First question posed to faculty to help guide the discussion of graduate education at the College of Charleston:

1) What do you think the role of graduate education at the College should be?

   - Are we talking about Master's or PhD? College of Charleston was founded by library society; founded as a great university. Graduate education's role is to follow on to undergrad. In a master's program we do specialty training. At some point we should have all 3 levels at the college

   - Agreed, but isn't it at the control of the S.C. state legislature? What can we do? I agree; we should have PhD programs.

   - Would you want PhDs now?

   - It depends on whether a department is ready...

   - What would the criteria be to determine whether a department is ready?

     - Money, research resources, library resources, faculty lines

   - When we would you know?

   - When the faculty wants it. Isn't it curriculum-driven by the faculty?

     - As long as we have a culture that cranks people through a program, it isn't going to happen. Right now we don't have the culture in our department to do a PhD. We need to grow that culture.

     - No graduate education in philosophy. We don't need a grad program in philosophy. One concern... there's not a market to absorb those people. I'm attending this meeting because I wanted to hear what are people interested in. What is the external need? There has to be a broader need. I'm not bashing any program...

     - The President mentioned the white paper where the Chamber of Commerce perceived the needs of the community in determining the need is almost exclusively engineering programs. This is the one thing we're not able to do. If the white paper is to be believed, the demand is for things that are tough for us to do. As for building that culture, many of us have questioned, and are asking/curiosity-based
programs... College has shifted more toward hiring people in that direction... how long will it take?

-We currently have the teacher-scholar model. In most cases, the students take a chunk of a professor's research and explain it. We don't spend time in seminars, and we don't have students answering questions.

-Talk about market point. I'd like to see the Chamber's white paper. When I was at a Southern California (R1) they closed the PhD program because there was no market for it. I agree that we need to nurture a culture. We have a good and growing master's in communication program, but we are not into PhDs. Faculty don't want to teach in the grad program. There is this larger issue of market. US News is looking at the quality and placement of graduates. Where would we be if we had an oversaturated market in 10 years?

-We would lose what we're quite good at... the role of undergraduate research. We're producing really good students who are ready to go into grad programs/PhD programs. A lot of discussion is master's is more important because it is higher. I think we'd be foolish to change our emphasis. We have limited resources in the state. We do undergrad better than anyone in the state. If you want grad programs, how will they be funded? Talking to the legislature here. Where has that got to come from? Undergrad quality will suffer.

-Private foundation could come along and give money to start a grad program. It would have to be a lot of money to support it.

-Market for PhDs isn't very good. People have quality of undergraduate education scrutinized. Looking to an R1 structure isn't moving in a good direction to move in, i.e. lecture halls, multiple choice tests. Many of us are here because we value undergrad education, but I don't know how to manage both well.

-Any other examples of a public college like William & Mary that we could look to, work from?

-Suggestion: Miami of Ohio is a comparable one. William & Mary is well-endowed and well-supported. Miami of Ohio is a better example. And, they never merged... they do both undergrad and graduate well.

-Should we expand our grad offerings? Our enrollments aren't going to increase in undergrad, so we need to expand grad? Do we need more programs?

-The industry hires more master's over PhDs. Bio master's students go onto get PhDs and work for public agencies like NOAA. They tend to do well and get paid better than PhDs
-Resources question? Our director has no money to promote graduate program. We don’t even have a brochure. We can't place an ad to recruit students in a journal. Tell me where the money is going to come from.

-Heard talk in the past about the School of Business and School of Education are the likely candidates for a PhD program.

-7 years ago, I was on a committee to look at PhDs and questions were asked then whether we were ready? We have talked about it. We met 2 years ago and talked about it. Determined it would take 3-4 years just to set it up to make sure we knew what we were doing. This directive came from the Dean(s).

Moderator presented the recent faculty survey findings showing support for graduate programs.

Question No. 30: Further development of graduate education at the Master's level would benefit the current mission of the College

385 responded - 64 percent agreed (19% strongly agreed while 45% agreed)

Question No. 31: Development of PhD programs in a few select areas would benefit the current mission of the College of Charleston

387 responded - 49 percent agreed (18% strongly agreed while 31% agreed)

Question No. 32: Development of PhD programs in a few select areas would provide a substantial benefit to the local/state economy.

388 responded - 44 percent agreed (15% strongly agreed while 29% agreed)

-Faculty are quite skeptical with funding. According to the survey, the idea of creating a culture, you’d have to look at the folks who strongly agree. If you don’t have folks strongly agreeing that level of commitment isn’t there with strongly agree about 19%.

