

“THE UPSTATE WAY”

**University Day Address
USC Upstate
August 16, 2005**

John C. Stockwell, Chancellor

I. Introduction

Sometimes it's difficult to see the woods for the trees. It is for me, which is why I step back each summer to prepare for this opportunity to speak to you. I can assure you, the heart of the forest is intact. So, too, are the varieties that give our forest its uniqueness ... the particularities that lend our university its “metropolitan” character.

At its heart, our mission is an academic one, like the missions of all universities of substance and consequence ... strong programs in the arts and sciences, accredited professional schools consistent with the needs of the region we serve, co-curricular and support services to make student academic life livable and students' success more likely.

Our professional programs and many of our arts and sciences programs are uniquely tailored to the needs of the region we serve. New centers have been introduced that are directly related to both academic excellence and the metropolitan character of our mission: honors, undergraduate research, Metropolitan Studies Center and others.

We are partnered with the Upstate's important institutions and services ... its schools, health care systems, chambers of commerce, technical colleges; with ReGenesis and south side development here in Spartanburg; and with the Urban League of the Upstate, with Upstate Forever, with the Upstate Alliance...; indeed, we are on the point of a growing interest in the regional development of the Upstate.

In stepping back to prepare for this speech, I've reflected on what I've said in prior years' addresses ... twelve of them now.

In the second one, fall of 1995, I told the story of a cold, snowy winter day, and of a farmer herding his cows from the back forty to the barnyard, and of a little bird off to the side that caught the farmer's eye. Some of you may remember. The bird was trapped in a snow bank, barely moving, nearly frozen and close to death. The farmer left his cows to idle while he climbed into the snow bank and picked up the little bird, considering what he could do to enhance the chances for its survival. At that moment, standing nearby, one of his cows did what cows will do, leaving a steamy deposit on the landscape of snow and cold. The farmer had the same idea which we all would have had, had we been in his place. He carefully put the little bird

in the midst of the cow's offering as the one last hope against its certain death. Then, the farmer, with his cows, went on their way. Sure enough, minutes later, the little bird began to chirp and sing as the warmth of life reentered its body. Attracted by the bird's celebration, a fox emerged from the woods, snatched it from its depository, washed it off in the snow, and quickly put an end to its recovery.

The moral of the story is three-fold: it isn't necessarily your enemy who gets you in deep ... trouble, and it isn't necessarily your friend who pulls you out; and, most importantly, it doesn't pay to celebrate too soon.

II. Getting Into Trouble

Little could we have known in 1995 how much trouble we were about to get into.

- The fiscal challenges we faced then, with 57% state funding and annual tuition costs of \$2,578 pale against today's 31% state funding and tuition costs of \$6,060.
- Bond bills, then occurring every two years, held out promise for quick funding of our new library, only to be followed with a stretch of five years between bond bills.
- The tuition playing fields were fairly level between the comprehensive universities and the technical colleges, with recent changes in lottery funding creating monumental cost disadvantages for the universities, including us.

In August 1999, I quoted from a warning in the journal, *Trusteeship*, observing that

... the current economic expansion (keep in mind, this was the fall of 1999) is the longest in American history, leaving some economists and journalists to suggest that new technology and changes in financial structures have made America recession-proof. Most observers, however, believe that a recession of some magnitude is likely in the next year or two. Given the clarity of recent history on what happens to higher education when the economy slows, boards [and universities] would be wise to take heed.

Six months after that article was published, the great economic slide, from which we have not yet fully recovered, began. Its impact on public funding of higher education has been nearly catastrophic ... all over the U.S., certainly in South Carolina and, very directly, here.

At your table is a copy of "The Green Sheet," a ten-year summary of institutional indicators, prepared by our office of planning and organizational development. Take it back to your office and give it a careful review. You'll note that state funding of our annual operating budget peaked in 2000-01 at \$13 million plus, about 54% of our total revenue. It plummeted over the next three years to 10.8 million in real dollars, or 31.5% of our total revenue.

Yet, like the bird, it hasn't been our enemies who have gotten us into trouble. At worst, university leaders and public policy makers are looking at two sides of the same coin. We state our message, but it's often not well received by public officials who are dealing with a narrowing tax base, rapidly growing entitlements, unfunded federal mandates, and competing pressures

from schools and other public services. They wonder why *we* should be exempt from cuts, particularly when, they reason, we have the unique capacity to adjust our revenue by increasing tuition, which we have shown it possible to do again and again.

We compromise our argument further by failing to talk accurately about the impact of our fiscal situation in a market-sensitive environment in which perceptions – perceptions of alumni, prospective students, potential donors, and the *U.S. News and World Report* – matter.

And rarely do state higher education leaders as a collective body speak honestly about the challenges facing higher education, particularly in our state in which coordination is weak and institutions pursue competition over collaboration. The absence of parity in funding among institutions is one consequence of these structural weaknesses.

In a real sense, it's not our enemies who get us into trouble. I don't believe we have enemies. And, like the bird, it's not going to be our friends who get us out. It will be ourselves.

