1-1-2001

President's Report to Board of Trustees, 2001

Clemson University

Follow this and additional works at: https://tigerprints.clemson.edu/pres_reports

Materials in this collection may be protected by copyright law (Title 17, U.S. code). Use of these materials beyond the exceptions provided for in the Fair Use and Educational Use clauses of the U.S. Copyright Law may violate federal law.

For additional rights information, please contact Kirstin O'Keefe (kokeefe [at] clemson [dot] edu)

For additional information about the collections, please contact the Special Collections and Archives by phone at 864.656.3031 or via email at cuscl [at] clemson [dot] edu

Recommended Citation
University, Clemson, "President's Report to Board of Trustees, 2001" (2001). President's Reports to the Board of Trustees. 23.
https://tigerprints.clemson.edu/pres_reports/23

This Article is brought to you for free and open access by the Office of the President at TigerPrints. It has been accepted for inclusion in President's Reports to the Board of Trustees by an authorized administrator of TigerPrints. For more information, please contact kokeefe@clemson.edu.
The Clemson Plan: The Story Behind the Headlines

2001 President’s Report
Dear Friend of Clemson:

This year's President's Report is a little different from the ones you usually see. Rather than recounting highlights and major activities from the past year, this report tells a single story — a story of how one university is creating its own destiny.

You may have seen the headlines: “Clemson Leads Nation in Tuition Hikes” or “In-State Tuition to Rise 42 Percent.” But that's not the whole story, nor is it the most important part.

The year 2001 may prove to be one of Clemson University's most significant years ever. It began with the adoption of a new vision statement and a set of 10-year goals aimed at building quality in all areas — students, faculty, facilities and programs. Every faculty and staff member at Clemson is now being evaluated on how he or she is advancing those goals. We're that serious about improving quality.

Ironically, the year also began with the University facing the largest education budget cut in South Carolina history. It would have been easy to fold our tents and say, “We'll have to put these quality initiatives off for a while.” Fortunately, our Board of Trustees wouldn't accept that route. Instead, they agreed to back an unprecedented tuition increase, provided we guarantee that the funds would go directly into our academic plan, or what we call the "road map" to academic excellence.

While other state universities were instituting hiring freezes, we were holding national faculty searches.

While other agencies were implementing layoffs, we were giving midyear merit raises for outstanding performance. Instead of opening the admissions doors to bring in more tuition revenue, we reduced freshman enrollment by more than 15 percent to preserve undergraduate quality. We added class sections, opened a new academic support center, created a community service grant program, expanded our wireless network and boosted library spending.

In 2001, we took the first bold steps down a 10-year path to becoming one of the nation's best public universities. Allow me to share these first few chapters of Clemson University's story.

Sincerely,

James F. Barker, FAIA
President
In October 1999, the Clemson University Board of Trustees chose a president who would lead the University into the new millennium — Clemson alumnus and dean James F. Barker. The deciding factor, they later said, was Barker's clearly articulated vision for Clemson's future. Barker saw in Clemson the potential to be one of the nation's top-20 public universities, and the Board agreed.

The stage for the road to the top 20 was already set by two major events that preceded Barker's presidency: a University-wide reorganization and a comprehensive external review by a group of alumni and friends called the Commission on the Future of Clemson University.

Barker began laying the foundation for the quest during his first year in office. He started with a series of daylong summits, town meetings and leadership retreats. These meetings — and the University's ongoing self-study for reaccreditation — gave Clemson faculty, staff, students and administrators the opportunity to shape a 10-year plan for making Clemson one of the nation's premier public institutions.

After multiple reviews, edits and opportunities for public input, the goal document was finally ready for presentation to the Board. On January 26, 2001, Clemson trustees officially adopted the new vision statement and endorsed a set of 10-year goals.

Now all that was needed was an action plan ... and resources.

---

**University 10-Year Goals**

1. Academics, research and service
   1. Excel in teaching, at both the undergraduate and graduate levels.
   2. Increase research and sponsored programs to exceed $100 million a year in research support.
   3. Set the standard in public service for land-grant universities by engaging the whole campus in service and outreach, including a focus on strategic emphasis areas.
   4. Foster Clemson's academic reputation through strong academic programs, mission-oriented research and academic centers of excellence, relevant public service and highly regarded faculty and staff.
   5. Seek and cultivate areas where teaching, research and service overlap.

