

THE UNIVERSITY OF SOUTH CAROLINA

General Faculty Meeting

Law School Auditorium - September 12, 1979

3:00 p.m.

President James B. Holderman, Presiding

1. President's Speech to the Faculty pp. 1 - 9

Office of the Secretary
November 28, 1979

Peter W. Becker

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Secretary

The meeting of the general faculty was called to order by President James B. Holderman.

The President called for consideration of the minutes of the general faculty meeting of May 2, 1979. The minutes were approved as distributed.

President Holderman presented the following speech to the general faculty on the state of the University:

"These remarks today are intended to be both a brief chronicle of substantive changes which have occurred during the past two years at the University of South Carolina and a projection of what will occur during the next few years.

All of us have a right to be proud of the quality of our University maintained and enhanced through the careful and efficient use of resources during the past two years. Carolina is blessed with extremely competent faculty and staff; it has drawn and continues to draw serious students into undergraduate and graduate programs. The total spectrum of programs offered at USC continues to improve in quality, changing to meet societal and intellectual needs at a pace exceeding other institutions nationally. A sense of shared responsibility for advice and decision-making among students, faculty, and administration remains a major strength as we engage the future, confident that our collegiality is the surest way of meeting challenges and resolving problems.

During the past year, we have attempted to report to you on the university system and the goals of each campus. With respect to the budget, the second of two quite successful legislative sessions for Carolina has recently ended in which we achieved a nearly 40 percent increase in state - appropriated dollars over a two year period. Most of the increases have gone to faculty and staff salaries. This compares favorably with the average among 37 other states where increases for higher education averages 21 percent while the average in South Carolina is 30 percent.

However, we are still playing "catch up ball." Here are some pertinent statistics on FTE funding.

- USC-Columbia 3300 - up from 2800
- USC-4 Year 2550 - up from a low at Coastal of 1900
- USC-2 Year 1800 - up from an average of 1200
- University of Georgia 3900
- University of NC - Chapel Hill 3800

As you can see from these figures, we still have some substantial catching-up to do. Two years ago faculty salaries at USC were lower than the average for comparable Southeastern institutions. Since then the following

increases have been recorded: 13 percent for last year and an 8-9 percent increase for this year. These increases have put USC in a much more competitive position. But we have got to keep up. And we fully intend to do so.

One of the most significant accomplishments in this legislative session was the reduction in the vesting period for retirement from 15 to 5 years. Effective leadership from members of the Law School Faculty and concerted effort by all campuses registered this victory. Special thanks must go to Professors John Freeman, Richard Handel, Ralph McCullough and James Burkhard of the Law School whose research laid the ground work for the legislative action.

With respect to the grievance system, the exemption of faculty from the grievance and evaluation procedure of the State Personnel System remains as a task for the opening days of the next legislative session in January. Because of the Attorney General's recent opinion, serious problems of tenure, promotion, and evaluation now rest ultimately with the Division of State Personnel and no longer with the faculty and the Board of Trustees of this institution. This must be changed. Higher education needs to be exempted. A subcommittee of the Senate Education Committee will hold public hearings on this matter during the fall and we will invite full faculty participation. In order to identify the magnitude of the problems if the exemption is not extended to higher education, each dean has been asked to share with the faculty of his college the full text of the evaluation and grievance procedure as outlined by the Attorney General's Office and the State Department of Personnel.

With respect to the capital budget, nine out of sixteen projects submitted were authorized. I have no doubt that the remaining projects and others will be included in the next Bond Bill which we understand is to be pre-filed this fall.

The Business Administration Building for this campus is a very high priority item. The development of this building addition is critical to a college so intimately and inextricably related to the future of the State as has already been demonstrated. It is needed and supported by the business community of our state.

The other major high-priority project for this year is the Carolina Arts Center. \$250,000 has been approved for the planning of this facility. Two committees are working on this vital project: one internal committee chaired by Gunther Holst, to help design the programs and the physical needs for the building; and the external committee chaired by Hugh Chapman, Chairman of the Board of C & S Bank, which will help the University sell the concept of a major arts center to appropriate governmental and private agencies.

During this past year the University has made dramatic strides, reflective in great part of the quality and aggressiveness of the faculty, in obtaining external support for research. The University increased its

support from external funding sources from \$13 million to \$17 million, putting us in the top 100 institutions in the United States and making USC more visible to granting agencies. Our position as a leading university in terms of federal funding must continue to improve. I invite your opinions as to how our relative position may be improved and I intend to address substantial attention this year to this issue.

The competition for research dollars has become severe but we cannot be in a posture where research and external funding levels do not meet our needs or allow us to be competitive. Active research programs build a higher quality faculty and attract graduate students, producing a significant impact on our overall educational mission.

