

Living the University Life

-- Lessons from the Theatre --

University Day Speech
University of South Carolina Upstate
John C. Stockwell, Chancellor
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I was raised in the church and the theatre. My father was a preacher. He taught me to stand up in front of audiences. My mother taught me the pleasures of language, reading and relating to people. My father's object was preaching the Gospel. My mother's object was the joy of life. Her great skill was in living. His was in performance. I loved, respected and learned from them both.

Our home was an apartment connected to the church. On Saturdays, while cleaning the church – a weekly duty – I honed my performance skills in front of imaginary congregations, represented by my little brother. He also took up the imaginary collections.

From those days forward I have performed. My first major role in the theatre (third grade) was Sylvester in “I Tawt I Taw a Puddy Tat.” It was more of the same year after year through school ... as a senior playing Oliver Wendell Holmes, Jr. My ambition exceeded my grasp somewhere between the Puddy Tat and the Associate Justice.

... A theatre major in college, a Ph.D. in theatre directing a professorship, promotions and tenure, and a chairmanship. Teaching, writing and acting ... and directing thirty or forty productions in all.

Then it changed for me.

In fighting the faith of my father, which I did persistently for forty years (“forty” will be a big number in my story ... it often is in mid-life crisis stories), I chose to direct scripts of angst and alienation, as was easy to do in the 1960's wake of Sartre and Camus, Beckett and Brecht. I was determined to shock and disturb my audiences – a legitimate function of art, of course. I even directed Peter Handke's 1966 play *entitled* “Offending the Audience.”

My mid-life recognition was this: I had rather cynically turned my profession into a weapon with which to fight my demons. Of course, this, too, is a legitimate function of the artist, and has often been the catalyst for great work. But it seemed to me, in the interest of a healthy life, a corner had to be turned or cynicism would overwhelm me.

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You see, what I had failed to recognize was my obligation to students, to colleagues and to audiences to go beyond selfishness to selflessness, cynicism to support.

Looking back on those years, I am saddened to reflect on the great values of the theatre to teach, persuade and entertain, values that I largely overlooked in favor of self-indulgence in the guise of experimentalism and avant-gardism.

Had I stayed with my work, I might have dug my way out of the hole; but I am not sure. As I consider the range of great work in theatre that our colleague Jimm Cox has accomplished over most of the years of the history of this institution and the range of the scripts he has directed and his optimism and joy in life, I would like to have emulated him. But I couldn't bring myself to make that transition then. So I left my theatre career behind to begin another journey. On to a deanship, a provostship and, thirteen years ago, here.

It has become a spiritual as well as a professional journey, requiring another shorter story.

As a youngster, I loved classical music. I discovered the LP collection at the public library and was the beneficiary of an early Ampex reel-to-reel which my father used to record his sermons. I recorded classical albums and, as a teenager in my little room, I conducted the great orchestras of the world through much of the repertoire of the last two centuries.

Somehow I knew, however, that I could never be a great performer or conductor; that I was destined to be, at most, a great listener.

I have a vivid recollection of my mother asking me what I wanted to do when I grew up. I clearly recall asking her in return if there was any profession I could pursue that would allow me to appreciate the work of others. I do clearly remember using the word "appreciate."

As I reflect, I now realize that I might have been trying to tap into the most important source of my mother's joy in life. For, you see, the word "appreciate" was one of her favorites and at the core of her relationships with people.

Why do I tell these stories? And how do they relate?

Well, they are a deep part of who I am, and that's where I am beginning this morning. I am a theatre person, the son of good-maybe-great preacher, with an exceptionally unselfish mother, unsure of my own strengths, but deeply respectful of the talents and capacities of others.

And, I want to use these stories as the foundation for drawing three lessons from the theatre for "Living the University Life."

An aside regarding today's speech title It was my first choice, then I decided to change it to "Performing the University Life – Lessons from the Theatre." Frances Krydinski, my executive assistant, liked the original title better, and told me so. (Not unusual for Frances.) I thought about it and realized, with some consternation, that "performing" would have been absolutely wrong. What had I been thinking? Though "performing" implies intentionality, and I think intentional choices must be made about our life in the university, the real joy – the kind of joy my mother projected – came from "living," not "performing." So "Living the University Life" it is ... "Lessons from the Theatre."

Three of them.

First, examine the script a weakness in my early years in university life during which I substituted a personal script for a professional one.

Second, understand our role ... a lesson I learned later than necessary, but of lasting benefit in “living the university life.”

Third, appreciate the roles others play ... the core relational value of benefit to us all.

Three lessons, three disciplines, critically important in “living the university life.”

1. Examine the Script

The first work of a theatre artist is to examine the script. As a director, I had to develop a clear understanding of its context. Where is it located? What is its relevant history, and so on? Then, I developed what I called a “through line.” What’s the script saying? And, what unique statement do I want to make with this production? In elementary Aristotelean terms, a drama is an “imitation of an action.” What *is* that overarching action? How is the script shaped? What is its structure?

At a more detailed level, what are the dramatic functions of each character? What motivates each? From act to act and scene to scene, what are the changing motivations?

Examine the script ... the first task, before rehearsals can begin.

Let’s examine the University’s script for a moment ... its history ... our context.

History

Forty years. It’s a big number ... it appears often in mid-life crisis stories ... sometimes in celebration stories, too, as it does for us this year ... our fortieth anniversary. We are not what we were when we began, though we have retained many of our most important values.

We all know the stories ... starting with a two-year nursing program in the basement of Spartanburg General, acquiring campus properties piecemeal, building the Administration Building and moving to four-year degrees and a thousand students within four years; hiring a great core faculty, offices in a motel, a national basketball championship, more buildings ... Dr. Hodge and the Commission fighting with governors, the State Commission and others for our very survival.

Fortieth Anniversary

Frieda Davison leads a committee that has assembled a cluster of celebratory events throughout this year. We will recognize and engage emeriti, alumni, faculty, staff, friends and neighbors; and we will connect activities, programs, lectures and presentations related to the historic period of our founding in 1967, the period, by the way, during which many of the nation’s metropolitan universities were founded.

... A period film series; forty trees on Arbor Day; homecoming gala near the February anniversary date; the Commission's Founders' Day; a "Nurses in Vietnam" panel discussion; an oral history project; and, most noteworthy, the traveling Vietnam Wall on the quadrangle in April with very important community activities centering around its important presence. And we'll conclude our celebration with a big birthday cake at our May Day picnic.

Metropolitan Mission

To employ my theatre language ... what is the "through line" of this university? What is the unique character and quality of our script?

We changed our name four years ago, and we did so with relative ease; and its ready adoption by the larger community has validated the wisdom of doing so. Why? Because "USC Upstate" is consistent with our mission, our script.

We adopted our "metropolitan mission" statement in 1994. Let me talk about "mission" for a moment.

Universities have "general" and "select" missions. The character of our "general" mission is shared with most baccalaureate universities across the nation ... defining our liberal arts and professional school offerings, size, service area, commitments to academic excellence, etc.

It is at the margins of our "general" mission, within what I will call our "select" mission, that we distinguish ourselves from other universities, just as "land-grant" expresses the "select" agricultural and engineering missions of a Clemson or a Purdue.

"Select" missions also permeate aspects of "general" missions. Curricula and graduate emphases emerge in support of land-grant missions. In like manner, new majors such as non-profit administration, information management and systems, or health care administration may emerge in metropolitan universities. "Select" missions often have implications for the unique character of general education programs. Faculty often engage in research or service related to an institution's "select" mission.

And, even as land-grants have obligations to a state's engineering and agricultural environments, metro universities have special obligations to the cities and the urban corridors they occupy. We might even call them "metro-grant universities." After all, most – including USC Upstate – have been partially funded by political entities that contain them ... in our case, Spartanburg County.

