Speaker’s Note

This has been a tragic season. In the three weeks since the Special Issue of this Newsletter reported the drowning death of Jozef Modzelewski and the serious automobile accident of Ewa Wojcicka, Ewa died and another member of our college community, Laura Griffin, was killed by a hit-and-run driver as she was jogging on the sidewalk by the Battery.

Stunned and grief-stricken, our College Community is in a continuous state of mourning. Three truly extraordinary individuals are gone forever and the voids which they have left are shrouded in the senselessness of their deaths.

This issue is dedicated to their memory.

The Joint Legislative Committee on Higher Education is due to make its report to the South Carolina Legislature on February 6. A report on their report will appear in the next Newsletter.

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Senate Meetings (100 Maybank Hall, 5 p.m.)

- 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

Ewa Wojcicka, 1955-1996

With sorrow and regret the Department of Mathematics reports that Dr. Ewa Wojcicka, Associate Professor of Mathematics at the College of Charleston, died on January 14, 1996. We mourn the loss of a valued colleague and dear friend.

On December 10, while travelling north on Highway 17 near Beaufort, Ewa’s car swerved into the southbound lane and into the path of a pickup truck. It took an emergency crew some time to cut her out of the wreckage. Due to the apparent severity of her injuries, the crew was reportedly astounded to find Ewa alive and actually conscious. She fell unconscious during the helicopter ride to Savannah Memorial Hospital. The trauma unit rushed her to emergency surgery that evening and returned
the next morning to visit her, astonished that she was still alive. By now her family had arrived at the hospital. Ewa’s fiancé, David Sumner, had arrived at 2:00 a.m. the night of the accident, just after they admitted her into the ICU from the emergency room. The first reports were discouraging; there was little hope for survival. A few days later her condition was critical, with a mere twenty percent chance of survival. Survival could well mean severe brain damage, perhaps paralysis. But when the doctor told David that only two of ten in Ewa’s condition could be expected to survive, David brightened. He knew Ewa better than anyone and with those odds Ewa would make it. And make it she did. Her struggle was heroic. In the thirty-three days between December 10, 1995 and January 13, 1996 Ewa found her way out of the abyss. With each step the light grew brighter and Ewa drew closer to wholeness. After serious talk that she might remain in a coma for months or as long as a year, there was the first time she smiled at David, first a faint blink, then a full, sparkling Ewa smile. At one point the doctors needed to determine if she could move her fingers. Knowing that Ewa was a mathematician, a young resident asked her: “Ewa, what is the square root of four?” Ewa raised two fingers and the room went into cheers and high-fives. There was the first time Ewa sat up in a chair and breathed without the respirator, but still with a trachea tube. Gradual movement was returning to all of her. She was pronounced “recovered” and ready for transfer.

On Tuesday January 9, Ewa was transferred to a rehabilitation center in Columbia, where David and Ewa’s family live. Ewa’s progress in Columbia was nothing short of amazing. Ewa communicated by mouthing words (the trachea tube was still being used), by writing and by computer. David said that he had some of the best conversations of his life during those days with Ewa. On Friday, January 12 Ewa wrote to David on a pad “I love you more than I can say.” David left the hospital that night filled with excitement for the things he and Ewa would do together. Ewa was back.

During the night of Friday, January 12 or early morning of January 13, Ewa was found with her legs in the bedrails, face down, not breathing and without a pulse. Her heart was restored by CPR at the rehabilitation center before the EMS crew arrived. She was brought to a nearby hospital. Life support was terminated the next day at the request of her family.