As we move to improve our research programs, there is much cause for optimism regarding the emerging strengths on each of our campuses, strengths that provide a new and solid basis for support of the entire spectrum of University research activities. These strengths are more and more reflected in the visibility accorded the University of South Carolina and the growing understanding on the part of decision-makers -- the public at-large of the quality and scope of our institution. Those strengths are also manifested in the new vigor of our external support organizations. The USC Alumni Association, for example, has increased its paid membership in the past two years by more than 60 percent and will be doubled by the end of the year. Our private giving hit an all-time high this year and although still not anywhere near the level it should be for an institution of our caliber and size, we have set high goals and have begun to travel the road of success. We are no longer hiding our light under a bushel. On the contrary, we are striving to focus as much attention as possible on a university that deserves every bit of it.

Even a brief summation of the highlights of the past year provides insight concerning the many exciting things taking place at the University of South Carolina. There is much about which we can all be proud and I want to thank each of you for your part in making these accomplishments possible. Although our statistics alone cannot measure the full extent of our progress, they do provide us with a useful yardstick. For example, in the forefront of our accomplishments we have 3811 students who completed work toward a degree at the associate, bachelor, master, professional, and doctoral levels during the 1978-79 academic year. This is the largest number of degrees ever awarded during any year in the University's history.

The total enrollment in the fall of 1979 for the nine-campus system was 35,394, which is a 3.9 percent increase over last year. On the Columbia campus we had a 4.5 percent enrollment increase for a total of 25,908 students. These figures compare well with a projected national average this fall of 1 percent.

While the entering classes at most schools show a decrease in average SAT scores, incoming Carolina students show an increase. The average SAT score for all entering freshman for the fall term of 1977 was 915; for the fall semester of 1978, 920; for the fall semester of 1979, 927. Discounting special admission cases (Opportunity Scholars, staff and administrative review cases) the average SAT score for the freshman class

of 1979 is 940. This score increase and average is significant, as the state's SAT average of college-bound high school seniors is 783 and has been declining for the past few years.

An even more impressive statistic comes from the 2,100 boarding freshman, which is the largest number of freshmen ever to live on campus; their average SAT score is 953. As the average score for South Carolina-bound high school students is 783, it is impressive to note that the averages for Columbia campus freshmen classes range from 872 to 1014.

South Carolina College grows and prospers; it is an increasing source of pride to us all. Limited by design, the College enrolled 169 students for the fall of 1979. The average SAT score for this second South Carolina College freshman class is 1238.

There is ample evidence to demonstrate our progress - evidence that our academic programs receive recognition as among the highest quality and most respected in the nation and that we have a growing capacity to attract the strong student.

Carolina over the years has done a remarkable job in performing the dual functions of a comprehensive state university concerned with undergraduate instruction and of a major research and graduate university; it is not an easy balance to maintain.

As a public university, what are we to expect from our state's citizens, legislature, and the Commission on Higher Education to help us in our attempt to compete with other universities in the South and achieve a level of distinction as a nationally eminent university? I mean to be quite candid with you regarding our assessment of predominant attitudes. We have been told by officials, journalists, and others familiar with State government not to expect as much, and perhaps to expect even less.

Let us make no mistake about it. There is an immediate future of fiscal stringency which higher education is facing in South Carolina. Our budgetary successes thus far have been accomplished in a political environment replete with portents about this prospect. I must say two things to you about the condition which we are about to face: (1) We will make every determined effort to call attention to the significant role that higher education generally and this University specifically play in the life of this state and its people; and (2) the fact that we have secured this substantial 40 percent budgetary increase in the past two years allows us to enter this period better prepared, with a sounder base and a broadened capacity to accommodate our internal priorities, strengths, and weaknesses.

I like to think that there is one other factor that will serve us well in the months ahead; I can tell you that I have experienced this very same phenomenon some years ago as others have in other states. The lesson I bring here with me is that all of us who have a stake in the future of South Carolina must work together to ensure it. I promise you

that we will work with the political leadership of this state diligently, cooperatively, in every way we can, to help them construct for South Carolina a budget that accepts the responsibilities that all of us share relative to the future of our state in all its manifold endeavors. It is in that spirit that the contributions of higher education to that future will be emphasized by you and me.

Contributing to the implementation of the South Carolina Finance Act of 1977 and at the same time following through on the University tradition of service in the areas of faculty improvement in the public schools, we are currently developing a state-wide approach to this opportunity to increase the effectiveness of the teachers of South Carolina. This will involve not only the College of Education, but also other academic units of the University. Effective use will be made of the entire system to establish centers through which we can determine and meet the needs for staff development in every one of the 92 school districts of the state. This will represent an innovative approach with University and public school teachers and administrators acting together in the resolution of difficulties faced by teachers in a rapidly changing world.