In a recent article in the journal of the International Coalition of Urban and Metropolitan Universities journal, *Metropolitan Universities*, entitled "Smart Communities, Universities and Globalization,"¹ John Eger, an endowed chair holder in public policy at San Diego State, argues:

Increasingly ... like the land grant colleges of an earlier era, universities in urban and metropolitan settings are being looked to for unique leadership, particularly as communities make the transition from a post-industrial economy and society to a new uncertain age in the wake of globalization.

¹ John M. Eger, "Smart Communities, Universities and Globalization: Educating the Workforce for Tomorrow's Economy," *Metropolitan Universities*, 16:4, November 2005, pp. 28-38. (Eger is the VanDeerlin Endowed Chair of Communications and Public Policy and Director of the International Center for Communications at San Diego State University.)

.... Now, however, in the wake of a basic shift in the structure of the world economy, cities across America are looking to their universities to be principal allies and agents of change (p.28).

Partnerships

Few cities are working harder to make this transition than Spartanburg. With its economic history in textiles and railroads, its tax base static and its community demographics challenging, the obstacles are significant.

Yet – under the leadership of a visionary mayor, dedicated city staff, and committed investors and developers – real progress is being made. A thirty million dollar cultural arts center is nearing completion. I have toured it. It is spectacular. A four-star conference hotel. The Renaissance Park connecting these properties is soon to be developed with exciting entries. Corporate headquarters have located downtown and others are being recruited. Small businesses are emerging. Significant private dollars are being invested in downtown housing. Thirty-four million dollars have recently been secured to replace public housing on the City’s south side.

Since 1995, when our Commission and the USC Board approved our metro mission, we have sought to partner with the city along with other communities across the I-85 corridor. Many of you have served on its commissions and boards, collaborated with its economic development interests, partnered with its social services. We have participated with other institutions in “College Town.” Our students have invested thousands of hours in volunteer service. Faculty have undertaken research and consultation on issues of local importance.

In short, we are deeply “engaged” in Spartanburg and beyond, as one should expect of our mission.

For example, we are now at the half-way mark of York Bradshaw’s three-year Community Outreach and Partnership Center grant with \$400,000 in federal funding and fourteen community partners participating. Hundreds of students, thousands of hours in service learning and internships; health care screenings; tutoring; leadership camps; environmental testing; faculty engagement from Education, Nursing, Business and Arts and Sciences departments.

For many years, Spartanburg County has collected demographic and environmental data within a framework called the “Community Indicators” project. Early this summer, USC Upstate was asked to join the Spartanburg County Foundation, the United Way of the Piedmont and Spartanburg County as the fourth member of the Community Indicators cabinet, charged to maintain and expand the data base, publish the indicators, produce policy papers and recommend community action. This is a role I have sought for the University for some time, and now it has come to fruition, and will be the central focus of our Metropolitan Studies Institute.

Both COPC grant activities and the MSI occupy space in USC Upstate’s “Community Outreach and Partnership Center” on South Church Street. So, too, does our ACHIEVE Program and other community operations that have relationships with the University and are working for the benefit of Spartanburg, particularly Southside development.

Spartanburg County’s school districts have turned to USC Upstate to establish the Spartanburg Scholars Academy, a model for inter-district secondary collaboration and school choice, designed

for those very few school students who have demonstrated the very highest levels of academic achievement.

Deryle Hope, new to our Academic Affairs staff, has won the largest grant in the forty year history of the University ... \$2.6 million over four years from the U.S. Department of Education's Voluntary School Choice Program, covering all Scholars Academy expenses.

In this quarter's edition of *Metropolitan Universities*, an article appears entitled "Enrollment between High Schools and a Metropolitan University." The University of Nebraska at Omaha authors point out that such dual enrollment programs are rapidly proliferating across the country, and that metropolitan universities have a particular responsibility to lead such collaborations.² I believe we do. And indeed we are.

For the third year in a row, the University is the lead sponsor together with the Chambers of Greenville and Spartanburg of the Upstate regional "leadership" conference. Judith Prince heads up the planning for this enterprise engaging three hundred plus "heavy hitters" from across the Upstate. Topics including "Upstate Growth by Choice or Chance," "Small World, Big Future ... the Upstate and Globalization." This year's topic: "Is the Upstate Competitive? The Need for a World-Class Workforce." National speakers, comprehensive follow-up reports, grants, continuing conversations, alliances and ripple effects ... all coordinated by USC Upstate ... a regional player of increasing consequence.

COPC, the MSI, Scholars Academy, Regional Leadership Series ... these are a few of our growing cluster of metro partnerships.

Alliances

There is, for us, a step beyond "partnership" however. Remember John Eger's words? "... Cities across America are looking to their universities to be principal allies and agents of change." That is the step beyond. To be invited to be a "principal ally" marks the city's recognition that its reinvention *requires* the innovation and resources of the university.

In my first speech to the faculty and staff in August of 1994, calling for the adoption of a "metropolitan mission," I said the following:

I want *this* to be the institution of higher education at the hub of our regional agenda, I want *this* to be the place known for its expertise focused on the needs of the region, I want *this* to be the campus where the cities of the Upstate meet, where the corridor turns its head for discussions of its pressing issues. I want *this* to be the regional Upstate institution it was intended to be, bringing its faculty's expertise to bear on this most heavily populated section of the state

In my thinking were the many faculty who were "out there" with a bone deep interest in aligning the future of the University with the needs of the Upstate. How were we going to multiply that interest and draw it all together and make an impact? It had to start with our "select" mission.

Today, in 2007, without question, we have reexamined our script. The I-85 corridor is turning its head toward USC Upstate. This is what we seek from both Spartanburg and Greenville, and I do

² Steve Bullock, Gregory Petrow and Daniel Patrick O'Dell, "Enrollment Between High Schools and a Metropolitan University," *Metropolitan Universities*, 18:2, July 2007, pp. 77-93.

not believe that the culmination of a strategic alliance with both cities is too far removed in the future.

Growth

We know our student enrollment script.

In 1994, my first year here, we were about the same size as USC Aiken and slightly larger than Lander. We are now the fourth largest in the state having outgrown The Citadel, Francis Marion and SC State.³ We are virtually tied with Winthrop for the numbers of in-state students; only the College of Charleston enrolls more.⁴ Look at our in-state enrollment growth relative to all nine other comprehensive universities. No comparison.⁵ Sixty-three percent of last fall's freshmen came to us from Upstate counties; other in-state students, 30%; out-of-state students, 5%; and international students, 2%.⁶ We are doing our job as a state university.

Transfer students? Mission-driven partnerships with technical colleges? Look at last fall's numbers ... the absolute highest in the state.⁷ Incidentally, *not in* these numbers are one hundred eighteen students transferring here from within the USC System ... one third each from Union, Lancaster and Columbia.

Year after year over the last decade we have set records not only for enrollments, but also for the numbers of students graduating from the University. We will soon pass 1,000 graduates annually.

Applications for this fall were up 11% over last; up 19% over year before last. Our top competitors for in-state enrollments are Clemson, Winthrop and Coastal. Our application-to-acceptance ratio is over 2:1, astonishingly strong for a public university. Freshman SATs average over 1,000 with sixty SATs over 1200; high school GPA's average 3.56. Ten valedictorians. One hundred in the top 10% of their class; nearly half in the top 25%. Two-thirds with a high school GPA above 3.0. Our combined African-American, Hispanic and international enrollments range above 32%. Currently, we are showing a fall enrollment increase of 6.3%. Our enrollments will approach and perhaps exceed 4,800 this fall.

Where are all these students coming from? Dorman? Boiling Springs? Chapman? Yes. But as many come from Irmo as Spartanburg High. In fact, two hundred high schools are represented in our freshmen class.

The old status quo – second choice, fall-back, branch, satellite – we have challenged and re-written that script. We are now the “go to” school. The numbers show it.

Families show it too, with their dollars. Tuition and fee rates are consistent with others in the state. But those have more than doubled in ten years.⁸ Costs have gone up because state

³ See slide 1 at the end of the script.

⁴ See slide 2.

⁵ See slide 3.

⁶ See slide 4.

⁷ See slide 5.

