

## Resource Documents

The following documents were received and/or consulted as part of the preparation of the S.C. Commission on Higher Education (CHE) staff recommendation regarding the College of Charleston's Mission Statement Revision, to be considered by the CHE Committee on Academic Affairs and Licensing on August 26, 2014.

### **Resource Document A:**

Section 59-103-15 of S.C. Code of Laws

Section 59-103-45 of S.C. Code of Laws

Section 59-130-30 of S.C. Code of Laws

### **Resource Document B:**

Letter from President Glenn McConnell to CHE Executive Director Richard C. Sutton, In Response to Sutton Request, August 4, 2014

Request for Additional Information from CHE Executive Director Richard C. Sutton to President McConnell, July 31, 2014

### **Resource Document C:**

Build Up Plan for Doctoral Programs

(Response received from the College of Charleston, August 21, 2014; Request memo sent from Dr. MaryAnn Janosik to President McConnell, August 14, 2014)

### **Resource Document D:**

Letter from SACS-COC to President McConnell regarding substantive change, August 18, 2014

President McConnell letter to SACS-COC asking for a review of CofC's proposed mission statement w/respect to substantive change, August 4, 2014

CHE Executive Director Richard C. Sutton letter to President McConnell requesting a review of substantive change re: CofC mission statement, August 1, 2014

### **Resource Document E:**

Comparative Chart of Carnegie, SACS, and South Carolina Sector Definitions

**SECTION 59-103-15. Higher education mission and goals.**

(A)(1) The General Assembly has determined that the mission for higher education in South Carolina is to be a global leader in providing a coordinated, comprehensive system of excellence in education by providing instruction, research, and life-long learning opportunities which are focused on economic development and benefit the State of South Carolina.

(2) The goals to be achieved through this mission are:

- (a) high academic quality;
- (b) affordable and accessible education;
- (c) instructional excellence;
- (d) coordination and cooperation with public education;
- (e) cooperation among the General Assembly, Commission on Higher Education, Council of Presidents of State Institutions, institutions of higher learning, and the business community;
- (f) economic growth;
- (g) clearly defined missions.

(B) The General Assembly has determined that the primary mission or focus for each type of institution of higher learning or other post-secondary school in this State is as follows:

(1) **Research institutions**

- (a) college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;
- (b) research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;
- (c) public service to the State and the local community;

(2) **Four-year colleges and universities**

- (a) college-level baccalaureate education and selected master's degrees which lead to employment or continued education, or both, except for doctoral degrees currently being offered;
- (b) doctoral degree in Marine Science approved by the Commission on Higher Education;
- (c) limited and specialized research;
- (d) public service to the State and the local community;

(3) **Two-year institutions--branches of the University of South Carolina**

- (a) college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution;
- (b) public service to the State and the local community;

(4) **State technical and comprehensive education system**

- (a) all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and associate degree programs which enable students to gain access to other post-secondary education;
- (b) up-to-date and appropriate occupational and technical training for adults;
- (c) special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina;
- (d) public service to the State and the local community;
- (e) continue to remain technical, vocational, or occupational colleges with a mission as stated in item (4) and primarily focused on technical education and the economic development of the State.

HISTORY: 1996 Act No. 359, Section 2; 2012 Act No. 213, Section 1, eff June 7, 2012.

**SECTION 59-103-45.** Additional duties and functions of commission regarding public institutions of higher learning.

In addition to the powers, duties, and functions of the Commission on Higher Education as provided by law, the commission, notwithstanding any other provision of law to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education:

- (1) establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools;
- (2) coordinate with the State Board of Education in the approval of secondary education courses for the purpose of determining minimum college entrance requirements, and define minimum academic expectations for prospective post-secondary students, communicate these expectations to the State Board of Education, and work with the state board to ensure these expectations are met;
- (3) review minimum undergraduate admissions standards for in-state and out-of-state students;
- (4)(a) develop standards for determining how well an institution has met or achieved the performance indicators for quality academic success as enumerated in Section 59-103-30, and develop mechanisms for measuring the standards of achievement of particular institutions. These standards and measurement mechanisms shall be developed in consultation and cooperation with, at a minimum but not limited to, the Council of Presidents of State Institutions, the chairmen of the governing boards of the various institutions and the business community;
- (b) base the higher education funding formula in part on the achievement of the standards set for these performance indicators including base-line funding for institutions meeting the standards of achievement, incentive funding for institutions exceeding the standards of achievement, and reductions in funding for institutions which do not meet the standards of achievement, provided that each institution under the formula until July 1, 1999, must receive at least its fiscal year 1996-1997 formula amount;
- (c) promulgate regulations to implement the provisions of subitems (a) and (b) above and submit such regulations to the General Assembly for its review pursuant to the Administrative Procedures Act not later than the beginning of the 1997 Session of the General Assembly.
- (d) develop a higher education funding formula based entirely on an institution's achievement of the standards set for these performance indicators, this formula to be used beginning July 1, 1999. This new funding formula also must be contained in regulations promulgated by the commission and submitted to the General Assembly for its review in accordance with the Administrative Procedures Act;
- (5) reduce, expand, or consolidate any institution of higher learning including those which do not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30, and beginning July 1, 1999, close any institution which does not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30. The process to be followed for the closure, reduction, expansion, or consolidation of an institution under this item (5) shall be as promulgated in regulations of the commission which shall be submitted to and approved by the General Assembly;
- (6) review and approve each institutional mission statement to ensure it is within the overall mission of that particular type of institution as stipulated by Section 59-103-15 and is within the overall mission of the State;
- (7) ensure access and equity opportunities at each institution of higher learning for all citizens of this State regardless of race, gender, color, creed, or national origin within the parameters provided by law.

HISTORY: 1995 Act No. 137, Section 2; 1996 Act No. 359, Section 6.

**SECTION 59-130-30. Powers of board.**

The board of trustees is constituted a body corporate and politic under the name of the board of trustees for the College of Charleston. The corporation has the power to:

- (1) have perpetual succession;
- (2) sue and be sued by the corporate name;
- (3) have a seal and to alter it at pleasure;
- (4) make contracts and to have, to hold, to purchase, and to lease real estate and personal property for corporate purposes, and to sell and dispose of personal property and any building considered by it as surplus property or not further needed, and any buildings that it may need to do away with for the purpose of making room for other construction. The board does not have power to sell or dispose of any of its real estate, other than buildings, except with the consent of the State Budget and Control Board;
- (5) appoint a chairman and to appoint or otherwise provide for the appointment of subordinate and assistant officers and agents, faculty members, instructors, and other employees, prescribing the terms of their employment and their duties and fixing their compensation;
- (6) make bylaws and regulations for the management of its affairs and its own operations not inconsistent with law;
- (7) condemn land for corporate purposes as provided by law;
- (8) fix tuition fees and other charges for students attending the college, not inconsistent with law;
- (9) confer degrees upon students and other persons as the board considers qualified;
- (10) accept, receive, and hold all monies or other properties, real, personal, and mixed, that may be given, conveyed, bequeathed, or devised to the college and to use them for the benefit of the college, but in those cases where the money or property is received, charged with any trust, the money or property must be held and used strictly in accordance with the terms of the trust. If the terms of the trust require something to be done other than to administer the trust, no obligation in receiving the trust over and above its administration is binding upon the college or the State, except any obligation accepted by the General Assembly;
- (11) assign any member of the faculty without additional salary to additional duties in any other college department than that in which the faculty member may at the time be working;
- (12) compel by subpoena, rule, and attachment witnesses to appear and testify and papers to be produced and read before the board in all investigations relating to the affairs of the college;
- (13) adopt measures and make regulations as the board considers necessary for the proper operation of the college;
- (14) appoint for the college a board of visitors of a number as it may determine, to regulate the terms during which the members of the board of visitors serve, and to prescribe their functions;
- (15) remove any officer, faculty member, agent, or employee for incompetence, neglect of duty, violation of college regulations, or conduct unbecoming a person occupying such a position;
- (16) appoint an executive committee not exceeding five members of the board who have the powers of the board during the interim between meetings of the board but not the power to do anything inconsistent with the policy or action taken by the board, and the executive committee at each meeting of the board shall report fully all action taken by it during the interim;
- (17) appoint committees of the board or officers or members of the faculty of the college with authority and for purposes in connection with the operation of the college as the board considers necessary;
- (18) appoint a president. The president shall report to and seek approval of his actions and those of his subordinates from the board;
- (19) issue revenue bonds as provided by law.
- (20) create a University of Charleston, South Carolina, and serve as the corporate board of trustees for the university. The board may transfer those academic and other programs it considers proper from the college to the university and exercise the necessary powers and authority for the university as set forth in this section. The president of the college shall serve as the president of the university, and the board may create other officers for the university it considers necessary. All other provisions of law relating to the college must be construed to include the university.

**HISTORY:** 1988 Act No. 510, Section 1; 1992 Act No. 272, Section 2.

**Glenn F. McConnell**  
President

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August 4, 2014

Dr. Richard C. Sutton  
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Dear Rick:

Thank you for your letter of July 31, 2014, which clarifies your position regarding consideration of the College of Charleston's proposed change in mission statement, as approved by our Board of Trustees on July 23, 2014. I enthusiastically acknowledge the College's need to work constructively and as strong partners with the Commission on Higher Education (hereafter, "CHE"), and I look forward to our continuing conversations on the full range of topics relevant to higher education in South Carolina.

We are pleased to provide information below regarding the five topics mentioned in your letter. Before doing so, however, I would like to offer some thoughts concerning the implications of sector change for the College of Charleston.

### **Sector Change and the Higher Education Enterprise**

In your letter, you describe the changes proposed for the College's mission statement as "seismic in their implications and ramifications for the higher education enterprise in South Carolina." With respect, I would like to suggest another, less dramatic way of understanding our request.

The College of Charleston Board of Trustees has approved a revised mission statement, which now would expressly recognize the statutory relationship created and Board actions taken in 1992 regarding the College of Charleston and its component, the University of Charleston, South Carolina (hereafter, "UCSC"). I assume nothing about this descriptive language for UCSC will be controversial. The locus of your concern, as I understand it, is

the substitution of the word “research” for the word “comprehensive,” along with a passage noting that the College of Charleston and UCSC anticipate “offering a limited number of doctoral degrees, should location and need warrant.”<sup>1</sup>

An earthquake metaphor might be appropriate, I agree, if the College were announcing its plans to offer a comprehensive array of doctoral programs in the next decade, or were requesting a three-fold increase in our state budget. However, we have made no such plans or requests. Indeed, we have not yet developed a planning proposal for a single doctoral program, nor has a doctoral program proposal received the approval of our faculty, administration, or Board, nor have we sought approval for a level change from SACSCOC, our regional accreditor.

Our proposal might also have more profound implications for public higher education if our mission change would automatically result in some shift in our state funding. However, while CHE continues to maintain the Mission Resource Requirement (MRR) formula, the practical reality is that the MRR has not been materially relevant to the development of the state budget for over a decade.

By approving the proposed change in our mission statement, CHE would not commit a dime of new state money to the College of Charleston. Nor would CHE be obligated to approve any future doctoral program proposal from the College and UCSC. Instead, CHE would have created the necessary preconditions for the development of doctoral program proposals at the College, after suitable funding streams and the necessary community and faculty support had been secured. It would be premature for the College to develop program proposals or take any of these steps without the approval of the mission statement. Specifically, it would be a misuse of faculty and staff time, and community goodwill, for the College to prepare a doctoral program proposal without evidence that CHE will approve appropriate proposals at the doctoral level when submitted by the College.

In short, there is nothing seismic about the College’s request that CHE approve a revised mission statement. Approval for this statement is only one cautious step for CHE and the College in the direction of offering new doctoral programs in Charleston, if and when appropriate programs are identified and funding is available. It is entirely possible that the College will take no additional steps towards doctoral status for some time following the CHE approval of this mission statement, as the College has no immediate plans to produce a program proposal, and our first doctoral proposal, as you know, will take well over a year to move through all the necessary approval processes. The Commission need not be concerned that approval of our mission statement is their last opportunity to influence university budget requests, or the development of doctoral programs in South Carolina, or the future of the College of Charleston.

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<sup>1</sup> My letter to you of July 24, 2014, is attached to the current letter as Appendix A, along with our Board-approved mission statement of July 23, 2014, and the resolutions adopted by our Board of Trustees on that same date.

## Rationale for Mission Statement Change and Sector Change

In this section, I will address the rationale for our revised mission statement by discussing the needs of the Charleston region and the statutory basis for the revised mission statement.

