

Understanding the Costs of Higher Education

A South Carolina Parent's Guide



A proposal presented by

The Alliance for Research on Higher Education

The Alliance is a multi-institutional collaborative organization devoted to objective higher education research on issues of interest to South Carolinians. Alliance offices are located at the Strom Thurmond Institute of Government and Public Affairs on the campus of Clemson University.



Project Description

Purpose:

The imperative to expand access to higher education for South Carolinians has been recognized by a collaborative group of higher education professionals, state government officials, and business leaders. Over the coming year, an Alliance task force will create a comprehensive volume of practical information to assist parents and students in planning for and financing the investment of a lifetime – post-secondary education. In contrast to information one must search for on disparate web sites with various intentions, the *Parent's Guide* puts higher education costs into objective, manageable terms with suggestions and advice useful to all South Carolina citizens. The guide incorporates information from the entire “investment portfolio” of higher education, including technical colleges, private institutions, regional campuses, comprehensive institutions, and research universities. Two goals of the guide are to assist families in determining the best investment information, and to provide them with additional resources useful in maximizing that investment.

Available for no charge in print, compact disc, and online, the *Parent's Guide* aims to serve as a model that can be regularly updated and easily adapted for other states.

Need for Project:

There is no comprehensive resource for South Carolinians who need to know more about the overwhelming task of planning for college costs. Early planning includes more than finance options; students need to plan their courses in high school to increase chances for college success. Parents need to know about options that include new saving plans, Roth IRAs, as well as traditional choices such as federal loans or grants. Parents and students should be aware that loan and work-study programs provide assistance for families at a variety of income levels. The complexity of federal financial aid formulas means that parents need to ask questions and commit to learning the best options for their families. Finally, there is a dearth of information on factors affecting SC college costs specifically. It is vital to higher education discussions and to the future of the State to learn how shifting institutional and state priorities shape higher education costs.

Planning & Affordability:

Statistics in newspapers can intimidate parents and students into believing that a college degree is unaffordable and that the only choices are merit-based scholarships or heavy loan debt. Separating out facts from hyperbole can be challenging because detailed information is not

available. The truth is that the published “sticker price” tuition at four-year institutions is not paid by most students. In addition, the sticker price posted at the state’s technical colleges does not include the tuition assistance grants offered to students. Therefore, the question must be asked of what students do pay, and what the actual costs are for a four-year degree in South Carolina.

Knowledge of available college opportunities within a family’s financial capabilities makes planning a powerful ally in achieving college success. Parents need more information about different planning options in order to determine which will work best for their specific situation. Families can be resistant, for example, to taking advantage of student loans, but they can be an excellent option in the right situation. Especially for first-generation college families, it is vitally important to understand the role of “good debt,” such as a student loan, for the long-term benefits of a college degree. Other alternatives include work-study programs, institutional grants, and private scholarships. Regardless of which choice works best for families, planning and understanding the financial aid process is of paramount importance.

There is an urgent need for placing more information about higher education cost planning into parents’ hands. The *Parent’s Guide* intends to provide an overview of this information, including a listing of available resources for additional information.

Factors Affecting College Costs:

It is also helpful for parents and students to understand how colleges use their financial resources, including state appropriations and tuition. Costs have dramatically increased over the past decade in areas not always seen on campus tours; areas like security, construction, and student services. These costs reflect the changing expectations by the consumers of higher education. As one example, the small, sparse dorm rooms that existed through the 1980’s have evolved into cable-ready, single bedroom apartment style living quarters with kitchens and wireless internet access. Another rapidly growing area has been security. Where buildings and dormitories were once freely accessible or simply locked with a key, there is now a security coded card for every building, with emergency call boxes and video surveillance systems. Where once campuses used basic security guards to patrol only certain areas at night, there are now full police forces on duty 24 hours a day, every day.

Over the past 15 years, South Carolina has shifted its priorities for higher education, from funding institutions to funding students. This has been accomplished primarily through the merit-based scholarships now available to certain students. Prior to this, total funding was established for institutions based on a needs formula that accounted for institution enrollment, facilities, and other considerations. However, there is little information available to the public on the actual effects this shift has had on colleges and universities. A review of newspaper articles revealed that within a 12-month period, fewer than three non-editorial articles were written on the costs of college. However, numerous articles appeared about the amount of tuition charged in South Carolina institutions.

This shift affects how parents and students perceive higher education. The central policy question facing South Carolina is the extent to which post-secondary education should be

publicly or privately financed. Public education is a good that generates benefits both to its consumers and to society at large. When provided strictly by the private market, such goods tend to be under-consumed -- that is, individuals are only willing to pay for their own private benefit; the greater benefit to society is neglected in the consumption decision. However, by providing some degree of public funding to offset the cost to individual consumers, consumption of post-secondary education can be increased in order to maximize the social benefits of a well-educated populace. The policy question for South Carolina is, therefore, to what degree higher education should be publicly financed -- given a limited state budget -- and to what degree individuals should be required to pay for the benefits that they receive.