---

**How to Determine Distance to the Top 20**

Oct. 23, 2000 — Town meeting to unveil draft of goals, "Road Map" to campus.

Dec. 20, 2000 — Town meeting to reaffirm goals despite projected budget cut.
When "accountability" became the watchword in public education in the 1990s, Clemson responded. Preparing for the time when it would have to demonstrate the productivity of every department and every faculty member, Clemson developed an online faculty activity system (FAS) to consolidate paperwork and create a single resource that provides a wealth of information about day-to-day academic operations.

**Because of FAS, Clemson bases its academic planning on solid data rather than on assumptions.**

In the summer of 2001, a comprehensive analysis of every department was conducted, with comparisons to national averages where available, detailing the following:

- credit-hour production
- individual faculty scholarship and service activity
- enrollment trends
- cost per credit hour
- faculty compensation

---

The Clemson family is a melting pot of different cultures and races.

---

**University 10-Year Goals**

II. Campus life
1. Strengthen our sense of community and increase our diversity.
2. Recognize and appreciate Clemson's distinctiveness.
3. Create greater awareness of international programs and increase activity in this area.
4. Increase our focus on collaboration.
5. Maintain an environment that is healthy, safe and attractive.

---

Jan. 19, 2001 — Governor proposes 15 percent higher education budget cut in State of the State address.

Jan. 26, 2001 — Board of Trustees adopts vision statement, mission, goals.

Feb. 28, 2001 — Town meeting to update campus on budget, announce "guiding principles" for budget process.
• diversity of faculty and students
• graduate stipends
• sponsored program expenditures

The analysis helped identify immediate concerns, such as unchecked enrollment growth and graduate stipend disparities, as well as opportunities for improvement, such as faculty research productivity and credit-hour production. Because data could provide only a starting point, decisions about the mission and direction of individual departments, programs and faculty required the time-honored university traditions of debate, discussion and dissection.

By the end of the 2001-2002 academic year, a series of college and department meetings, town meetings and email discussions will engage every faculty member in developing a departmental mission statement to support University goals. In the process, faculty will answer the question: Where should this department be in five years?

This process will **fine-tune the Clemson plan for academic excellence — the plan upon which hiring, academic and financial decisions will be based for the next five years.**
Even as the final plan was taking shape, Clemson began addressing critical needs identified early in the process.

- The University developed an enrollment management plan to reverse three years of unplanned growth that was threatening the quality of undergraduate education. Freshman enrollment was reduced from almost 3,100 to 2,600 in a single year, despite a record increase in applications.
- Clemson commissioned a "space audit" and master plan re-evaluation to ensure that it was making the best use of all available facilities. According to faculty, the primary obstacle to growth in research was a critical lack of research space.

III. Student performance

1. Attract more students who are ranked in the top 10 percent of their high school classes and who perform exceptionally well on the SAT/ACT.
2. Promote high graduation rates through increasing freshman retention, meeting expectations of high achievers and providing support systems for all students.
3. Promote excellence in advising.
4. Increase the annual number of doctoral graduates to the level of a top-20 public research university.
5. Improve the national competitiveness of graduate student admissions and financial aid.

- Outstanding faculty and staff received midyear, performance-based salary increases.
- Stipends for graduate teaching assistants in English were more than doubled to help the department attract and retain the quality instructors needed in a discipline that underlies undergraduate education across the curriculum.
- The University guaranteed that all students would be seated in general education courses needed for graduation.
- The Calhoun Honors College moved into a new home in the center of campus, adjacent to the honors residence hall.
- The University created a new director of international programs and services position and began a national search to fill it as part of the commitment to increase international opportunities for both faculty and students.
Justification
Funding the Clemson Plan required a high level of investment, and state leaders, taxpayers, students and parents wanted assurance that the University's goals were in their best interests. They wanted to know, “What's in it for me? If Clemson succeeds, who benefits?” The University answered with the following assertions.

