



LEAD

CLEMSON UNIVERSITY



QUESTIONING
CREATING

I N S P I R I N G

CLEMSON UNIVERSITY IS IN AN
UNPARALLELED POSITION TO CHANGE
THE COURSE OF THE FUTURE.

As a leader capable of turning ideas into invention and research into real-world application, Clemson University stands on the cusp of making historic and heroic impacts on human life and condition.

From designing concrete highway barriers that absorb fuel emissions to printing three-dimensional living tissue from a modified inkjet printer, the students and faculty at Clemson are questioning, creating, inspiring and *improving* the world in which we live.



IMPROVING



The vision defined and instituted by President James F. Barker, FAIA — to become a top-20 public university — has transformed Clemson from a great regional school into one of America’s finest institutions, an educational utopia with an impact that stretches not only across South Carolina, but, indeed, across the globe. This vision has infused an energetic, renewed sense of determination and excellence in who we are and in everything we do.

In following this path of promise, Clemson has embraced its original mission to be both a “high seminary of learning” and a driver of economic development. Thomas Green Clemson’s legacy — his determination to pull the state from the ruins of civil strife by willing his land and resources for Clemson’s establishment — today translates into an inspired, strong-willed sense of drive and tenacity that permeates our campus and infuses our collective identity ... an identity that has never been stronger than it is at this significant moment in history.

As we pursue our top-20 goal, Clemson is not just changing the perception of a top-tier research university. We’re redefining the role of the university in modern society ... a challenge that presents both a great responsibility and a tremendous opportunity. A challenge we cannot and will not ignore.

AFTER ALL, A STRONG WILL IS INGRAINED IN OUR DNA.



Clemson professors engage students using “out-of-the-box” — and sometimes, out-of-the-classroom — techniques. The University’s 14-to-1 student-to-faculty ratio allows direct student and teacher interaction, enriching textbook lessons and opening dialogue that inspires true learning.



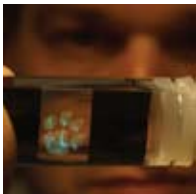


A university president typically acts as the institution's primary administrator and lobbyist. President Barker still teaches a class every year, epitomizing his commitment to student success.

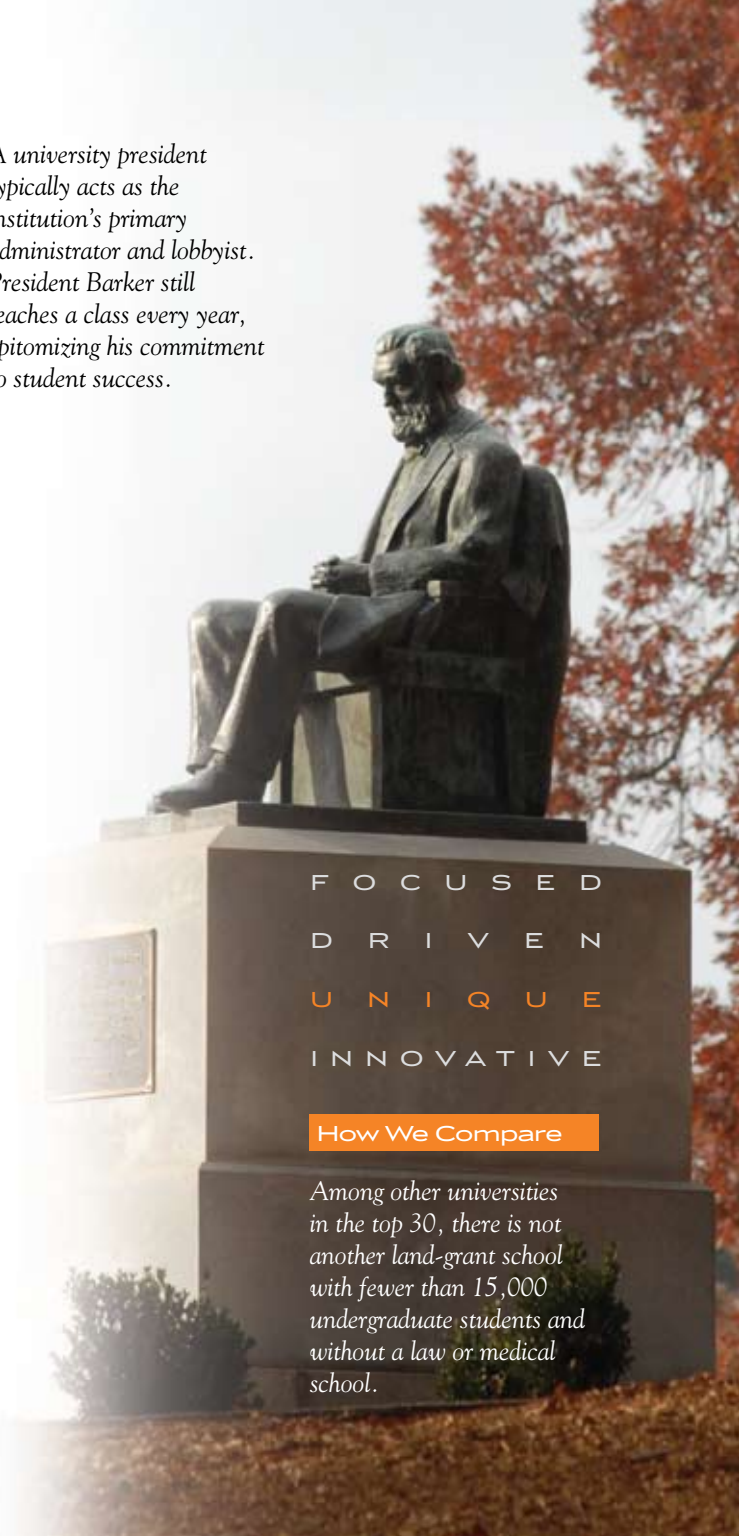
IT'S ABOUT WHAT MAKES US SPECIAL ...