The South Carolina Environment:

As students make plans to invest in a college education, the unavoidable question is that of cost. Each state differs in how its policies affect the higher education environment, and families do not often think about the larger state education environment when considering college. The environment for education in general, and higher education specifically, reveals a great deal about the priorities of a state. Priorities include tuition and fees, dollars provided for use at private institutions, and the formula utilized to appropriate general tax funds are each indicators of the long-term commitment a State has made to its citizens.

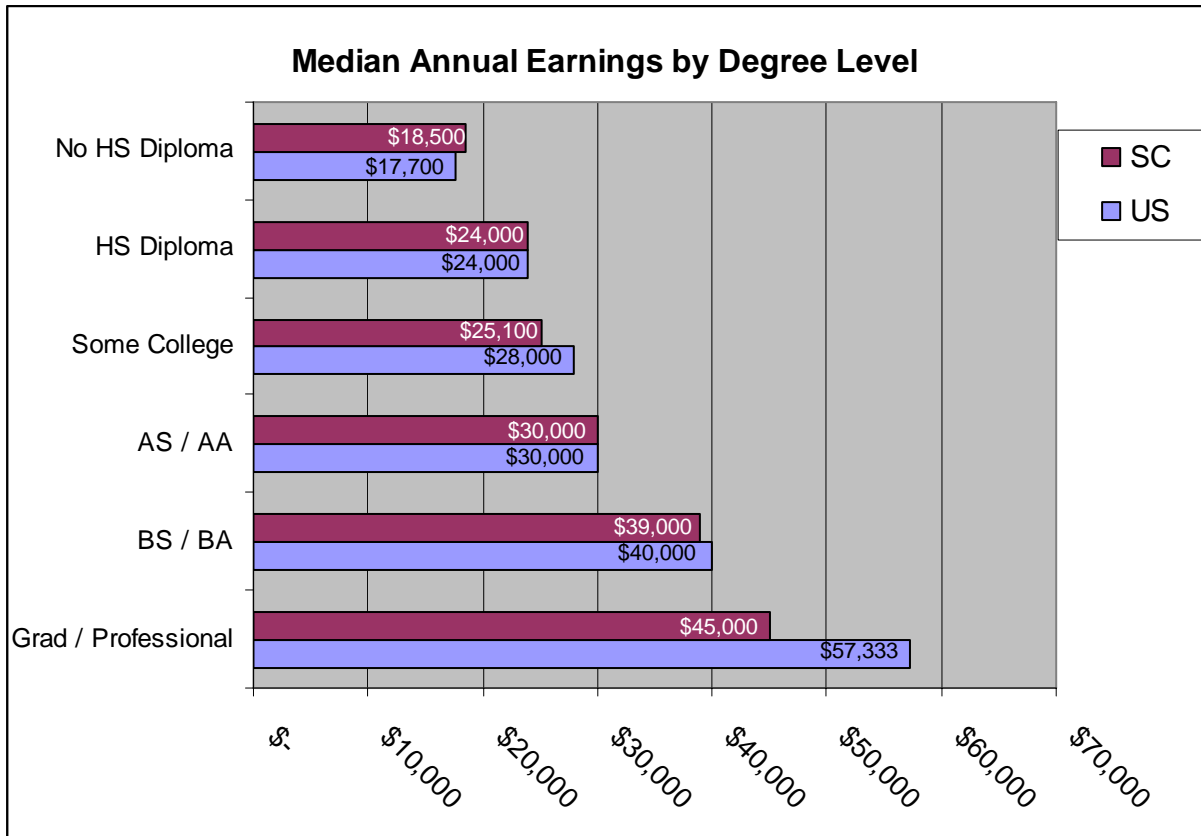
South Carolina has implemented numerous reforms at the K-12 level with the goal of increasing students' knowledge base. Reforms also aim to increase the high school graduation rate, where students have consistently ranked last in the country, with only 51 to 53 percent of entering ninth graders graduating within four years (Mortenson 2004).

South Carolina students who do graduate from high school perform significantly above the national average for attendance and graduation from post-secondary education. South Carolina students rank in the top 10 nationally in students enrolling in some form of post-secondary education (Mortenson 2004), and more than 60 percent of them graduate within six years (SC CHE Statistical Abstract 2006). Nationally, the six year graduation rate hovers at approximately 50 percent, and South Carolina students have been consistent in exceeding the national average.

The confounding statistics, poor high school graduation numbers but high enrollment and graduation percentages from college, suggest that citizens need more information about opportunities, costs, and long-term benefits of a college education. Analysis of South Carolina Census data from 1970 through 2000 strongly suggests the need to increase the population of college-educated young people. The age group 25 to 39, those at the peak of their buying cycles, those college graduates who start businesses, have children, and invest in a state -- they represent only 22 percent of South Carolina's population. The national percentage in that age group is 29 percent. If we want to move SC incomes closer to the national average, the state must increase the percentage of residents with post-secondary education.

