Speaker's Note

This issue of the Newsletter begins with yet another memorial to a member of our community, Laura Griffin. I am truly sad to report that it will not be the last. Michael Pincus, Professor of Spanish, former Chair of the Languages Department and Head of the Division of Languages, ended his heroic battle with cancer on Friday March 8, 1996.

This issue also reports on the Report of the Higher Education Joint Legislative Study Committee.

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

- Tuesday, March 12
- Tuesday, April 2

**Spring Faculty Meeting**
*(Recital Hall, Simons Center for the Arts at 5 p.m.)*

**Monday, April 22**

**SACS Review Team Visit**

The SACS Reaffirmation Committee visit (3/10-3/15) has begun. Thanks to all who wrote regarding the self-study report. Copies of all memos and e-mail are in the faculty lounge. Please plan to participate in the Open Forums, this Wednesday and Thursday.

**Schedule for Open Forums**

**3/13/96**
- 11 a.m.-12:30 p.m. Curricular Initiatives, 226 LCC
- 2-3:30 p.m. Administrative Structure, 226 A LCC
- 2-3:30 p.m. Faculty & Staff Recruitment and Retention, 226 LCC
- 3-4:30 p.m. Campus Climate, SSC Video Theater (4th floor)
- 3:30-5 p.m. Student Recruitment and Retention, 226 A LCC
- 3:30-5 p.m. Community Relationships and Interaction, 226 LCC

**3/14/96**
- 8:30-10:30 a.m. General Open Forum, Simons
Laura Griffin's Memorial

On February 6, 1996 the College of Charleston and the community at-large held a “Celebration of the life of Laura Sullivan Griffin.” In memory of Laura, I have taken excerpts from what the speakers chose as a reflection of their memories of Laura.

Alex Sanders, President of the College of Charleston said in his opening statement “I like to think that the College of Charleston is not a factory or a treadmill but an Alma Mater - a loving mother - who knows her children, one by one. We come together this afternoon as a family which has been diminished by the loss of a child. It was Plato, I think, who said the death of a child is the saddest death because it is 'against the natural order'.”

Betsy Davis of the Department of Otolaryngology at MUSC remembered Laura as her college roommate. “I have a difficult job of expressing my truest feelings for Laura without seeming trite. Laura and I were roommates at Wofford College. Wofford was a place where we chose which roads to take in life. It was a place where we were taught about life’s choices and the importance of making a difference. What a difference Laura made. Laura was an achiever. She was the first female ever to play competitively on the all male Wofford tennis team. A Phi Beta Kappa graduate, she also managed to complete three different majors at Wofford all within the four year time period. An accomplished pianist, Laura played competently the works of Debussy, Rachminoff, and Chopin. Monet, the French impressionist, was one of her favorite artists, and she enjoyed the writings of Dickens, Browning, and Chaucer. She loved ballet, the theater and the opera. But to me Laura was my roommate. A person with whom I could trust to tell my secrets too without fear of being laughed at. A person with whom I could swim and run and dream with. Even though our roads parted at graduation, she was still my roommate and my extra special friend…”

Jerry Nuss, Assistant to the Vice President for Institutional Advancement at the College of Charleston and past Rotary International Scholarship District Governor, who met Laura after she had completed a Rotary Scholarship in England, chose the poem INVICTUS by

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William Henley as part of his reflection of Laura.

“Out of the night that covers me,  
Black as the Pit from pole to pole.  
I thank whatever gods may be,  
For my unconquerable soul.

In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeoning of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate;  
I am the captain of my soul.”

D. Oliver Bowman, Arland William Professor of Psychology and Director of the Counseling Center at The Citadel quoted the artist Paul Klee-Swiss “The art of mastering life is the prerequisite for all further forms of expression, whether they are paintings, sculptures, tragedies, or musical compositions.” Professor Bowman went on to say “Laura was certainly in the process of mastering life, showing a high level of productivity in many fields and many areas. Her versatility was amazing. She sought independence and freedom and, I believe, found them.”