*Community Needs.* For the College, designation as a research institution is a direct response to the needs of business and community leaders in the Charleston region and the Lowcountry, who have repeatedly indicated their support for the services of a public research university in the region, whose reach is not limited to medicine or the health sciences.

The basic case for the mission statement revision and a change in the College's institutional sector has been made by the Charleston Metro Chamber of Commerce. In their white paper of November 2013, "Creating a Comprehensive Research University in the Charleston Region," the Chamber summarized the Charleston region's increasingly vibrant and rapidly changing economy.<sup>2</sup> While the Chamber white paper makes clear that Charleston has become and will continue to be an economic powerhouse for South Carolina, the Chamber's conclusion is that Charleston will lag behind other leading cities for innovation and economic growth, largely because the region's higher education resources are not aligned with the region's economic clusters: aerospace, bioscience, advanced security/information technology, and energy systems. The available research also suggests the existence of a robust link between such clusters, healthy and sustained economic development, and the activities of local research universities.<sup>3</sup>

No one institution's programs will meet all the needs outlined by the Chamber, but, at present, the public universities of South Carolina are not well suited to facilitate the full growth potential of the Charleston region. Unlike our border states – Georgia, North Carolina, and Tennessee – not a single private research university is located in South Carolina, let alone in the Charleston region. Further, while Charleston has three public institutions, two are designated as comprehensive universities, while the third is an excellent research university limited by law to the study of medicine and the health sciences. These universities have a history of effective collaboration, and the potential for even

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<sup>2</sup> The Chamber's white paper is attached to this letter as Appendix B.

<sup>3</sup> "The distinctive clustering of similar high-tech industries creates a social and economic infrastructure in which economic 'spillovers' are captured by local firms. Innovations and ideas are thus quickly communicated, creating a greater collective 'intelligence', and technological opportunities are translated into start-up firms. Since success is driven by the production of advanced, science-based technologies, the local research university becomes an indispensable partner." Roger L. Geiger and Creso Sá, "Beyond Technology Transfer: US State Policies to Harness University Research for Economic Development," *Minerva* 43 (2005), 4-5. See also Frank J. Calzonetti, Diane M. Miller, and Neil Reid, "Building Both Technology-Intensive and Technology-Limited Clusters by Emerging Research Universities: The Toledo Example," *Applied Geography* 34 (2012), 265-273.

greater collaboration in the future. However, the sector and statutory limitations now imposed on the Charleston institutions will prevent them from fully addressing the challenges outlined by the Chamber. In addition, two experiments in meeting the region's graduate needs through the Charleston Higher Education Consortium (1970-1988) and the Lowcountry Graduate Center (2001-present) have not been particularly successful at expanding doctoral education or research activity in their service area.<sup>4</sup>

One possible response to the request of the community for the services of a research university -- the merger of the College of Charleston and MUSC -- has been opposed by the Boards and faculties of both institutions, for several good reasons ranging from profound differences in organizational culture to the complicated budgetary relationships between MUSC's academic units and hospital.<sup>5</sup> As a result of several months of study and discussion related to merger proposals, the College of Charleston Board of Trustees, on March 22, 2014, indicated by resolution its commitment to "College of Charleston" as the undergraduate name of our institution, while simultaneously signaling the Board's willingness to support greater research activity and the offering of targeted doctoral programs, consistent with the needs of the Charleston region.<sup>6</sup>

In response to that opposition and to additional information gathered by members of the General Assembly, the Lowcountry legislative delegation, a large number of legislators ultimately chose to support the redesignation of the College of Charleston and its component, UCSC, as a research institution. Under existing statute, such a redesignation could be accomplished as the result of (a) a revision of the South Carolina Code of Laws or (b) the approval of a new mission statement for the College of Charleston by the Commission on Higher Education, consistent with the Commission's statutory authority.<sup>7</sup> As a result, legislative attempts to merge the College and MUSC have largely been abandoned, while significant support now appears to exist for the College's research status.

If an expansion of research and graduate activities is essential to the future of Charleston, the current plan has the advantage of being far more practical than was the earlier proposal to merge two of Charleston's public universities. First, the designation of the College as a research university would not disrupt the current work of the College or require an

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<sup>4</sup> Both the Charleston Higher Education Consortium and the Lowcountry Graduate Center were created with the aim of expanding graduate programming in the Charleston region. See, e.g., Part II, Section 24 of Act 349 of 1969.

<sup>5</sup> Some of the topics considered during the merger discussions are cataloged in "Exploring a New Relationship Between the Medical University of South Carolina and the College of Charleston: Issues to Consider," a white paper produced by MUSC and College of Charleston faculty and administrators, dated August 31, 2013.

<sup>6</sup> The resolution adopted by the College of Charleston Board of Trustees on March 22, 2014, is attached to this letter as Appendix C.

<sup>7</sup> S.C. Code of Laws, Sect. 59-103-45(6).

immediate and expensive reorganization of the institution. Second, the College already has a separate entity, UCSC, which is devoted to meeting the graduate and research needs of the community. Third, the College of Charleston is the third largest university in the state, with a large physical plant and approximately 550 roster faculty covering a range of disciplines in the arts and sciences, education, and business. The College has a strong foundation upon which new graduate and research programs can be built in the Charleston region, as needed. Fourth, while the College's faculty have largely opposed a merger with MUSC, they have largely endorsed the expansion of graduate activity and collaboration with other universities, as long as these new activities are properly funded. Fifth, the Board of Trustees and local leaders are in agreement that the current plan is the best option for meeting community needs. I share with our Board of Trustees the desire to pursue only targeted programs, where there is a strong demonstration of need and ample evidence of public and/or private financial support. The College of Charleston will not try to duplicate the Clemson or USC-Columbia models (or programs), but we will be in a position to meet the higher education needs of the region, if we have the authority to do so.<sup>8</sup>

Separate from the arguments specifically addressing the economic development and community needs of the Charleston region, our statewide context deserves some attention. While the population of South Carolina has nearly doubled since 1970, the state's approach to supporting research and doctoral programs has remained largely unchanged. In the current Carnegie classification scheme, we have one Research University/Very High Activity (USC-Columbia), one Research University/High Activity (Clemson), one Special Focus Institution (MUSC), and one Doctoral/Research University (SCSU).<sup>9</sup> The Southern states surrounding South Carolina have also experienced population growth, but, unlike South Carolina, they have made the decision in recent decades to authorize new research universities and expand the ranks of the public universities offering doctoral degrees. For example, Atlanta's Georgia State University was only designated as a public research university in 1995, but, 19 years later, following significant public investment, it now shares the Research University/Very High Activity designation with Emory University, a private institution also located in Atlanta; the Georgia Institute of Technology, another public university based in Atlanta; and the University of Georgia, still another public university located only 75 miles away from Atlanta. Georgia has not let institutional proximity prevent it from charting an aggressive course forward in the twenty-first century knowledge economy. Instead, like Tennessee and North Carolina, Georgia has moved more aggressively than South Carolina in expanding its research capacity, and those

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<sup>8</sup> A targeted approach to the development of doctoral and research programs is consistent with the strategy sometimes recommended for emerging research institutions (ERIs), which are told to leverage their limited resources by investing in interdisciplinary research clusters and creating centers for excellence in a few areas that match community needs and strengths. See Donald L. Birx, Elizabeth Anderson-Fletcher, and Elizabeth Whitney, "Growing an Emerging Research University," *Journal of Research Administration* 44 (2013), 11-35.

<sup>9</sup> See [http://classifications.carnegiefoundation.org/lookup\\_listings/institution.php](http://classifications.carnegiefoundation.org/lookup_listings/institution.php).

investments have resulted in significant additional economic activity for the states that surround us.

At present, the College of Charleston is proposing only a very modest step in requesting a research designation, and it is possible the College may never experience more than a modest expansion in its research and graduate programs. Our institutional future is not yet settled, and both CHE and the General Assembly will play a crucial role in making those decisions. However, given all the available evidence, it may be that one day South Carolina will be eager to invest in our current research universities and to create more of them. Given the compelling evidence that comprehensive research universities can contribute substantially to economic development, the political and business leaders of South Carolina should give every consideration to the advantages of investing in our existing and emerging research universities. For the moment, however, the College of Charleston does not presume to suggest a statewide strategy for meeting the economic development needs of the state; we are interested only in ensuring the future of the Charleston region.

*Statutory Guidance.* There are many ways to define a “research university,” and, at your request, I will review a few of those definitions elsewhere in this letter. Because both CHE and the College of Charleston are creatures of the General Assembly, however, it is important to note that the College of Charleston is asking for a research designation for statutory reasons, rather than in response to some externally imposed standard.

As you and I have discussed, the Code of Laws provides simple and straightforward guidance regarding the meaning of “research institution.” By statute, the “primary mission or focus” of research institutions is described as follows:

- (a) college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;
- (b) research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;
- (c) public service to the State and the local community.<sup>10</sup>

In contrast, for the “four-year colleges and universities,” also called the comprehensive universities, doctoral degrees only are permitted in marine science or at South Carolina State University, which already offered some doctoral degree programs at the time this legislation was enacted.

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<sup>10</sup> See the South Carolina Code of Laws, Sect. 59-103-15(B)(1).

I expect your staff will agree, and the College of Charleston can document, that the College already meets the standards for research institutions outlined in (b) and (c). Further, we have offered baccalaureate degrees in one fashion or another since our first class graduated in 1794, and we have offered master's degrees since the 1970s. Regarding (a), the only statutory requirement the College cannot address at present is the provision for offering professional doctorates and the doctor of philosophy degree. Only by action of CHE or the legislature can the College of Charleston acquire the research designation and then decide how best to move forward in meeting the needs of our region.

Of course, I understand that "research university" and "research institution" are phrases that suggest different attributes to different audiences. It might have been better for the state if we had used "Group I" and "Group II" to describe the relationships between our doctoral- and non-doctoral-granting senior institutions, so that we would not have to labor under the weight of 140 years of assumptions about what it means to be a "research" or a "comprehensive" institution.<sup>11</sup> Ultimately, however, while we at the College of Charleston will answer every question asked of us, I encourage all parties to remember that a research designation will not, by itself, change anything about our instructional model, our enrollment profile, or our physical plant. Decisions that could affect these foundational attributes of the College all will be made later -- if our revised mission statement is approved -- and such decisions would be made with the full involvement of CHE. The only immediate effect of the research designation will be to allow us to move forward with the knowledge that the College is authorized by CHE to develop and seek approval for doctoral proposals and a SACSCOC level change.

### **Mission Statements and SACSCOC**

On August 1, 2014, I received your letter explaining your desire for communication between the College and SACSCOC. Of course, we will comply with your request.

If I understand your letter correctly, you believe that the College's revised mission statement might represent a "substantive change" under the applicable SACSCOC policy, while the College has concluded that its revised mission statement is not, by itself, a substantive change. Instead, the revised mission statement, if approved, only gives the College permission to propose a doctoral program and, hence, a level change, which would require that the College submit a substantive change prospectus under Procedure One.<sup>12</sup>

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<sup>11</sup> This Group I and Group II terminology was used for a time by CHE and the Council of Presidents during the 1990s. See, e.g., the CHE-distributed table, titled "S.C Higher Education Facilities Square Footage," and dated September 8, 1992.

<sup>12</sup> See <http://www.sacscoc.org/SubstantiveChange.asp>.

One concern you expressed in your letter was that no documentation existed to summarize the previous telephone conversation between Dr. Penny Brunner, Associate Vice President for Institutional Effectiveness and Strategic Planning and the College's SACSCOC Liaison, and Dr. Marsal Stoll, a SACSCOC Vice President. For your convenience, Dr. Brunner's written summary of her call with Dr. Stoll is attached to this letter as Appendix D.

### **Plans for Graduate Degree Offerings**

As noted above, any expansion of UCSC graduate offerings will be dependent in each case on the identification of a local need, the support of the faculty, the identification of public and/or private funding in support of the relevant program, and CHE and SACSCOC approval. By seeking designation as a research institution, we will assure the Charleston region that the College can meet the current and future needs of our community for expanded graduate and research programs. No decisions have been made about which programs to pursue, if any.