Ewa Wojcicka was born in Gdansk Poland on April 24, 1955. She received a Bachelor of Science in Mathematics in 1978 from the University of Gdansk. In 1978 her family immigrated to the United States and settled in the Columbia area. Soon after arriving in Columbia, Ewa entered graduate school at the University of South Carolina and received a Doctor of Philosophy degree in Mathematics in 1985. Ewa came to the College of Charleston as an Assistant Professor in 1985 and was an Associate Professor of Mathematics at the time of her death. During her career she published several highly regarded research papers in mathematics, first in the area of Analysis and later in the area of Combinatorics. Ewa was an excellent teacher, she lectured with clarity and energy. Her enthusiasm for mathematics was contagious and mirrored her enthusiasm for life. She was generous with her time and patient with her students, always demanding the highest standards of performance from herself and others. Ewa’s considerable talents as a researcher and teacher made her respected by her students and her peers. Ewa was a member of the American Mathematical Society and the Mathematical Association of America.

Ewa’s remarkable gifts were not limited to her professional life. Fitness and athletic competition were a lifelong passion. She had a 5.0 Volvo ranking in tennis and had been the captain of the championship volleyball team at the University of Gdansk. When Ewa walked she sprinted, even if it was going down the hall to her next class, she moved with strength, speed and grace. And Ewa’s heart was as warm and generous as her wonderful smile. Although she was a critic of organised religion, she lived by the commandment *Love thy Neighbour*. She gave a great deal of herself to community service: whether it was tutoring and caring for the girls and young women at the Florence Crittenden Home for Unwed Mothers or working with a mathematically gifted child at Buist Academy, Ewa gave from the heart.

We will miss Ewa, we’ll miss her sparkling smile and radiant energy. *
Why Not Run a Business Like a Good University? by Robert Woodbury

"If you only ran your college like a business..." is a phrase we in university administration hear from our friends in the business world.

Frankly, we in higher education have learned much about operating in a more business like manner. The stringency of the last few years in particular have helped us weed out unnecessary functions, use technology more effectively, plan more strategically, and use limited resources more efficiently. Most of us are better managers than we would have been if we had been less attentive to recent developments in the private sector. Those in the private sector, however, might reflect on some comparisons and strengths in the university world that might be helpful, in turn, to them.

First, higher education is one of the few United States "industries" universally recognized as the best in the world. This is no longer true of cars or electronics or most other areas of manufacturing. But our colleges and universities, as a whole, dominate the globe as do few sectors other than the entertainment industry, munitions, and soft drinks.

Second, our favorable balance of payments is estimated to exceed $5 billion and is expanding. Almost 420,000 foreign students the vast majority funded from abroad, study full time on our campuses. Perhaps 80,000 US students study abroad and then only for brief periods and mostly for "cultural" reasons.

Third, higher education has been a growth industry for four decades, despite a dramatic decrease in the college-age population over the past 20 years. We have expanded from 2 million students to one than 14 million since World War II. Growth in related areas, such as continuing education or sponsored research, has grown as dramatically.

Fourth, cases of college bankruptcy, defaults on loans, or higher levels of malfeasance are all but unknown. Certainly many colleges are run better than others, but the overall record of fiscal stewardship would be the envy of many boards of directors.

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Fifth, no other industry that I know has assembled, retained, and energized so much educated talent at such a low cost. At a single institution, thousands of people have studied an average of six full years past their bachelor's degree (more than many Mds) and earn only $45,000 (the average salary of a university professor in the US).

Sixth, undergraduates get a bargain, despite the perceptions of parents or taxpayers. A college supplies housing, food, association with the best minds in many fields, art centers, athletic events, entertainment, libraries, and all the amenities and intellectual resources of a small city. Who else can do this for an average cost of $12,000?

Seventh, the return on investments is enviable. Aside from any benefits of a human or cultural dimension, a graduate of a four-year institution earns approximately 50 percent more than a high-school graduate, or $500,000 more over a lifetime. The contributions of university research and ancillary activities to society are incalculable.

It is worth exploring the managerial reasons for this success. Decision-making is highly decentralized. Issues of curriculum, teaching, scholarly support, admissions, selection of staff, rest with an academic department-a group of faculty with common aspirations for the department, their discipline, and their students to succeed.

The fundamental work of teaching and learning is controlled by the faculty member, the "frontline worker."