First, the obvious beneficiaries of a better Clemson are its students. The nation's best public universities typically have smaller classes, a student-to-faculty ratio that allows for more one-on-one interaction, and more basic educational resources such as library holdings and information technology. All of that translates into a higher quality undergraduate experience.

Unquestionably, a high-quality undergraduate education is in line with the intent of University founder Thomas Green Clemson. Mr. Clemson left his land and personal assets to the state to create a special kind of college — "a high seminary of learning" — where practical education and instruction in the fine arts could both find a home. Mr. Clemson didn't want a college that was merely "good enough."

Second, having a top-ranked university in South Carolina will encourage more of the state's brightest students to remain in state. Currently, S.C. students who wish to attend a select university have to leave the state and forfeit their state-funded LIFE Scholarships, thereby increasing their tuition costs by at least $10,000 per year. The lack of a top-ranked university is essentially a "tax" on the state's academically gifted young people.

Third, an intangible value will be added to the degrees held by all alumni — past, present and future. Having a degree from a top-ranked university makes a difference in

- acceptance into top graduate programs, law schools and medical schools;
- competition for graduate fellowships;
- the academic job market;
- competition in the job market, according to some CEOs, on an otherwise level playing field.
University 10-Year Goals

V. Clemson's national reputation
1. Promote high integrity and professional demeanor among all members of the University community.
2. Establish a Phi Beta Kappa chapter.
3. Have at least two Clemson students win Rhodes Scholarships.
4. Send student ensembles to perform at Carnegie Hall.
5. Have at least two Clemson faculty win recognition by national academies.
6. Publicize both national and international accomplishments of faculty, staff and students.
7. While maintaining full compliance, achieve notable recognition with another national football championship, two championships in Olympic sports and two Final Four appearances in basketball.

Fourth, greater focus and the engagement of more students and faculty in public service and research will help Clemson do a better job of fulfilling its land-grant responsibilities to address the real-life problems faced by South Carolina's communities, industries and citizens. Clemson's strengths — in food safety, animal disease containment, advanced materials including “smart fibers” and better protective clothing, and wireless communication technology — became even more relevant after the events of September 11, 2001. In the post-September 11th world, it is clear that the war on terrorism will be fought as much with science and technology as with guns and planes. More than a quarter of Clemson's research funding has Department of Defense ties.

Fifth, strong, highly regarded research universities can be powerful economic machines, fostering development and ensuring continued prosperity. On average, every dollar invested in a research university has a median return of $5, according to a study by the National Association of State Universities and Land Grant Colleges.

A prime example of this multiplier effect can be found at Clemson's Center for Advanced Engineering Fibers and Films. In 1999, the state of South Carolina invested $1 million in the center's operations. The coalition of research institutions and industries built with those dollars earned recognition by the National Science Foundation as a national engineering research center. The state's initial investment was leveraged by approximately $5.5 million in funds from other partners, as well as a gift of intellectual property valued at more than $12 million. In only its third year, the engineering research center is already helping revitalize the fibers and films industries that make up a major portion of the state's economy.

Oct. 10, 2001 — Town meeting to announce how all new funding is being allocated.
Jan. 16, 2002 — Governor proposes additional $40 million for research universities in State of the State address.
Building a World-Class Research University —

The Clemson Plan: A Road Map to Academic Excellence

The Clemson Plan has four primary components.

1. Develop nationally competitive research institutes around core University-wide initiatives that involve faculty from multiple disciplines as well as external partners and that have the potential for significant external funding.

2. Identify college and public service division areas of emphasis that promote internal collaboration among departments within a college, particularly in areas related to undergraduate teaching.

3. Target for significant growth those programs that have the potential to become one of the nation's best. Provide new funding, additional faculty positions and directed private fund-raising campaigns.

4. Create for every academic department a five-year plan that recognizes the strengths and interests of faculty, identifies possible "niche" areas and enhances contributions to undergraduate education, research or public service.
Reality Check — Funding the Road Map
It's one thing to have a vision, a set of goals and a focused academic plan. It's another to have the resources needed to turn plans into outcomes. Funding the Road Map will require contributions from four areas.