By combining the best elements of a science- and technology-focused research university, a small-college environment and a land-grant commitment to service, Clemson can address the major challenges facing higher education and society today, including:

- improving and being accountable for the quality standard of undergraduate education;
- providing the foundation for an economy built on innovation, creativity and knowledge; and
- maintaining and strengthening America's leadership role in science and technology.



Mr. Clemson created an educational and research powerhouse that has the capacity to lead the 21st century, all the while retaining a warm, inviting, student-focused environment filled with life-changing opportunities. Clemson is truly unlike any other university in the nation.



F O C U S E D
D R I V E N
U N I Q U E
I N N O V A T I V E

How We Compare

Among other universities in the top 30, there is not another land-grant school with fewer than 15,000 undergraduate students and without a law or medical school.



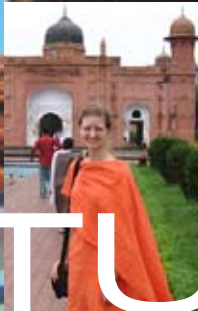
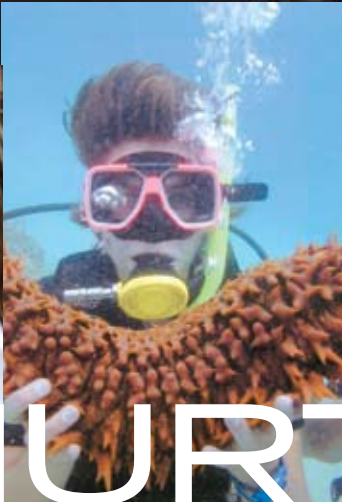
CLEMSON'S COMMITMENT TO STUDENT ENGAGEMENT GOES BEYOND THE NORM. THROUGH THE CREATIVE INQUIRY PROGRAM, RESEARCH USUALLY RESERVED FOR GRADUATE STUDENTS IS NOW A DAILY PART OF EDUCATIONAL LIFE FOR UNDERGRADUATES, PROVIDING A HANDS-ON, REAL-WORLD EXPERIENCE THAT BENEFITS THEM ONCE THEY ENTER INTO THE WORKPLACE.



CLEMSON NEEDS LEADERS TO PARTNER WITH THE UNIVERSITY IN ITS QUEST AND TO PROVIDE FINANCIAL SUPPORT IN SIX UNIQUE AND WELL-DEFINED AREAS: STUDENTS, FACULTY, FACILITIES AND EQUIPMENT, PROGRAMS AND CENTERS, THE CLEMSON ADVANTAGE AND BIG IDEAS.

The 2005 average market value of total endowments at top-20 national universities was more than \$2.4 billion, compared to Clemson's, which totaled \$430 million at fiscal year-end 2006.

*“Our job at Clemson is to find
the greatness of each student.”
President Barker*



NURTURING

IT'S ABOUT STUDENTS ...