The most critical issues depend on creativity, energy, and commitment in a particular classroom or laboratory. There is minimal bureaucratic control over "the work." The basic assumption is that management's job is to provide the tools, encouragement, and security for faculty to use their creativity and imagination. In this sense, a faculty member is treated as a professional.

The enterprise is daily in touch with the consumer. However passive some students may be, colleges are influenced incessantly by consumers on campus as well as indirectly by those who choose not to come. When the "traditional" consumer market shrank, colleges aggressively pursued nontraditional markets.
Our apparatus for quality control and improvement are highly developed and regular. We have complex procedures for program evaluation, institutional or professional accreditation, self-study, government program approval, peer-review journals, and even teacher evaluation mechanisms. No less important are mechanisms for colleague review in a department or profession. Whatever the critique of the tenure system, no profession requires as intensive a year-long review of an individual after six years of probation than does a good university.

Opportunities for professional renewal, growth, and continuing education are well developed. Faculty and other professionals are expected not only to keep up in their field, but are provided opportunities, including study leaves, for major scholarly and professional development. Faculty are hired for the long-term.

Universities are structured in a mode of “shared governance,” a relatively flat bureaucracy and open information across the entire enterprise. In an age when the notion of proprietary information is disappearing, academic disciplines have been internationally open for decades. In addition, universities have a reward system where the president is paid about three times the average faculty member, four times the average employee, and five times an entry level employee - a sharp contrast with the 70 plus multiplier in large businesses.

Finally, universities and colleges seek long-term results. The real measures involve institutional reputation, successes of graduates, and accomplishments of faculty, which require more sophisticated qualitative assessments over long periods. Investment is something to assure stewardship over the long haul.

Does some of this sound familiar? Many of the current guides to improved business structures and enterprises, from “total quality management” to quality circles to other modes, are similar to processes and approaches that colleges and universities have developed over decades. Plenty is wrong with many colleges. More than most realize, however, businesses can learn a great deal from higher education about management and leadership.

Robert L. Woodbury is the director of the McCormack Institute of Public Affairs at the

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University of Massachusetts-Boston. He is a past chairman of the New England Board of Higher Education and former chancellor of the University of Maine System.

(Note: This article first appeared in the March 23, 1993 issue of the Christian Science Monitor and appears here with the author’s consent.)

ANNOUNCEMENTS

Foundation Faculty/Staff Pledge Drive (Contributed by Stephanie Mignone)

A representative from your department will be contacting you soon regarding faculty pledges to the College of Charleston Foundation. Please bear in mind, as you consider giving, that the Foundation supports faculty activity such as travel, research, speakers, and candidate interviews, as well as scholarships and awards for students. Although large donations are by all means encouraged (contributors of $100.00 are entered in a drawing for dinner at Celia’s), most important to the College’s overall fundraising efforts is the percentage of faculty participation. A high participation figure helps convince outside donors (and also State legislators) of the faculty’s dedication. Individual pledges can be directed to specific programs, departments or funds with a simple notation on the pledge card. NOTE: Memorial Funds are in place for each of our recently deceased colleagues, Jozef Modzelewski, Ewa Wojcicka, and Laura Griffin.

To those who have already pledged, many thanks. •

The Self-Study Report (Contributed by Hugh Haynsworth)

The focused self-study is nearing completion. The self-study report is rolling off the printer now and will be mailed to members of the Southern Association of Colleges and Schools (SACS) consulting team and distributed widely among the offices of the college community. Many thanks go to our tireless editor, Prof.
Caroline Hunt, all the members of the six self-study committees and the steering committee, and to Paula Edwards, our administrative assistant.

The self-study report includes the report of each of the six self-study committees and a strategic plan which addresses the goal of becoming an international, multicultural liberal arts institution. The strategic plan, developed by the steering committee, reflects the recommendations of the six self-study committees and the discussions which took place at the President’s Retreat last September. The plan describes the actions the steering committee feels will best address the goal of the self-study. However, it is a still a draft plan that will be modified, based on your comments and the advice of the team of SACS consultants, who will visit the college the week of March 10 - 15.