Laurie Fields, a doctoral candidate in the Clinical Psychology Program at the University of South Carolina and a friend of Laura from the same program, said “(Laura) lived in a state of inner spiritual grace from which she was able to function highly and give as she was meant to give. I think part of what enabled her to do this was that her value system was simple and strong. She never verbalized these values (she was too humble), but rather she lived them. These values and lessons are also gifts that she gave me and you and I would like to share my perceptions of them with you. I have thirteen of them: They are:  
1. notice-especially the little things  
2. affirm all you can / show respect  
3. comment gently / offer alternatives  
4. talk even when it is difficult - write what you can’t say
5. give flowers, do lunch, chat  
6. laugh, play, and work  
7. don't compete, don't be cheap  
8. take a risk / make choices and mistakes  
9. stay connected / forgive  
10. invest in yourself / enhance your talents  
11. relish your body / challenge yourself physically  
12. create celebrations / believe in your magic  
13. respect rituals / learn humor and prayer as postures towards life and each other"

George Haborak, Senior Vice President for Student Affairs at the College of Charleston contributed the following poem by Loraine Lavallee:

"Do not stand at my grave and weep  
I am not there. I do not sleep.  
I am a thousand winds that blow.  
I am the diamond glints on snow.  
I am the sun on ripened grain.  
I am the gentle autumn rain.  
When you awake in morning's hush  
I am the swift uplifting rush  
Of quiet birds in circled flight.  
I am the stars that shine at night.  
Do not stand at my grave and cry.  
I am not there. I did not die."

Again, President Sanders: "Laura Griffin died like she lived: running. That is the single most lasting image I will always have of her: running to Columbia to pursue her studies; running to the Medical School to engage in her clinical work; running home to Laurens; running to Rotary; running from job to job, from place to place, from person to person; running just for fun and to keep in shape, blond hair flying in the wind, Laura was always running, running, running..."

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The complete report is available in the Secretariat’s Office next to the Faculty Lounge on the second floor of Maybank Hall.

"Issues and Concerns"

The issues which the Committee felt spurred the establishment of the Committee and were an essential component of their deliberations and decisions were that:

- No criteria or standards exist for quality.
- No clear missions or goals exist for the state or the postsecondary institutions allowing institutions to overlap and compete for the same student.
- The existing funding formula, which is primarily based on the number of enrolled students, has no rewards for quality, therefore breeding mediocrity.
- An adversarial relationship exists between the Commission on Higher Education and the colleges and universities.
- Tuition costs at senior colleges and universities are no longer affordable or reasonable.
- Lack of coordination has created wasteful duplication.
- Institutions have not changed to meet the needs of the students and job market demands of the economy.
- Lack of trust and turf protection between and among institutions.
- Inadequate relationship with public education (K-12)...

Essentially our work came down to answering three very basic questions:

*What do we expect our education buck to buy?*

*How can we get more bang for the buck?*

*Where does the buck stop?*

The answer to that first question is obvious. We expect (our) higher education system to achieve:

*High Academic Quality*  
*Affordable and Accessible Education*  
*Instructional Excellence*  
*Coordination and Cooperation with Public Education (K-12)*
- Economic Growth...

How to get more bang from our buck?

We want to emphasize that while we recognize the need for flexibility and periodic re-examination, we call for an end to 'mission creep' where technical colleges try to become community colleges, two year colleges become four year institutions and four-year institutions seek to become full-fledged research universities. Similarly, wasteful duplication drains financial resources and inhibits the drive for excellence that can more easily be achieved by concentrating those resources.

We also seek more bang for our buck by development of a post-tenure review system that will insure instructional quality; by increasing the number of hours professors spend teaching and assisting students inside and outside the classroom; and by examining class size and student/teacher ratio.

Finally, we call for the implementation of performance-based funding that will reward those institutions that meet the goals we established, seek to strengthen those that are moving toward accomplishing these goals, and penalize those which consistently fail to carry out their defined mission and achieve the goals this plan establishes...

We call on the General Assembly to let the buck stop with the restructured Commission on Higher Education by giving the Commission authority to take real action to enforce compliance with these defined missions, quality criteria, and performance indicators. This includes the authority to re-engineer, consolidate, reduce and/or expand the number of existing institutions of higher learning as judged by the performance criteria recommended by this committee...

Recommendations...

Missions

The mission for higher education in South Carolina should be to be a global leader in providing a coordinated, comprehensive system of excellence in education by providing instruction, research and life-long learning opportunities which are focused on economic development and benefit the state of South Carolina...

The primary mission or focus for each type of institution should be

1. Research Institutions (USC, Clemson and MUSC)

- College level baccalaureate education, master's degrees, professional degrees and doctoral degrees which lead to continued education or employment.
- Research through the use of government, corporate, non-profit organization grants and/or state resources.
- Public service to the State and their local community.

2. Four Year Colleges and Universities

- College level baccalaureate education and selected master's degrees which lead to employment and/or continued education.
- Limited and specialized research.
- Public service to the State and their local community.

3. Two Year Institutions-Branches of the University of South Carolina

- College level pre-baccalaureate education necessary to confer Associates Degrees which lead to continued education at a four year or research institution....