III. Getting Out of Trouble

Over the past several years, we have been remarkably successful in facing very substantial challenges. Some examples ...

Although our state revenues have dropped precipitously over the past four years, our total operating budgets have grown from \$25 million to \$32 million. Indeed, over the past twelve years, growth plus increases in tuition revenues have resulted in nearly doubled operating budgets.

Through the worst financial crisis in the University's recent history, we have cut no programs and frozen no hiring. In fact, we have increased operations budgets and travel budgets, invested very heavily in information technology, launched classroom modernization projects, enhanced grounds and maintenance, and expanded hiring.

Other institutions have cut positions and programs and restricted enrollments. But, hunkering down in the face of financial threat has just not been "the Upstate way."

Look at the growth for which we, together, have been responsible over the last ten years

- Our full-time faculty numbered 155. This fall ... 230 full-time faculty.
- Student headcount numbered 3,443. This fall, 4,400.
- In academic year 1995-96, we generated 1224 credit hours at the University Center of Greenville. This last year, we generated 7140 ... nearly a six-fold increase.
- An incoming freshman class of 350, twelve years ago, has doubled ... over 700 this fall.
- In 1994, 58% of our enrollments were full-time students. This fall, over 80%.
- Then, 16% were African-American, Asian, Latin American or international. This fall that number exceeds 35%.

- Then, the admissions office processed 860 applications for freshman admission. This year, 2243 ... a 160% increase.

For these changes, we – members of the faculty and staff – are singularly responsible.

I believe continued growth in enrollments is essential, for reasons I have stated repeatedly. First, the need for the baccalaureate is so very real in our state and particularly in our region of the state ... and we are the only public university on this burgeoning I-85 corridor. We must grow to meet that need. I also believe in growth for a very pragmatic reason: we have, at this time, the opportunity to grow. I can envision public policy decisions at some point in the future that set admission limits or otherwise controls enrollments. And in our state, the larger a university is, the more seriously it is taken in policy and financial decision making. *While* growth is possible, we must continue to grow.

Are we growing at the expense of academic integrity. Absolutely not. Quite the opposite.

In the Fall of 1995, the average SAT score for incoming freshmen was 860. This past fall, scores averaged 1012. The average high school GPA of incoming freshmen last fall was over 3.5 compared with 2.8 in fall 1995. In 1994, we accepted 73.4% of applicants for admission ... last fall, 51.8% ... this fall even lower. These numbers speak volumes for our enrollment management operations led by Donette Stewart and, just as directly, for the reputation that the faculty and staff of this university have rightly earned across the state and beyond.

In growing, have we lost our personal touch with students? You tell me.

Our freshmen orientations this spring and summer have been highly collaborative undertakings engaging so many of your energies from academic affairs, student affairs, athletics and facilities management ... all focused on introducing freshmen to success in the academic culture. We conducted 6 freshman orientations, two days each. They were attended by over 700 freshman and over 1500 parents and family members. We held five transfer student orientation programs ... three on the Spartanburg campus and two on the Greenville Campus. Over 500 transfer students attended.

The evaluations were exceptional. Here are some comments.

- I love USC Upstate after attending orientation and can't wait to start classes.
- I had a great time!
- Faculty, students and staff are great and really made me feel welcome.
- Thanks for a great first day of college, and
- Sparty rocks!!

And from parents:

- Thanks for making me feel better about my son starting college.
- Great enthusiasm by staff, faculty, students! We believe you will take care of our son.

- The whole experience was very positive and informative. I am very excited about my daughter attending Upstate in the fall.
- Professor Lambert's speech was exceptional.
- I am certain, after attending orientation, that my daughter picked the right university.

The personal touch ... "the Upstate way" It is remarkably apparent in students' and parents' recruitment and orientation experiences this spring and summer.

How about four years later, when they graduate? Well, we surveyed our May 2005 graduates about their experiences.

- 100% of responding graduates were either satisfied or very satisfied with their major program of study.
- 96% were satisfied or very satisfied with instruction in their major.
- 96% were satisfied or very satisfied with their overall academic experience.
- 94% would recommend USC Upstate to others.

Are we doing all we should? No. Only 77% were satisfied or very satisfied with instruction in general education and 75% were satisfied with their GE programs ... not bad; but then, again, consistent with "the Upstate way" of doing things, Dr. Judy Kizer is leading the Gen Ed Assessment Committee in surveying faculty, seeking advice for re-building and strengthening the gen ed curriculum and developing an assessment protocol that will inform and assist the faculty in continually improving this centerpiece of our academic program.

In the face of declining state resources, have we been consistent in investing in the salaries? We have made progress, but ... no. During the years 2002-03 through 2004-05, there were virtually no state funded salary increases. This summer with some funds made available, we targeted increases in salaries to move all faculty to or above the 85th percentile of national average by rank and discipline, and we achieved that target even though some categories had been well below the 85th. With average household income in South Carolina at a much lower percentage of the national average, this was a step in the right direction. I want to set our next target at 90% of the national average and aim to hit that for all rank and discipline categories within the next two years.