I am not the only person who will contribute to the College's future plans for graduate and research programs. However, based on faculty, Board, and administrative conversations to date, I can speculate about several principles that might guide our future decisions:

- The College of Charleston will remain committed to exceptional undergraduate education grounded in the liberal arts and to robust support for undergraduate research. New graduate programs, including doctoral programs, will not be permitted to compromise undergraduate instruction and quality.
- Any doctoral programs at the College will be relatively few in number and targeted to meet specific community and regional needs. The priority placed on distinctive programs connected to the Lowcountry is consistent with the values of the College's strategic plan, as last revised in February 2013.<sup>13</sup>
- Growth in the College's graduate programs will likely be pursued in a cautious and deliberate fashion. Assuming that a SACSCOC change from Level III to Level V is successfully accomplished, years might pass before a change to Level VI is contemplated, if ever.
- The College of Charleston will avoid regional duplication in graduate programs and will avoid duplication of doctoral programs with other doctoral-granting universities to the state, unless the programs at existing universities are not meeting the needs of the Charleston region. Of course, collaboration in the development

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<sup>13</sup> <http://www.cofc.edu/strategicplan/>

of graduate programs will always be appealing and should be pursued when consistent with educational quality and cost containment.

- The most likely disciplines in which doctoral programs might be developed, based on the needs assessment of the Charleston Metro Chamber of Commerce, are in science and technology. Disciplines in business and education also may become eventual candidates for doctoral degrees.
- The most likely scenario for the development of any doctoral program at the College would involve the combination of (a) a critical mass of faculty expertise, (b) a clear and demonstrated community need, and (c) a significant philanthropic gift in support of the program.

I understand your concern that the authority of the College's proposed statement "appears unlimited," and I hope this statement of principles will address that concern. Further, I hope the statement's reference to a "limited number of doctoral degrees, should location and need warrant," will give you and the Commission some comfort.<sup>14</sup> Finally, there are no statutory or regulatory limits on the number of undergraduate and graduate degree programs that can be offered by Clemson or USC-Columbia, but I continue to trust that CHE and the General Assembly will ensure those universities, like the College, will make wise and prudent choices.

### College of Charleston and Research Universities

So that your staff may consider the broader context in which research universities exist, you have asked us to explain how the College might measure up to the various characteristics or attributes of such universities, as described by such organizations as the Carnegie Foundation for the Advancement of Teaching and the National Research Council.

In responding to your inquiry, it might be helpful to note initially that hundreds of American institutions can now plausibly claim to be research universities, in part because there is no universal agreement on the definition of a research university. There are many well-known approaches to rank-ordering or assessing the prestige of the leading American and international research universities, but those approaches are not necessarily helpful in distinguishing between research and non-research universities. Virtually all American universities, for example, ask their faculty to teach, conduct research, and engage in service. When comparing faculty at Stanford University with faculty at Coker College, the Stanford faculty are far more likely than the Coker faculty to engage in funded research and to be

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<sup>14</sup> When compared with those at other relatively new research universities, the College's revised mission statement is modest and cautious. For example, the mission statement of the University of South Florida describes USF as envisioning itself "as a premier research university with state, national and global impact, and positioned for membership in the Association of American Universities (AAU)."

released from some or all of their teaching duties. However, faculty at Stanford still teach, and faculty at Coker conduct research. When contrasting research universities with non-research institutions, we are discussing matters of degree, rather than hard-and-fast distinctions.

*Characteristics of a Research University.* At the outset, I will provide a list of five attributes for “America’s premier research universities,” as summarized by the Center for Measuring University Performance (hereafter, “MUP”). MUP is a project of Arizona State University and the University of Massachusetts Amherst. Here are the attributes:

- (a) an impressive physical campus;
- (b) a faculty whose members hold prestigious degrees and have a lengthy list of individual professional accomplishments;
- (c) a body of students who many expect will join the nation’s “social, political, and economic elite”;
- (d) a wide range of undergraduate and graduate programs in the arts and sciences and in the professions; and
- (e) produce a substantial volume of the nation’s advanced research, as measured in “publications, research grants, inventions, laboratories, national and international prizes,” and the number of faculty, staff, students, and graduates whose work “claims national and international attention.”<sup>15</sup>

These MUP attributes, of course, provide little definitional precision. The College of Charleston has an impressive campus and faculty, selective student admissions, a diverse array of degree programs, and significant research activity. Compared with hundreds of universities in the United States, the College compares very favorably on these dimensions. Compared with hundreds of other universities, the College lags behind on at least one dimension.

As we will see below, many attempts to rank, rate, and evaluate research universities often rely on a more limited range of attributes, including the number of doctoral degrees granted in one year or multiple years, the number of doctoral students enrolled in a given year, the federal research funding awarded in a given year, and the total research funding awarded in a given year.

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<sup>15</sup> Diane D. Craig and John V. Lombardi, “Measuring Research Performance: National and International Perspectives.” In *The Top American Research Universities: 2012 Annual Report* (Tempe: Center for Measuring University Performance at Arizona State University and the University of Massachusetts Amherst, 2012), 3-6. See <http://mup.asu.edu/index.html>.

*Carnegie Classification.* For over 40 years, the Carnegie Foundation for the Advancement of Teaching has attempted to classify and categorize the diversity of the universities that make up American higher education. While the Carnegie Foundation's classifications are descriptive, the reality is that many higher education leaders saw the Carnegie methodology as an explanation for how to move their institutions from a less prestigious collection of institutions to a more prestigious collection. The effect of the Carnegie rankings can be understood by charting the number of references to universities as "RI's," or Research I Universities, despite the fact that the Carnegie Foundation ended their use of the "RI" designation in the 1990s.

The Carnegie classifications currently list an institution as doctoral-granting if it awarded at least 20 doctorates in the 2008-2009 academic year, excluding professional and first professional doctorates (e.g., M.D., J.D., Pharm.D.). After the doctoral-granting institutions are identified, they are assigned to one of three categories based solely on research expenditures: Research University/Very High Activity, Research University/High Activity, and Doctoral/Research University. As written, these classification criteria presumably exclude many institutions that offer multiple doctoral programs, but do not graduate 20 or more doctoral students in a given year. Further, the classifications for doctoral-granting institutions reduce "research" to "research expenditures," a metric that equates research productivity with the expenditure of funds.<sup>16</sup>

At present, the College of Charleston does not have doctoral students. The Carnegie classification currently identifies the College as a medium master's institution, based on the number of master's graduates we had in 2008-2009. As the Carnegie classifications currently exist, the College of Charleston is many years away from Carnegie recognition as a Doctoral/Research University, even if CHE moves quickly to approve our revised mission statement.

*National Research Council.* For some years, the National Research Council (NRC) has sought to assess the quality of doctoral programs in the United States, using demographic, reputational, and placement measures, along with such metrics as time to degree, financial support, and student GRE scores. Because the College does not presently grant doctoral degrees and has no doctoral programs, the College does not appear in the NRC assessments.<sup>17</sup>

*Coalition of Urban Serving Universities.* The Coalition of Urban Serving Universities, or the USU Coalition, includes a diverse array of self-described research universities in urban settings. Membership in the coalition is open to universities enrolling at least 10 doctoral students per year, generating at least \$10 million in funded research per year, serving urban

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<sup>16</sup> <http://classifications.carnegiefoundation.org/methodology/basic.php>.

<sup>17</sup> <http://www.nap.edu/rdp/>.

populations of at least 450,000, and showing evidence of serving community needs.<sup>18</sup> At present, none of the 40 members of the coalition is located in South Carolina. Members of the coalition range from very large, highly ranked research institutions (e.g., Ohio State) to much smaller or formerly comprehensive institutions (e.g., University of Missouri-Kansas City, Morgan State University).

At present, the College of Charleston does not have doctoral students. The College is located in the Charleston-North Charleston Metropolitan Statistical Area, which is more than large enough to meet the requirements of the USU Coalition criteria. If the College met the doctoral student enrollment criteria, it would likely generate sufficient research expenditures to meet USU Coalition requirements in this area.

*Federal Demonstration Partnership.* Since 2008, the College of Charleston has been a member institution in the Federal Demonstration Partnership, a cooperative initiative involving 10 federal agencies and 119 institutional recipients of federal funds. Of those 119, the College of Charleston is one of 14 universities that have been designated as Emerging Research Institutions (ERIs). The purpose of the Federal Demonstration Partnership is to reduce the administrative burdens associated with research grants and contracts. As an ERI, the College attends regular meetings and participates in demonstrations and activities outside of those meetings. MUSC is the only other South Carolina institution participating in the Federal Demonstration Partnership.<sup>19</sup>

*Summary of College of Charleston Data.* Below, I have provided College data relevant to research productivity, faculty performance criteria, promotion and tenure requirements, faculty salaries, and faculty teaching loads, as requested.

- *Research Productivity.* The College of Charleston had \$8.3 million in external research funding for FY2013 and \$8.5 million in external research funding for FY2014. For example, the College received 66 awards in FY2013, with NASA, the National Science Foundation, and the U.S. Department of Education as the three largest sponsors of research awards for that fiscal year. For FY2013, 145 proposals were submitted to funding sponsors. For comparison purposes, Clemson University had \$102 million in external funding for FY2013. As is the case at many universities, the majority of all funded research at the College is found in our School of Sciences and Mathematics.

Research productivity at the College varies from one academic unit to another. As an example, the College's largest academic department is the Department of Biology, which houses our oldest graduate program, the master's degree in marine biology. In that department, 27 of our 31 tenured and tenure-track faculty had at

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<sup>18</sup> <http://usucoalition.org/members>.

<sup>19</sup> [http://sites.nationalacademies.org/PGA/fdp/PGA\\_055518.htm](http://sites.nationalacademies.org/PGA/fdp/PGA_055518.htm)

least one publication during FY2014, totaling 38 peer-reviewed publications and 22 formal research abstracts. For that same faculty, a total of 36 research presentations were made at regional, national, or international professional meetings. Seventeen of the department's tenure-track and tenured faculty have active externally funded grants. The department's graduate students published 10 full-length, peer-reviewed articles and seven formal research abstracts in FY2014, and those graduate students also gave 19 poster or oral presentations at regional, national, or international meetings. The Department of Biology also had significant undergraduate research activity for the same year, with 25 undergraduate students co-authoring a total of 17 peer-reviewed publications.

- *Faculty Performance.* As is true at every university, individual faculty productivity varies from one faculty member to another. Many of the College's faculty have won individual research awards. Two particularly significant examples from the past few years are five-year CAREER awards from the National Science Foundation, which were given to a mathematician and a physicist. These awards are among the NSF's most prestigious and support junior faculty who "exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations. Such activities should build a firm foundation for a lifetime of leadership in integrating education and research."
- *Promotion and Tenure Requirements.* The College of Charleston requires that all tenured and tenure-track faculty be engaged and productive in research in order to meet tenure and promotion requirements. The expectation is that faculty will meet both qualitative and quantitative expectations for research productivity. Specific research expectations are set in accordance with disciplinary standards. Those standards are determined from the perspective of a master's-level institution, and our standards would be subject to revision in any department or program supporting a doctoral program.
- *Faculty Salaries.* Tenure-track faculty at the College are recruited nationally. The College's current hiring processes and determination of starting salaries make use of CUPA-HR salary information from a group of Master's peer institutions. We also make use of AACSB data for median salaries for new faculty hired at public, AACSB-accredited institutions in setting starting salaries in the School of Business. For continuing faculty, faculty raises are based on merit whenever the state allows institutional discretion in the allocation of salary increases. The faculty merit categories are outlined in the College's *Faculty/Administration Manual*, with those category descriptions indicating that the highest merit ratings require very active engagement in research. Salary and merit expectations would be subject to revision in any department or program supporting a doctoral program.

- *Faculty Teaching Loads.* The College of Charleston remains deeply committed to undergraduate teaching, and our faculty primarily teach undergraduate courses. The College's typical, research-active faculty member without administrative duties teaches the equivalent of three undergraduate and graduate courses per semester. The College does have an active sabbatical program, in which between 25-40 faculty participate during any given year.

### **Budget Requests and Funding Expectations**

I cannot with certainty describe how research designation will affect the College's budget requests in the future. We certainly would be interested in discussing the implications of a sector change on MMR calculations for the College, but we understand that the MMR has not exerted substantial influence on the legislative process for many years. We at the College would not presume that a sector change would result in any increase in our base funding.

As a result of our experience in recent years, we anticipate that any increase in recurring appropriations for the College would be based on evidence that existing program needs are growing and/or that new programs, if developed, would provide a significant return on state investment. We would be particularly likely to make targeted budget requests when (a) the Lowcountry legislative delegation was supportive of the request, in light of community needs; (b) a proposed program was specifically requested by business and community leaders; and (c) state funds could be used to leverage private philanthropy.

In summary, I hope these responses will meet your needs and the needs of your staff. We welcome the opportunity to provide any information that might assist you and the Commission.

