Speaker's Note

As the semester winds down so does my sense of humor. There is nothing like a semester full of teaching, grading, meetings, advising, complaining (my own), book reviewing, car problems, research and kids to wipe the grin off of my face. But as Woody Allen once said in Annie Hall, "There are two kinds of people in the world, the miserable and the horrible. Just be glad you're one of the miserable". I can feel my face cracking into a grin again. Try and see a funny movie over the break. I hope all of you have a safe, happy and restful holiday.

This issue of the Newsletter is devoted to recent work of the Conference of South Carolina University Faculty Chairs, of which Jack Parson is Chair and I am a member. Also in this issue, tables provided by the Southern Regional Education Board are given, which list some comparisons of facts concerning higher education between South Carolina and other states in the region.

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Senate Meetings (100 Maybank Hall, 5 p.m.)
- Tuesday, November 28
- Tuesday, January 16
- Tuesday, February 6
- Tuesday, March 12
- Tuesday, April 2
- Tuesday, April 16 (if necessary).
(Please remember that agenda items need to be received in my office by two Thursdays before a given Senate Meeting.)

Spring Faculty Meeting (Recital Hall, Simons Center for the Arts at 5 p.m.)
- Monday, April 22

Future Events
- Mid-Year Commencement, Sunday, December 17, 2:30 p.m. at the F. Mitchell Johnson Physical Education Center.
- Martin Luther King Day celebrations will be held on Monday, January 15 at 8 p.m. in Sottile Theatre.

Academic Affairs Spreads Holiday Cheer
- For me, the Universe is divided into two (not necessarily disjoint) categories: Mysteries and Food. A group which decidedly resides in the former category has greatly enhanced the latter. On behalf of the Faculty I want to express sincere appreciation to Academic Affairs for facilitating our acquiring a new microwave oven for the Faculty Lounge. Thanks folks.
Conference of South Carolina University Faculty Chairs

One encouraging experience during my freshman year as Speaker has been my association with the Conference of South Carolina University Faculty Chairs. The Conference is our voice in the state and although it has only been in existence a few years, it is beginning to be noticed and considered by the forces which effect higher education in South Carolina. "Retrenchment" of the 1980's in higher education has given way to "reaction" in the 1990's, much of which is based on misconceptions, misinformation and ignorance. In the face of this, the Conference provides sound information and a faculty perspective on issues of higher education. The Conference also reports on issues of concern at the state level to its respective faculties. I'm glad that the Conference exists and I wanted you to know about it.

What follows is the first part of the By-Laws of the Conference of South Carolina University Faculty Chairs. This should explain what the Conference is and what function it serves.

By-Laws excerpts

Preamble
The Principles governing the business of the Conference are to pursue issues of common concern to the member institutions and to communicate frankly and forthrightly with all organizations, groups and the outside political world.

Statement of Goals
1. To consult with university administrators, the Commission on Higher Education, legislators and legislative bodies, and other public officials in furtherance of the purpose of the Conference;
2. to inform the news media and public-at-large about the necessity and value of a strong commitment to public higher education;
3. to exchange information on matters of mutual interest among the faculties of member institutions;
4. to undertake other activities deemed appropriate by the Conference and its Executive Committee in furtherance of the purpose of the Conference.

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Membership
1. The faculty governing bodies of all public universities in the State of South Carolina shall be represented in the Conference upon submitting a resolution of their desire to do so.
2. Each faculty governing body shall be represented by its elected chair and a second person, normally a chair-elect, past chair, or chair pro-tem, at the discretion of the member governing body.

The issue of tenure is one example of how the Conference can serve to support an important standard of our profession by presenting some basic facts about it. On the one hand, the Conference felt it unwise to leave a defense of tenure to University administrators who might themselves question the value of tenure. (This is not the case with respect to our administration. President Sanders has taken a stand in defense of tenure. It is not the first time that he had the other presidents wishing he was still Chief Justice of the State Court of Appeals.) On the other hand, a statement from faculty editorializing about the benefits of tenure and the disaster which would result if it was eliminated, would most likely be dismissed. It was decided that a brief presentation of facts clearing up some basic misconceptions would be appropriate. We couldn't resist a little bit of editorializing at the end.

Academic Tenure: For Your Information
As South Carolina lawmakers prepare to consider whether to retain the nationally recognized practice of tenure for faculty at state colleges and universities, it is important that this issue be accurately understood.

A widely held misconception is that tenure for faculty members cannot be dismissed. In fact, there are many circumstances in which a tenured faculty member can be dismissed. Reasons for dismissal include: bona fide institutional contingencies such as curtailment or discontinuance of programs or departments; financial exigencies; physical or mental inability of the faculty member to fulfill the terms and conditions of the appointmen; incompetence; neglect of duty; immorality; and dishonesty.
The Faculty Newsletter

The awarding of tenure represents the successful completion of the probationary period for faculty at colleges and universities. This typically occurs after the sixth year of service.