Our targets for staff salaries have been campus averages equal to or above the state-wide average by employee band. With 4% across the board increases this year, we are in that position. I would like to see those averages move, over the coming two years, into the top 40th percentile by band.

I have asked Sheryl Turner-Watts to remind me frequently of these intentions, to track the numbers for me, and to help keep me, HR, and the budgeting office focused on their accomplishment by this date in 2007.

Are we there yet in our classroom modernization effort? No. We have started and stopped over the past few years ... in part for lack of money, in part methodology, and in part purposefulness. I recognize that the teaching environment is crucial, and we have made progress this summer ...

painting all classrooms, installing new carpet in all Smith Building classrooms, and doubling the number of “smart” classrooms; and – through the continuing efforts of a task force headed by Dean York Bradshaw and Registrar Katy Murphy, we are undertaking selections of new furniture to give a different feel and look to many of our classrooms in Arts and Sciences. Of course, all our forthcoming Health Education Complex classrooms – twenty-six of them – will be newly and smartly furnished.

Are we fully implementing the service dimensions of our metropolitan mission? Not yet. But this fall we will witness the opening of the Metropolitan Studies Institute with director Dr. Doris Paez, assisting in the development of multiple partnerships in the future. Dean Bradshaw, grants director Elaine Marshall and many faculty colleagues have authored a major federal Community Outreach Partnership Center grant, which we are very hopeful will be funded, providing an agenda and support for the work of the Institute and engaging several academic departments. Other grants will surely follow.

IV. CELEBRATING TOO SOON

However, let’s remember the moral of the story of the bird: it doesn’t pay to celebrate too soon. If we get the partnership grant, we’ll celebrate. If we don’t, we’ve got the template for other targeted grants.

We are not perfect, but we do have a way of tackling the challenges we face, a way unique to our metropolitan mission and to the character and inventiveness of this faculty and staff.

Our Freshmen Students

Through my remarks today, you may have detected the repetition of a phrase, one I will try not to overuse, but one that I would like to see us come to use with increasing conviction in the future. That phrase is “The Upstate Way.”

If it catches on, it will do so because you as faculty and staff will have invested it with meaning symbolic of the way we do business.

The phrase, “The Upstate Way,” has grown out of conversations in the Office of Academic Affairs. Associate Vice Chancellor Cindy Jennings approached me with it earlier this summer following her return from a very special experience – for her and for the University.

AASCU, the American Association for State Colleges and Universities in which we are an active member, selected a number of so-called “study” institutions with very high success rates in persistence to graduation, matching them for intercampus visits from other institutions, like ours, having ambitions to significantly increase persistence rates. Cindy Jennings and a small group of visitors from other campuses were hosted by the University of Wisconsin-LaCrosse.

Other similar teams visited high graduation rate “study” campuses such as Cal State-Stanilaus, John Jay College of the City University of New York, Louisiana Tech, Northwest Missouri State, Montclair State in New Jersey, the University of Northern Iowa and others.

A conference that followed the multiple visits has produced a major paper on graduation rate outcomes, still in draft, but soon to be published by AASCU. The draft, by the way, is available from Cindy.

In broad terms, the paper concludes that healthy graduation rates are a matter of “campus culture” and a matter of “leadership.”

“Student Success” was the title and theme of my speech to you in August 2003. I was truly impressed at that time and tried to convey my appreciation for your innumerable contributions to the success of our students. But I asked for more then ... and I am going to do so again this morning.

It is too soon to celebrate the success of our students in persisting to graduation, although we have experienced some movement in the right direction.

Our freshman-to-sophomore persistence rate in 2003-04 was 65.5%, a notable increase from the year before, though, in the past, we had reached higher levels.

In 2003-04, we offered three sections of University 101. This fall, we’re offering thirteen, and we’ve had to increase class enrollments because we filled the seats so early. I would like to see more faculty teaching 101.

From fall 04 to spring 05 we retained 94% of the University 101 freshmen. (Usually we experience a 92% persistence rate for freshmen from fall to spring.) We also project that 73% of these University 101 students will return this fall as sophomores, considerably above the larger group average of 66% and well above our freshman-to-sophomore persistence rates historically.

I very much appreciate that, last fall, 40% of eligible faculty participated in the Early Intervention Program in which those teaching 100 and 200 level courses were asked to identify students about whom they had academic concerns. As a result, 788 students were sent progress reports and reminded of services offered through the Center for Student Success. Over 150 students followed up with the Center seeking support in 207 courses. Eighty-five percent of that number avoided failure. I urge all faculty to participate in the Early Intervention Program this fall.

Why are students choosing this university? Why are families paying the cost? Why are we all here doing what we do to the best of our abilities?

I thought when I first spoke on student success, and I believe even more urgently now, that there can be only one answer: the *anticipation* that students will succeed and learn and graduate. And I asked us then, and I ask us again this morning, to commit ourselves as members of this faculty

and staff to this personal pledge: “to value students’ success as the top priority of the University, of our departments, and of our own personal professional work.”

The research data on student persistence are deep, broadly replicated nationally, and thoroughly persuasive. If we can assist freshmen in progressing through their freshmen year successfully, they are much more likely to remain engaged in the University through graduation in four years.