4. State Technical and Comprehensive Education Systems

- All postsecondary vocational, technical and occupational training and diploma and associate degree programs leading directly to employment or maintenance of employment and associate degree programs for nontraditional students to gain access to other postsecondary education.
- Up-to-date and appropriate occupational and technical training for adults.
- Special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina....
SUCCESS FACTORS AND PERFORMANCE INDICATORS

1. Focused on Mission
   -Expenditure of funds
   -Curricula offered
   -Approval of mission statement
   -Adoption of strategic plan to support mission statement
   -Attainment of strategic plan goals

2. Quality of Faculty
   -Credentials of professors and instructors
   -Performance review system for professors and instructors
   (to include student and peer evaluations)
   -Post-Tenure review for professors
   -Compensation of faculty
   -Student contact hours out-side the classroom
   -Public service (within normal compensation)

3. Classroom Quality
   -Class size and student teacher ratio
   -Credit hours taught by instructional staff
   -Program and degree accreditation
   -Emphasis on quality teacher education and reform

4. Institutional Cooperation and Collaboration
   -Sharing and use of technology, equipment, supplies, and source matter experts
   -With business community

5. Administrative Efficiency
   -Percentage of administrative cost
   -Use of best practices
   -Elimination of unjustified duplication and waste
   -Overhead Costs

6. Entrance Requirements
   -SAT and ACT scores
   -Class standing/GPA/activities
   -Post secondary achievement
   -SC resident a priority

7. Graduate’s Achievements
   -Graduation rate
   -Employment rate of graduates
   -Employer feedback
   -Prof/Certif. exam scores
   -Continued education
   -Credit hours earned to graduate

8. User-friendliness of the Institution
   -Transferability of credits

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-Continuous, lifelong educational offerings
-Accessibility to all citizens

9. Research Funding
   -Support for improved teacher education
   -Public and private sector grants...

The Commission on Higher Education (CHE) should...

1. Develop acceptable standards for the performance indicators of the success factors...by January 1, 1999...

2. Develop and implement a funding formula based on performance standards...by July 1, 1999...

3. Design a reporting system that accurately and efficiently reflects performance in relationship to designated performance standards.

4. Review and approve institutional mission statement development by the institutions boards of trustees to ensure they are within the overall mission for their particular type of institution and within the overall higher education mission of the State...

While legislation is not needed the Committee further recommends that:

2. The goal for all existing research institutions should be to become Carnegie Research 1 Institutions...

4. Each Board of Trustees should have an audit committee made up of members of the Board...

6. Approval of new doctoral programs should be “frozen” until further study by CHE, in cooperation with the Boards of Trustees, to determine the need for increase or closure of existing programs.

7. CHE should strengthen the requirements for being considered an in-state student in order to ensure that the tax paying citizens of South Carolina have first priority in attending South Carolina’s public colleges and universities.

8. A need-based and/or scholarship assistance program should be developed and funded for public college and university students.”
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neither the state nor the institutions have clear missions or goals, that a funding formula based on enrollment breeds mediocrity, and that institutions have not changed to meet the needs of the students and job market demands of the economy.

These conclusions were drawn as a result of deliberations among committee members. There is no evidence in the report supporting these conclusions nor is such evidence indicated in the appendices. The systematic data which was provided to the committee in a presentation by experts from the Southern Regional Education Board is not reflected in the report. The conclusions drawn reflected the consensus of committee members around a range of previously held “feelings” or “concerns.” The Committee, for example, had no systematic evidence to conclude that institutions have not changed to meet the needs of the students and job market demands of the economy or that the existing level of quality is mediocre.

The linkage, therefore, between the definition of the “problem” and the “solution” is at best nebulous.

However, regarding the recommendations, the Conference of South Carolina University Faculty Chairs welcomes the endorsement of institutional autonomy, the opportunity to be rewarded for meritorious performance, the endorsement of a need based scholarship program, and the desire of the legislature to professionalize decision making by removing itself as the center of attention. The Conference does not, however, accept the Committee’s definition of the problem.

Most importantly, the Conference believes the Committee’s report fails to address inadequate funding for public higher education. For the past three years the Conference has repeatedly stressed the extent to which inadequate funding is the root cause of key problems including the important issues raised in the report. According to the Southern Regional Education Board Fact Book 1994/95, from 1983/84 to 1994/95 inflation adjusted state tax appropriations for higher education increased by 0.5 percent in South Carolina. This compares to increases in appropriations of 23.9 percent in North Carolina, 22.1 percent in
Georgia, and 32.4 percent in Tennessee, our most immediate neighbors. While appropriations grew by only 0.5 percent in South Carolina in that period, enrollment of students increased by over 25 percent, although South Carolina is still below southeastern and national averages in the proportion of the population with higher education.

