

# Chowan — The Four-Year College

The college is now moving toward admitting its first junior class in the fall of 1992 and graduating its first senior class in the spring of 1994. The decision has been made that the following four-year majors will be offered initially: Education (Preschool through middle), Liberal Studies, Business Administration, Religion, English, Printing Management, Commercial Art/Studio Art, Recreation, and Science. It is anticipated that additional majors will be added within a few years.

"The college will also retain many of its two-year programs, and will continue to award the associate degree as well as the bachelor's degree," states Dr. Jerry Jackson. "Some associate degree programs are being deleted, especially some that have been seriously under-enrolled."

According to Dr. Jackson, curricula are being developed for the four-year programs. Several of these have

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already been developed in tentative form by the faculty in the appropriate departments, and the others are in the process of development. Also, a core curriculum has been developed, ap-

proved by the faculty, and approved by the Board of Trustees.

"The core curriculum consists of those courses that will be required of all students, regardless of major, and represent the kinds of learning experiences that the faculty feel are needed for a truly educated person," explains Dr. Jackson.

In the early stages of its work, the transition committee appointed a number of sub-committees of the faculty to review academic policies and recommend changes for four-year status.

"As of this date, practically all of the academic policies have been reviewed and modified. Throughout this whole process, very careful attention has been given to the rights of the faculty, the administration, and the Board of Trustees with respect to the manner in which changes in policy are approved," states Dr. Frank Lowe, vice president for academic affairs.

"Attention is also being given to personnel policies. For example, the

departmental chairpersons and the transition committee are giving very careful attention to a proposed system of faculty rank to include procedures for awarding rank and tenure."

Dr. Jackson stresses that throughout the process, both faculty/staff and trustees are being kept informed of proposed changes and have been involved to the maximum extent possible. The accrediting agency of the college, the Commission on Colleges of the Southern Association of Colleges and Schools has also been apprised of the proposed change in status.

"We anticipate that the accrediting agency will send the college a Candidacy Committee in the spring of 1991," states Dr. Jackson. "The college is working toward the goal of obtaining accreditation as a four-year institution at the earliest permissible time, which is the year in which the first class is graduated. A great amount of work has been accomplished thus far, but there remains much to be done."

## Administration gives hopes, dreams for college

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—President Jerry Jackson

Following a 'retreat' of the administrative vice presidents, the administration called a meeting of faculty and staff and each departmental vice president outlined his personal viewpoints on the recently adopted Purpose of the college and Institutional Goals.

The president of the college pointed out there are needs among the collegiate family. He noted as we moved forward in the four-year transition, more emphasis needs to be put on goals rather than methods.

He stressed financial viability is very important, but finances are the gas in the car, not the car. A clearer vision of who we are and where we are going is needed, and there is a need to open doors of communication that have been closed or misunderstood in the past.

"My overall view of the mission of the college as I envision it is that in all we do in the training of minds (both young and old) we do within a Christian context," said President Jackson. "In all future decisions, we need to always ask the question, 'How will this decision relate to the mission of the institution?'"

"I envision some unique programs like freshman experience, literacy in use of computers, graphic arts, commercial art, senior internships, overseas programs, as well as a balanced liberal arts program. I envision an athletic program that can compete with our opponents and at the same time be compatible with the academic standards of the institution. I envision not only academic training, but the social and spiritual development of our students. Students need to be

put first and treated with respect."

Dr. Jackson emphasized, "It should be our goal to make a positive influence on the lives of all students who enter our doors."

The vice presidents each shared their visions for the college emphasizing commitment to excellence, service to students, financial viability, and support for the purpose and mission of the college.

## Chowan has a 'can do' attitude

For Chowan to make the transition to a four-year institution a successful one, the idea of "Chowan—The Four Year College" must be communicated now, was the message faculty and staff received at a recent campus-wide meeting of the college community.

A representative of the Atlanta-based marketing firm, Communicorp, met with the employees of Chowan in May and outlined an innovative plan for marketing the four-year status to prospec-

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tive students, guidance counselors, parents, and general public.

Several suggestions were made by the marketing group as Chowan reshapes its mission and plans. Marketing possibilities for Chowan were outlined for establishing an identity as Chowan—The Four Year College.

It was recommended the college must re-educate high school guidance counselors and develop a new awareness of Chowan in the non-traditional student market (for example, one target population might be young workers interested in going back to school to pursue a degree).

"We must create for Chowan new recruitment publications with powerful and direct appeal," states Patti Crane, vice president for Communicorp.

"Chowan College can be positioned as a regionally competitive college, especially creating new significance in the Tidewater Albemarle recruitment area, building on the strength of the solid reputation Chowan has already enjoys there."

Crane cited a number of strengths within the college system, as well as weaknesses. Major points of her presentation included the strength that Chowan is a good place to mature, to strengthen one's self-esteem, and to acquire a solid education. Chowan can be positioned as an academic community sustained by lasting friendships and loyal commitments; Chowan can be positioned as a nurturing environment where students move beyond "can't" and embrace "can".

Crane emphasized the catch-phrase of "I Can" and remarked Chowan has proven to be a good starting point for thousands of students who leave the college believing "they can" accomplish their goals.

## Purpose of the College

Chowan College, shaped by Christian ideals, endeavors to provide quality higher education and to help students gain a philosophy of life which will lead to their development as responsible citizens of the world community.

The college seeks to fulfill its purpose by: (1) employing faculty and staff who are compatible with the college's statement of purpose; (2) offering instruction in the standard academic disciplines for those students who plan to earn baccalaureate or associate degrees; (3) providing career instruction, on a liberal arts foundation, for those who complete their formal education with diplomas or associate degrees; and (4) striving to meet the personal needs of students through academic, social, and spiritual counseling.

### INSTITUTIONAL GOALS

1. To provide a qualified faculty and staff that is compatible with the purpose of the college.
2. To mold all curricula so as to include a foundation of general education courses (the humanities and/or fine arts, the social and/or behavioral sciences, the natural sciences and/or mathematics) enabling students to develop an understanding of their cultural and physical environment.
3. To provide students with a strong program of academic advisement and support, and to provide academic, social, and spiritual counseling.
4. To promote throughout the campus an atmosphere that is conducive to study and learning.
5. To provide requisite courses and instruction for the baccalaureate or associate degree.
6. To furnish students in career programs with requisite skills and training.
7. To evaluate continually the educational offerings of the college in terms of appropriateness, need, and quality.
8. To ensure that completion requirements in all curricula include competence in reading, writing, oral communications, and fundamental mathematical skills.
9. To encourage students to develop intellectually, socially, emotionally, physically, spiritually, and morally.
10. To encourage students to think logically and rationally, and to develop problem-solving skills.
11. To provide a varied program of extra- and co-curricular activities for students and the community at large.
12. To provide an atmosphere which promotes community service and involvement.