At the beginning of the spring semester in 2003-04, I appointed several cross-functional teams to undertake tasks of importance to the University. All have worked hard and are in various stages of implementing their agenda ... the marketing team, capital campaign team, master plan team, Greenville team, graduate program team, orientation team and the retention team.

I am very thankful for the continuing good work of each one, but I want to single out the retention team for comment.

Its *ex officio* co-chairs are vice chancellors Reg Avery and Leon Wiles. The day-to-day coordination is undertaken by Associate Vice Chancellor Cindy Jennings, with its membership including the academic deans (York Bradshaw, Charles Love, Richard Stolz and – as of today – Marsha Dowell), the assistant vice chancellors for enrollments services and for planning and organizational development (Donette Stewart and Sheryl Turner-Watts), Dean of Student Life Laura Puckett-Boler and Director of the Office of Student Success Louise Erikson.

This team has begun to really examine our first year experience for freshmen students with some excellent results, some of which I have just outlined for you. There is a sense among team members of ownership of the student persistence challenge.

This morning I want to capitalize on that momentum by requesting an expansion of team’s identity, membership and charge.

- “Student Success” is the intention of the team’s work, not merely retention. Interestingly, the AASCU study quite clearly demonstrates that “... student success is more an organic product of a ... shared [institutional] culture than it is in the result of a more narrowly-conceived, deliberate ‘retention effort.’” So, with that in mind, let’s call it, not the retention team, but the “Student Success Team.”
- Its membership needs expansion to include more faculty. To that end, I am asking the co-chairs and Cindy Jennings to consult with Faculty Chair Richard Combes on the appointment of faculty – several faculty – who wish to lead our collective engagement in student success.
- Then, I want the team to gather all the energy and participation it can muster from beyond its membership boundaries. I know the team is planning open forum discussions of student success issues throughout the year in which we can all participate. They will be asking faculty to join in round table formats to really define our philosophy for the first year experience and beyond. I look forward to participating in these forums together with you.

- I hope the “Student Success Team” will do as the AASCU study recommends, and – in its words – “unpack the culture” – that is, seek out what works for students at USC Upstate, and attempt to clearly define “The Upstate Way” to enhance student success ... to identify practices that will help ... to set expectations not only for faculty but also for top leadership ... to be both descriptive and prescriptive about what helps and what needs to happen in order to advance, significantly and continuously, our momentum toward student success.
- Finally, as the Student Success Team unfolds its recommendations – under girded by broad consensus including the support of the Faculty Senate and the leadership commitment of the deans and the office of academic affairs, I stand ready, not only to encourage and reinforce, but to do my best to see that recommendations are implemented quickly and fully.

This charge to the Student Success Team will be in writing and in the hands of the executive vice chancellor with copies to the team members and the chair of the faculty senate tomorrow morning.

Let me further illustrate “The Upstate Way” by changing the “student success” subject from freshmen to transfer students.

Our Transfer Students.

We ... that is ... I have often complained that we are held accountable for retention rates when a large percentage of students are not included in the calculations ... namely those who transfer out and the much larger number who transfer in. This complaint, though it may occasionally silence critiques of our retention rates, misses the point ... actually it misses two very important points.

First, it grants us the freedom to think, wrongly, that those who arrive as freshmen are most likely successful if looked at separate from transfer students; and second, it predisposes a conclusion that transfer students are a distraction, not a core part of the culture of this metropolitan university.

At various times in my career, I have referred to freshmen as “our students” and transfers as “somebody else’s.” I was corrected most directly, and most appropriately, by my chancellor at UW-Parkside, a tough character from Manhattan. “These transfers *are* our students,” Shiela Kaplan would say. “They may be jumping on the subway train in midtown instead of downtown, but they are no less on the train ... our train ... and we’re all headed uptown for graduation ... on schedule.” She was, of course, right. (She was the same chancellor who told me that if I wanted to be loved, get a puppy.)

This may surprise you: downtown and midtown students arrive on the USC Upstate train in about equal numbers. This fall, we are enrolling about 700 new freshmen and 600 new transfers, and these two numbers are quickly merging.

Over the past ten years, our lower division enrollments have grown from by 1,830 to 2,180 ... 19%. Over that same time period, however, our upper division has grown from 1,470 to 2,100 ... 43%. A small portion of that percentage – too small – is accounted for by increased retention rates. The overwhelming portion represents growth in transfer enrollment.

That trend will continue. I can almost assure you that, within the next two years, our freshman classes, though they will have grown – with concomitant growth of interest in on-campus housing and the traditional college experience that goes along with it – our freshman classes will be matched or exceeded in number by our incoming transfer students, students with associate degrees and general education programs in hand, students motivated to complete their upper division work and graduate as soon as possible.

Of our 2004-05 graduates, 56.3% began as transfer students. Soon, transfers will be the larger numbers both entering and graduating.