I look forward to seeing you again in a few days, and to working with you in the coming years.

Sincerely,



Glenn F. McConnell '69  
President

cc: Ms. Debra Hammond, Senior Executive Administrator for the President  
Dr. Brian R. McGee, Chief of Staff and Senior V.P. for Executive Administration  
Dr. MaryAnn Janosik, Director of Academic Affairs  
Ms. Julie Carullo, Deputy Executive Director for Administration

# APPENDIX A



**Glenn F. McConnell**  
President

66 George St.  
Charleston, SC 29424  
843.953.5500  
mcconnellgf@cofc.edu

July 24, 2014

Dr. Richard C. Sutton  
Executive Director  
Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Dear Dr. Sutton:

Thank you for a good phone conversation last week. I look forward to our meeting in a few days.

To follow up on my letter to you of July 7, 2014, I can confirm that the College of Charleston Board of Trustees met yesterday and endorsed a revised mission statement for the College of Charleston. I have attached the Board-approved mission statement to the current letter. We look forward to appearing before CHE's Committee on Academic Affairs and Licensing on August 7, 2014, to discuss our request that this mission statement be approved by CHE, consistent with the duties and functions of the Commission described in the South Carolina Code of Laws (Sect. 59-103-45(6)).

When compared with the College's current mission statement, as approved by our Board in July 2006 and by CHE in June 2014, our revised mission statement has not been dramatically revised or reorganized. In the first paragraph, the word "comprehensive" is replaced by the word "research." In the third paragraph, we have largely returned to the language used in the College's Board-approved mission statements of 1991 and 1994, which described the College's plans at that time for offering a limited number of targeted doctoral programs, should location and need warrant. While CHE recommended the removal of this language from our mission statement in 1998 -- given that the College was not a designated research institution at that time -- our proposal for a sector change would obviate that concern.<sup>1</sup>

The third paragraph of the revised mission statement also recognizes the existence of the University of Charleston, South Carolina, as a component of the College of Charleston. The University of Charleston, South Carolina, or UCSC, was authorized by the General Assembly

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<sup>1</sup> Please see the "Mission Statement Evaluations," as attached to the CHE Agenda of March 5, 1998.

and by the College of Charleston Board of Trustees in 1992. CHE previously has been notified of the existence of and legislative authorization for UCSC.<sup>2</sup>

We recognize that this change is a "substantive revision," as described in CHE's "Policy and Procedures for Approval of New or Revised Mission Statements." It is our belief that the College of Charleston and the University of Charleston, South Carolina, can and will continue to satisfy the statutory expectations for research institutions, as outlined in the S.C. Code of Laws (Sect. 59-103-15(B)(1)). Of course, we welcome the opportunity to address any concerns about our revised mission statement with you and with your staff, prior to August 7.

I look forward to working with you and the members of the Commission to address this important change in the mission statement of the College.

Sincerely,

A handwritten signature in cursive script that reads "Glenn F. McConnell".

Glenn F. McConnell  
President

cc: Greg Padgett, Chair, College of Charleston Board of Trustees

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<sup>2</sup> For example, see the letter written by former College of Charleston Graduate Dean W. Hugh Haynsworth to former CHE Director Gail M. Morrison on November 1, 2000.

## **Board-Approved Mission Statement**

The College of Charleston is a state-supported research institution providing a high-quality education in the arts and sciences, education and business. The faculty is an important source of knowledge and expertise for the community, state, and nation.

Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. Located in the heart of historic Charleston, it strives to meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast. A superior undergraduate program is central to the mission of the College of Charleston.

In addition to offering a broad range of baccalaureate degree programs, master's degree programs are provided through the University of Charleston, South Carolina (UCSC). UCSC, which houses the graduate and research programs associated with the College, anticipates offering a limited number of doctoral degrees, should location and need warrant. Additionally, the College provides an extensive credit and non-credit continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographical area and also attracts students from national and international communities. The College provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

*The Mission Statement (also called the Statement of Purpose) has been approved or revised by the State College Board of Trustees or the College of Charleston Board of Trustees on January 16, 1974; March 12, 1986; January 16, 1991; February 15, 1994; July 13, 2006; and July 23, 2014.*

**COLLEGE OF CHARLESTON  
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA  
RESOLUTION OF THE BOARD OF TRUSTEES  
REVISED MISSION STATEMENT**

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July 23, 2014

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WHEREAS, the College of Charleston Board of Trustees has periodically reviewed and updated the College of Charleston Mission Statement, most recently in 2006; and

WHEREAS, a review has recently been completed by the College's executive leadership of the College of Charleston Mission Statement and the relationship of the Mission Statement to the College's role in meeting the changing educational needs of the Charleston region and the Lowcountry; and

WHEREAS, many civic, business, and political leaders in the Charleston region have concluded that expanded graduate and professional degree offerings, including a limited number of targeted doctoral programs, must be offered in order to meet the economic development needs of the community; and

WHEREAS, the University of Charleston, South Carolina, was established as a component of the College of Charleston in 1992 and, since that time, has housed the graduate and research programs for which the Board of Trustees is responsible; and

WHEREAS, for over 20 years the College of Charleston Board of Trustees has repeatedly affirmed its intent to seek doctoral-granting authority for the University of Charleston, South Carolina, consistent with the needs of the Charleston region and the Lowcountry; and

WHEREAS, the current mission statement for the College of Charleston does not recognize the special role and identity of the University of Charleston, South Carolina, as a component of the College of Charleston; and

WHEREAS, the current mission statement of the College of Charleston designates the College as a comprehensive institution, which, consistent with the relevant statutory language, cannot offer doctoral degree programs; and

WHEREAS, the designation of the College of Charleston and its component, the University of Charleston, South Carolina, as a research institution will allow the College of Charleston to meet the present and future economic development needs of the Charleston region; and

WHEREAS, the Board of Trustees is forever committed to preserving the name and identity of the College of Charleston as a preeminent undergraduate liberal-arts institution;

NOW THEREFORE, be it --

RESOLVED, that the Board hereby approves a revised Mission Statement for the College of Charleston, as attached to the Board of Trustees Minutes for this date, which designates the College

as a research institution and recognizes the University of Charleston, South Carolina, as the graduate and research component of the College; and

RESOLVED, that the undergraduate name and mission of the College of Charleston are not altered by these most recent revisions to the Mission Statement; and

RESOLVED, that the Board hereby directs the administration of the College of Charleston to seek the timely approval of this Mission Statement by the South Carolina Commission on Higher Education.

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**COLLEGE OF CHARLESTON  
UNIVERSITY OF CHARLESTON, SOUTH CAROLINA  
RESOLUTION OF THE BOARD OF TRUSTEES  
GRADUATE AND RESEARCH PROGRAMS OF THE UNIVERSITY OF  
CHARLESTON, SOUTH CAROLINA**

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July 23, 2014

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WHEREAS, the College of Charleston Board of Trustees established the University of Charleston, South Carolina, in 1992 as a component of the College of Charleston, consistent with legislation previously adopted by the South Carolina General Assembly; and

WHEREAS, the University of Charleston, South Carolina, was established to meet the economic development needs of the Charleston region and Lowcountry through expanded research and graduate programs; and

WHEREAS, the research and graduate programs of the College of Charleston have been housed in and offered through the University of Charleston, South Carolina, since 1992; and

WHEREAS, for many years the separate identity of the University of Charleston, South Carolina, has not been fully explained in communications with our faculty, staff, students, prospective students, and alumni; and

WHEREAS, the Board of Trustees is committed to realizing the full potential of the University of Charleston, South Carolina, in meeting the economic development and workforce needs of the Lowcountry; and

WHEREAS, the Board of Trustees also is forever committed to preserving the name and identity of the College of Charleston as a preeminent undergraduate liberal-arts institution,

NOW THEREFORE, be it --

RESOLVED, that the Board of Trustees affirms that all graduate and research programs of the College of Charleston were transferred by the Board to the University of Charleston, South Carolina, effective July 1, 1992, and have been continuously housed in the University of Charleston, South Carolina, since that date; and

RESOLVED, that all current and future graduate programs, including post-baccalaureate and non-degree programs at the graduate level, shall continue to be housed in the University of Charleston, South Carolina; and

RESOLVED, that the Office of Research and Grants Administration and our other present and future research offices, programs, and projects shall be housed in the University of Charleston, South Carolina; and

RESOLVED, that those individuals designated as graduate faculty under the conditions specified in the *Faculty/Administration Manual* have been, are, and shall continue to be the faculty of the University of Charleston, South Carolina; and

RESOLVED, that no provision of this resolution shall modify in any way the degree-approval process for graduate degree programs, as described in the *Faculty/Administration Manual*; and

RESOLVED, that the administration of the College of Charleston should create appropriate marketing plans and implementation timetables to ensure the regular and consistent use of the name "University of Charleston, South Carolina" in identifying and describing our graduate and research programs; and

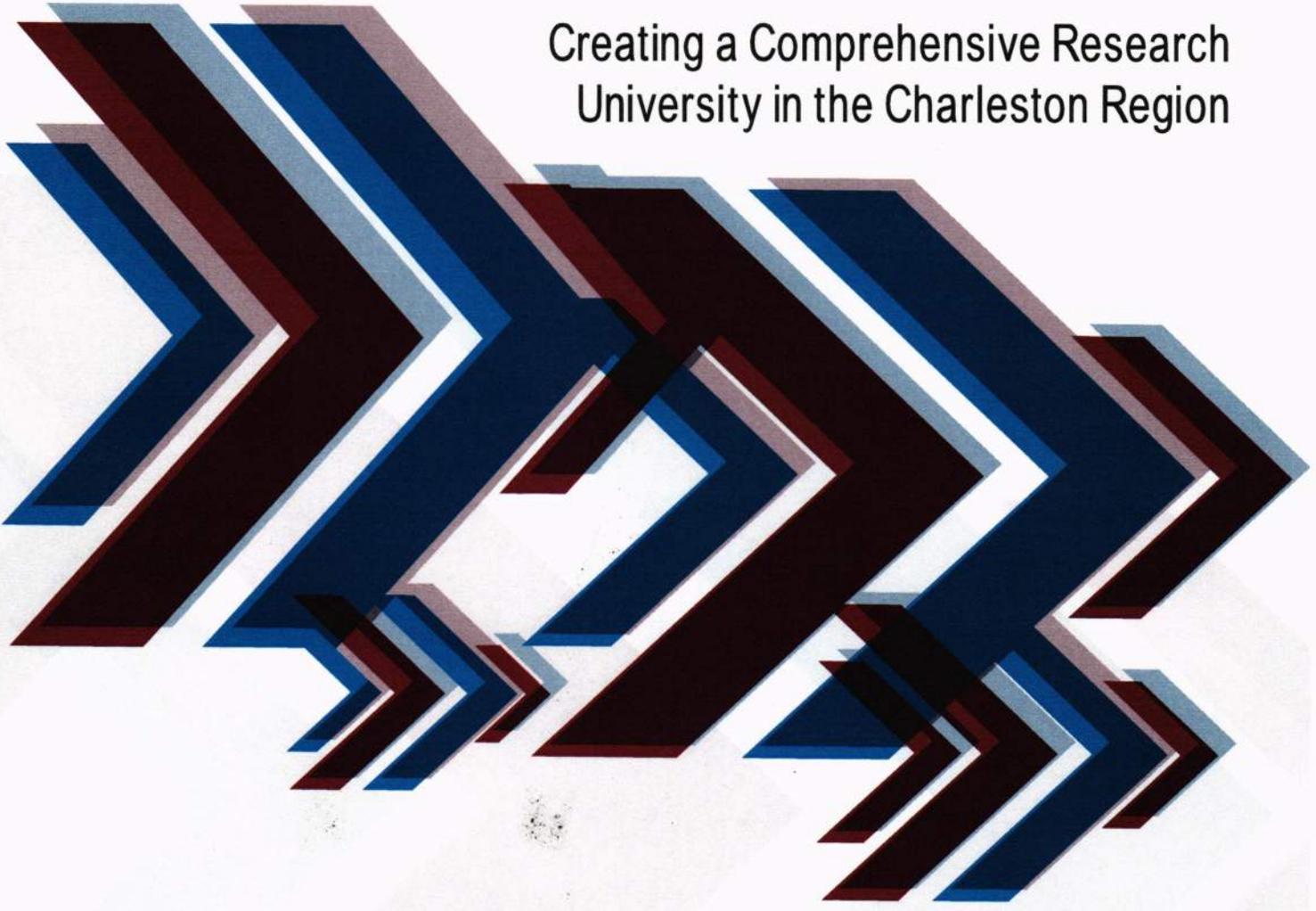
RESOLVED, that the administration of the College of Charleston, in consultation with the College of Charleston Alumni Association, shall develop a new design for the diplomas provided to graduate degree recipients, which shall take notice of the beautiful and elegant design of the College's undergraduate diplomas and shall incorporate the names of the College of Charleston and its component, the University of Charleston, South Carolina, with this diploma design to be used no later than the commencement exercises of May 2016; and

RESOLVED, that the undergraduate name, diplomas, traditions, and description of the College of Charleston as a preeminent public liberal-arts institution shall continue to be forever and separately maintained and appropriately celebrated in College publications and promotional materials.