The President, his staff, senior officers, and some of the faculty will be in continuing dialogue with the State Development Board, the Governor, appropriate committees of the House and Senate, the local commissions, public schools, other public universities, private colleges, and many others in pursuit of the educational interests of all South Carolinians, from kindergarten through continuing education for people of all ages. Let us never forget that mass education was made in America. It sets us apart from the rest of the world. It has made us great. It can make us greater.

In this context let me address a specific concern. There is a growing feeling that students ought to bear a growing proportion of the cost of their education. I am of the opinion that many people do not realize how much of a burden our students already bear. Public education is an investment in young people, but the rate of that investment depends on the state government. Any gap between appropriation and required revenue presumably must be covered by student academic fees. As you know, our Board of Trustees, quite reluctantly, has approved an in-state tuition increase beginning January, 1980, in the amount of \$75.00 per semester which means that undergraduate students will normally now pay approximately 25 percent of total costs.

Let me emphasize that the main thrust of USC's effort relative to the State Legislature is now, and will continue to be, one of support for a faculty and staff of the highest quality. It is understandable that the entire system of public higher education, and for that matter education as a whole, should be required to be economical and efficient. But in the drive to economize, the ambition to strive for excellence should not be put aside, especially in a state like ours which has ambitions and potential for continued economic and industrial growth. In fact, the University is a key State asset in attracting industry and it can do much to facilitate the location of major enterprises here in South Carolina.

I have heard it said that the universities and colleges already have produced more graduates than anyone really needs and that we cannot afford to produce still more graduates. The facts of the matter prove otherwise as demonstrated by projections of needed graduates for new high-technology industries; the loss recently of three industries to the State because of an inadequate number of engineers is a clear example of that. There is no industry in America that is not built upon the skills and educated talents of college and university graduates. It is the education base, not the tax base, that truly matters. It is the base of skills developed, talent provided, intellect expanded, that South Carolina must have.

During this year, the University will be undergoing an intensive self-study in preparation for the Southern Association of Colleges and Schools accreditation visit next year. I enlist the help of faculty, staff, students, and every member of the University community to assist in the development of a clear vision of where this University is to go so that all those associated with the institution and who are in positions to support it can join together to achieve the vision and transmit it to those who would help us.

At the same time, we will receive within the next few days the first draft of the new master plan from the Commission on Higher Education for South Carolina. It will require our closest scrutiny, our most meticulous attention and our most responsible deliberation and response. The draft will be widely distributed among faculty, staff, and as many students as are interested. In preparing our institutional response, we will want the widest and most candid opinions of all of you on all campuses. Indeed, we intend to dedicate the planning phase, which would ordinarily have been Carolina Plan III, to an analysis of the Master Plan and how it fits Carolina. We shall solicit your help, as the entire USC System responds in word and deed.

Our multi-campus interrelationship adds considerable depth to USC's programs and provides great opportunity for faculty members as professionals. Faculty members can participate in exchange programs and serve on many committees which greatly enhance our ability to function as a university. Dozens of university committees include representatives from all or most of the campuses. We are seeing a cross-fertilization of ideas, a diversity of opinions evolving into workable programs, a new understanding of concerns held by various parts of the University in the natural give-and-take of reasonable people.

But there are yet other reasons why the interrelationship of persons from the nine campuses is so highly important for the multi-campus network. It demonstrates that the University of South Carolina has learned the lesson of history that creating segmented units all over the State is not a satisfactory way to provide higher education of a consistently high quality. Our state-wide campuses signify that the faculty member on any campus is a member of a larger faculty and the courses taught, the degrees awarded, and the academic decisions on any one campus have the jurisdiction, sanction, and sagacity of the entire University behind them.

The multi-campus existence indicates a vitality, initiative, and uniqueness among large university systems in this country. Of course, there are differences. And where there is something unique in Spartanburg, Sumter, or Salkehatchie, or any USC campus by way of a course, degree pattern, or governance issue, it is there that we are most in need of a University-wide consensus because the entire University must stand behind the quality standard of that which is unique. Our system increases our ability to respond in singular fashion to any unusual situation somewhere in South Carolina. A fragmented system or a fragmented faculty, in tiny clusters here and there, decreases our ability to be flexible in our response and at the same time maintain the standard of quality that is to be associated with the University of South Carolina - its tradition, its history, and its continual striving toward excellence.

The University is a living organization and therefore further modification and change is predictable and should be expected. Our structure is proving to be responsive and adaptable to meet the varying demands made of us. When we speak of the University of South Carolina System, there must be recognition of the fact that it is a vital structure reflecting the commitment to a multi-campus University. There is also an important academic dimension which requires close scrutiny: the concept of many campuses but of only one standard of academic quality, at least for similar degree programs within the various levels of study. We need to accomplish an uncomplicated movement of students from one campus to another, a parity of instruction among all departments on all campuses. Maintaining the University of South Carolina System on this basis calls for you, the faculty, to continue to build, to adjust, to be flexible, and to monitor with great care.