This should come as no surprise. Within our market sphere are two of the biggest midtown stations this side of New York City ... Grand Central Station at Greenville Tech and Penn Station at Spartanburg Tech. Their “university transfer” programs are their largest and fastest growing single programs. Their costs are very modest compared to our own. Tuition and fees for the combined freshman and sophomore years are about \$5,000. Our fee package for the first two years ranges above \$13,000. Adding housing and dining yields a two-year cost approaching \$30,000.

Most of transfer enrollees began as technical college students with the clear intention of getting to midtown as inexpensively as possible, then jumping on the uptown train having saved dollars to enable them to complete their baccalaureate journey in a timely way.

How do we regard our incoming transfers?

Before I suggest my answer to this question, let me speak again, parenthetically, about growth.

Heading into 2005-06, we remain in a tight financial spot, the tightest, made tighter because our growth curve has faltered.

Fall enrollment was up 3% in 2003, then down by 3% in 2004. We’re projecting to regain the lost 3% ground this fall, yielding just about enough resources to cover a 24% shortfall this past summer session.

Our financial growth has not come through enrollment for the last couple of years; it has come through increases in tuition. I am increasingly concerned about students’ ability and willingness to pay.

Furthermore, it is evident to me that it is both less expensive and more desirable to work toward increased student success than to continuously ramp up recruitment efforts. Increased persistence equals increased growth as well.

Back to my question: how do we regard our transfer students? Of course, they are essential to the growth. But, on deeper levels, how do we really regard transfer institutions and transfer students?

First, we must clarify our understanding of the lower division preparation they receive in the technical college ... soon to be known as community college, as they are elsewhere. We have no evidence that they lose their academic balance as they step on our train. In fact, they tend to hold their academic balance as well or better than students who have been with us all the way. And, perhaps because they are more *motivated* to graduate in two more years, they do so in a substantially higher percentage of cases.

Second, many of them have studied with some good faculty. Some are your professional acquaintances. Technical college faculty are in their places for the same range of reasons that we are in our places ... from family mandates to a genuine affection for where they work and the students they work with.

Third, in Sheila Kaplan's words, we can't send midtown transfers back downtown. We must treat those students who come to USC Upstate having completed their associate's degree as full-fledged juniors, as having accomplished their gen ed requirements and in pursuit of the completion of their major and degree. If we routinely make it necessary for them to matriculate for a longer periods of time, we will lose the transfer market and our opportunity to affect them at all.

Fourth, it means that, as faculty, chairs, deans and the academic affairs office, we must continue to work tirelessly (as the Articulation Task Force under the leadership of Reg Avery has been doing) on relationships with our two-year counterparts ... continually refreshing our articulation agreements, collaborating on advising and orientation activities, and constantly looking out for new program relationships that will increase our capacity to benefit the transfer student.

Fifth, it means we must think differently about summer school. My daughter teaches full-time at Spartanburg Tech. In a class last summer, she asked each student to identify where they were from. Almost to a person, they were students at Clemson, Carolina, Furman, Charleston, Coastal, or Upstate, picking up a freshman or sophomore level class at Spartanburg Tech in the summertime ... inexpensive and ... very well taught ... (well, she is my daughter!). Their costs differentials have trumped our capacities to retain lower division students in summer school ... cost differentials coupled with legal rulings that require our acceptance of courses in transfer. We have to completely rethink summer school, and do so quickly, because we begin putting summer session planning in place in the coming few months.

I have asked Reg Avery to bring together a group to look at our options to revitalize summer sessions, options including discounting prices, alternative pay scales, upper division emphasis, professional development courses, short courses, early enrollment/pre-enrollment courses such as Louise Erikson successfully undertook this summer, and so on. Enhanced marketing will be

part of the package too, but we cannot market a schedule that replicates what the techs are offering at radically lower prices.

Sixth, as a “metropolitan university” for which partnerships are second nature, we must continue to work purposefully with Greenville and Spartanburg Technical Colleges.

Clemson University can insist on “The Clemson Experience” for its undergraduates. Furman University can require all its undergraduates to live on campus. Rural or regional public universities with neighboring techs having little or no university transfer divisions can afford to remain aloof. But that’s not who we are or where we are.

I am energized because USC Upstate is in the middle of the action. I view the competition with Greenville and Spartanburg Tech as an opportunity for collaboration leading to far greater growth.

Finally, it is essential not simply that we sustain, but that we increase our commitment to the Greenville campus of USC Upstate.

These summer months have been most interesting in terms of our relations with other University Center institutions. For those of you who don’t know the University Center of Greenville (though we all should), it is a consortium of seven institutions offering undergraduate and graduate degree programs at McAlister Square, a mall. Clemson offers seventy percent of the graduate programs. USC Upstate offers seventy percent of the undergraduate programs. Some of the institutions have faded almost completely from the picture ... Medical University of South Carolina, for example. Lander University, South Carolina State and USC offer a modest array of programs. Our programs enroll 75% of the undergraduates at UCG. Clemson is big as big as we are at the graduate level.

Because the “idea” of multiple universities collaborating in Greenville has such political appeal, its administrative operations have been well-funded, even excessively funded. That funding, however, has done us no good. It is not available for programming, and the services it pays for are of questionable benefit.