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# APPENDIX B

# Creating a Comprehensive Research University in the Charleston Region



**ISSUES TO CONSIDER**

a White Paper  
November 2013



# Creating a Comprehensive Research University in the Charleston Region



## **Introduction:**

In recent months, there have been a series of meetings and discussions with key leaders in the Charleston region, in conjunction with the College of Charleston and Medical University of South Carolina on how to expand the graduate degree offerings in the Charleston region. The Charleston Metro Chamber of Commerce has been a part of these discussions and has helped to organize a series of meetings with both the College and MUSC over the summer to discuss the region's workforce needs. The Chamber was asked to develop a whitepaper outlining the issue from the business community's perspective. This white paper is the compilation of both research and discussions with area employers over several years.

|        |  |
|--------|--|
| 1..... | Transforming the Region's Economy            |
| 3..... | The Research                                 |
| 5..... | Employer Survey of Higher Education Needs    |
| 6..... | A Comparison of Charleston to Leading Metros |
| 7..... | Top 100 Metro Areas                          |



During the past two decades, the economy of the Charleston region has undergone a significant shift from a military/defense-dependent economy to one now more diversified and anchored around the activities of the Port of Charleston, the multi-billion dollar visitor industry, the healthcare industry, a growing and substantial manufacturing sector and the military. The region's quality of life, history and cultural amenities continue to attract new residents of all ages, helping to fuel the real estate and development industry as well.

Accolades for Greater Charleston keep coming with rankings and articles touting the region's great business climate, economic and job growth, and recognition as a world class visitor destination. The region was recognized for its growth in the manufacturing sector and for outpacing most areas of the United States for economic growth.

Our region is now in direct competition with communities around the world. It competes vis-à-vis these regions for business and talent and is now a global economic player. The Boeing Company's decision to build the 787 Assembly Operation in North Charleston has created more than 6,000 manufacturing production and engineering jobs locally in the past four years. In April, Boeing announced it would invest an additional \$1 billion in their North Charleston facility. Through their acquisition in recent months of additional property, the announced capital investment, and specific commitments to build an IT Center of Excellence and an engineering design center in the area, there is no question Boeing intends to expand its South Carolina presence and will continue to grow in the region for many years to come. The single largest expansion and sustainability challenge facing the

region is how to provide the skilled pipeline of qualified local workers to meet Boeing, Boeing's suppliers and related businesses going forward.

The region has unprecedented opportunity ahead and can have significant economic growth if it can meet the demands of a myriad of employers that are in rapid growth modes. Employers in every sector – particularly those in manufacturing and IT – will require a growing pool of qualified, highly educated workers. We can no longer afford to graduate mediocre levels of high school students. High school graduation rates must be significantly improved and the region must grow the pool of high school graduates with interests in STEM\* related-fields. Once these qualified high school graduates matriculate they must be able to access a four-year public research university to pursue the degrees required by our burgeoning growth sectors.

A recently released study by Brookings' Metropolitan Policy Program on STEM jobs in the U.S. states that "innovation – primarily through the invention, development and profusion of new technologies – is the fundamental source of economic progress. Technological innovation... usually requires the expertise of specialists with knowledge in STEM fields". Brookings also notes that "the professional STEM economy of today is closely linked to graduate school education" and "maintains close links with research universities." Further, the study notes that between 2000 and 2003, 94% of the U.S. patent inventors held a university degree, with 45% a Ph.D.

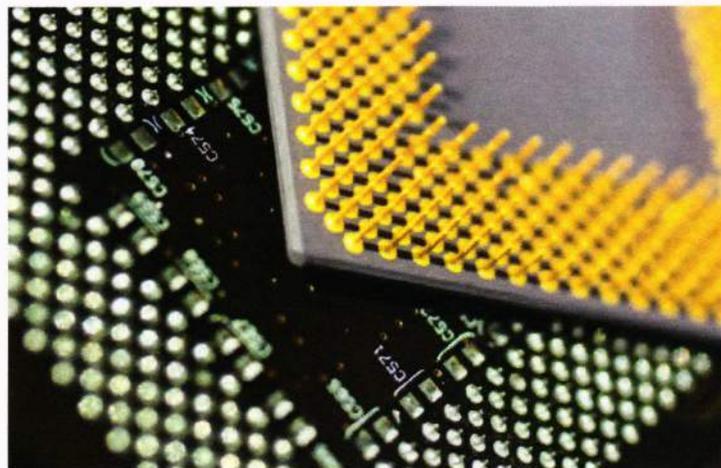
Businesses will also need local sources of invention and knowledge generated by colleges and universities to bolster competitiveness. Higher education will be pivotal in advancing economic growth. Without the knowledge gained through higher education, individuals will not be able to progress in the increasingly challenging global economy. Today, the Charleston region lacks the degree programs in the areas that are of highest demand.

*The Metropolitan Revolution*<sup>1</sup> cites the fact that going back into the nineteenth century, the most famous entrepreneurs and inventors in our country all had engineering backgrounds. "Innovation is closely intertwined with new developments in science and technology, either breakthroughs that create entirely new systems or products or new applications of existing technology...As technology becomes increasingly more sophisticated, engineering and other highly advanced degrees will be required to continually further innovations in niche fields."

The region must find a way to significantly expand the undergraduate, graduate and advanced degree offerings in the areas of most demand – engineering, IT and computer technology – if it wants to build a strong economy for the future. We have the ability to position the region as a world leader in the development of composite technology and manufacturing, aerospace, energy systems and IT/cyber/software but we cannot achieve that goal without robust graduate and post graduate offerings. Without the advanced degree programs, the region will settle for production-type jobs, not those in research and development and design.

The annual Charleston Regional Economic Scorecard benchmarks the region's economic performance compared to five peer metros, as well as two of the nation's leading metros for economic growth – Austin, Texas and Raleigh, North Carolina. The Scorecard will release its fourth annual report in October 2013. In every category measured over the past three years, Austin and Raleigh has outperformed the Charleston region as well as each of the other benchmark communities.

The major difference between Austin and Raleigh and the other communities is the presence of major comprehensive research universities which have been driving unprecedented economic growth in both metros for decades.



***The region must find a way to significantly expand the undergraduate, graduate and advanced degree offerings in the areas of most demand – engineering, IT and computer technology – if it wants to build a strong economy for the future.***

1. Bruce Katz and Jennifer Bradley, *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy* (Brookings Institution Press, 2013).



# The Research

An economic impact study of the region's publically supported higher education institutions was released in April 2013. *The study, conducted for the Charleston Regional Development Alliance, cited the lack of a comprehensive research institution as one of the top challenges facing the region. The study states the lack of such a school "limits certain research funding opportunities and degree programs offered."*

A number of comprehensive surveys of the business community conducted since 2008 demonstrate the need to address higher education gaps and the region's resulting inability to provide degreed employee candidates in a series of high demand professional fields. *There is a clear lack of skilled, available talent in IT software, engineering and science fields to meet current and future needs. While the region has more than 25 public, private and for-profit institutions of higher education, there is a clear lack of degrees in undergraduate and graduate levels in these important demand fields.* This growing unfulfilled need is placing our region at a competitive disadvantage in being able to respond to employers currently attempting to expand, and in attracting dynamic, sustainable high-growth businesses to our market.

In 2008, a study of the region's employers found the most difficult jobs to fill included:

1. Engineers
2. Sales
3. Information Technology  
(computer programmers, software developers, IT)

In 2010, during the recession, Opportunity Next surveyed area employers on jobs for which they would be hiring in the next five years. Among the more than 5,000 potential new jobs to be filled:

- 640 Information Technology jobs
- 584 Engineering jobs
- 347 Computer programmers

31% of the prospective new jobs envisioned were in areas our region is poorly positioned to fill.

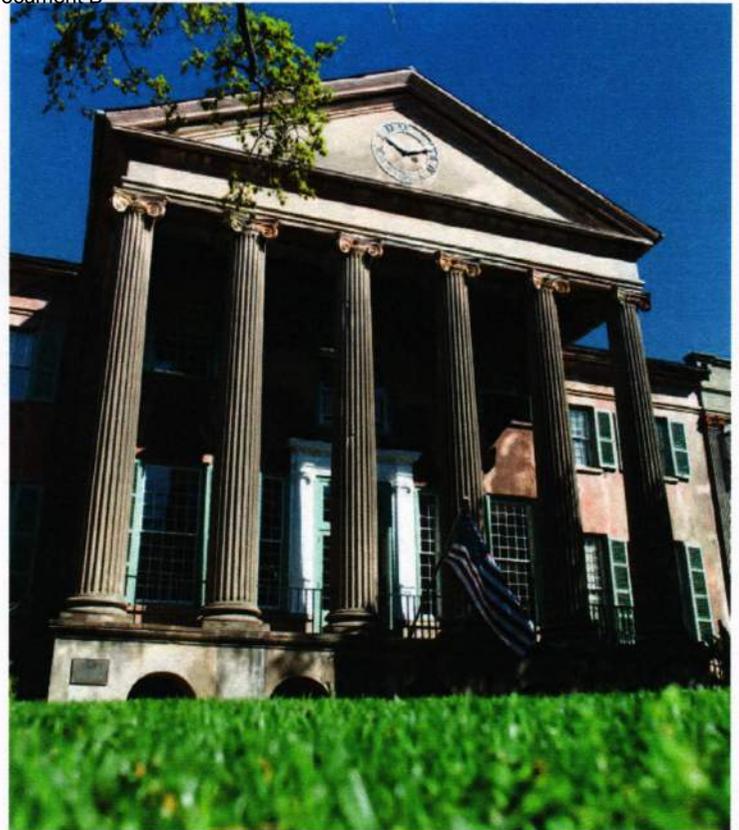
Opportunity Next also identified the skills needed to grow the region's clusters (Aerospace, Bioscience, Advanced Security/IT and Energy Systems). All four clusters will demand the following jobs:

- Engineering
- Computer/Software Engineering
- Information Technology

The study also points out the region's weakness to successfully develop each of these clusters to their highest potential.

*Opportunity Next specifically cites the “lack of higher ed programs and R&D and the lack of graduate engineering and computer science programs” as weaknesses for the region in fully developing both the Aerospace and Advanced Security/IT clusters.* The report also recommends “expanding engineering and advanced materials programs at the R&D/university levels” as the region’s solution to this issue.