⁸ See slide 6.

operating dollars, as a share of our operating costs, have gone down from 54% to 30% over ten years.⁹

Sadly, the lottery is the public policy choice in our state to fund higher education. We can be thankful, however, that we draw a very substantial number of the high academic performance based Life Scholarships. We also serve a higher percentage of need-based scholarship holders than do our comprehensive counterparts in the State.¹⁰

I received a letter in July from the South Carolina Commission on Higher Education informing me of the results of their unannounced periodic audit of our admissions practices and scholarship awards. There were “no findings, no exceptions.” It is especially gratifying to note that the University has grown by adhering to, even exceeding all institutional academic policies and procedures.

Athletics

We re-wrote our script yet again by launching Division I athletics this fall, as members of the Atlantic Sun Conference alongside such publics as the University of North Florida, East Tennessee, Kennesaw and Florida Gulf Coast; and privates including Campbell, Mercer and Stetson ... universities with strong academic and athletic reputations.

Year after year, I am overwhelmed by the academic achievements of our athletes as student, beating the average student GPA's across all sports, and in some, exploding off the charts with team averages approaching 4.0. And I am equally impressed by their performance as athletes, with national top twenty, ten, even top five rankings in many sports during our sixteen years in Division II.

In fact this past year, in the *second* year of our golf program, the men's team closed out our Division II years with a second-place finish in the national championships, one stroke off the leader.

This year, we launch men's and women's track and field and cross-country, bringing sixty-five new students to campus, topping out our full complement of Division I sports at 8 for women and 7 for men.

Next weekend Coach Jennifer Calloway writes the first page in our Division I story by hosting a volleyball tournament in the Hodge Gym, with her match-ups including Wofford and Navy.

In addition to A-Sun competition, over the course of our first Division I season we will meet UNC Chapel Hill in softball, Georgia Tech in women's basketball and men's and women's tennis, Tennessee and USC in baseball, University of Georgia in volleyball, Kentucky in women's basketball; and as you may have read in yesterday's paper, Utah, Cincinnati, Wake Forest, SMU and Iowa State in men's basketball... and, in men's soccer, Clemson. We are on the map.

⁹ See slide 7.

¹⁰ See slide 8.

Strategic Planning

In examining a script with production in mind, the entire ensemble must be pursuing the same dramatic intent. The University assures pursuit of its mission intent by careful strategic and master planning.

In September 2005, Executive Vice Chancellor Avery charged a task force led by Marsha Dowell to develop a strategic enrollment analysis. Their comprehensive and informative report entitled "University Planning and Organizational Development" is located on our planning web page.

Strategic planning, which we began thirteen years ago as a centralized activity, is now broadly distributed and programmatically based, having been successfully restructured by the Office of Planning and Organizational Development working in collaboration with the divisions, departments, deans and cabinet members.

I have requested, and the task force and Executive Vice Chancellor have agreed, that Marsha Dowell's task force continue under the name "Strategic Issues Advisory Committee," charged to undertake an *annual situational analysis* of the University, designed to support our strategic planning. Their work for this year is beginning right now, and will culminate – following focus groups with members of the University community – in a February draft. Employing that report next spring, divisions, departments and offices will prepare objectives and tactics for the coming year. And, beginning next summer, the planning cycle will repeat.

Master Planning

If strategic planning focuses on “performance,” continuing my lessons from the theatre, master planning focuses on “scenic and technical design.” The two must be overlapping and on-going.

Our campus master planner is Wood and Partners with whom we have been working for many years. You have in front of you the latest version of the master plan, completed this summer.¹¹

Spartanburg County, over the past forty years, has paid nearly all the costs of our **land acquisition**, issuing bonds that they have paid off ... 298 acres at a cost of \$2.3 million. And I am pleased to announce that, this summer, the County is issuing another bond -- \$3.6 million -- enabling us to pay off the indebtedness on properties recently acquired by the Carolina Piedmont Foundation, and to pursue other properties to complete campus boundaries along our west border.¹² Thanks to Jeff Horton, chair, and the Spartanburg County Council; and thanks most especially to Dr. Jim Smith who, as chair of our commission, with his considerable expertise in property acquisition and development, is leading us toward the accomplishment of our master plan.

The **Health Education Complex** will open next summer, increasing our campus inventory of 483,000 square feet by another 140,000 square feet ... nearly a 30% increase in useable square feet. This is huge building! The cost is about \$30 million, plus additional funding for furniture and technology. It will house the Mary Black School of Nursing and the School of Education, sixteen classrooms, eleven labs, and six seminar rooms, with fifty-four faculty offices in Nursing and thirty-seven in Education.

¹¹ See slide 9.

¹² See slide 10.

All Enrollment Management services – Records, Admissions, Financial Aid and Financial Services, plus the Bookstore – will be co-located in a twenty-seven office suite providing efficient one-stop student service.

The Wellness/Fitness Center brings a whole new dimension to campus life ... an olympic pool, indoor running track, basketball and racquetball courts, aerobic and exercise facilities and many other fitness amenities. Students will see a modest fee increase next year providing operating funds for the Center; and faculty and staff who wish to join may do so for a comparable membership fee. This summer, Janice Dellinger issued a very well developed request for proposals from wellness/fitness firms to bid for the opportunity to professionally manage the Center.

The fitness and the academic wings are connected by a spacious open atrium hosting juice bars, coffee kiosks, work stations and lounge spaces ... facilities sorely lacking in our current campus buildings.¹³

We will complete the Health Education Complex next summer and it will open in full operation a year from today.

We re-wrote our script again in 1998 by acquiring **residential housing**. Today, with 750 beds on campus and 1,000 beds in private apartments on the borders of campus, we approach this fall with substantial waiting lists of students desiring housing. This summer, housing was also filled to capacity with residential camps.

Today, I am pleased to announce that all approvals have been obtained for the construction of Palmetto House Phase II, accommodating an additional 350 students. Architectural selection is now underway. Opening Fall 2009, this 80,000 square foot facility will cost \$21 million, fully funded from housing revenue bonds. Phase I and II will accommodate most of our incoming freshmen.

In approving this project, our commission and the USC Board approved a bond of \$36 million, rolling into it the outstanding balance on Phase I at a better interest rate, together with funds to undertake major maintenance and upgrades of Palmetto Villas (some accomplished late this summer), and \$21 million to construct Palmetto House Phase II.

Don't be surprised if phase III and IV don't come along in short order; and don't be surprised, either, if more privately developed apartments spring up around campus. We aren't the only ones who believe in the future of USC Upstate.

Efforts continue to obtain \$17.8 million in Capital Improvement Bond funding from the state for the **Information Resources Complex**. The project remains ranked seventh by the State Commission among sixty-one higher education projects; but in the absence of a bond bill again this year, we cannot move forward.

Preliminary planning has been completed for the **Convocation Center/Arena**, assembling the conceptual design, funding estimates and program requirements for use in private fund raising activities, which will be required if we are to build such a facility.

¹³ See slide 11.

We are constructing new academic core **parking** on recently acquired property adjacent to the Administration Building: eighty spaces on the west side of Gramling Drive opening next week, and one hundred sixty more spaces on the east side to be developed later this year. Streetscape changes will allow the incorporation of the existing Administration Building parking lot and the provision of a much more efficient traffic flow and use of acreage.

With the creation of these additional two hundred forty close-in parking spaces, and with next summer's opening of parking around the Health Education Complex, significant shifts in parking behavior will occur, much of it to the north of campus.¹⁴ At that time, we will remove the parking spaces lying east of the Campus Life Center, clearing the way for one of the most magnificent quadrangles in American higher education, extending from the Health Education Complex across the Susan Jacobs Arboretum to the location of the new library.¹⁵

Our Facilities Management group works hard to address major maintenance in a timely fashion, avoiding **deferred maintenance**. All campus roofs, with the exception the twelve year old Campus Life Center, have recently been replaced at costs from \$300,000 to \$500,000. Replacing aging HVAC systems and upgrading electrical capacity are now the most critical and expensive maintenance tasks. We are requesting \$3.2 million from the state next year to undertake this work as we renovate buildings in the wake of relocations to the Health Education Complex.