During the tenure review process, the burden of proof is on the faculty member to make a convincing and compelling argument that the expectations set forth by the institution regarding teaching, scholarly achievement and service have been met. These expectations reflect the mission of the institution and represent the highest standards of professional excellence. The goal for such high standards is to help ensure that only the faculty best able to enhance the institution’s fulfillment of its mission remain. Such standards provide a formidable challenge to new faculty and encourage them to develop professionally. This is one of the most rigorous and thorough processes that exists in any profession. Faculty facing tenure review who feel that they fall short of the institutional standards often resign rather than undergo the process.

A tenured faculty member continues to undergo periodic evaluation by the department chair. If promotion to higher academic rank is sought, another institutional evaluation is required with standards at least as high as those for tenure.

The due process protections afforded by tenure are comparable to those given to other state employees beyond their six-month probationary period. Grievance procedures for state employees are set forth by the State Employee Grievance Act. For classified state employees (which faculty are not), after the six month probationary period, and after an internal grievance procedure results in a decision to dismiss an employee, the employee may appeal the decision to the State Employee Grievance Committee. For a tenured faculty member, the appeal ends with a decision by the Board of Trustees.

Historically, tenure arose from the belief that the best environment for the pursuit of knowledge is one where independence of investigation and freedom of expression are not coerced. Tenure was established to help ensure that faculty members could pursue knowledge and present the results of their findings without fear of recrimination. Before the common establishment of tenure at colleges and universities throughout the United States, faculty were routinely fired for studying and teaching ideas which were unpopular or controversial.

Higher education is one of America’s great successes and America’s future depends upon it. Tenure plays a fundamental role in this success by protecting the pursuit of knowledge and enhancing the level of standards for all who seek it.

A position paper titled “Crisis in Public Higher Education in South Carolina” is another example of recent work done by the Conference. As in the previous paper, the plan is to send it to the Commission on Higher Education, legislators, newspapers and any other group or organization which might find the information useful.

Crisis in Public Higher Education in South Carolina

Speaking for the faculties at the state-supported universities in South Carolina, we are deeply concerned about the welfare of our students. With the recent shortfalls in appropriations, the state universities have had to resort to tuition increases, with the result that tuition has more than doubled in South Carolina in the past ten years. Today, we are out of line with other schools, both nationally and regionally. The median tuition per semester nationally is $1,118, and in the South it is $885. In contrast, the average semester tuition for four-year state schools in South Carolina is $1,573. At the University of Georgia, a student only pays $1,117 per semester, and at UNC-Chapel Hill, $785. In the last ten years the percentage of the cost that students are required to pay for their education has risen in South Carolina by double the rise in the South overall.

We know that the increases in tuition have been a burden on students because borrowing to pay for college costs has skyrocketed. For example, in 1983-84 South Carolina students at post-secondary institutions borrowed a little under $9 million; by 1993-94 this indebtedness increased 14 times to $127 million.

Adding to the burden on our student citizens is that South Carolina is the only state that does not have a need-based, state sponsored scholarship program. The high tuition, the need to borrow, and the absence of a state scholarship program together place an
enormous burden on South Carolina students and perhaps provide the explanation for why fewer South Carolinians graduate from college compared to the nation as a whole.

At the heart of the problem for higher education in South Carolina is declining state appropriations. Four years ago appropriations for state supported schools declined to 87.7% of the formula; three years ago they declined to 74%; two years ago to 70.4%; last year to 67.9%; and this year appropriations have risen slightly to 70.7%. The low priority given higher education today is also reflected in the percent that it receives in the total state budget. Higher ed’s share of the state budget has declined from 17.2% in 1985-86 to 14.8% in 1993-94.

Today the economy of South Carolina is healthy. Last year there was a revenue surplus of $275 million. And yet higher education languishes. We as faculty want to be very clear that we are not asking to take appropriations from other worthwhile needs; what we do ask, and what South Carolina needs, we believe, is to be a full partner in the sound economy of the mid-1990’s.

That higher ed in South Carolina has been excluded from full partnership is especially discouraging since a recent study shows that nationwide in the last three years or so higher education has begun to pull out of its recession. The improvement is especially evident in the rest of the South, where state appropriations to higher ed have increased over the last two years by a net average of 13%. Alabama has enjoyed a 23% increase in state appropriations in these last two years, North Carolina appropriations have increased by 12%, and Georgia has increased appropriations to higher ed by 19%. Over the same two-year period state appropriations for higher education in South Carolina have only increased by 3%.

At the same time that we confront budgetary shortfalls, enrollment has increased in the last 5 years by 22%, and inflation has taken a significant bite out or our schools’ purchasing power. Faculties and staff have tightened their belts by making efficiency cuts, but by now it should not be surprising that public higher education in South Carolina faces a crisis and that the quality of our services has begun to erode.