As of last month, the Center’s executive director has moved on to greener pastures. The search will soon be on for a replacement. Our search is on, frankly, for the best possible operating arrangement in Greenville.

I authored a paper this past winter that questioned the return on the investment made by participating institutions in the administrative structure and organization of the University Center of Greenville. The paper was designed to circulate to all the member presidents and chancellors of UCG institutions. It generated a lot of controversy and a task force to examine the future of the UCG. Frankly, vested interests held by partner institutions who deliver little in terms of offerings but gain much in public relations, will most likely result in business as usual.

Business as usual for us will result, I can assure you, in the search for even stronger relationships in Greenville. We will continue to participate in the Center. But our vision will not be limited by the Center.

Legislative delegations in both Greenville and Spartanburg Counties are helping us see to that.

As you know, we have been seeking closure of the parity funding gap for many years. This legislative session, we lobbied for \$3.9 million in recurring funding, with the first \$1 million to be invested in capital development in Greenville, and the balance to fund additional faculty and program growth both in Greenville and Spartanburg. With the combined lobbying assistance of both the Greenville and the Spartanburg Chambers of Commerce (a first in itself), we got the first million and will soon be planning for new or renovated facilities in Greenville.

And I firmly believe that a development such as this is the only stimulus that will spur support for the balance of the recurring parity funding we have so long sought.

As a university with a metropolitan mission we are – like several other metropolitan universities – grounded in two locations ...

- one campus, the main campus, in Spartanburg ... residential, 18-22 year old, academically comprehensive, large and beautiful campus, athletics program, rich student life, fully administered
- a second campus, the campus in Greenville ... upper division, integrally partnered with Greenville Technical College, targeting specific career objectives, older students, administered from the main campus

Both will grow. Greenville can grow quickly with very modest costs of operation. South Carolina will come to know what a force for change a major metropolitan university can be.

V. THE MASTER PLAN

I'd like to conclude today as I have other University Day speeches by reviewing the campus master plan. Are we building this campus "The Upstate Way"? I hope you will agree that the answer is "yes."

Today, you have in front of you the latest rendering of the master plan, first approved by the Board of Trustees in 1997. At that time, we had projected a \$75 million undertaking to be accomplished in ten years ... vastly underestimated on the cost side, and very ambitious on the timeline. The highway project alone will be completed a year from this summer (nine years later) at a cost of \$60 million.

Today's rendering is fresh off the press. As you will note, it reorients the view of the campus. Instead of anchoring the eye with the Administration Building at the south end of the main quad, as our master plan has done over the past few years, this view is anchored by the new entrance to

the campus with primacy of place given to the location of the new library. I think of our most recent view of the master plan as the historic view ... and this latest orientation as a view of the future. The axis defining the new north quad, from the location of the new library to the north extension of the soccer stadium's center line is over one-half mile, very little of which was built out in 1997, when the master plan was approved ... none when I first joined the University in 1994.

I see this new north quad as the future of the campus. Why?

Well, first, I am confident there will be a state-issued bond bill during the legislative session beginning this January; and, if there is one, I am confident we will secure the funding required to build the new library. We will be engaged in serious design work with the library faculty and staff before the end of this academic year.

With three "if's" in place ... *if* we get the bond bill, *if* we are well placed in funding priorities, and *if* we can get an early "draw" on bond bill resources ... we could be under construction as early as next summer and, if so, able to make our ten-year target with an opening in the 2007-2008 academic year.

Our request for Library funding also includes resources to renovate the existing library for use by the College of Arts and Sciences. We will begin work with Dean Bradshaw and his colleagues on the redesign of that critically important new classroom and office facility this year as well.

Second, all of you are invited to the groundbreaking ceremony for the Health Education Complex scheduled for a week from Friday, August 26th, at 11:45 in the morning. With the design complete – having fully engaged the faculties of Education and Nursing, the staffs of Enrollment Management, Bookstore and Student Affairs – engineering drawings are presently being prepared leading actual construction beginning in December. An eighteen month build process will follow, and two years from today – the Fall of 2007, ten years following Board approval, the Complex will open. This \$24 million project is largely funded by our own institutional bonding capacity, including fitness center fees that students have been paying for two years now, bonds against Bookstore revenues made possible by Jerry Carroll's expert management practices over many years, revenues available for capital reinvestment given payoff of other campus construction bonds, and private gifts.

Take some time to study the floor plans on the University's website after our gathering this morning. In doing so, look at the main floor first. It is most illustrative of the shape and function of the building.

The academic wing – the quiet wing – is on the east end, with multiple classrooms and labs to the north for the School of Education, and to the south for the Mary Black School of Nursing. With its sixteen classrooms, the Complex will increase our overall number of campus classroom by twenty-five percent.

The west wing of the complex is the Wellness/Fitness Center. On its main floor are two gymnasias for recreational use, climbing wall, racquet ball courts, offices and check-in facilities.

Connecting the academic wing to the fitness center wing is a magnificent elongated public space ... actually a “T” shaped corridor ... though much more than that. Twenty feet wide, almost as high, with natural light pouring in from both sides along its 350 feet length: this will be “grand central” for services to students.