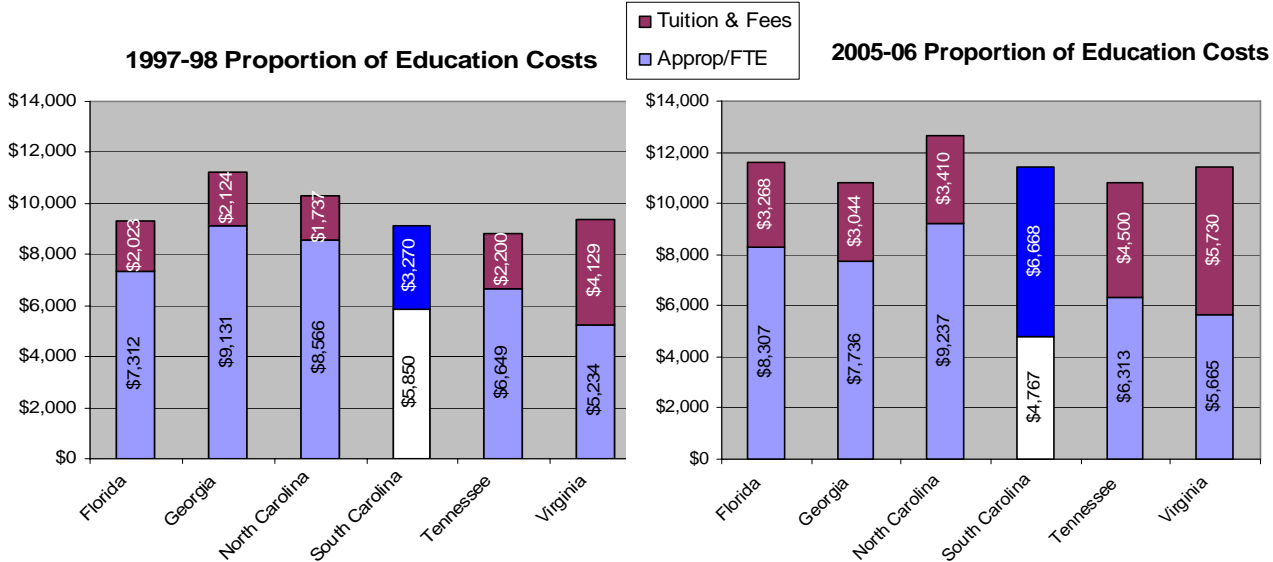
Research conducted by the Strom Thurmond Institute of Government and Public Affairs strongly links those counties with average incomes above the average with the population percentage possessing a bachelor's degree or higher. Conversely, those counties significantly below the

national median income have larger proportional populations with less than a high school diploma. Citizens possessing a high school diploma or an associate’s degree are evenly distributed across the counties and, on the median, earn the same as their national counterparts. The structure of the State Board for Technical and Comprehensive Education, and the responsiveness of their programs to changing regional needs, has resulted in a representative cross-section of each county’s population pursuing education at a technical college.



The goal for South Carolina must be to continue the shift in education as a state and family priority, but it does not occur overnight. Research strongly links a parent’s educational aspirations, whether achieved or not, with their children’s aspirations. Providing young people with a practical tool such as the *Parent’s Guide* can help make a college degree a reality for more South Carolinians.

Nationally, states have suffered from changing economic times and have also tried to manage competition among agencies for limited state funds. From 2002-03 through 2004-05 South Carolina logged the third worst decrease in the country in state appropriations, a decrease of 9.7 percent. Only West Virginia (-10.6 percent) and Colorado (-13.7 percent) suffered greater cuts in state funding. After funding declines across all southern states, states are now showing signs of recovery, and appropriations have increased across the southeastern states. For South Carolina, what has been most dramatic is the shift in the cost burden from the state to families. The table below uses data from the Southern Regional Education Board, which gathers and analyzes data from 16 southeastern states.



The above chart is not in constant dollars and uses only data from four-year institutions. One of the items to notice is that while all states have experienced increases in the Cost of Education (defined as appropriations per FTE plus median tuition and fees), South Carolina's shift in the proportion coming from general appropriations is significant.

For four-year institutions:

- In 1997-98, the average Cost of Education among the 16 Southern Regional Education Board (SREB) states was \$7,385, and South Carolina was above the average at \$9,120.
- In 2005-06, the average Cost of Education among SREB states was \$11,090, and South Carolina was only slightly above that average at \$11,435. The overall average has increased 50 percent, but only 41 percent among SC institutions.
- Of the neighboring states, the percentage of cost accounted for by appropriations has shifted downward slightly. Among all 16 SREB states, SC relies most heavily on tuition and fees to cover the costs of higher education.
- In 2005-06, South Carolina four-year institutions have the second lowest appropriation per FTE (\$4,767) among the 16 southeastern states. The average per FTE appropriation is \$6,810 as reported by the Southern Regional Education Board (SREB).