The recent announcement by Boeing to add engineering and IT functions to its complex in North Charleston points to an increasing need for the region to find a way to fill these gaps. Boeing will relocate the needed workforce to fill these new jobs because the region does not have an existing pool of skilled workers to meet their needs. Last year, the College of Charleston’s Computer Science program awarded only 41 undergraduate degrees. Our region is positioned for solid economic growth in multiple business sectors if we can provide the level of highly skilled workers to meet employer demands. While there remains a plentiful supply of workers in non-technical backgrounds, the demand for technically skilled employees, particularly in engineering and computer/IT will escalate rapidly. *The need for a comprehensive research university has never been more urgent.*



| Skill Set                           | Cluster                |           |            |             | Competency         |                 |            |           |          |
|-------------------------------------|------------------------|-----------|------------|-------------|--------------------|-----------------|------------|-----------|----------|
|                                     | Advanced Security & IT | Aerospace | Biomedical | Wind Energy | Advanced Materials | Creative Design | Drivetrain | Logistics | Software |
| Technical Project Management        | X                      |           |            |             |                    |                 |            |           |          |
| Information Assurance               | X                      |           |            |             |                    |                 |            | X         | X        |
| Homeland Defense                    | X                      |           |            |             |                    |                 |            | X         | X        |
| Engineering:                        | X                      | X         | X          | X           | X                  | X               | X          | X         | X        |
| Aerospace Engineering               |                        | X         |            | X           | X                  |                 | X          |           |          |
| Systems Engineering                 | X                      | X         |            | X           | X                  |                 | X          | X         |          |
| Materials Engineering               | X                      | X         | X          | X           | X                  |                 | X          |           |          |
| Electrical Engineering              | X                      | X         | X          | X           | X                  |                 | X          | X         |          |
| Mechanical Engineering              | X                      | X         | X          | X           | X                  |                 | X          | X         |          |
| Computer / Software Engineering     | X                      | X         | X          | X           | X                  | X               | X          | X         | X        |
| Information Technology / Networking | X                      | X         | X          | X           | X                  | X               | X          | X         | X        |
| Defense Acquisition                 | X                      |           |            |             |                    |                 |            |           |          |
| Electronics                         | X                      | X         | X          | X           | X                  |                 | X          | X         | X        |
| Mechatronics, Machinists            | X                      | X         |            | X           | X                  |                 | X          | X         |          |
| Robotics                            |                        | X         | X          | X           | X                  | X               | X          | X         | X        |
| Skilled Crafts                      |                        | X         |            | X           |                    |                 | X          | X         |          |
| Wind Energy & Turbine Technician    |                        | X         |            | X           | X                  |                 | X          |           | X        |
| Composites Handling, Fabrication    |                        | X         | X          | X           | X                  |                 |            | X         | X        |
| Design & Product Conceptualization  | X                      | X         | X          | X           | X                  | X               | X          |           | X        |

# Employer Survey of Higher Education Needs



The Chamber contacted a dozen area employers representing the manufacturing, computer/IT and healthcare sectors in June 2013 and asked them to provide specific information on their hiring plans and higher education needs over the next two to three years. Ten employers completed the short survey representing 19,300 full time employees.

The following occupations were most often cited as those needed in the next two to three years:

- Accounting
- Assemblers and Fabricators
- Computer Engineer
- Computer Programmer
- Electrical Engineer
- Electrician, Manufacturing
- Engineering Technician
- Finance
- IT Support
- Mechanical Engineer
- Network/IT Administrator
- Operations Manager/Supervisor

Employers indicated the majority of their hires would require a certificate, Associate's degree or Bachelor's degree. **Half indicated they would hire occupations requiring a Master's or Ph.D.**

**Employers were asked what specific degrees they will be hiring from outside the region because they are not available locally:**

- **Aeronautical Engineers**
- **Chemical Engineers**
- **Computer Science**
- **Electrical/Electronic Engineers**
- **Electrical/Computer Engineers**
- **Software Engineers**

Employers were asked to describe their greatest need/challenge today regarding the region's capacity to provide Bachelor's, Master's and Ph.D. degree graduates:

***"Ability to obtain qualified number of engineering / IT resources in the next 2-3 years."***

***"Finding the advanced degrees locally is not likely."***

***"The way I interpret this question is do we need other Bachelor's, Master's or Ph.D. programs to continue staying competitive with the growing tech community in Charleston? The answer is yes. The programs in Charleston have to stay agile to adapt to the newest trends...this is the hardest challenge of our existing culture in Charleston."***

***"Lack of diverse technical degrees available."***

***"Engineering (manufacturing, mechanical, electrical, software and controls)."***



# A Comparison of Charleston to Leading Metros

Charleston is one of the fastest growing mid size metros for software industries and occupations\*:

- Top 10 fastest growing software development region in U.S.
- Top 10 fastest growing mid-size metro for computer hardware engineers (#1), computer research scientists (#2), statisticians (#3), computer operators (#3), graphic designers (#5), computer programmers (#8), and electrical engineers (#10)
- Fourth highest per capita concentration in U.S. for computer research scientists and #7th for computer hardware engineers

From 2000 to 2010, according to the U.S. Bureau of Labor Statistics, *IT/Math occupations in the region grew by 62.3%, compared to the national average of 12%. Architect/Engineering occupations grew by 68% while the growth rate nationally was less than 10%.*

In the last 24 months, we have had more than 3,000 new jobs in computer/IT/engineering announced in the region.

\* (Out of 125 mid-sized metros, 2006-2009).  
Source: Avalanche Consulting Headlight Data System

*The majority of the nation's 100 top metro regions have either a research institution or accredited engineering program, according to the Chamber's research, placing the Charleston region at a competitive disadvantage when competing with other areas for talent and economic development.*

The next two pages highlight the nations top 100 metro regions and provides a full list of their research institutions or accredited engineering programs in order to emphasise the overwhelming need for the Charleston region to establish a Comprehensive Research University.

## Resource Document B

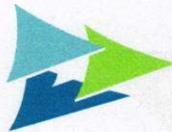
| Top 100 Metro Areas                         | Comprehensive<br>Research Institution | Aerospace /<br>Aeronautical /<br>Astronautical Engineering | Biomedical /<br>Bioengineering | Computer Engineering | Electrical /<br>Electronic /<br>Communications<br>Engineering |
|---|---------------------------------------|--|--------------------------------|----------------------|---|
| Akron, OH                                   | ✓                                     |  | ✓                              | ✓                    | ✓   |
| Albany-Schenectady-Troy, NY                 | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Albuquerque, NM                             | ✓                                     |  |                                |                      | ✓   |
| Allentown-Bethlehem-Easton, PA-NJ           | ✓                                     |  |                                | ✓                    | ✓   |
| Atlanta-Sandy Springs-Marietta, GA          | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Augusta-Richmond County, GA-SC              |                                       |  |                                |                      |   |
| Austin-Round Rock-San Marcos, TX            | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Bakersfield-Delano, CA                      |                                       |  |                                |                      |   |
| Baltimore-Towson, MD                        | ✓                                     |  | ✓                              | ✓                    | ✓   |
| Baton Rouge, LA                             | ✓                                     |  |                                |                      | ✓   |
| Birmingham-Hoover, AL                       | ✓                                     |  | ✓                              | ✓                    |   |
| Boise City-Nampa, ID                        |                                       |  |                                |                      | ✓   |
| Boston-Cambridge-Quincy, MA-NH              | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Bridgeport-Stamford-Norwalk, CT             |                                       |  |                                |                      |   |
| Buffalo-Niagara Falls, NY                   | ✓                                     |  |                                |                      | ✓   |
| Cape Coral-Fort Myers, FL                   |                                       |  |                                |                      |   |
| Charleston-North Charleston-Summerville, SC |                                       |  |                                |                      |   |
| Charlotte-Gastonia-Rock Hill, NC-SC         |                                       |  |                                |                      | ✓   |
| Chattanooga, TN-GA                          |                                       |  |                                |                      |   |
| Chicago-Naperville-Joliet, IL-IN-WI         | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Cincinnati-Middletown, OH-KY-IN             | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Cleveland-Elyria-Mentor, OH                 | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Colorado Springs, CO                        |                                       |  |                                |                      | ✓   |
| Columbia, SC                                | ✓                                     |  | ✓                              | ✓                    | ✓   |
| Columbus, OH                                | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Dallas-Fort Worth-Arlington, TX             | ✓                                     |  |                                | ✓                    | ✓   |
| Dayton, OH                                  | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Denver-Aurora-Broomfield, CO                | ✓                                     |  |                                | ✓                    | ✓   |
| Des Moines-West Des Moines, IA              |                                       |  |                                |                      |   |
| Detroit-Warren-Livonia, MI                  | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| El Paso, TX                                 | ✓                                     |  |                                | ✓                    | ✓   |
| Fresno, CA                                  |                                       |  |                                |                      |   |
| Grand Rapids-Wyoming, MI                    |                                       |  |                                |                      |   |
| Greensboro-High Point, NC                   | ✓                                     |  |                                |                      | ✓   |
| Greenville-Mauldin-Easley, SC               | ✓                                     |  | ✓                              | ✓                    | ✓   |
| Harrisburg-Carlisle, PA                     |                                       |  |                                |                      |   |
| Hartford-West Hartford-East Hartford, CT    |                                       |  |                                |                      | ✓   |
| Honolulu, HI                                | ✓                                     |  |                                |                      | ✓   |
| Houston-Sugar Land-Baytown, TX              | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Indianapolis-Carmel, IN                     | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Jackson, MS                                 | ✓                                     |  |                                |                      |   |
| Jacksonville, FL                            |                                       |  |                                |                      |   |
| Kansas City, MO-KS                          | ✓                                     |  |                                |                      | ✓   |
| Knoxville, TN                               | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Lakeland-Winter Haven, FL                   |                                       |  |                                |                      |   |
| Lancaster, PA                               |                                       |  |                                |                      |   |
| Las Vegas-Paradise, NV                      | ✓                                     |  |                                |                      | ✓   |
| Little Rock-North Little Rock-Conway, AR    |                                       |  |                                |                      |   |
| Los Angeles- Long Beach- Santa Ana, CA      | ✓                                     | ✓  | ✓                              | ✓                    | ✓   |
| Louisville-Jefferson County, KY-IN          | ✓                                     |  |                                | ✓                    | ✓   |
| Madison, WI                                 | ✓                                     |  | ✓                              | ✓                    | ✓   |
| McAllen-Edinburg-Mission, TX                |                                       |  |                                |                      |   |

Resource Document B

| Top 100 Metro Areas                                | Comprehensive Research Institution | Aerospace / Aeronautical / Astronautical Engineering | Biomedical / Bioengineering | Computer Engineering | Electrical / Electronic / Communications Engineering |
|--|------------------------------------|--|-----------------------------|----------------------|--|
| Memphis, TN-MS-AR                                  | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Miami-Fort Lauderdale-Pompano Beach, FL            | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Milwaukee-Waukesha-West Allis, WI                  | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Minneapolis-St. Paul-Bloomington, MN-WI            | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Modesto, CA  |                                    |  |                             |                      |  |
| Nashville-Davidson--Murfreesboro--Franklin, TN     | ✓                                  |  | ✓                           | ✓                    | ✓  |
| New Haven-Milford, CT                              | ✓                                  |  | ✓                           |                      | ✓  |
| New Orleans-Metairie-Kenner, LA                    | ✓                                  |  | ✓                           |                      | ✓  |
| New York-Northern New Jersey-Long Island, NY-NJ-PA | ✓                                  |  | ✓                           | ✓                    | ✓  |
| North Port-Bradenton-Sarasota, FL                  |                                    |  |                             |                      |  |
| Ogden-Clearfield, UT                               |                                    |  |                             |                      |  |
| Oklahoma City, OK                                  |                                    |  |                             |                      | ✓  |
| Omaha-Council Bluffs, NE-IA                        |                                    |  |                             |                      |  |
| Orlando-Kissimmee-Sanford, FL                      | ✓                                  |  |                             | ✓                    | ✓  |
| Oxnard-Thousand Oaks-Ventura, CA                   |                                    |  |                             |                      | ✓  |
| Palm Bay-Melbourne-Titusville, FL                  | ✓                                  | ✓  |                             | ✓                    | ✓  |
| Philadelphia-Camden-Wilmington, PA-NJ-DE-MD        | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Phoenix-Mesa-Glendale, AZ                          |                                    |  |                             |                      | ✓  |
| Pittsburgh, PA                                     | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Portland-Vancouver-Hillsboro, OR-WA                | ✓                                  |  |                             | ✓                    | ✓  |
| Poughkeepsie-Newburgh-Middletown, NY               |                                    |  |                             |                      |  |
| Providence-New Bedford-Fall River, RI-MA           | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Provo-Orem, UT                                     | ✓                                  |  |                             |                      |  |
| Raleigh-Cary, NC                                   | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Richmond, VA                                       | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Riverside-San Bernardino-Ontario, CA               | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Rochester, NY                                      | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Sacramento-Arden-Arcade-Roseville, CA              |                                    | ✓  | ✓                           | ✓                    | ✓  |
| Salt Lake City, UT                                 | ✓                                  |  | ✓                           | ✓                    | ✓  |
| San Antonio-New Braunfels, TX                      | ✓                                  |  | ✓                           |                      | ✓  |
| San Diego-Carlsbad-San Marcos, CA                  | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| San Francisco-Oakland-Fremont, CA                  | ✓                                  |  | ✓                           | ✓                    | ✓  |
| San Jose-Sunnyvale-Santa Clara, CA                 |                                    | ✓  | ✓                           | ✓                    | ✓  |
| Scranton-Wilkes-Barre, PA                          |                                    |  |                             |                      |  |
| Seattle-Tacoma-Bellevue, WA                        | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Springfield, MA                                    |                                    |  |                             |                      |  |
| St. Louis, MO-IL                                   | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Stockton, CA                                       |                                    |  |                             |                      |  |
| Syracuse, NY                                       | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Tampa-St. Petersburg-Clearwater, FL                | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Toledo, OH   | ✓                                  |  | ✓                           | ✓                    | ✓  |
| Tucson, AZ   | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Tulsa, OK  |                                    |  |                             |                      |  |
| Virginia Beach-Norfolk-Newport News, VA-NC         | ✓                                  | ✓  |                             | ✓                    | ✓  |
| Washington-Arlington-Alexandria, DC-VA-MD-WV       | ✓                                  | ✓  | ✓                           | ✓                    | ✓  |
| Wichita, KS  | ✓                                  | ✓  |                             |                      | ✓  |
| Worcester, MA                                      | ✓                                  |  | ✓                           |                      | ✓  |
| Youngstown-Warren-Boardman, OH-PA                  |                                    |  |                             |                      |  |

### **Conclusion and Next Steps:**

The Chamber will continue to work with elected officials at the local and state levels as well as the College of Charleston and MUSC to develop a strategy for addressing the region's higher education needs. If you would like to be involved or want more information, please contact the Chamber's Business Advocacy Division at 843-577-2510.