During this period, state and local tax revenues increased in South Carolina by 35 percent while the increase in funds allocated to higher education increased only 6 percent, compared to a 13 percent increase in the 14 Southern Regional Education Board states as a whole.

The result was a precipitous decline in the allocation of state revenue for each full time student in comparison to other states in the region. From a high of 98.6 percent of the average in the southeast in 1985/86, funding per full time student declined to its lowest point (67.9 percent or two thirds of the southeastern average) in 1993/94 rising slightly to 70.7 percent of the average in the southeast in 1994/95. According to Commission on Higher Education figures, at the College of Charleston the decline in funding was a dramatic falling from $5,197 for each full time student in 1985/86 to $2,951 for each full time student in 1994/95. At the College in 1995/96 state funding is 65.4 percent of the average in the southeast.

The consequence of these patterns was a substantial increase in tuition for students and an increase in student borrowing of 1300 percent statewide since 1983/84. The national increase in student borrowing was 66 percent. At the College of Charleston the Office of Financial Assistance had 7,194 students in the financial aid database and in the class of 1995 the average financial aid student leaving the College borrowed $12,000. In addition to borrowing, more and more students were forced to work part-time or full-time in order to stay in school.

South Carolina remains the only state in the United States without a need based scholarship program for public higher education.

The result is working students who are physically unable to devote sufficient time to academic work with a decline in the quality of their education. In addition, because of declines in state funding, higher education is increasingly inaccessible to many who need it most—poor but capable first-generation college students.

Moreover, the decline in available resources undermines the ability of the institutions to provide the technological necessities (including computer equipment), lab equipment, classroom and office facilities, quality of faculty, functional physical facilities, and other necessities required to maintain even an average quality of education compared to sister states in the region.

The Conference of Chairs was formed out of a deep concern as a faculty about the eroding foundations of public higher education in South Carolina. We are not convinced that a change in governance from the legislature to the Commission on Higher Education will stop this erosion. We are not convinced that merely changing the funding formula will shore-up the foundations eroded in a decade-old spring tide of budgetary neglect.

Until the Civil War, South Carolina was the only state in the South without a constitutional provision for public education. Since that time, public education has become the essential service promoting upward mobility and prosperity. The people of South Carolina understand and support that principle. It appears now as in the past that some of the leaders in the state in both the public and private sectors—many of whom are products of public universities—have to be reminded of the need to maintain a reasonable degree of support.

Do we want to perpetually remain so far below the average commitment in the southeast? We do not think so and believe that a public debate will show that the people of South Carolina do not think so either.

**By-Laws Amendment Approval**

Two amendments to the Faculty By-Laws were ratified by the Faculty:

### Amendment 1

(Article IV, Section 2A.)

*add: Faculty members on leave are not eligible to serve as Faculty Senators.*
Amendment 2—(Article IV, Section 2C.,)
add: 2C.6. A candidate for the position of
Speaker cannot be a candidate for an at-large
senate seat in the same election. In the event
that a candidate for Speaker is in the middle of a
term as an at-large senator and wins the election
for Speaker, of those unsuccessful in the
election for at-large seats, the person obtaining
the most votes will complete the second year of
the Speaker-elect’s term.

Announcement

Emma Williams from the Controller’s Office
contributed the following message: Any state
employee traveling to Florida or Texas on
company business is exempt from hotel
occupancy taxes with tax exemption
certificates. They are available in the
Controller’s Office.

William Barfield from the Physical Education
and Health Department announces: Beginning
March 13, the Center for Physical Education
and Health will offer cholesterol screening
and hydrostatic weighing on a weekly basis.
Starting Wednesday, March 13 we will offer
cholesterol screening at 8:00 a.m. and 9:00
a.m. in Lab # 114 in the Center for Physical
Education and Health. To assure true
cholesterol numbers you need to fast, and if a
smoker abstain, for 12 hours with only water
to drink prior to the blood test. The
screenings will be offered March 20, 27,
April 3, 10, and 17. The cost is $10.00.

Hydrostatic weighing will be conducted
starting Friday, March 15 at 8:00 a.m. and
9:00 a.m. in Lab # 134 in the Center for
Physical Education and Health. Bring a
swim suit and a towel. Other screening dates
will be: March 22, 29, April 5, 12, and 19.
The cost is $10.00.

Please let me know a few days in advance, if
possible, that you would like to participate
in the screening so we can be adequately
prepared.