Let me speak a minute about **campus beautification**. Substantial work is underway and questions are often asked about funding. Most of the money to sculpt the landscape for the lake at the future main entrance to the campus off the new East Campus Boulevard was funded by the state highway department. The Rotary Clubs of Spartanburg have pitched in funding to complete the task. Trees, shrubs and groundcover perennials have been planted and a complete irrigation system has been installed. Give this project two years to develop into a spectacularly beautiful entrance to USC Upstate.

Tree-scaping, lighting and fencing along East Campus Boulevard and across the front of campus have been made possible by enhancement grants that Rick Puncke has secured from SCDOT. So, too, was the beautiful fountain in front of the campus.

As you know, the initial funding for the Susan Jacobs Arboretum creation was privately given. So, too, has been the funding for its various additions over time. Boy Scouts have built our two wooden bridges as Eagle projects. They will build a third this fall. More trees were planted in the Arboretum this past year, most as memorials to loved ones. Trees, shrubs and groundcover perennials in campus housing areas ... these funded by housing revenue. Private funding to athletics paid for 15,000 square feet of sod.

The Carolina Piedmont Foundation advanced the cash to buy all the houses previously on the corner of Valley Falls Road. Underbrush and debris has been cleared by our staff as those houses have been removed and the area has been seeded with fescue.

Work is presently underway in the HPAC quadrangle, the only one of these beautification projects paid for out of our own campus capital project funds. As the campus developed and buildings were added, walkways, trees and shrubs across this crucial core of the campus were haphazardly installed. Following architectural assessment, sidewalks are being realigned and widened. Old plantings are being removed to be replaced with a well-designed and irrigated

¹⁴ See slide 12.

¹⁵ See slide 13.

landscape plan, ADA access, and thoroughly pleasant surroundings for our growing outdoor sculpture collection and the thousands of students and faculty who mix and mingle in this quad every day.

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So here we are. We have examined the script... determined its “through line,” if you will, its “dramatic action.” We are steering our production activity by both strategic and master planning.

If I were to summarize the “through line” of USC Upstate, I would say that “it is an academically rigorous, focused and growing institution ... a residential, Division I, metropolitan university, anchored on its beautiful Blue Ridge campus, and deeply allied with the cities of Upstate South Carolina.”

2. Understand Our Role

In theatre production, there comes a point in early rehearsals when actors must come to terms with their individual roles. Their characters’ motivations ... relations with other actors and the audience. This is the really difficult and time consuming work of the actor. Good ones undertake it with great care; weak ones rely on good looks and press agents. This is the work of understanding who we are, what motivates us ... as characters in a play or as individuals in the University.

University professors, staff and administrators are unlike architects or attorneys, dentists or doctors, clerks or contractors: we cannot practice our vocations in isolation. We can’t open a philosophy store or make a living running a literary salon. We both need and are the structure of the University.

Most of us recognize that we are exceptionally fortunate to live our lives in the academic arena. Universities are designed to enable people to reach their fullest intellectual potential ... the striving that sets us apart from all other creatures. It is no wonder that the professoriate remains among the most respected professions. It is no wonder that those of us who support the work of professors and students consider ourselves fortunate to be in on the action.

We all have a measure of security exceeding anything known to the rest of the employed world. Our enterprise is rarely subject to employee cut-backs; it continues to grow relatively unaffected by economic or political conditions. No one gets rich, but wealth has many measures. Our professional surroundings are pleasant; so, too, are our colleagues. We explore new knowledge, experiment, give form to artistic expression, help develop emerging generations, maintain intellectual and travel contacts around the nation and the world, build buildings, create lasting environments ... all opportunities abundant in the university but rare in what we call (not without reason) the “real world.” We are and should be thankful.

Faculty

I’d like to address faculty roles for a moment, opening with words I used in describing our faculty in my speech to you last fall ...

Among [you] are the University’s statespersons, its planners, its innovators, its risk takers, its researchers, its student supporters, its counselors, its community partners, its

departmental administrators, its curriculum designers, its assessors, its governance leaders, its artists, its conductors, its advisors, its spokespersons, its diligent seekers.

None, however – and this is an important point – none have played only one of these roles throughout their careers. Each plays out different roles at different times over their professional lives. Were that not the case, multiple obligations of university faculty life would have gone unattended. Further, people change and interests change and demands on time and intellectual attention change as progress is made through the professoriate.¹⁶

The pressures of academic life are real. They come in different forms at different times. Promotion and tenure pressures are real, coming early in the career. And as an institution grows in stature and reputation, as the numbers and specializations of faculty expand, as credentials of new hires reach higher promise, promotion and tenure expectations ratchet only upward ... never static, never downward. Yes, these pressures are real, but they are also the real anchor of excellence for the University's future.

Again, if I may, quoting myself from last fall:

Tenure is unknown in other worlds. It holds very significant meaning in this world; and as this world is examined with increasing curiosity by other worlds, we must strongly justify and protect this most important and unique treasure.¹⁷

I am going to venture a comment on teaching, research and service, particularly as it relates to “living the university life” of a tenure track faculty member. It is the object of so much conversation on campus. And in addressing it, I am not arrogant enough to think I have all the answers. But I have been asked by Faculty Chair Jim Griffis to represent my point of view, and I do have one.

I see intersecting trajectories among teaching, research and service.

Teaching is fundamental ... the first warrant in evaluating for tenure in a university with undergraduate teaching at the core of its mission. Can this person teach effectively in the discipline she or he professes? Once answered “yes,” evaluation of research and service can be gainfully undertaken.

Teaching, however, is not a focus of most graduate programs; and teaching effectiveness may well be in question in the early pre-tenure years, during which time new faculty should get assistance and support from senior colleagues, or self-correct by other means. Seeking help should be viewed as a sign of strength, not weakness. Well before the tenure decision, however, teaching records should be sufficiently strong to assure colleagues that teaching excellence will characterize the career span.

The watchwords for teaching leading up to the tenure evaluation, I believe, should be “continuous improvement.”

Having just completed, in most cases, terminal graduate degrees grounded in original **research or creative work**, the early years in the life of a tenure track faculty member are the logical time for

¹⁶ John Stockwell, “Hope, Growth and Opportunity,” University Day Address, USC Upstate, August 18, 2006.

¹⁷ Stockwell, August 18, 2007.

the most intense continuation of this work. Elements of the dissertation should see publication early on. One should expect additional research and publication growing out of these lines of inquiry. Subsequent years should see continued exploration of new hypotheses, perhaps new lines of inquiry, new creative endeavors ... resulting with some frequency in publication or exhibition.

Colleagues, chairs and deans should encourage research and creative work in this pre-tenure period, helping faculty find essential time and resources.

How much publication or exhibition? There is no formula. The evaluation of a research or creative track record should draw on multiple proofs. How significant are the questions? How prestigious are the journals or the juried exhibitions and performances? How productive have been the lines of inquiry? Does periodicity suggest continued activity beyond tenure? Does the work attract the attention of peers in the discipline?

I would expect research and creative productivity to be at their most vital in the pre-tenure years. In some faculty cases, it may continue even more strongly following tenure, and should be encouraged and rewarded; but the tempo of research and creative work is just as likely to continue at more modest levels, giving ground to other very legitimate demands of the professoriate.

The watchwords for research and creative work in pre-tenure life at this institution, I believe, should be “frequent and consequential.”

I see service as a three-part obligation of academic *citizenship*: 1) to the university wherein we practice and by which we are compensated; 2) to the larger community to which we may bring our professional expertise to bear – a special opportunity in a metro university; and 3) to the discipline ... state, regional or national.

Service – the work of academic citizenship – should be continuous, from the beginning. However, it is generally a mistake to be drawn during pre-tenure years into leadership positions for two reasons. First, time is of the essence in accomplishing teaching and research objectives. And, second, we should expect leadership in service to come with experience in the University, the community and the discipline.