In addition, as of 2005-06, South Carolina two-year institutions have the lowest appropriations per FTE (\$3,081) among the 16 southeastern states. SREB reported an average per FTE appropriation of \$4,071.

Changes in general appropriations per Full-Time Equivalent (FTE) student have not kept up with either inflation or with increases in enrollment. From 1983 through 2006, enrollment at South Carolina public colleges and universities has increased 66.5 percent. In constant 2000 dollars, general fund appropriations per FTE have changed from \$5,762 in 1983-84 to \$4,154 in 2006-07 (enrollment approximated for 2006-07), a decrease of 28 percent.

There is a need for more public information on college costs, a requirement that partners of the Alliance for Research on Higher Education, other higher education institutions, and external constituencies have recognized. It is anticipated that the *Parent's Guide* will inform constituent groups objectively and promote excitement about higher education opportunities.

Target Audience & Availability:

South Carolina parents and students will be the target audience for the *Parent's Guide*, and efforts are planned to facilitate access in a choice of formats. As funding allows, printed copies will be distributed to high school guidance counselors at public and private schools. Compact disc copies and print copies will be sent to public libraries, school libraries, and as requested by interested organizations. Finally, web versions of the *Guide* will be made available for free downloading via the Alliance web site and through partner institutions. Any interested group may create a link to the *Guide* or download it free of charge.

To expand and facilitate access to the *Guide*, the editors will be available to make presentations to parent groups, schools, and civic organizations. Presentation materials will be available on the Alliance web site. Anticipated presentations should include, but are not limited to, regional and state Parent Teacher Associations, the South Carolina Education Association (SCEA), guidance counselors, and admission counselors.

Objectives:

There is no college cost publication in South Carolina that objectively addresses the needs of families. Creation of this volume is intended to fill a gap in the higher education planning and admissions publications for South Carolinians. The Alliance's *Parent's Guide* will achieve the following objectives:

- **Investment planning:** Inform parents and students of high school planning opportunities that contribute to success in college;
- **Investment potential:** Teach parents how to take advantage of planning, financing, and financial aid resources;
- **Investment resources:** Educate the South Carolina public about factors affecting the costs of college, from state funding formulas to changing student demands; and,
- **Return on investment:** Provide insight into the long-term opportunity costs afforded to college graduates that contribute to the economic health of individuals and South Carolina.

Editors & Authors:

The editors of the volume and the chapter authors are recognized experts in their fields and have been drawn from across the state and nation. Chief financial officers, government officials, college administrators, and academic researchers have offered their time and expertise for the *Parent's Guide*. Biographies of authors can be found beginning on page fifteen (15).

At several stages in the process, an advisory board of parents, teachers, counselors, and college admissions professionals will review *Guide* drafts for comments, criticisms, and readability.

About the Alliance:

The **Alliance for Research on Higher Education** (the Alliance), located in the Strom Thurmond Institute of Government and Public Affairs, was founded in August 2006 to fill a gap in South Carolina for an organization dedicated to addressing issues of interest for higher education constituencies. The unique, partnership oriented structure of the Alliance results in publications and research that is of immediate use to higher education's constituent groups.

Partners to date in the Alliance are:

Clemson University	Coastal Carolina University
Francis Marion University	Medical University of South Carolina
State Board for Technical & Comprehensive Education	
University of South Carolina Beaufort	

The mission of the Alliance is to serve as a state, regional, and national resource for information on the relationship between higher education and a state's economy. The Alliance's goals are as follows:

- provide expertise to assist leaders in framing policy issues useful in strategic planning;
- produce high quality, replicable policy analyses for publication and presentation; and,
- collaborate with other researchers and policy makers interested in applying and furthering research in higher education.

Annual projects are determined through discussions with institutional partners and by external funding opportunities, including those from state regulatory agencies and legislative committees. As appropriate, these projects will draw experts from other institutions and other states in order to produce a more robust analysis.

The work of the Alliance will represent the best objective, empirically-based research related to the complex issues affecting higher education.

Additional information and publications to date are available on the Alliance web site:

<http://www.strom.clemson.edu/teams/alliance/index.html>

Timeline & Engaging the Education Community:

The proposed release date for the book is May 2008. Work has already commenced to identify the statewide education organizations that can provide feedback, and those state partners will provide local and community contacts.

For the authors, collaborative engagement will be enhanced by two workshops. The first is scheduled in Charleston, SC August 1 – 3, 2007 on the Citadel’s campus. The second workshop will occur in spring 2008 at the Strom Thurmond Institute, each for three days. During the initial workshop, authors will be brought together with the following objectives:

- Create a common voice and design outline for the *Parent’s Guide* chapters;
- Develop an effective system to enhance collaboration among project participants and the Alliance office to provide technical assistance, and create opportunities to further project development across the state; and,
- Establish an infrastructure that will allow the project to expand, including, but not limited to the creation of presentation templates, release dates, and anticipated updates.