1. **State appropriations:** For the past five years, state appropriations increased annually by 2 percent to 3 percent. The Road Map funding strategy assumed modest growth would continue. However, in 2001, a state revenue shortfall of $500 million brought the threat of unprecedented budget cuts. Although some funds were restored by an 11th-hour gubernatorial veto, which was sustained by the General Assembly, other budget cuts and unfunded mandates left Clemson $8 million below the previous year's state funding level.

2. **Tuition:** Historically, tuition increases have merely offset unfunded pay raises and other unfunded mandates. In 2001, Clemson trustees proved willing to reverse a long-standing trend of minimal tuition increases. They approved an unprecedented tuition increase of $1,500 per year — an increase that not only funded the first year of the Road Map but also protected the University against midyear budget cuts and additional shortfalls projected for 2001-2002.

3. **External support:** Rather than place the entire financial burden of the Road Map on the state and students, the Clemson plan calls for substantial increases in external support generated through private gifts, grants and sponsored programs. Faculty and staff are already responding, leading to historic growth in both research support and private giving. The National Science Foundation now ranks Clemson among the nation's top-100 research universities.

4. **Internal efficiencies:** With limited resources, a critical component of the plan is a willingness to reallocate funds from existing budgets to higher priorities. Fortunately, efficiency is a long-standing Clemson hallmark, most notably demonstrated in a 1995 University restructuring that reduced the number of colleges from nine to five. Clemson's administrative costs are 7.3 percent of academic costs, the lowest in the state and well below the 9 percent to 11 percent range for similar universities. Each year, the Commission on Higher Education awards Clemson the highest scores in the state for administrative efficiency. Savings from efficiencies and reallocations to higher priorities are expected to play a major part in funding the Road Map.

The combination of internal reallocations, enhanced tuition revenues, increased external support and stable state funding will provide the means to turn goals into reality.
Road Map Five-Year Financial Plan

104 new faculty positions  
- 65 from reallocations  
- 17 from private endowments  
- 22 from new University funding  

Increase faculty compensation to national average  
$10.9 million

Invest in operating resources  
- seed funding for new programs and institutes  
- capital improvements  
- equipment  
- academic support positions  
- technology/technicians  

$8 million

Invest in graduate programs and research  
- graduate student stipends  
- research release time  
- research services and compliance  
- start-up packages  

$5 million

Invest in library and information technology  
$2.5 million

$2.5 million
Redirect private fund raising

- unrestricted funds
- educational enhancements
- graduate fellowships
- centers of excellence
- faculty excellence
- research priorities
- operations
- library and IT
- One Clemson*

* endowment to support the Libraries and a new Athletic Heritage Center

Increase academic and research space

- two new research buildings
- civil engineering building
- biotechnology complex
- off-site storage to free space for offices, classrooms, seldom-used library materials

Critical needs (FY01 commitments)

- transmission electron microscope
- wireless infrastructure and smart classrooms
- library renovations
- two academic building renovations

$84 million  $25 million  $12 million  $11 million  $11 million  $10 million

$26 million  $27 million  $3.6 million  $6.5 million
### Actual Revenues

**FY 2000-2001**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Sources</td>
<td>$19,944</td>
<td>4.2%</td>
</tr>
<tr>
<td>Federal Appropriations</td>
<td>$16,260</td>
<td>3.4%</td>
</tr>
<tr>
<td>Student Fees</td>
<td>$92,421</td>
<td>19.6%</td>
</tr>
<tr>
<td>Gifts, Grants and Contracts</td>
<td>$82,702</td>
<td>17.6%</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$182,788</td>
<td>38.7%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$78,099</td>
<td>16.5%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$472,214</td>
<td></td>
</tr>
</tbody>
</table>

### Actual Expenditures

**FY 2000-2001**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships &amp; Fellowships</td>
<td>$46,466</td>
<td>10.3%</td>
</tr>
<tr>
<td>Bonded Debt and Mandatory Transfers</td>
<td>$5,320</td>
<td>1.2%</td>
</tr>
<tr>
<td>Instruction</td>
<td>$104,529</td>
<td>23.2%</td>
</tr>
<tr>
<td>Extension &amp; Public Service</td>
<td>$55,217</td>
<td>12.5%</td>
</tr>
<tr>
<td>Research</td>
<td>$88,514</td>
<td>19.7%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$27,535</td>
<td>6.1%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$15,755</td>
<td>3.5%</td>
</tr>
<tr>
<td>Student Services</td>
<td>$11,854</td>
<td>2.6%</td>
</tr>
<tr>
<td>Operation &amp; Maintenance of Plant</td>
<td>$22,342</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$450,102</td>
<td></td>
</tr>
</tbody>
</table>