The watchwords for service in pre-tenure life, I believe, should be “responsible citizenship.”

To all our pre-tenure faculty colleagues: you are surrounded by senior faculty who “get it” ... superb teachers, committed artists and researchers, true statespersons ... faculty who are optimistic, mutually supportive, who can be of great assistance and serve as great models. I thought I might list some at this point in my remarks, but, thankfully, there are too many.

I do have to mention, however, our three faculty Fulbright winners in three consecutive years. We’re proud of you Tom McConnell, Liz Zack and – this year – David Damrel. And a fourth colleague now under consideration for next year ... Steve Caldwell, good luck and keep us posted.

Staff

I often envision faculty as I envision actors. They are out front. Together with their students, they are the headline players. Yet they cannot perform without we who are here to support them.

As with designers, propmasters, costumers, light and sound engineers, stagehands ... we who are grounds persons, maintenance staff, administrators, administrative assistants, police officers, information technologists, counselors, dining and housing specialists, academic support staff, financial and purchasing officers, police, lobbyists, grants writers, communication specialists ... we know our role ... and we know the importance of our work.

We, too, are surrounded by colleagues who “get it.” Look around the room.

Realignments

As the production requirements grow, staffing realignments occur to better support the University’s performance. We have undertaken some important ones in recent weeks and months.

The pressures of our growth are nowhere more evident than in the governmental and lobbying efforts upon which our future depends. John Perry, who has handled these responsibilities part-time will shift to them full-time as Executive Director of University Boards and Special Assistant for Governmental Relations.

We will focus the vice chancellor for **university advancement** position on fund-raising and the capital campaign.

A search firm having particular expertise in senior advancement searches is working with us now to attract the attention of top advancement candidates, and I hope to fill this key position by January 2008.

I have questioned the most appropriate alignment of offices reporting to Advancement, and am taking two important steps.

Several years ago, I asked my executive assistant Frances Krydyski to reconstruct our Office of **University Communications**, which she has done in exceptional fashion, hiring Tammy Whaley as director and putting in place outstanding graphic design, writing and web expertise. Under Tammy’s leadership, the University Communications group, with its exceptional work ethic, is ready for realignment within the Advancement Office, a standard of practice in universities across the country.

The Office of **Grants and Research**, directed by Elaine Marshall, organized now within Advancement, has a close functional relationship with Academic Affairs and will be realigned to report to that office. This is a realignment both Elaine and Vice Chancellor Avery welcome. And our advancement search consultant suggests that the more focused that office is on “advancement,” the better. So, with all three legs of the stool on the ground, I am making the change.

Late this spring, our director of **human resources** retired. I asked Vice Chancellor Sheryl Turner-Watts to oversee the office while we evaluated the need for a search; and I have concluded that the office can function most effectively in all our interests by continuing to report to her. Sheryl came to us, by the way, from a corporate setting wherein she led a very large human resource operation. We have hired a new associate in the office, Tammy Cramer, with many years in HR experience at West Virginia University; and in so doing we have expanded the work capacity of the office, decreased its processing times, and introduced much needed cross-functional capacity.

We have further strengthened HR by moving Sharon Woods, our EEO officer, into a broader range of responsibilities for employee relations. She will continue her important, expert and confidential work in equal employment opportunity, and the University will gain additional access to her considerable employee relations and ombudsman skills in other personnel contexts as well.

With the appointment of Jeanne Myers who begins her duties next week as director of **instructional technology**, Vice Chancellor Jeanne Skul will begin the development of an Instructional Technology Center to aid faculty with technology assisted teaching projects, and to assist the entire campus by melding Instructional Technology, Printing Services and Media Services into a one-stop shop.

Reg Avery has asked and Marsha Dowell has agreed to serve as acting **associate vice chancellor** for Academic Affairs in addition to her role as dean of the Mary Black School of Nursing. She will focus on SACS accreditation issues and other matters, including oversight of the Strategic Issues Advisory Committee that I mentioned earlier. Dr. Avery will begin a search for a continuing associate vice chancellor shortly.

A final and essential alignment with which we are all concerned following April 16th at Virginia Tech is **campus emergency preparedness**. This past spring, Klay Peterson began his service with the University as Chief of Police. Klay comes to us following extensive campus policing experience in California and particular expertise in incident management planning and preparation.

I am pleased to report that over the course of the last few months, our Incident Management Team has been updating and augmenting our mission critical emergency planning efforts. Building and floor emergency coordinators have received preparedness training and are outfitted with the essential items to enhance their key roles. This fall they will receive additional training in first-aid and CPR, conducting building evacuations and more. Shelter-in-place locations have been identified in each building and approved by the County Emergency Services Director.

Incident Management Team members are completing National Incident Management System training modules. Subsequently, they will begin yearly response exercises to address various types of emergencies, exercises involving other campus constituencies as well as external community support services.

In new buildings and, soon, in older buildings, we will be employing the enhanced security features of card access and surveillance systems.

This layered approach to campus safety is rounded out with investments in satellite phones, a lightning notification system, and a soon-to-be-installed emergency notification system, allowing the capability for instant notification of the entire University community by phone, text messaging, e-mail and faxes.

In addition, Chief Peterson has planning underway for a mobile incident command center and an Emergency Operations Center. Much has been accomplished and the script for the remaining work is prepared.

We have examined the script. We know the characters; and we know the past, present and, insofar as possible, the future of the University. We have reformed the performance ensemble, reaffirmed and realigned the roles among ourselves as actors and support staff.

3. Appreciate the Roles Others Play

Stanislavsky, the great early twentieth century director of the Moscow Arts Theatre, is credited with being the first to observe that there are “no small parts, only small actors.” The same is true in the university.

My third lesson from the theatre: “appreciate the roles others play” ... actors, production crews and audiences ... faculty, staff and students. Cynicism manifest toward audiences in the theatre will drive them away at intermission, and they won’t show up for the next production. We in the University run the same risks.

In making this final point, I want to discuss briefly three relationships that require our best efforts at understanding and appreciation ... the USC System, the State of South Carolina and, by way of conclusion and most important, our students.

USC System

I really want us to get beyond the “we/they” thing with USC, a status quo mindset that is stuck in the past. We’ve tested the limits with the University of South Carolina System, and we should know by now that, under President Sorensen’s leadership, the System has come to new understandings about USC Upstate ... encouraging and supporting, not thwarting or threatening. We also should have clear understandings of the critical importance of the USC “brand” to our graduates, our students and to the recruitment of both students and faculty.

Yes, there is friction. There is in all systemic relationships. I know, however, that USC Upstate is very highly regarded by the leadership – top level, second level, across the board – of USC, USC Columbia and USC’s other member institutions.

We need to get comfortable with our strong position in the System, exercise its prerogatives and move forward. The University of Illinois at Chicago has long since done so as a member of the University of Illinois – a system within a non-system state. So, too, has Indiana University/Purdue University at Indianapolis, a large and successful metro university linked with not one but two flagships. The University of Colorado at Denver has a keen sense of itself, as does Nebraska at Omaha, Michigan-Dearborn, Southern Illinois-Edwardsville, Texas-Arlington, Tennessee-Chattanooga, Missouri-St. Louis ... all system institutions within non-system states having histories remarkably similar to our own ... all undeniably robust metropolitan universities ... in fact, among the nation’s leading metropolitan universities.

Yes, USC pushes us on some fronts. U of I, U of M, IU, UC, UT pushed their system colleagues as well. But never so forcefully as we or they have pushed themselves. And I am persuaded that the combination of forces will continue to make us stronger. It has moved us ahead of six of ten comprehensives in the state over our forty year history. And, over half that time in coming years, I believe, occupying as we do the population and economic center of the state, these combined forces will push us among – perhaps even beyond – the rest.

State of South Carolina

Now appreciation here is tough.