Full chapter drafts, approximately 20 double-spaced pages each, are due January 2008, before the second workshop is held in early March 2008.

As chapters and the draft are completed, sections will be sent out for comments to parent and teacher groups, and several college admissions personnel will also review for clarity and accuracy. If requested, drafts will be made available regularly to the funding organization.

Chapter Prospectus

Foreward: **The Investment of a Lifetime**
Dr. L. Fred Carter, President, Francis Marion University
(anticipated, pending review of draft)

Introduction: **Preparing for the Investment: The SC Portfolio of Higher Education**
Catherine E. Watt, Director, Alliance for Research on Higher Education
Strom Thurmond Institute, Clemson, SC

The costs of attending a college or university can be intimidating, but it must be understood as an investment. As tuition and fees increase faster than inflation, and as state appropriations per student decrease in real dollars, the central policy question facing South Carolina is the extent to which post-secondary education should be publicly or privately financed. Understanding the broad picture of how a college education shapes the long-term future of a student is important when considering this investment. In perceiving higher education as an investment, families need to ask several questions to guide their planning. This chapter includes a review of the education portfolio offered in South Carolina, suggests questions to ask of those advising throughout the investment process, and informs families of how to maximize the opportunities provided by an investment in higher education.

Chapter 1: **Setting the Stage: Preparation for a Successful Investment in College**
David R. Garr, M.D., Executive Director SC AHEC, Assoc Dean for Community
Medicine, & Professor of Family Medicine, Medical University of South
Carolina, Charleston, SC
Angelica Ellman Christie, M.Ed. Director of the Health Careers Program,
(AHEC), Medical University of South Carolina, Charleston, SC
Malik Whitaker, Director of the Families, Individuals and Children Council
United Way of the Midlands, Columbia, SC

Positive early childhood experiences and parental involvement play a vital role in creating a successful foundation for post-secondary school education. Studies examining positive educational outcomes confirm that a nurturing environment a parent creates for their child is critically important in that child's educational achievement and maturation. The 2005 South Carolina Economic Educational Development Act created the Personal Pathways Program which is providing a career exploration curriculum for public high schools for students in grades 9-12. This chapter will address the role for parental involvement and the contributions the Personal Pathways Program can make in helping students achieve admission to post-secondary educational programs and the attainment of a productive career thereafter.

Chapter 2: **Investment Advisors: How the Admissions Office assists Families**
Kip Howard, Asst. Vice Provost for Enrollment Management

USC-Columbia, Columbia, SC
Scott Verzyl, Director of Admissions
USC-Columbia, Columbia, SC

A college admissions office is most often the first stop for parents and students in their college process and act as investment advisors to families trying to make the best decision. Professionals in these offices can make substantial contributions in assisting families, whether in focusing their interests in a major area or in understanding what the total annual costs will be for an institution. The purpose of this chapter is to introduce families to the admissions process, suggest approaches for working with them, and inform families of the answers to the most common questions.

Chapter 3: **Investment Planning: Preparing for the Costs of College and Understanding Financing Options**

Leslie Taylor-Grover, Site Director, Emerging Scholars Program, Clemson U
University, Clemson, SC

Planning for the costs of higher education means being aware of the multiple options now available to parents and students. Government accounts, savings-based credit cards, and home equity loans are just a few of the choices. This chapter is intended to compare and contrast the choices and provide some examples of the long-term benefits of certain options. In addition, there are also certain options that should be avoided, and these predatory lenders will be addressed as well as online “scholarship searches” that ask parents for money. The intent of the chapter is to provide an overview of options, a discussion of good and bad debt, and suggestions for parents on additional resources.

Chapter 4: **Paths and Costs to a College Degree**

Jennifer Vest Frank, Project Manager, Change and Sustainability in Higher
Education. University System of Maryland, College Park, MD
Leslie Taylor-Grover, Site Director, Emerging Scholars Program, Clemson U
University, Clemson, SC
Catherine E. Watt, Director, Alliance for Research on Higher Education
Strom Thurmond Institute, Clemson, SC

More students are choosing different paths to achieve an associate or bachelor’s degree, including technical colleges, regional campuses, dual enrollment while in high school, and distance education courses. Students and their families should be aware of the cost savings potential or extra costs associated with different options. Factors include living on campus, off-campus apartment costs, transportation availability, and home internet access. Of particular concern is the area of study and job opportunities after graduation. This chapter explores some of the cost efficient ways to obtain a bachelor’s degree in SC, and factors affecting a student’s choice.