**Charleston Metro  
Chamber of Commerce**

*Driving growth. Defining tomorrow.*

4500 Leeds Avenue, Suite 100  
N. Charleston, SC 29405  
843.577.2510

[www.charlestonchamber.net](http://www.charlestonchamber.net)

# APPENDIX C

**COLLEGE OF CHARLESTON  
STATEMENT OF POSITION BY THE BOARD OF TRUSTEES**

**March 22, 2014**

The College of Charleston is a nationally ranked public liberal arts and sciences university existing since 1770. The College is one of three public four-year universities located in Charleston, along with The Citadel and the Medical University of South Carolina (hereafter, "MUSC").

These Charleston institutions currently grant undergraduate and master's degrees. The College and The Citadel are limited by law and regulation from granting doctoral degrees, while MUSC is only permitted to grant doctoral degrees in the medical fields.

In 2013, a committee, made up of business leaders and representatives from MUSC and the College, met over several months and explored expanded collaborative opportunities. Recently, the South Carolina House and Senate received legislation aimed toward combining the College and MUSC.

The College's Board of Trustees (hereafter, "Board") hereby adopts the following as its Position:

- The College has a unique historical identity, and the Board has an obligation to preserve and protect the College's identity.
- The Board is committed to forever preserving and protecting "College of Charleston" as the undergraduate name of this institution.
- The Board is grateful for the endeavors by the S. C. General Assembly and other interested parties to significantly improve higher education in Charleston and in South Carolina.
- The Board is committed to meeting the needs of our vibrant and growing economy by facilitating greater research activity at the College and, where appropriate, developing new academic programs to include new graduate programs.
- The College should maintain its commitment to the undergraduate liberal arts and sciences and to its student-focused community.
- The Board should be an active participant in discussions to enhance higher education opportunities aligned with the transformation of expanding business environments.
- The Board requests the authorization to offer targeted doctoral programs for the purpose of meeting economic development and research needs.
- The Board understands that any expansion of the College's research and academic activities, including new degree programs, will require additional financial resources, along with careful planning, the support and approval of the College faculty and administration, and the support and approval of the Commission on Higher Education.
- The Board will continue to support existing collaborations and pursue new collaborations with other higher education institutions.

# APPENDIX D

**NOTES TAKEN BY DR. PENELOPE BRUNNER**

Associate Vice President for Institutional Effectiveness and Strategic Planning  
SACSCOC Liaison  
College of Charleston

**Telephone Call with Marsal P. Stoll, Vice President SACSCOC**

Friday, June 27, 2014, 11:30 am

Following the guidelines in the [\*Policy Statement for Substantive Change for SACSCOC Accredited Institutions\*](#), I contacted the College's Commission Staff member, Marcy Stoll, at the above date and time (see *Policy Statement*, p. 6).

Our discussion focused on change of mission/change of mission statement for the College. Dr. Stoll was very clear that SACSCOC "does not approve mission statements. However, SACSCOC does need to approve significant changes in educational missions." At that point, I told her that the College's current mission statement included master's degrees in its offerings—but that the College would like to offer a doctoral program at some future date. We also discussed the College using the UCSC name for graduate program submissions. Dr. Stoll replied that nothing we discussed would be considered a significant change in mission and referred me to Procedure One (see *Policy Statement*, p. 15, #9). We discussed the anticipated changes as "editorial" only (meaning that a prospectus or other documentation would not be required).

# South Carolina Commission on Higher Education



Brig Gen John L. Finan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
Ms. Natasha M. Hanna  
Ms. Elizabeth Jackson  
Ms. Dianne C. Kuhl  
Ms. Leah B. Moody  
Vice Admiral Charles Munns, USN (ret.)  
Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemeyer  
Mr. Hood Temple

Dr. Richard C. Sutton  
Executive Director

July 31, 2014

President Glenn F. McConnell  
The College of Charleston  
66 George Street  
Charleston, SC 29424

Dear Glenn:

Below are brief explanations of the primary points that will keep us from bringing the College of Charleston's proposed mission statement change before the Commission's Committee on Academic Affairs and Licensing (CAAL) at its August 7 meeting. As we've discussed, the Commission has the ability to move this item forward in a timely manner without being bound to rigid calendars, and I have every expectation that we will do so. Even though the proposed new language will change very few words from your current mission statement, they are seismic in their implications and ramifications for the higher education enterprise in South Carolina. I want to ensure that the Commission's action on your proposal does not create unexpected consequences, either for your institution or others, as we move forward.

As you know, under the Commission's policy for substantive change in mission statements, staff is required to present your proposal to CAAL with a recommendation for action. Since your proposal would lead to both a change in mission and a change in institutional sector, in order to complete its proper analysis for that recommendation, staff will require the following information:

- a statement from the College explaining its rationale for requesting the mission statement change and sector change and its reasoning for requiring them at this time;
- written documentation from the College and from the Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) regarding your proposal and SACS/COC standards for substantive change [communication on the steps required for this item will be sent to you separately by the end of the week];
- an outline of the parameters of the University of Charleston's likely expansion of graduate degree offerings, including minimum and maximum thresholds for numbers of projected programs, enrollments, costs, and other metrics to guide our understanding of what the new mission statement would potentially create [although I appreciate your reticence to make specific projections about any particular programs, in the absence of any confirmed demarcations, the authority of the proposed statement appears unlimited];

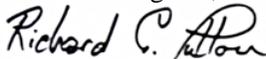
- an assessment by the College about how it measures up to national standards for research universities (including research productivity, faculty performance criteria, promotion and tenure requirements, salaries, teaching loads, etc.) as articulated by organizations such as the Carnegie Foundation, National Research Council, professional associations, or others who measure peers in this sector [although I appreciate that you have presented your proposal as meeting the narrow definitions of SC state statutes, staff must consider the broader context of the higher education landscape to inform its recommendation];
- an assessment by the College about how its proposed move to the Research Institution sector will affect its future budget requests and funding expectations, given the differences in funding calculations by sector as measured by the Commission's Mission Resource Requirement (MRR) formula.

There may be additional information requests that emerge as staff analyze your proposal and then as Commissioners determine their course of action, but it is clear that the "technical" timeline for submission of materials to CAAL that MaryAnn Janosik discussed with your Chief of Staff, Brian McGee, on July 2 was not realistic for a proposal of this magnitude and significance. She attempted to clarify that concern in subsequent communication, as it was not our intention to raise any expectation that we would be prepared to present this item with a completed staff recommendation to CAAL on its August 7 agenda, and for that misunderstanding I apologize.

I have, however, discussed this issue with our Chairman, Gen. John Finan, and other Commission members. There is support for adding a discussion item to the August 7 CAAL agenda that opens the conversation about CHE's consideration of mission and sector changes. As you know, the Commission has not faced this issue since the move by USC-Beaufort from two-year to four-year degree status more than a decade ago, and the larger ferment on these concerns among SC's public institutions dates back to the early 1990s. [Julie Carullo, by the way, is today sending a summary of her research on the history of the College of Charleston's mission statements and CHE actions to your staff, as requested late last week.] I spoke with the CAAL chair, Commissioner Bettie Rose Horne, last night, and she agreed with this addition to the beginning of her committee's agenda at 1:00 p.m. Further details will be forthcoming soon.

In all of my conversations, readings, and observations on this issue during the past year, I have not encountered a single voice that opposes a stronger, more advanced presence for public higher education in the Lowcountry. In my view, it is not a question of "if" but rather "how best" to meet the educational needs and demands in that region most effectively. As I've stated publicly in multiple settings, the Commission will be your strong partner in that effort. You have my commitment to work with you constructively as we move forward.

With best regards,



Richard C. Sutton, Ph.D.  
Executive Director

cc: Ms. Debbie Hammond, Senior Executive Administrator for the President  
Mr. Brian McGee, Chief of Staff/Senior Vice President for Executive Administration  
Dr. MaryAnn Janosik, Director of Academic Affairs  
Ms. Julie Carullo, Deputy Executive Director for Administration

Resource Document C  
**COLLEGE of  
CHARLESTON**  
FOUNDED 1770

**Glenn F. McConnell**  
President

66 George St.  
Charleston, SC 29424  
843.953.5500  
mcconnellgf@cofc.edu

August 20, 2014

Dr. MaryAnn Janosik  
Director of Academic Affairs  
Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Dear Dr. Janosik:

Thank you for your letter of August 14, 2014, which requested that I provide some additional materials for consideration by CHE's Committee on Academic Affairs and Licensing (CAAL).

I always welcome the opportunity to answer questions posed by the Commissioners. However, we are mindful that the CAAL discussion on August 7, 2014, occurred only a few days after I provided a lengthy written response to a previous set of questions posed by Dr. Sutton, CHE's Executive Director. I believe my replies below will be understood as consistent with that document.

As I explained in writing on August 4 and in conversations with Commissioners on August 7, the College's position is that the development of planning proposals for doctoral programs, let alone full proposals, is not advisable, for at least two reasons.

First, the College is not currently authorized to offer doctoral programs by the state of South Carolina. While the College certainly could develop planning proposals in anticipation of receiving doctoral-granting authority - whether from CHE or from the General Assembly - such an approach would put the cart before the horse. As a legislator, I would always have presumed that securing permission to act ought always to precede lengthy and complicated preparations for action. While Dr. Sutton has assured us that we could begin the process of developing a planning proposal, such an act in my opinion would be premature and, importantly, would fail to respect the authority rightfully belonging to CHE and to the legislature.

Second, and as a practical matter, preparing a thoughtful and complete program proposal can take weeks or months of faculty and staff time, with even more time devoted to development of a full proposal. To ask our employees to commit this time to proposal

creation, and to ask community members to commit financial support for a degree program we cannot offer, would understandably be perceived as a potential waste of taxpayer and philanthropic resources.

Given our understanding of state law, we continue to believe the best process for moving forward in the Charleston region is to designate the College of Charleston as a research institution. The College then can continue to assess community need for doctoral programs and, based on the available evidence, decide whether or not to begin the development of suitable proposals for one or more doctoral programs.

In response to the feedback we received at the Commission meeting on August 7, our Interim Provost and I have agreed that our Graduate School should study our definition of “graduate faculty” and our institutional policies, in light of the possibility that we will develop doctoral programs in the future. The College’s graduate policies could then be revised at the same time any doctoral degree proposal is prepared for submission to CHE and, later, to SACSCOC.

#### *Doctoral Programs Intended for Development*

The College of Charleston and its graduate and research component, the University of Charleston, South Carolina (UCSC), have not yet committed to the development of any doctoral program. In the past, some faculty and administrators have discussed entering into a planning and study process for potential doctoral programs in computer science, informatics, and logistics and supply chain management. However, I will not ask our faculty and other employees to undertake one or more feasibility studies unless they are assured that the College has the authority to offer doctoral degrees.

I expect that proposals for no more than three doctoral programs would be pursued at the College of Charleston over the next ten years. It is possible that no doctoral programs will be proposed during that time period.

#### *Timeline for Program Implementation*

The College does not yet have a timeline for implementation of any doctoral program. Commitment to any timeline, for any program, would be premature unless and until we had completed an initial feasibility study and had the support of the relevant program faculty. Even then, such a timeline would be highly preliminary, as the process for degree program includes the approval of the departmental and/or school faculty, the review and approval of multiple committees of the Faculty Senate, administrative approval, Board of Trustees approval, and the approval of the Commission on Higher Education. In addition, the study and approval process almost certainly would involve numerous meetings with business and community leaders and commitment of the time required to secure recurring

funding for the new program. Undergraduate degree programs frequently take 18 or more months for completion of the planning and approval cycle, and we do not anticipate that doctoral programs would be simpler to propose than are undergraduate programs.