### Revenues & Expenditures

In the year prior to the state's current revenue downturn, appropriations from the state toward higher education performance funding increased by $22 million. Clemson University received $2.9 million of these funds by scoring in the "Achieves Benchmarks" category. This figure represents a 2.8 percent base increase arising from the performance-funding process. Significantly more new dollars must be directed into performance funding, however, for it to have a substantial impact on the state's higher education institutions.

Total state appropriations to Clemson increased by over $15 million in 2000-01 but declined slightly as a percentage of the University's total revenue. In addition to performance-based funding increases, the state provided significant new resources through appropriations for the state pay plan, PSA appropriations, endowment matching funds and special appropriations for "Call Me MISTER."

The portion of overall state revenue dedicated to higher education continues to decline in real terms as well as in comparison to neighboring states. For the 10 years ending in fiscal 2000-01, higher education appropriations have declined from 16.75 percent to 14.73 percent of the overall state budget. While this percentage seems slight, the decline represents over $107 million dollars in foregone state support for higher education. Also, recent appropriation initiatives have been directed toward scholarship programs, helping to ease the financial burden to the citizens of the state. Continued support for the Palmetto Fellows and Need-Based Grant programs is augmented by the newer LIFE Scholarship program, initiated in 1999-2000. Clemson University had more than 3,100 resident students receiving LIFE Scholarships in the fall of 2000.

Student academic fees increased by 3.5 percent in fiscal 2000-01, retaining a conservative five-year average of 1.9 percent. Due to the impending dramatic decline in state appropriation revenue for 2001-02, however, the University performed an in-depth assessment of its resident tuition structure. No discernable benefit has been obtained from the state by virtue of Clemson's conservative approach to fee increases in terms of appropriation increases. Further, market studies, constituent surveys and peer comparisons indicated our level of annual fees was far below levels supported by these data. To fund the institution's strategic goals and insulate institutional quality from potentially severe budget cuts, the University took the unprecedented measure of increasing resident fees by $1,500 per year, or 42 percent in the subsequent FY 2001-02 fiscal year. Rolling forward our five-year average increase to include this increase would yield a five-year annual average of 10.3 percent.

The fiscal year ended on a positive note, with significant increases in unrestricted fund balances, which are made up of Educational and General, Public Service Activities and Auxiliary funds. The University also set aside budgetary funds for nonrecurring expenditures, allowing revenue shortfalls to be absorbed and strategic priorities to be funded in the following fiscal year.
Students

Clemson's enrollment totaled 17,101 undergraduate and graduate students in fall 2001. S.C. residents made up 67 percent of the student population's state of origin, with Clemson students coming from all 50 states, the District of Columbia, Puerto Rico and 94 foreign countries. The largest minority group on campus, African American students, represented 7.4 percent of the student body. The College of Engineering and Science and the College of Business and Behavioral Science enrolled the largest number of students, while the College of Health, Education and Human Development had the greatest percentage of graduate enrollment.

Financial Highlights

Increase in Student Fees

<table>
<thead>
<tr>
<th>Percent Increase in Clemson University's S.C. resident student fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-07</td>
</tr>
<tr>
<td>42.3%</td>
</tr>
</tbody>
</table>

Five-year average increase is 10.3%.

Fall Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>12,707</td>
<td>7,939</td>
</tr>
<tr>
<td>1998</td>
<td>12,412</td>
<td>7,710</td>
</tr>
<tr>
<td>1999</td>
<td>12,710</td>
<td>7,820</td>
</tr>
<tr>
<td>2000</td>
<td>14,904</td>
<td>7,860</td>
</tr>
<tr>
<td>2001</td>
<td>15,405</td>
<td>7,610</td>
</tr>
</tbody>
</table>