Chapter 5: **Lottery Funded Financial Assistance and College Costs**
Russ Bumba, Senior Manager for Student Services and Research
SC Board for Technical and Comprehensive Education, Columbia, SC

With the passage of the South Carolina Education Lottery in 2002, the state's legislature authorized the use of lottery proceeds to support four financial assistance programs for students enrolled in the state's colleges and universities, the LIFE Scholarship, the HOPE scholarship, the Palmetto Fellowship Scholarship, and Lottery Tuition assistance. Two of the programs are limited to students attending four-year institutions; one is limited to students attending two-year colleges; and, one is available to students attending either a two-year college or a four-year institution. Each assistance program provides a different amount of financial support and each has different requirements for initial and continuing eligibility. In addition to describing each lottery funded assistance program, this chapter will present information on the requirements for initial and continued eligibility and suggest steps that can be taken to meet these eligibility requirements. Finally, the chapter will introduce how these programs affect a student's cost of attendance and an institution's revenue stream.

Chapter 6: **The State Funding Process for Higher Education**
Frank Fusco, Director of Research for the Joint Bond Review Committee
State of South Carolina, Columbia, SC

As entities created by state law, higher education institutions are an integral part of the annual appropriations process. This section will cover the fundamentals of the state budget process with emphasis on key decision points and timing. The process begins with information that enables the Governor to make his budget recommendation to the General Assembly. The General Assembly then fulfills its unique constitutional role through its committee structure, rules and the requirements it has placed in law and in the constitution. An historical overview of funding will be provided to enable the reader to see higher education funding from a statewide perspective as it competes for the resources available for all government functions. Also some terminology may need to be defined and unique considerations of various entities may warrant discussion.

Chapter 7: **How Can I Afford College? Solving the Financial Aid Puzzle**
Kenneth Redd, Director of Research & Policy Analysis
Council of Graduate Schools, Washington, DC

One of the biggest concerns for many parents is how they are going to pay their children's college expenses. In the academic year 2006-2007, the average price of attendance at four-year public colleges and universities was more than \$12,700, while the average price at private institutions was more than \$30,000, according to the College Board. Financial assistance is available to offset a portion of these costs, but there is such a myriad of applications, rules, and procedures for receiving aid that most parents are quickly confused and discouraged. This

chapter reviews and explains the basic financial aid form and provides strategies for parents and students to follow when applying for help in paying college costs.

Chapter 8: **How Tuition and Fees are used at Institutions**

Gary McCombs, Senior Vice President for Business Affairs (retired)

College of Charleston, Charleston, SC

Curtice (Curt) E. Holland, Vice President for Finance and Business Affairs

The Citadel, Charleston, SC

Public colleges and universities in South Carolina are very much like private sector businesses in that they have yearly operational plans, with accompanying funding needs, and long term capital needs that are required to accommodate changes demanded by their clients and the academic curriculum. However, it is at this point that the nature of public higher education takes a dramatic turn from that of a private sector business. These colleges and universities obtain a portion of their funds from the general fund of the State, and these funds come with strings and expectations attached. This chapter will address the State's funding mechanism and its impact on the tuition levels. Trends will be identified that demonstrate a definite shift in the funding burden from the state to the student and parents. No discourse on tuition would be complete without addressing the impact, along with some myths and misunderstanding, that the Lottery-funded scholarship program has had on the funding landscape of higher education in South Carolina. The goal of this chapter is to provide the parents with a layman level understanding of the funding needs of the state's institutions of higher education, their limited sources of revenue, and the impending tsunami of deferred maintenance and capital investment needs.

Chapter 9: **Maximizing Your Investment Return: Planning for Career Success**

Jennifer V. Frank, Project Manager, Change and Sustainability in Higher Education. University System of Maryland, College Park, MD

Over the course of a lifetime, the attainment of a college degree substantially increases a graduate's earning potential over a high school diploma alone. Among other outcomes, college attendance opens opportunities for entry into new career fields and professional advancement. This chapter focuses on the important link between higher education and career planning and preparation. Data regarding salary potential, the job market, and career opportunities both in South Carolina and surrounding region are presented. Offices and services for encouraging and supporting career development among students on college and university campuses are also discussed.

Appendix A: **Fast Facts about Higher Education in South Carolina**

Each institution in South Carolina offers a web page, contact information, and enrollment information. Statistics about retention, graduation, and financial aid are also available.

Appendix B: **Resource Guide**

The internet contains many powerful information resources on higher education, but it is equally important to know where printed materials and personal contacts are available to families.

Biographies

Editors:

Gary McCombs served as Senior Vice President for Business Affairs at the College of Charleston from 1993 through 2006. He previously served as Vice President for Business and Finance at Valdosta State College (1990-93), Assistant VP for Finance and Business at Winthrop College (1988-90), and Director of Business Systems Development for Clemson University (1980-88). Throughout his career Gary has led technology initiatives, physical plant operations, facilities planning, public safety, and human resources. In addition, he has served, and currently serves, on several state and regional finance committees. While managing the typical financial functions of the College of Charleston, Gary led the development of a financial and legal framework to finance a very aggressive building program, which when completed, will have increased the College's investment in facilities and infrastructure by approximately 250 million dollars. He earned a bachelors degree in accounting from Clemson University in 1972, an MPA from Valdosta State University, and has expertise in management and computer science. Gary is now a member of the faculty in the School of Business Administration at the College of Charleston, teaching and collaborating on projects involving the financing of higher education.