As you know, the approval of the College's first doctoral program will require the approval of a level change by SACSCOC, our regional accreditor. Consistent with their policy, SACSCOC needs prior notice of at least 12 months in any case involving a level change. We have not yet provided such notice to SACSCOC.

#### *Program Development and Delivery Costs*

I am not able to answer any questions concerning the costs of delivering a specific doctoral program, because no proposal for delivering a program has been developed. We believe that the delivery of any doctoral program at the College of Charleston would require the addition of faculty, and most of the programs we can imagine offering would necessitate the addition of staff; of funding for the support of student scholarships, stipends, and research; and of new or renovated instructional and administrative space. The programs we have considered exploring would almost certainly involve business and community partners who could support internships or research projects, for example. Of course, any doctoral program proposal for the College of Charleston would leverage the very considerable faculty and infrastructure resources already available to us.

I have repeatedly pledged to the College's faculty, alumni, parents, and students that no funding will be taken away from undergraduate programs to support doctoral studies. I will honor that commitment.

#### *Sources of Funding*

I cannot answer specific questions regarding the sources of funding for doctoral programs that have not yet been proposed. Depending on the program, I would expect that a combination of tuition, grant funding, and philanthropic support would figure prominently in the support of any future doctoral program. I also expect that fewer than 60 doctoral students will be enrolled at the College of Charleston a decade from now, making up only about 0.5% of our student body.

#### *Summary Assessment of Program Capacity*

Providing a summary assessment of our capacity to offer individual programs would be premature, as my previous responses should suggest. In general, though, the College will build its new graduate programs, including doctoral programs, on a strong foundation. The College of Charleston is the third largest university in South Carolina, with over 500

roster faculty, over 11,000 students, a large campus, and four decades of experience with graduate education. The addition of doctoral programs will require new resources, but the College will build on its already existing assets.

I hope my responses to your questions are helpful. Please let me know if I can answer additional questions.

Sincerely,

A handwritten signature in blue ink that reads "Glenn F. McConnell". The signature is written in a cursive style with a large, stylized 'G' and 'M'.

Glenn F. McConnell '69  
President

cc: Ms. Debra Hammond, Senior Executive Administrator for the President  
Dr. Brian R. McGee, Interim Provost and Executive V.P. for Academic Affairs  
Dr. Richard Sutton, Executive Director, CHE  
Ms. Julie Carullo, Deputy Executive Director for Administration

# South Carolina Commission on Higher Education



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Dr. Jennifer B. Settlemeyer  
Mr. Hood Temple

Dr. Richard C. Sutton  
Executive Director

August 14, 2014

## MEMORANDUM

To: President Glenn McConnell, College of Charleston  
From: MaryAnn Janosik, Ph.D., Director of Academic Affairs

### Build-up Plan for Doctoral Programs College of Charleston

At its August 7, 2014 meeting, members of the Committee on Academic Affairs and Licensing (CAAL), raised questions about and sought additional information to support the College of Charleston's request for a mission statement change which would establish a "research" component at the College. Additional information needed includes the following:

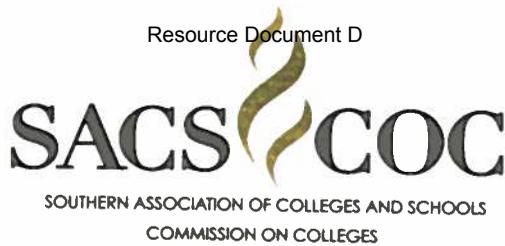
- Identify the doctoral programs intended for development (need not be detailed, but should reflect the major areas and disciplines currently being discussed)
- Timeline for implementation extending to 2018
- Estimated cost of development and delivery of new programs, including anticipated faculty hires; new facilities or modifications to existing facilities, including instructional technology; fellowships and/or internships; and partnerships with other academic institutions or local industry
- Sources of funding, including enrollment projections and anticipated tuition revenue, and potential donors and/or external grants that may be pursued in the course of new program development
- Summary assessment of the College of Charleston's capacity to offer each new program

The College's response to the items above should be submitted to Dr. MaryAnn Janosik, Director of Academic Affairs, as soon as possible, but no later than **August 22, 2014**. CAAL will hold a special meeting to consider the staff recommendation regarding the College of Charleston's request for a mission statement change **Tuesday, August 26 @ 10:00 am**.

If the Committee is not in receipt of this documentation prior to its meeting, the College's request may be forwarded with a "contingency" for the Commission's review at its meeting on **September 3, 2014**.

Please direct additional questions to Dr. MaryAnn Janosik @ (803) 737-3921, or [mjanosik@che.sc.gov](mailto:mjanosik@che.sc.gov).

C: General John Finan, Chair, SC Commission on Higher Education and Commissioners  
Dr. Bettie Rose Horne, Chair, Committee on Academic and Licensing (CAAL) and Members  
Richard C. Sutton, Ph.D., CHE Executive Director  
Debbie Hammond, Senior Executive Administrator for the President, College of Charleston  
Dr. Brian McGee, Interim Provost and Executive Vice President for Academic Affairs, College of Charleston



AUG 21 2014

August 18, 2014

Dr. Richard C. Sutton  
Executive Director  
South Carolina Commission  
on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Dear Dr. Sutton:

I am in receipt of a copy of your letter dated July 31, 2014, to President Glenn McConnell regarding the language in the mission statement of the College of Charleston (SC). I have spoken with President McConnell and his staff about the reason for the change and any substantive issues that may result from it from our perspective.

As a result of President Mc Connell's explanation, it does not appear that the changing of the wording from comprehensive to research institution or aspiring to offer doctoral degrees is a substantive change from SACSCOC's perspective. The College is already approved to offer master's level degrees which, in and of themselves, are research based. Should the institution actually move forward with offering doctoral degrees, then this is a change that requires SACSCOC approval before implementation and President McConnell is aware of the process to follow.

If you have any additional concerns or questions, please do not hesitate to contact me.

Sincerely,

Belle S. Wheelan, Ph.D.  
President

BSW:rb

cc: Lt. Gov. Glenn F. McConnell  
Dr. Penelope W. Brunner  
Dr. Marsal P. Stoll

COLLEGE of  
CHARLESTON  
FOUNDED 1770

Glenn F. McConnell  
President

66 George St.  
Charleston, SC 29424  
843.953.5500  
mcconnellgf@cofc.edu

August 4, 2014

Dr. Belle S. Wheelan, President  
Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033

Dear Dr. Wheelan:

I received Dr. Richard Sutton's letter of August 1, 2014, that was copied to you and feel that several points need to be clarified:

- 1) The College of Charleston understands that our accreditation extends only to the undergraduate and master's degrees being offered at this time.
- 2) The College has not (and is not) developing a prospectus for any doctoral degrees.
- 3) The College has no intention of petitioning SACSCOC to move from Level III to Level V at the present time.
- 4) The change in the College's mission statement that was submitted to SACSCOC on Friday, August 1, reflects the College's desire to reinstate both the use of the University of Charleston, South Carolina, name for the graduate component of the College and the use of doctoral program language referenced in our earlier mission statements.

As I am sure you are aware, over the past year there has been considerable discussion in the South Carolina Legislature regarding the expansion of offerings at the College of Charleston. As a new president, I want to make certain that the appropriate steps and procedures are followed in an orderly fashion; and, I presumed that a review and revision of the College's mission statement would be the first step (CS 3.1.1). Because we are not seeking a level change, not offering any doctoral programs, and using language accepted in previous mission statements, we expected that the mission statement changes would be considered editorial by SACSCOC. The revised mission statement submitted to SACSCOC last week also reflects the College's openness to expansion by the Legislature should such change be forthcoming.

Dr. Penelope Brunner assures me that the College of Charleston has enjoyed an extremely positive working relationship with SACSCOC during her tenure at the College; Dr. Marsal Stoll has provided guidance and support throughout a number of challenges. It is my intention that this relationship continue

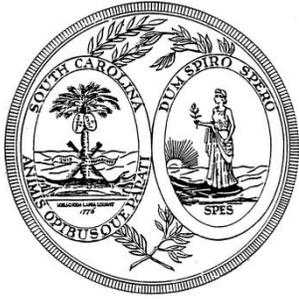
to be sustained. I welcome your counsel and guidance and would like to schedule a conversation at your earliest convenience.

Sincerely,

A handwritten signature in black ink, reading "Glenn F. McConnell". The signature is written in a cursive style with a large, stylized "G" and "M".

Glenn F. McConnell  
President

cc: Dr. Marsal P. Stoll, Vice President SACSCOC  
Dr. Penelope W. Brunner



## South Carolina Commission on Higher Education

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Mr. Hood Temple  
  
Dr. Richard C. Sutton  
Executive Director

August 1, 2014

President Glenn F. McConnell  
The College of Charleston  
66 George Street  
Charleston, SC 29424

Dear Glenn:

Following up on my letter of July 31, below is an outline of the steps required in order for Commission staff to determine that the College of Charleston's proposed mission statement revision and associated sector change from a comprehensive to a research institution with the authority to offer doctoral degrees complies with accrediting standards of the Southern Association of Colleges and Schools/Commission on Colleges (SACS-COC). As you know, the Commission's policy on new or revised mission statements is intended to "[e]nsure to the greatest extent possible that CHE-approved mission statements will meet SACS-COC principles, guidelines, and expectations."

It is my reading of the SACS-COC policy statement on substantive change that your proposal "alters significantly the educational mission of the institution" by moving from a Level III to a Level V institution and therefore requires Procedure #1 and prior approval of SACS-COC. In a telephone conversation with your school's accreditation liaison, Dr. Penelope Brunner, however, she informed me that she had discussed this with her assigned vice president at SACS-COC and had been advised that this was considered only a minor editorial change. Unfortunately, these conversations were by telephone, so there is no written exchange for our staff to include in documenting this finding.

After you and I met in your office on Monday this week, I subsequently spoke with Dr. Belle Wheelan, President of SACS-COC about this situation. She suggested that the College submit a letter directly to her describing the proposed mission and sector change, so that she could review and then issue a written finding that could become part of our Commission's documentary record on your proposal. I agreed that this would be the most effective way to clarify the issue, so I would ask that you and Dr. Brunner proceed in this direction. Your letter to me of July 24 requesting the change might provide a template, so I would hope this exchange could proceed in timely fashion.

As always, please feel free to contact me if you have any questions or wish to discuss this in greater detail.

With best regards,

Richard C. Sutton, Ph.D.  
Executive Director

cc: Dr. Belle S. Wheelan, President, SACS-COC (with copy of Sutton-to-McConnell letter of 7/31/14)  
Dr. Penelope Brunner, Associate VP for Institutional Effectiveness and Planning  
Dr. Brian McGee, Chief of Staff/Senior Vice President for Executive Administration  
Ms. Debbie Hammond, Senior Executive Administrator for the President  
Dr. MaryAnn Janosik, Director of Academic Affairs  
Ms. Julie Carullo, Deputy Executive Director for Administration

Resource Document E  
**Classification of Institutions  
Southern Association of Colleges and  
Schools Commission on Colleges  
(SACS)**

**Carnegie Foundation**

**Doctorate-granting Universities.** Includes institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.).

**Master's Colleges and Universities.** Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year

**Baccalaureate Colleges.** Includes institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year. (Some institutions above the master's degree threshold are also included)

**Associate's Colleges.** Includes institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees.

**Special Focus Institutions.** Institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (above 75%) is in a single field or set of related fields.

**Tribal Colleges.** Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

**Level VI** Offers four or more doctorate degrees

**Level V** Offers three or fewer doctorate degrees as highest degrees

**Level IV** Offers the master's and specialist degree as the highest degrees

**Level III** Offers the master's degree as the highest degree

**Level II** Offers the baccalaureate degree as the highest degree

**Level I** Offers the associate degree as the highest degree

**SC Code of Laws**

**Research institutions** offer baccalaureate education, master's, professional, and doctor of philosophy degrees and research through the use of government, corporate, nonprofit-organization grants, or state resources, or both

**Four-year colleges and universities** offer baccalaureate education and selected master's degrees, a doctoral degree in Marine Science approved by the Commission on Higher Education, and limited and specialized research

**Two-year institutions--branches of the University of South Carolina** offer college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution

**State technical and comprehensive education system** offers all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and associate degree programs which enable students to gain access to other post-secondary education; up-to-date and appropriate occupational and technical training for adults; and special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina