cabinets be built next year in house)	$ 0
TOTAL	$2958

The $108 deficit was approved by the Dean.

The following contingency list was established and appears in order of priority:

1.	Biology Department	$440	-	2 microscopes
2.	Basic Studies	$414	-	additional supplies
3.	Physical Education	$240	-	new fencing equipment
4.	Psychology	$195	--	amplifier
5.	Mathematics	$ 36	-	additional IBM elements
6.	Physics	$285	-	additional equipment
7.	Biology	$560	-	more microscopes

It was noted by Dr. Chang that the Chairman made an error in the report of the last meeting that additional Student Assistant Funds recommended to Chemistry and Biology would be split evenly between the departments. The correct recommendation is:

Chemistry	$350
Biology	$150

The matter of travel requests was discussed, and the Committee makes the following recommendations,

for Pollazzo, Swindlehurst and Riley to travel to Richmond for updating C.P.A. accreditation a total of $145 and authorization to use the State car (funds for which will come from the $145).

for Wise $22 for travel to Afton Va.
for Kraft $65 to Atlantic City
for Kostaki - deny request by guidelines
for Olson - deny request by guidelines
for Morgan - deny request by guidelines
for Parks - deny request by guidelines

It should be noted that all denied request will be held for further review if funds are available after the travel request deadline.

The Chairman asked the Committee to prepare themselves for planning the line-item '75-'76 budget at the next meeting.

Meeting was adjourned at 4:00 p.m.