There are many consequences to the university budget crisis. Some student services have been curtailed, and, more significantly, class sizes have increased at many schools, which means less time for individual attention

and valuable class discussion. Further, there is a tendency to resort to the increased use of part-time teachers, which can result in a serious compromise in quality. Also, state supported schools are falling far behind in the acquisition of educational and computer technology, and the equipment in our science laboratories is becoming outmoded and supplies are limited. Most university libraries have had to cut back on acquisitions. Over the last several years there have been disruptive freezes on hiring. Finally, for the last four years we have had to resort to deferred maintenance on or campuses, building in higher repair costs down the road.

On the horizon there are even more serious risks to higher education in South Carolina. If the budget does not improve significantly, thriving academic programs will have to be cut and enrollment will have to be restricted. Ready access to higher education for our citizens will become a thing of the past. Eventually, low funding will jeopardize the accreditation of programs by national boards, in turn jeopardizing jobs for our graduates.

South Carolina is threatened on many fronts: by high infant mortality rates, by poor dietary habits resulting in poor health, by high illiteracy rates, by high rates of teenage pregnancy, and by a high rate of incarceration in prison. Education, we believe, is the best hope for long-term solutions to all these problems. It is education that can lead the transformation of South Carolina into a state of free, healthy, productive, tax-paying citizens.

We speak for the public university faculties in South Carolina when we say that we continue to serve the higher educational needs of our students to the best of our abilities and that our mission of providing higher education to our fellow citizens remains enormously rewarding. Unfortunately, we believe that we would be remiss if we did not inform our fellow citizens and those in authority that if funding for higher education does not soon move upward significantly one of our state’s most precious resources stands exposed to grave danger.

**Southern Regional Education Board**

The following tables were reproduced from the South Carolina Highlights for 1994-95, of the SREB Fact Book On Higher Education and from another SREB publication titled Changing Patterns in Financing Public Colleges and Universities in South Carolina.
• South Carolinians are investing 1.9 percent less of their public budget in higher education than 10 years ago.

1981-82 ($4.6 billion)  
1991-92 ($11.7 billion)  

Distribution of State and Local Government Expenditures in South Carolina

• But 35,000 more students are attending South Carolina colleges and universities. That's a 25 percent increase.
- With less public investment in higher education, South Carolina students and families pay more.

Revenues for South Carolina Public Colleges and Universities

- It costs more to earn a four-year college degree in South Carolina than in most other states.

<table>
<thead>
<tr>
<th>Four-Year Colleges/Universities</th>
<th>1983-84</th>
<th>1993-94</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>$1,770</td>
<td>$2,950</td>
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<tr>
<td>Out-of-State</td>
<td>$848</td>
<td>$2,235</td>
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</table>

<table>
<thead>
<tr>
<th>Two-Year Colleges</th>
<th>1983-84</th>
<th>1993-94</th>
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<tbody>
<tr>
<td>In-State</td>
<td>$848</td>
<td>$916</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>$1,632</td>
<td>$2,772</td>
</tr>
</tbody>
</table>

- United States - SREB States - South Carolina
Tuition and Fees, Full-Time Undergraduates, Public Colleges and Universities, 1993-94
Educational attainment, while higher than ever, is below the national average for adults.

South Carolina and the SREB region still fall short of national per capita income.
• Since 1974, the average faculty salary in the South has fallen almost 2 percent when adjusted for inflation, while the national average rose 3 percent.

![Graph showing change in public four-year college faculty salaries.](image)

- Change in Public Four-Year College Faculty Salaries Adjusted for Inflation

• Over the past five years the ranking of South Carolina’s public four-year college faculty salaries among the 15 SREB states moved from 8th to 9th.

![Graph showing salaries in thousands of dollars.](image)

- Public Four-Year College/University Faculty Salaries Adjusted for Inflation
State/Local Tax Revenues Grew 43%
35% in South Carolina

FTE Enrollment Grew 24 Percent
33% in South Carolina

State/Local Funding Per FTE Fell 9 Percent
-20% in South Carolina

- Tax Revenues
  South Carolina +43%
- Funds to Colleges
  South Carolina +13%
- Share of Taxes to Colleges
  South Carolina -2 Points
- Enrollment
  South Carolina +24%
- Per-Student Funding
  South Carolina -9%
- Tuition Revenues
  South Carolina +77%
Twenty years ago, loans accounted for one-fourth of student aid—now they account for half. When adjusted for inflation, federal funds for grants are down by one-fourth, federal loans have increased four times, and aid provided by colleges, universities, and state grants doubled.

- The SREB states can be huge winners in the economic realignment that is occurring throughout the world... [but] we cannot afford to make mistakes. We cannot afford to let our colleges and universities slip backwards into mediocrity or worse, after years of effort to strengthen them.

—*Changing States: Higher Education and the Public Good*
*SREB Commission for Educational Quality, February 1994*