Enrollment by College Fall 2001

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Forestry &amp; Life Sciences</td>
<td>2,049</td>
<td>429</td>
</tr>
<tr>
<td>Architecture, Arts &amp; Humanities</td>
<td>1,582</td>
<td>265</td>
</tr>
<tr>
<td>Business &amp; Behavioral Science</td>
<td>4,001</td>
<td>430</td>
</tr>
<tr>
<td>Engineering &amp; Science</td>
<td>3,659</td>
<td>973</td>
</tr>
<tr>
<td>Health, Education &amp; Human Development</td>
<td>2,397</td>
<td>1,808</td>
</tr>
<tr>
<td>Nondegree</td>
<td>100</td>
<td>118</td>
</tr>
</tbody>
</table>

Number and Percent of African American Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>1,297</td>
<td>7.6%</td>
</tr>
<tr>
<td>1998</td>
<td>1,275</td>
<td>7.5%</td>
</tr>
<tr>
<td>1999</td>
<td>1,190</td>
<td>7.0%</td>
</tr>
<tr>
<td>2000</td>
<td>1,269</td>
<td>7.1%</td>
</tr>
<tr>
<td>2001</td>
<td>1,253</td>
<td>7.4%</td>
</tr>
</tbody>
</table>
Private Giving by College/Unit
FY 2000-2001
Restricted Funds Raised Per College

Total: $37,746,067
*Includes all other General University

Private Support Growth
(in Millions of Dollars)

Endowment Growth (Market Value)
(in Millions of Dollars)

Private Support

The fiscal year that ended June 30 brought with it a very successful conclusion to the record-setting, five-year Clemson Commitment Campaign. A record $37.7 million in funded gifts was received during 2000-01. The five-year campaign itself surpassed the original $210 million goal by raising $295 million in cash, stock, intellectual property, deferred gifts, and other assets and pledges. This represents an unprecedented level of private support for Clemson University.

The chart to the left reflects actual academic gifts received during the year. When academic pledges for the year are added to the gifts received, the total committed for academic purposes reaches $51.9 million.

Athletics also enjoyed a record year. Gifts totaled more than $12.7 million for the Tiger Pride Capital Campaign and increased Regular and Life IPTAY memberships.

Other gift highlights as the campaign concluded are as follows:

- The $295 million raised during the campaign exceeded the original $210 million goal by 40 percent.
- The deferred gift inventory grew by $76.5 million during the campaign, far exceeding the $45 million goal.
- More than 40,000 Clemson alumni participated in the five-year campaign.
- Clemson received 39 separate gifts and pledges of $1 million or more.
- Thirty-nine additional gifts and pledges of $500,000 to $1 million were received.
- Eighty-six percent of all commitments were paid by the campaign's end.
- The total number of endowments increased by 65.5 percent.
- Finally, as highlighted in last year's report, Clemson received two extraordinary gifts of intellectual property totaling $50 million during the campaign.

It was a special year and a successful conclusion to an unprecedented capital campaign.
Board of Trustees

Lawrence M. Gressette Jr.
Board Chairman
Chairman of the Executive Committee
SCANA Corporation

Louis B. Lynn
Board Vice Chairman
President
ENVIRONMENTAL AgScience Inc.

Bill L. Amick
Chairman and CEO
Amick Farms Inc.

J.J. Britton
Physician
Woman's Clinic

Leon J. Hendrix Jr.
Chairman
Remington Arms Company

Harold D. Kingsmore
Two Tigers Holding Inc.

Patricia H. McAbee
Vice President
Custom Development Solutions

Leslie G. McCraw
Retired Chairman and CEO
Fluor Corporation

E. Smyth McKissick III
President and Treasurer
Alice Manufacturing Company Inc.

Thomas B. McTeer Jr.
President
McTeer Real Estate Inc.

William C. Smith Jr.
CEO
Holmes Smith Developments Inc.

Joseph D. Swann
President
Rockwell Automation
Power Systems

Trustees Emeriti

Louis P. Batson Jr.
Chairman
Louis P. Batson Company

Fletcher C. Derrick Jr.
Physician

W.G. DesChamps Jr.
President
Bishopville Petroleum Company Inc.

Paul W. McAlister
Retired

Paul Quattlebaum
Retired

D. Leslie Tindal
S.C. Commissioner of Agriculture

James M. Waddell Jr.
Retired