As prospective students and their parents enter from the front door visitor parking lot to the north, they will encounter the University Bookstore to the left, (doubling the space of our current bookstore), and all the Enrollment Management Offices to the right (combining in a one-stop-shop access to admissions, registration, financial aid and fee payment).

Straight ahead, they will see the visitor center, with an expansive view of the Susan Jacobs Aboretum, the new library and the breadth of the entire campus. What a lovely room it will be for our admissions staff to talk about academic buildings and programs, residential and dining facilities, student services, and the new library at the end of its direct line atop the highest point on campus.

Take our visitors down one flight on the academic wing and they will see the sophisticated laboratories of the Mary Black School of Nursing; and down one flight on the fitness center wing to the eight lane competition swimming pool, a warming pool, and aerobics facilities with light pouring in all around and a view to the top floor from the south end of the pool.

On the top floor of the fitness center, an eighth-of-a-mile indoor running track. And on the top floor of the academic wing, windowed offices and conference rooms for the faculties and deans of the Schools of Education and Nursing.

McMillan Smith and Partners are designing this signature complex with an objective to earn LEED certification, “LEED” standing for “Leadership in Energy and Environmental Design,” a set of environmentally sustainable and high-performance design criteria defined by building industry members of the U.S. Green Building Council. Only one LEED certified building is currently present in Spartanburg County – the QS-1 corporate headquarters – and the first in the state. Wofford College is working toward LEED certification for a building under design. So, too, is USC Columbia, Furman and other institutions and corporations.

My hope for the Health Education Complex is that it wins LEED certification, plus a design award, plus the approbation of all its many users – especially students whose tuition and fees are paying the vast majority of the bill.

I have mentioned that, this year, we will see the launch of design activity on the new library and design for adaptive reuse by the College of Arts and Sciences of the existing library. We will also begin planning with the School of Business for its reuse of the current Mary Black School of Nursing building; and, as the Schools of Education and Business move to new quarters in the Fall of 2007, we will have planned for reuse of the Media Building as well. Finally in this row of dominoes, with the bookstore relocated, we will plan to expand student activities offices and meeting rooms in the Campus Life Center.

We have completed the twelve tennis court complex and the Cleveland Harley Baseball Park; and with those accomplishments, we will prepare this fall to dedicate the Lewis P. Howell Athletics Complex, named for one of our founding members of the Spartanburg County Commission for Higher Education.

As you have undoubtedly noticed, behind the tennis courts, facing Valley Falls Road is a new housing complex called College Pointe. Two hundred fifty students will move in this week. It is a private development built on land not owned by the University, though it will be readily and walkably accessible. In addition, the privately owned apartment complex we have come to know as “Pine Gate” was rechristened by its owners as “College Edge Apartments,” and is transitioning to an all student population this year and next, eventually housing 600 students. Indeed, its owners have contracted with a national student housing firm to manage the property.

Clearly others, too, believe in the future of the University.

I have come to view this build-up of private housing capacity as a competitive asset rather than a liability.

As you may know, given the emergence of the College Pointe project last year, we decided to hold off on the construction of phase II of the Palmetto House; and, in the interim, to invest more residential income resources in renovations to University Commons.

From focus groups this spring we heard from students that we do not have much space for socializing on campus, so Student Affairs and Business Affairs are completing another summer project that will pull all the University’s residential capacity and surrounding recreational areas into one common venue, which we call “Palmetto Landing.” Anchored by phase I of the Palmetto House, the Landing is conceived to include not only the Palmetto House, but also the apartments ... henceforth to be known as “The Palmetto Villas.” In the Villas this summer, we have installed new bedroom furniture in all units, and new, attractive and environmentally friendly thermal pane windows from top to bottom in all eleven buildings. To the exterior, we have added significant landscape improvements, repaired trim and painted shutters.

Most especially, improvements to “The Palmetto Landing” are designed to provide for more casual interaction with a new outdoor basketball court, a great beach volleyball court, a complete upgrade of the swimming pool with new furniture and deck treatment, palm trees and, most notably, a market with convenience store supplies and a small cyber-café. I urge you to get to the “Landing” for a look. You will be astonished.

You all have a “Landing” t-shirt to take home, courtesy of Auxiliary Services. So as not to be presumptuous, they are all “extra large.” If you want a smaller size, Janice Dellinger says you can exchange for one on your way out of breakfast.

With all the addition of private housing capacity for 850 students on to the perimeter of the campus, our own housing is filled to capacity this fall with an overflow demand list of 83 worth

whom we have worked to secure private housing. Now, I am confident that, at most, our delay in moving forward with Palmetto House Phase II is a temporary hiatus; and that demand will drive us to move forward with design in this coming year and construction to follow, should demand continue to grow.

Our Facilities Management group has manifest “The Upstate Way” in preparing the campus for our return this fall. Sidewalks, parking lots, building repairs, renovations, landscaping, the façade of the Administration Building with its highly visible fountain ... and the last minute rush to upfit “The Landing,” just before our residential life group – with many of you assisting – helped students move in on Sunday.