-One good faith measure to get faculty on board would be to support the library more and buy all the science access and not limit it.

-No one has ever come to Academic Affairs with that request. We have no idea how much that would cost.

Second question for the group was asked:

2) What do you see as the relationship between graduate and undergraduate education at the College? The current state and what the future holds...

-We get this discussion going a lot in biology. We don't just suck resources. Our grad students are good mentors, an addition to the faculty. Sometimes undergrads can relate more so to the grad students as compared to the faculty. Example right now: If I have a qualified excellent grad student, I will direct my undergrads to this grad
student. If Biology didn’t have TAs, it wouldn’t be cost-effective. How many grad
marine bio students? When we reload in the fall we will have about 50.

-Grad and undergrad don’t always mesh well. How would bio run all those labs
without TAs? It can increase the distance between students and faculty, which
changes the culture.

Onto question No. 3:

3) What are the strengths and weaknesses of graduate education at the College?

-We share an English grad program with the Citadel. Sometimes we disagree on the
ways we go forward. The question always goes back to resources. There are some
strengths to it but more weaknesses in my opinion. Too many chefs in the kitchen.

-We had a program like that with MUSC when environmental studies started. We did
all the teaching and got none of the money.

-Middle grades is a joint program. It is logistically difficult.

-We have part-timers in English mixing with full time. The audiences we’re serving
have totally different goals/expectations. I don’t see a lot of cross-pollination
between grads & undergrads. The College of Charleston is an underfunded college. It
is kind of tough on the graduate students.

-Placement question: Are we able to get good students?

-Speaking for the communication graduate program: The students are getting
better and the students are going onto PhD programs. We have good research on
why undergrads come here. We need more research on why graduates come here. It
is likely program-driven. Sometimes it is a destination choice.

-We run the program and we have adjuncts, NOAA, and they’re looking for laborers.
A lot of our students get into their programs and get good jobs from them. I need
someone to help me answer these questions: weakness of our program is that they
spend 3-4 years getting their master’s degrees. They get a lot of remedial skills but it
is a long journey

-Culture question: About teaching English graduate classes… based on the audience.
I have students who could be in great PhD programs and I have grad students who
write worse than my sophomores. What are we programming our program to?

-We want intellectual diversity. We want our graduate students to go on elsewhere,
just like when we hire… faculty come from all over the world; we’re putting a major
emphasis on study abroad.
-Strengths & weaknesses:
  
  **Strength** - We have something that is specific, unique with the Fort Johnson consortium. We have all the advantages of all that. Maybe with engineering we’d have Boeing? It is program-specific... Another strength is the teaching. Most of us went to an R1 and teaching was great there and also terrible.

  **Weakness** - Support level; we don’t have enough money to go around. We have grants, but we don’t have the kind of numbers of percentages that most R1 places have. We don’t currently have enough. We have to change that culture to support the students.

-For instance, when you buy an instrument you need a service contract. Who’s going to pay that? The College doesn't help pay for that. We’ll have all those kinds of hidden costs: library subscriptions, maintenance costs

-Assume R1s use in-directs to cover that sort of stuff, and at R1s your teaching loads are cut in half because you need time to think. If we cut down teaching loads, we’d have to hire so many more faculty.

Final question for the group:

4) What is your vision for graduate education in 2020?

-We are going to be in a chaotic cycle due to climate change. That’s going to become the dominant theme.

-Past trends in the 20 years in S.C. I see USC & Clemson getting better at what they do because they have the political clout. I would be in favor of top-notch master’s programs, or one option like Coastal Carolina getting unique permission to do a PhD in marine bio and maybe a joint program with Clemson having it mostly geology oriented.

-We are best situated to have a marine bio PhD program because we are on the water. I'm back and forth on this about us becoming more dynamic. Maybe this is something we need to jump on because we are so nicely situated?

-It can’t hurt to develop that culture if you had a graduate program. I see the understanding as keeping it a really strong undergraduate. I think that undergraduates can start to ask questions and it would be beneficial. We need to think of ourselves as our own intellectual development. We could go on with more graduate programs. Perhaps have more of an online component and joint efforts. I miss that here, having a sense of more communication and an intellectual community.

-We have to start valuing intellect and knowledge and not just so much a brand. That’s at the heart of building this culture. My department would say we’re so busy now we can’t even begin to think about it.