As a director in the theatre I often recognized that limitations were assets to creativity. Indeed, during my graduate student years, I was impressed by the great Polish director, Jerzy Grotowski, notable for his movement called “poor theatre” which stripped away all production elements such as scenery and lighting, and focused only on the core of actor/audience communication. In fact, his performance style often used actors as furniture and props as well as characters.

Sometimes, I think the state is pushing higher education in Grotowski’s direction.

The most substantial impediment to our performance is the state operating budget. With a \$1.5 billion state surplus at the end of the 2006-07 fiscal year, it is a sad irony that our funding declined by 2.5% or \$361,696. At this time last year, we had received, on a non-recurring basis, a sizeable investment of so-called “parity funding,” which brought the funding level for USC Upstate to the average of the teaching/comprehensive university sector. However, that money was not made recurring this year and, as a result, achieving parity with other institutions continues to be a major issue for 2008-09. Currently USC Upstate is over \$3 million below the average of the sector.

Student tuition and fees are the dominant component in our operating budgets ... 66%. State funding has dropped over seven years from a 54% budget share to 34%. Over those years, state funding has increased by 4% while tuition/fee rates have increased by 114%.¹⁸

We have met our objective to hold tuition/fee rates at the average of the sector. Although our needs are greater with growing enrollments, it is imperative that this objective be retained to assure that we remain cost competitive and accessible.

For 2008-2009, we will be **lobbying** for a budget plan, which we presented to the State Commission earlier this month, requesting a “fair share” of state operating funds, an additional \$3 million.¹⁹ As part of our lobbying strategy, we are “bundling” our argument with USC Aiken and Beaufort and joining with President Sorensen in seeking “fair share” funding for USC’s comprehensives campuses, in so doing, drawing on his considerable influence with the Legislature.

The absence of “fair share” funding hurts. It affects average **faculty salaries** negatively. In certain disciplines, part-time positions exceed reasonable levels. Overall measures of student/faculty ratios are slightly higher than the sector average. More full-time faculty are needed.

Also, the absence of “fair share” funding puts our performance at risk for lack of **space** ... simple square footage on the main campus. The average among the sector institutions is about 800,000 sq. ft. We have 483,000. Computed on relative institutional size, we rank on space per FTE at 38% or 300,000 sq. ft. below the sector average, with a 31% higher than average classroom utilization schedule.²⁰ Even with an additional 140,000 square feet in the Health Ed Complex, we will continue to be short.

¹⁸ See slide 14.

¹⁹ See slide 15.

²⁰ See slide 16.

The absence of state bond bills over the past several years has forced all institutions to seek other means of funding capital projects. And we have led the way, self funding residence halls and the Health Education Complex, and gaining outside funding for the Readiness Center.

We are pushing quietly but forcefully on these fronts again. I hope we are in a position to announce a breakthrough or two on private and self-funded developments in the next month or so.

In the meantime, I will soon request to meet with the Carol Loar's Academic Budget and Facilities Committee and with the Academic Council, particularly on the completion of the Keeshan and Associates space needs study, to explore some options and alternatives.

On the up side, the renovation of Tukey Theater is complete. It is available for use this fall. We're seeking additional funding to include distance education technologies and further facelifts on the exterior of the building.

Classroom furnishings and equipment continue to be upgraded through our "Enhancing the Learning Environment" project. Yesterday morning, Registrar Katy Murphy sent me an e-mail announcing new furniture was being delivered for the nursing lobby, Hodge 247, Media Lobby, Media 217 and 219, the Writing Center, and the HPAC lobby ... with all campus white boards' installation to be complete by August 23rd. Thanks to Katy and Facilities Manager Rick Puncke, and so many others who have participated. And thanks, also, to IT for its exceptional moves in completing smart classrooms. The project group will begin the next wave of classroom furniture and equipment acquisition shortly after the beginning of the semester.

Our Students

My father always concluded his sermons with an altar call. I used to conclude my theatre productions with a curtain call. (It occurs to me there's a huge gap in purpose between the two!)

Well, I'm not going to do either. But I am going to draw to a close my third lesson – appreciate the work others do – with something resembling a little sermon, a confession and a recommitment.

I respect cynics ... cynics, that is, who are true to their ancient Greek philosopher models (Antisthenes and others), who lived *outside* of institutional environments, embracing poverty, hardship and toil so as to entitle themselves to speak harshly, even contemptuously about the manner in which others lived *inside* those institutions.

A story is told about Plato who observed a leading cynic washing lettuce. He approached him and said, "Had you paid court to Dionysius, you wouldn't now be washing lettuce"; and the cynic answered, "If you had washed your own lettuce, you wouldn't be paying court to Dionysius."

I can respect, even admire the genuinely honest cynic. Democracy and its institutions need them.

However, I do not respect the would-be cynics who both have their lettuce washed for them and undermine the enterprise that does their washing.

Our students pay a high cost to come here. And they come for reasons often less idealistic than yours or mine of forty/thirty/twenty years ago ... they come because they believe they absolutely

have to get a college degree to earn a decent living. And unless we are completely oblivious of the “real world,” we have to agree they do.

Whether or not they are motivated or thoroughly prepared to do the work (and most are), the pressures of the economy, society, family and their own hopes and ambitions drive them here.

And we take their money. We can argue we shouldn't, but we do. And let's be honest ...with 66% of our salaries paid by student tuition and fees, we simply would not be here were they not here. That applies to each and every one of us ... to me and to you.

The obligation to work with our students, to help them persist, to learn, to graduate – a charge that most of us take seriously – is absolutely incumbent on *all* of us.

It is both dishonest and short-sighted to be cynical about our students ... to accept, or worse, to encourage high drop rates in course sections, to resist exploring solutions to high failure rates, to view an emphasis on student success as coddling, or to see these efforts as beneath the dignity of the institution.

Please don't misinterpret what I'm saying. I am not seeking lowered standards, controls on academic freedom, or grade inflation. You know I am fully mindful of these faculty prerogatives.

But I am seeking ... no I am urging ... where support services offered by the University might be of assistance to students, please, please employ them.

I'm talking about the University 101 course, for example, that is making a measurable difference. Try to make room in your school or college schedules for faculty to teach sections from time to time. I'm talking about the Supplemental Instruction Program supported, like 101, by our Center for Student Success. It is a proven model for students in historically difficult courses ... higher grades and much lower D/F/W rates than counterparts. And SI requires no additional work on faculty's part ... just a willingness to “let someone else in” on work with your students and your course ... someone else whose discipline it is to help students succeed ... not to short-cut, but genuinely succeed. Deans, department chairs, faculty members, we all know where these courses are. I urge you to please call Louise Ericson to see what support Supplemental Instruction can provide.

Truth is, I'm talking about all the components of an effort numerous faculty and student affairs staff members have been engaged in throughout this past year, working within the framework of the national “Foundations of Excellence” Project ... the Writing Center ... Math Tutoring ... Counseling ... on and on. Their work will continue. The team, under the leadership this year of Cindy Jennings, will return in effect from the heady and prestigious national framework within which they worked last year to our local University framework, taking what they have learned and attempting to coordinate all our campus efforts aimed expressly at improving the first year of college.

We're clearly on the right track. The Planning Office sent me recent data provided by the National Survey of Student Engagement, with which we participate, showing that the “level of academic challenge” perceived by our first-year students is somewhat more rigorous than our peers; that “active collaborative learning” exceeds our peers in the first year; that “student/faculty interaction” is at a higher level here than with our peers among freshmen; and that “enriching educational experiences” are perceived as notably higher by our freshmen than others'.

Yes, we are on the right track. But with our six year graduation rate remaining too low, we all must know we have more to do.

Someone wrote in a recent evaluation of me that all one has to do around this university is “shake the ‘student success money tree’ and resources will fall.” I think I’ll take that as a compliment. I do want to do whatever I can to see that students succeed. It is their money on the money tree. It is their future and they are our future. Some will fail, but most, most should persist and graduate; or we should cease to have them “wash our lettuce.”