Although many problems with which we have to deal are not new, they are no less demanding or less susceptible to the simple solution. A litany of issues confronting the colleges and universities in the State is familiar. We all experience the erosion and continuing limitation of material resources on which the expectations and assumptions of higher education have for some time been constructed. We all experience the impact of inflation and the expanding uncertainties which follow in its wake. We are aware of the transformed outlook derived from changing demographic trends. We are concerned with the shifting policies and conditions of external support and attitude. These pose substantial complications for the future of institutional autonomy and the continuity of academic programs. These inconvenient realities cannot be argued away. The danger is that the University should come to be governed by the pressures and politics of such constraints; and that these constraints should come to be used as excuses for not attending to the examination of crucial questions by yielding to the short-term view so as to diminish future flexibility and control, or by following the Piper and so permitting, however imperceptibly and gradually, the distortion of institutional balances and goals. A natural reaction to the troubled environment would be to turn inward, toward the protection and preservation of present territory, in a mood inhospitable to risk and creative imagination. Postponement, refusal to confront uncomfortable questions, and delegation of assignment elsewhere of responsibility for what has happened and what needs doing could be the symptoms of that decline. The greatest danger would be to engage in an apparently principled descent to decent mediocrity. The prescription for

avoiding this precarious path of salvation is to take the difficult and necessary steps to decide clearly on our principal direction, concentrate on what we can do best, be willing to define and to make the major choices for internal priorities. If we do not, someone else will do it for us.

In terms of the future development of this great State there is, I submit, no more important investment than higher education. No public investment, in my opinion, offers greater promise of large and enduring returns for the growth and development of the State and the improvement of the quality of life of its citizenry than higher education.

I am of the strong view that the University of South Carolina should not attempt to base its shape and structure upon the perception of its student body at a particular moment in time. Rather, we should consciously determine our own shape, taking into account such factors as our present strengths and weaknesses, our role vis-avis other colleges, both public and private, relevant costs of various academic programs, our physical facilities, and a host of other factors familiar to us all. We should then serve those students who come to us because of what we are and what we have to offer. A university oriented entirely to the vagaries of student choice will exist in a constant state of pointless change. The university that shapes itself according to a plan can at least hope to achieve some degree of stability in a continuing direction.

In all areas, we should devote substantial effort to scholarship, research, creative performance, and public service. In various ways, each faculty member and each administrator should be engaged in such activities; participation should not be restricted to a few persons in each department. Those activities are, after all, essential to the main function of all of us -- teaching. At the same time, in all areas of the University, we should raise our expectation of what the students should achieve and of what we, as a University, as a faculty, should achieve. We should demand more, both in quantity and quality, of ourselves and of our students. We should judge our students and ourselves with greater rigor. In a word, we should demand more than we currently do; and we should work harder to achieve true excellence.

Today, colleges and universities are being asked to change not by growing, but by substituting, and to grow in stature in some cases even while contracting. These are enormously difficult tasks. The notion of progress represented by growth must be replaced by alternatives recognizing that the growth on the scale previously experienced may no longer occur. In summary, the basic challenge of change warrants an examination of the paths we follow to guide the University of South Carolina in a much broader context than that considered in the past.

The condition of higher education in South Carolina may shortly be labeled, as it is in other states, "a steady state." The connotation of "steady state" is, arguably, altogether wrong in that it implies that we know what the future condition will be and that it will be steady. Gearing up or rather down for a steady state can be a self-fulfilling prophecy, bringing about the condition that is deemed inevitable. A far better approach is to recognize that we do not know what the future holds for the University of South Carolina or other state institutions. We do not know what levels of financial support will be available. We do not

know how great the demand for higher education will be, or what kind of student will enroll. We do not know how people will divide their time between learning, working, and recreation.

During a period of slow growth, the impact of cyclical fluctuations on our colleges and universities is likely to be much more pronounced. Because it is not generally recognized that cycles affect higher education, current conditions are often extrapolated into the indefinite future. Thus we in higher education have often been relatively unprepared when confronted by unexpected and rapidly changing circumstances. Rarely has higher education faced the future with less certainty. The basic strategy for dealing with uncertainty is not to pull back, but careful planning and action to shape priorities and to maintain flexibility.

Carolina can, I believe, accomplish anything it sets out to do. We know essentially what our challenges are. We do not know what our framework is going to be. We are on our way to greatness. Nothing-- nothing, I believe, can prevent that except our own reluctance. And now that I feel I know you better, I am convinced that that is no problem. It is going to be a most exciting, challenging year and I look forward to working side by side with you."