I truly believe that within the academic year 2007-2008, our master plan, approved in 1997-1998, will be complete ... with one notable exception ... the building that we have said all along will come last: the Convocation Center, or the “arena,” as we have called it in the past. (I will call it a “puppy” if we are more likely to secure its funding!) Indeed, in addition to the Convocation Center serving the interests of Coach Eddie Payne and our new womens basketball coach Tammy George in building winning season on winning season (no pressure), it is my intention to extend my streak of rainless commencements for thirteen years, until May 10, 2008, on which date it will rain and we will be conducting ceremonies in the new Convocation Center. (There, I’ve spread the pressure around.)

We are being consistent in advancing the campus master plan.

VI. THIS YEAR’S AGENDA

As I close my eyes at night and think about my top priorities for this coming year’s agenda, let me show you the images I see ...

- I see Executive Vice Chancellor for Academic Affairs Reg Avery and I think ...
 - Faculty ownership of the student success agenda
 - Significant expansion in Greenville
- I see Vice Chancellor for Business Affairs Bob Connelly and I think...
 - Fit and finish of the campus and classrooms
 - Capital development underway in Greenville
- I see Vice Chancellor for Student and Diversity Affairs Leon Wiles and I think ...
 - Achieve best in class residential operation (planning for the launch of Phase II Palmetto House)
 - An Hispanic diversity agenda reflective of successes of African-American agenda
- I see Vice Chancellor for Greenville Operations Judith Prince and I think ...
 - Centering USC Upstate profile in the Greenville and “ regional agenda”

- Facilities and services development in Greenville suitable to our future
- I see Vice Chancellor for Planning and Organizational Development Sheryl Turner-Watts and I think ...
 - Planning and assessment processes integrated through all divisions
 - Integrated, systematic HR processes
- I see Advancement Vice Chancellor John Perry and I think ...
 - Successful launch of our second capital campaign
 - Successful lobbying for our new library
- While we launch a search for Vice Chancellor for Information Technology, I see Interim IT Vice Chancellor Chris Hanke and I think ... (thanks for agreeing to serve, and)
 - Success with the OneCarolina Project
 - Full implementation of smart classrooms
- I see Athletics Director Mike Hall and I think ...
 - A running start on the Convocation Center
 - Why not Division I? (no football)
- I see Executive Assistant to the Chancellor Frances Krydinski and I think ...
 - Massive marketing undertaking in Greenville
 - University events ... and all the work we do together to keep my office and its events running smoothly

I could try to be funny and say, “Now you know what keeps me awake at night.” The truth is, the leadership efforts, expertise and commitment of these colleagues make it possible for me to sleep at night. You may, however, have a better sense of what keeps *them* awake at night.

VII. THE END

Finally, I’m sure I disappointed at least somebody in this room, and delighted almost everyone else, by not building this morning’s speech around my summer reading. But, I can’t let you leave here thinking that I’ve read nothing.

Tom Friedman’s new book, *The Flat Earth ... a Brief History of the Twenty-First Century*, really got my attention.

I read a great book in religious history ... *The Spirit of Early Christian Thought*, written by University of Virginia history of religion professor Robert Louis Wilkin. I don’t believe I have ever read a scholarly text more engagingly and lyrically written.

And, as I’ve said for the past few years, I’m continuing my pursuit of books I should have read as rights of passage long ago, but didn’t.

Most notably, within the last few weeks, I finished Herman Melville’s *Moby Dick* a tough but worthy adversary ... the book, that is, not the whale.

Finally, I read the novel all our incoming freshmen are reading this summer, Ron Rash's *One Foot in Eden*.

I'm not sure what these last two titles have in common, except to be on the lookout for great white fish on the one hand (whales were regarded as fish in Melville's day), and for great white oak trees on the other (an inside joke for those of you who have read what our freshmen are reading).

I do think *One Foot in Eden* is a good summer read for incoming students. It's regional. It's sensual. It's southern gothic. It addresses the great truths of transgression and redemption. And it's not too kind to the institution known in the 1950's as "Clemson College."

Thanks to Brenda Davenport, Warren Carson and the rest of our English faculty for coordinating a common book reading for all freshmen taking English 101. Thanks also to Student Affairs for providing support to bring the author to campus for discussions with students, and organizing with faculty colleagues many other book-related activities throughout the fall ... trips to Jocassee and the scene of the crime, a student led conference on Appalachian themes, conversation groups and forums, and some bluegrass music and bar-b-cue. This type of collaboration on behalf of our students exemplifies "The Upstate Way"

And welcome, Dr. Marsha Dowell, our newest dean ... new to the Mary Black School of Nursing, coming to us with a great range of experience in the US and abroad ... most recently from the associate deanship at the University of Alabama at Huntsville.

And for your leadership of the Information Technology Division, thank you David Dodd, departing with our congratulations next week for the vice presidency of information systems at Xavier University.

And finally Oh! Look at that face! My new granddaughter. Now I'll never find time for more reading. How did that picture get in there!

Welcome back ... and welcome new colleagues. Thank you all. Let's have a great year ... "The Upstate Way"!