Catherine E. Watt serves as Director of the Alliance for Research on Higher Education, an innovative, multi-institutional collaborative research center located in the Strom Thurmond Institute and Clemson University. Previously, she has served as Director of Institutional Research for Clemson University (2002-2006) and for Washington College (Md) (1997-1999), as well as Coordinator for Institutional Planning at University of Maryland University College (1995-97). Her research and publications have focused on statewide issues affecting higher education including performance funding, facilities management, and faculty productivity. Catherine earned her bachelor and master's degrees from the University of South Carolina in psychology and special education respectively. She will earn her doctorate in Education Policy and Leadership from the University of Maryland College Park in August 2007.

Authors (in alphabetical order):

Russell (Russ) Bumba, Ed.D. has served as Senior Manager for Student Services and Research for the South Carolina Technical College System since January, 1999. Prior to this appointment, Dr. Bumba was the Dean of Student Services at Niagara County Community College. He also served as the Dean of Students at Kutztown University of Pennsylvania and held various Student Affairs positions at Indiana University-Bloomington, the University of Connecticut, and Kent State University. Dr. Bumba received his Ed.D. in Higher Education Administration from Indiana University, M Ed. in Student Personnel Administration from Kent State University, and BA in Rehabilitation Education from the Pennsylvania State University.

Angelica Ellman Christie, M.Ed. is the Director of the Health Careers Program in the South Carolina Area Health Education Consortium (AHEC). She is also an instructor in the College of Health Professions at the Medical University of South Carolina. Her professional experience includes more than 17 years in the field of education with an emphasis on program development for minority and underserved students. Ms. Christie has certification as a Global Career Development Facilitator Instructor. She has a Bachelor of Arts degree in English from Francis Marion University and a Masters of Education degree in Guidance and Counseling Services from Clemson University.

Charles (Charlie) FitzSimons has served as President of the South Carolina Independent Colleges and Universities Association since 2004, overseeing the collaboration between the 20 member institutions, public and legislative relations, scholarships, research, and fundraising. Prior to joining SCICU, Charlie worked with the S. C. Commission on Higher Education for 13 years, most recently as Director of Finance, Facilities and MIS, and as Legislative Liaison. In addition to his higher education background, Charlie is a Certified Public Accountant having worked with the firms of Ernst & Young and Arthur Andersen. Charlie is a graduate of the University of South Carolina with a Bachelor's degree in Business Administration and a Masters degree in Accountancy.

Jennifer Vest Frank is the project manager for the Change and Sustainability in Higher Education (CASHÉ) grant, funded by the National Science Foundation, at the University System of Maryland. She has previously served as Director of Institutional Research at Loyola College in Maryland, Assistant to the Provost at Washington College, and Assistant to the Dean of the Graduate School at University of Maryland University College. Her research interests include K-16 partnerships, statewide education policy, institutional change, and the economic outcomes of higher education. She holds a B.A. in Leadership Studies and German from the University of Richmond and an M.A. in College Student Personnel from the University of Maryland College Park. Jennifer will earn her Ph.D. in Education Policy and Leadership from the University of Maryland College Park in August 2007.

Frank Fusco currently serves as Director of Research for the Joint Bond Review Committee (Chairman Hugh K. Leatherman, Sr.). His prior service to the State of South Carolina includes: Executive Director of the SC Budget and Control Board, Director of Budget and Legislative Affairs for the Governor (Hodges Administration), Director of Research for SC House Ways and Means Committee (Chairmen Henry E Brown, Jr. and Billy Boan), Research Analyst for SC House Ways and Means Committee, Research Analyst for the SC Joint Appropriations Committee, and Principal Auditor for SC legislative Audit Council. He also served as Federal Grants Auditor for the Governor's Office (West Administration), and was a First Lieutenant US Army, earning a BA in 1970 from Florida Southern College. Frank is a recipient of the Milliken Medal of Quality Award, from the South Carolina Quality Forum, which recognizes South Carolinians of vision who have demonstrated leadership, innovation and outstanding achievement in the implementation of quality systems and who have been an inspiration for others to follow.

David R. Garr, M.D. is a professor of Family Medicine at the Medical University of South Carolina (MUSC). He has been on the faculty of MUSC since 1985 and is presently the Associate Dean for Community Medicine, and the Executive Director of the South Carolina Area Health Education Consortium (AHEC). The mission of the South Carolina AHEC is to connect students to health careers, health professionals to communities, and communities to better health. Throughout his career, Dr. Garr has been involved in advocating on behalf of a more diverse health care workforce and better access to health care services. He helped launch a South Carolina initiative designed to establish regional coalitions to encourage and support more young people to pursue careers in health care. This initiative emphasizes mentoring, parental involvement, and Teach-the-Teacher programs for the purpose of helping students achieve their career goals. Prior to joining the MUSC faculty, Dr. Garr worked for six years as a rural physician in Utah followed by four years as a member of the faculty of a family medicine residency training program in Colorado.