Conclusion

Ever more keenly as time goes on, I realize how privileged I am to do what I do for a living. “Yes, Mother, I *am* paid to appreciate the brilliant work of others.”

I have been able, all these years, to support the professional lives of those whose motives and capacities I respect the most – artists, scientists, humanists, teacher/scholars, crafts and tradespersons, supporting staff and administrators.

And it is work about which I deeply care.

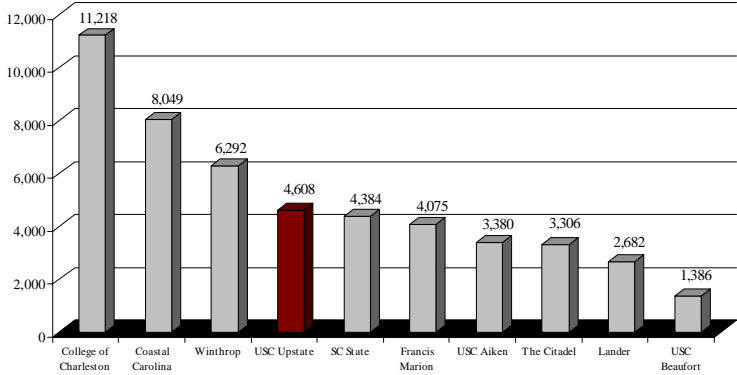
In concluding, however, I must be honest and draw another observation from your evaluations of me, repeated enough to sink in, in part because it affirms my own self-awareness.

In recent years, I have failed to be as appreciative as I should, to be as visible, to be as engaged. My assistant, Monica Wienand, and I are going to work together on that in the coming years. After all, I want my conscience to be clear with my mother ... and with all of you.

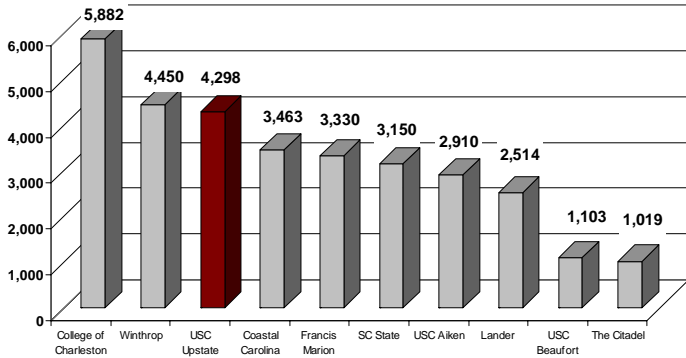
Finally, in recognition of my younger brother who took up the imaginary collections, today marks the kick-off of the 2007-08 Family Fund Campaign. Last year our campus community set an all-time record of over \$75,000. Athletics won the campus competition with 100% participation. This year, help us raise the bar ... to a goal of \$100,000!

Now, it’s off to the theatre! Good morning and have a great semester!

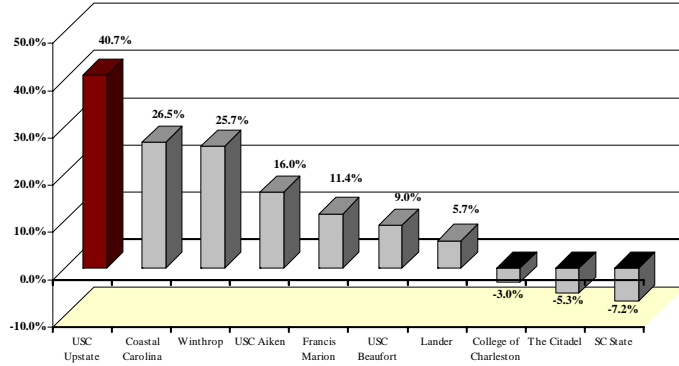
Total Headcount Enrollment Fall 2006



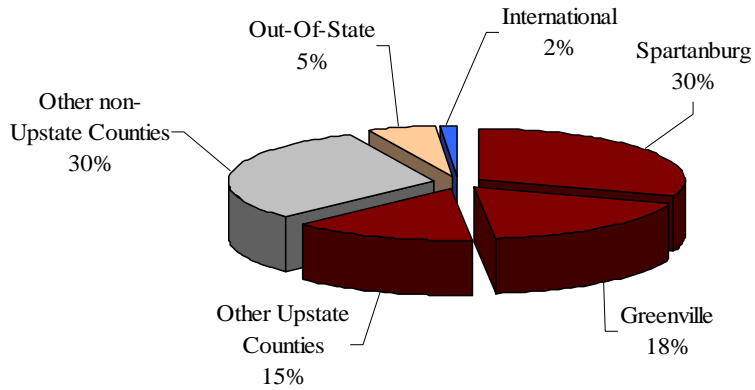
SC Undergraduate Enrollment -- rank 3rd in sector --



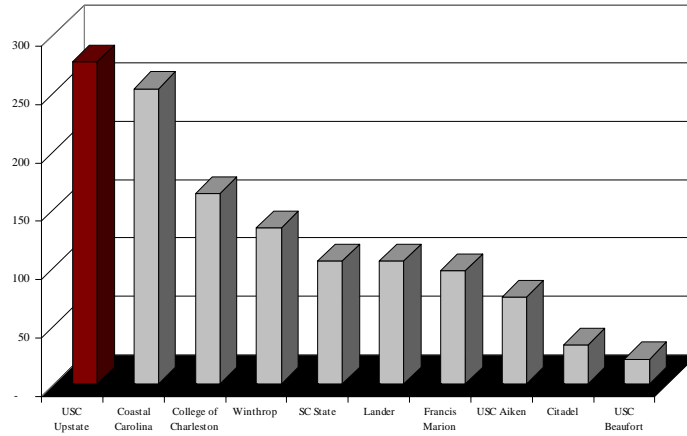
**SC Undergraduate Enrollment Growth
-- highest rate of increase in past 10 years --
1996 - 2006**



**Freshman Enrollment By Geographic Area
Fall 2006
63% enrolled from Upstate SC**

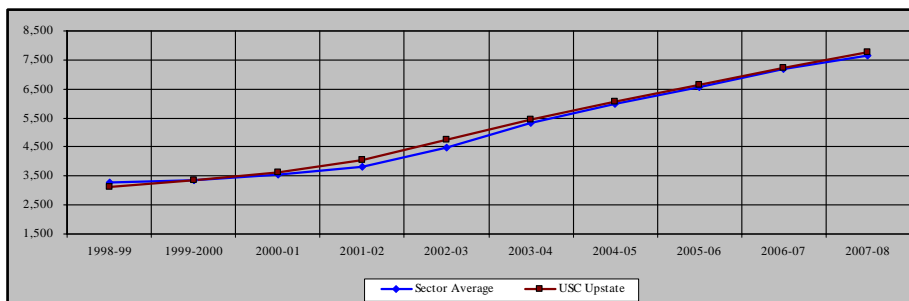


Migration from Technical Colleges -- highest transfer enrollment in sector --



5

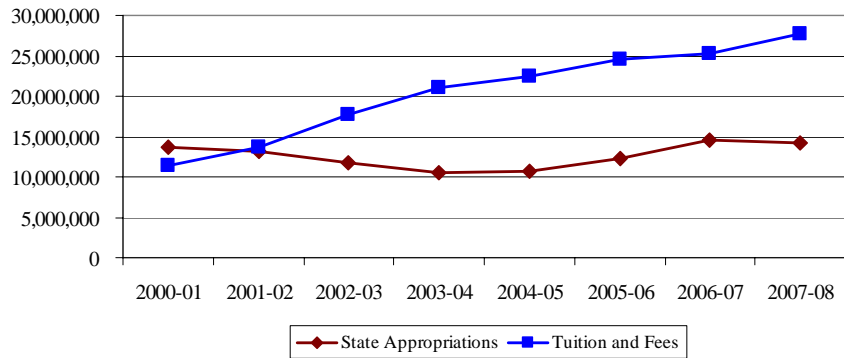
Fee Rate Maintained at Average in the Sector