On behalf of the self-study steering committee, I solicit your help. Please read the strategic plan and ask questions or make suggestions. We need your feedback. Every full-time faculty member and many administrators will receive a copy of the strategic plan, and copies of the entire self-study document will be placed in every departmental office. In addition, the entire self-study document will be accessible online; we will be distributing particulars about access in a few days. Give us your written comments on the plan, before the visit of the SACS consultants, by mailing your comments directly to Hugh Haynsworth, Mathematics Department or by accessing the self-study documents online and typing your comments into the space provided as an e-mail message. In addition, we will hold a series of public forums on March 13 or March 14 with the consultants. We hope you will attend and express your thoughts.

Thank you for participating in this important process.

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THE LUNCH EXPRESS (Contributed by Dining Services)

Working through lunch? Don’t skip lunch or order fattening pizza. Dining Services LUNCH EXPRESS will be delivering

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Healthy Choice deli sandwiches, tossed salads, fruit, cookies, and bottled beverages beginning February 5th right to your desk. Only a $5 minimum order is required and regular menu prices are in effect. The convenience is incomparable. Look for the specialty designed menu in your department mailbox or the Stern Center Food Court. You may also call Dining Services at 953-5669 for more information.

THE PROGRAM IN THE CAROLINA LOWCOUNTRY AND THE ATLANTIC WORLD (Contributed by Rosemary Brana-Shute)

1) Changes in Seminar Scheduling and Speakers

On February 23, Thomas Cohen of Catholic University will give a public lecture at the Blacklock house at 1 p.m. His topic is “The Fire of Tongues: Antonio Vieira and the Missionary Church in Colonial Brazil.” Students as well as faculty are encouraged to attend.

The previously scheduled speaker for the Faculty Seminar series for February 23, 1996 has been changed. Dr. John Russell-Wood of the History Department at the Johns Hopkins University will offer a paper for discussion entitled “Through an African Diaspora in Colonial Brazil” at the Blacklock House from 3-5 p.m.

To receive Dr. Russell-Wood’s paper in advance, please contact Randy Sparks or Rosemary Brana-Shute, Program Co-Directors, at the History Department (953-5711) or FAX 953-6349 or email Sparksr@CofC.edu or Branashuter@CofC.edu.

The two presentations amount to a Brazil Day and will deal with the encounters among Europeans, Africans, and Native Americans.

2) “Center and Periphery in the Atlantic World” Symposium

The College of Charleston’s Program in the Carolina Lowcountry and the Atlantic
World will host an interdisciplinary symposium entitled "Center and Periphery in the Atlantic World" on April 12-13, 1996 on the College campus. The symposium is intended to explore the most prominent theoretical constructs underlying the study of the Atlantic World. Invited speakers, representing the disciplines of geography, political science and sociology, will prepare brief discussion papers which will be circulated before the symposium. In order to receive the papers in advance and to reserve a place at the symposium, pre-registration is requested.

Program

Friday, April 12: The Blacklock House
2:00 p.m.: Jack P. Greene (Program Director, The College of Charleston and Department of History, The John Hopkins University)
Welcome and Introductory Comments

2:10 p.m.: Christopher Chase Dunn
(Department of Sociology, The John Hopkins University)

4:00 p.m.: John Agnew (Department of Geography, Syracuse University)

7:00 p.m.: Buffet Dinner
No fee, but pre-registration required

Saturday, April 13: Lightsey Conference Center
8:30 a.m.: Continental Breakfast

9:00 a.m.: Ronald Chilcote (Department of Political Science, University of California, Riverside)

11:00 a.m.: Roundtable Discussion
Chair: Samuel M. Hines, Jr. (Dean of Humanities and Social Sciences, College of Charleston)

To pre-register or further information, contact Randy Sparks or Rosemary Brana-Shute, Program Co-Directors, at the History Department (953-5711) or FAX 953-6349 or email Sparksr@CofC.edu or Branashuter@CofC.edu.