Curtice (Curt) E. Holland joined The Citadel in 1998 as Vice President for Finance and Business Affairs, with responsibility for The Citadel's \$85 million annual operating budget and business support for 650 faculty and staff. Colonel Holland served in the United States Army for more than 27 years and was Deputy Chief of Staff, Resource Management (CFO), U.S. Army Pacific at Fort Shafter, Hawaii when he retired from military service. From August 1989 to December 1997, Colonel Holland served as Deputy Chief of Staff, Resource Management (CFO) for the Combined Arms Command, Fort Leavenworth, Kansas; graduated from the U.S. Army War College, Carlisle Barracks, Pa.; and assumed his assignment in Hawaii in 1994. After serving three years in the Reagan White House as military advisor for national security affairs and military assistant to the Director of Office of Management Budget, he was selected to attend the Armed Forces Staff College, Norfolk, Va. Upon graduation, he returned to Washington, D.C. to serve for more than three years as the Legislative Assistant to the Chairman, Joint Chiefs of Staff. Col. Holland holds a B.B.A. in finance and an M.B.A. from the University of Oklahoma.

Kenneth Redd was appointed Director of Research and Policy Analysis for the Council of Graduate Schools in August 2006. In his position, he provides research and data analysis on graduate school financial aid, enrollments, degrees conferred, and international admissions, applications, and enrollments. Prior to joining CGS, Ken served as Director of Research and Policy Analysis for the National Association of Student Financial Aid Administrators, and also served in various research and policy analysis positions for other organizations. His areas of research and publications include a variety of issues in higher education. He holds a Master's degree in Public Affairs from the University of Minnesota, and a Bachelor's degree in English and Political Science from Tufts University.

Leslie Taylor-Grover, Ph.D. currently serves as Director of the Emerging Scholars program for Clemson University. She earned her Bachelor's degrees in Mass Communication and in Social Policy (Dillard University) and her Master's degree in Public Policy and Public Administration (Mississippi State University). She earned her Ph.D. in Policy Studies

from Clemson University. Her background includes working as a contract specialist and negotiator for NASA, as well as a non-profit consultant and grant writer for several rural organization. She has also worked as a research analyst for the Stennis Institute of Government and the Institute on Family and Neighborhood Life, where her research focused on poverty, public education and socioeconomic well-being.

S. Malik Whitaker, J.D. is the Director of the Families, Individuals and Children Council for the United Way of the Midlands. He is also a Parental Involvement Consultant with South Carolina Area Health Education Consortium. He graduated from the University of South Carolina in 1994 with a B.A. Degree in Political Science and in 1997 he obtained a Juris Doctor Degree from the University of South Carolina School of Law. He has worked as a Research Associate and Program Coordinator with the Benedict College Division of Community Development, serves on the Advisory Committee for the South Carolina Commission of Minority Affairs, and he is a consultant with the South Carolina Institute on Poverty and Deprivation. Finally, he is a member of the Clemson Institute for Economic and Community Development's Taskforce for Education Friendly Schools. He is on the board of South Carolina Fair Share and is the immediate past president of The Concerned Black Men of Greater Columbia, Inc.

Budget

Editors' Release Time

Fringe Benefit Rate = 0.282

<i>Name</i>	<i>Annual Salary</i>	<i>Months</i>	<i>% Effort</i>	<i>Sal Request</i>	<i>Fringe</i>	<i>Total</i>
C. Watt	\$ 91,330	12	0.15	13,700	3,863	17,563
G. McCombs	\$ 147,000	12	0.15	22,050	6,218	28,268

Workshops for Authors

NOTES:

Assumptions:

# Authors =	16	
Workshops =	2	
Average Airfare =	\$225	only 2 authors require airfare
Room (2 nights) =	\$290	\$145 / night Francis Marion
Per Diem Allowance (x2 days) =	\$56	In-State: \$28; Out-of-State: \$34
Misc. (e.g. Ground Transportation) =	\$101	Average mileage reimbursement

Totals:

Total Travel Per Workshop:

14 In-state Authors	\$6,262
2 Out-of-state Authors	\$1,302

Materials and Supplies

General Supplies	\$2,250
Publication Costs	\$8,500
Total:	\$10,750

Other Costs

Workshop Expenses	\$4,500
Travel for Editors	\$7,000
Total:	\$11,500

Travel to meet with authors & parent groups

Total Projected Costs

Editors' Salary Release	\$ 45,831
Workshops (2)	\$ 15,127
Materials and Supplies	\$ 10,750
Other Costs	\$ 11,500
Total Direct =	\$83,208