6

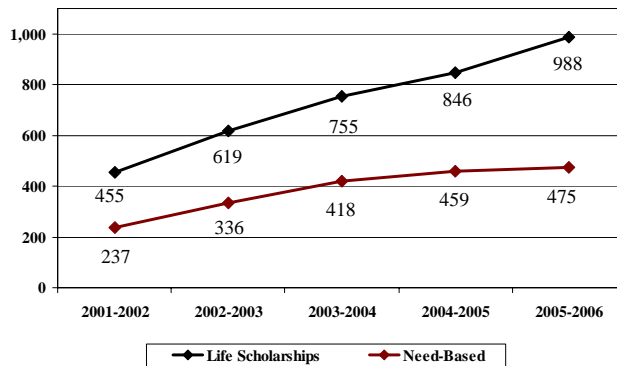
State Funding for Operations

General Operating Funds Revenue

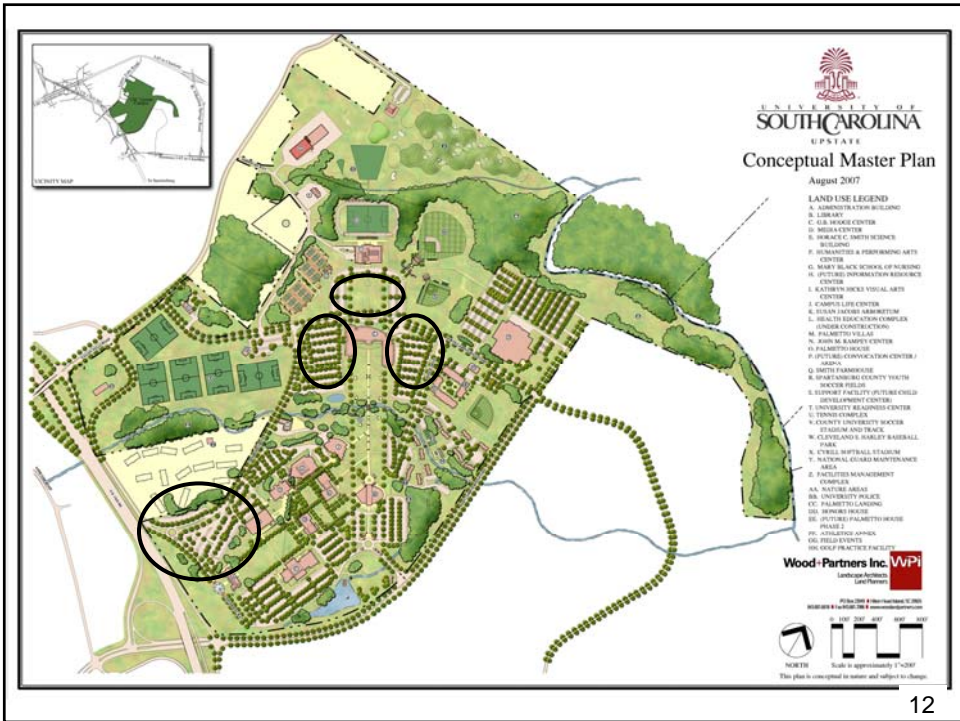
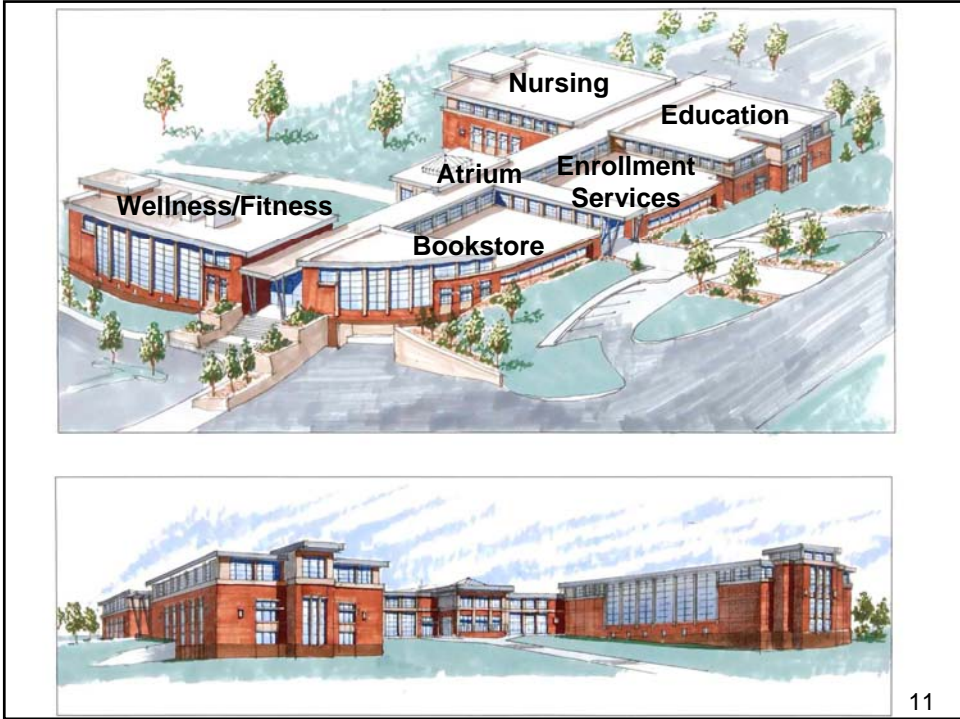


Scholarships

Life and Need-based doubled in 4 years

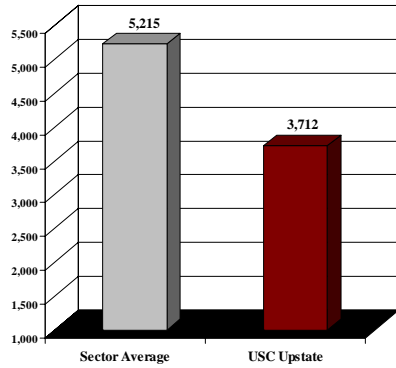




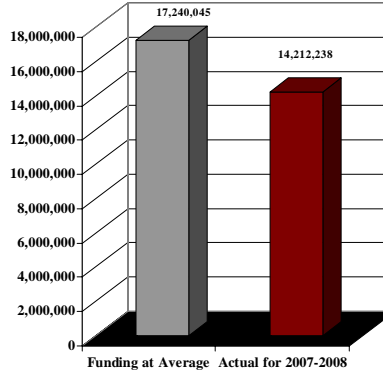


State Funding Substantially Below Sector Average -- a \$3 million problem --

29% Below the Average in Appropriations
per SC Resident FTE



18% Below the Average
MRR Funding Level for the Sector
- \$3 million below the average -

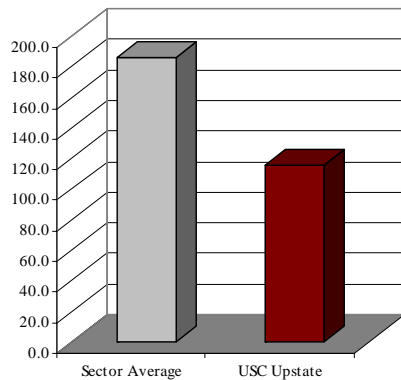


15

Educational Space Low Space Available and High Utilization

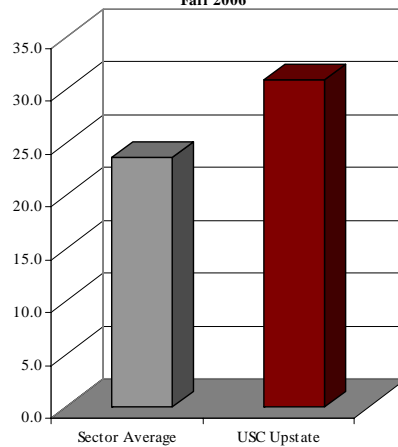
38% Below in E&G Space per FTE

Fall 2006



31% Above in
Average Weekly Utilization

Fall 2006



16