Students are the University's purpose for being, and Clemson's commitment to its students is evident in a 14-to-1 student-to-faculty ratio. We nourish the individual through educational, enrichment and service opportunities that help develop responsible, compassionate and skilled leaders.

Dwindling public funding, growing tuition rates and more people entering higher education have caused an urgency for need-based and merit-based scholarships and graduate fellowships. We must make the Clemson Experience accessible to those who wish to realize their potential.

"NEITHER DUKE NOR UNC COULD OFFER ME A PROGRAM COMPARABLE TO CLEMSON NATIONAL SCHOLARS."

LORI PINDAR • COMMUNICATION STUDIES '09
SUMTER, S.C.

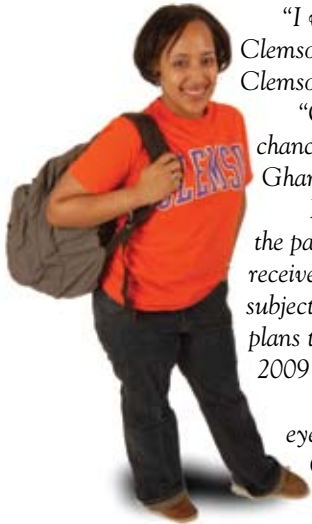
When Lori Pindar considered colleges to attend, Clemson was not originally on her radar.

"I wanted to go to Duke or UNC," she said. But when Clemson University offered Lori the opportunity to be a Clemson National Scholar, her thoughts quickly changed.

"Clemson offered me a full scholarship along with the chance to study in Europe after my freshman year and in Ghana during Maymester, as well as many other perks."

Lori has since become a Clemson enthusiast. She spent the past Maymester in Ghana studying HIV/AIDS and received a grant to conduct a comparative analysis on the subject. She is on track to apply for major fellowships and plans to go for her master's and doctorate after graduating in 2009.

"Clemson has given so much to me and has opened my eyes so much," she says. "I hope to one day give back to Clemson."



How We Compare

Clemson awards \$9.6 million each year in academic scholarships, need-based grants and athletic grants-in-aid. The average for top-20 public national universities is \$45 million.

Surveys of top-50 institutions indicate that Clemson's stipend support for graduate assistants lags nearly \$5,000 per year for doctoral students and \$4,000 per year for master's students.

The average top-20 institution provides an 80 percent subsidy for required graduate health insurance, while Clemson's is 25 percent.

While Clemson falls behind its peers in funding, it is recruiting the best and brightest and nurtures extremely satisfied students.

- *Of the 2006 Clemson freshman class, 47 percent ranked in the top 10 of their high school classes. Seventy percent ranked in the top 20.*
- *In a recent National Survey of Student Engagement, Clemson scored statistically higher than peer institutions in levels of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment.*

IT'S ABOUT FACULTY ...

To reach its full potential as a top-tier research university, Clemson must retain and recruit pre-eminent scholars, teachers and researchers, and continue the tradition of excellence established by current faculty.

Endowed chairs and professorships can help Clemson possess the intellectual capital needed for its mission.

Recognizing the role that world-class faculty play in building a knowledge-based economy, the state of South Carolina has created a program to match — dollar for dollar — private funding for endowed chairs in areas related to economic development.



Provost Dori Helms presents the endowed chair medallion to Art Young. Endowed chairs are created by private funding and help to attract the nation's top researchers and scholars to Clemson.

How We Compare

In 16 of the top-20 public universities, endowed faculty positions account for 9.8 percent of the total faculty. At Clemson, endowed positions constitute 5.1 percent of the total faculty.

Karen Burg and Narendra Vyavahare are Clemson's Hunter Endowed Chairs of Bioengineering. Burg is the leader of an NSF-funded research team studying the causes, progression and treatment of breast cancer, while Vyavahare is uncovering clues about valve blockage and breakdown that could change the direction of cardiac health care for Americans.



"WHEN I SAW WHAT WAS GOING ON AT CLEMSON,
I KNEW I HAD TO BE A PART OF IT."

THOMAS KURFESS

BMW ENDOWED CHAIR IN AUTOMOTIVE ENGINEERING

DIRECTOR, CGEC AT CU-ICAR

S.M. AND PH.D., MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Tom Kurfess, renowned for his research in the design and development of high precision manufacturing and metrology systems, could have landed at any leading university in the world. But he came to Clemson.

As the director of the Carroll A. Campbell Jr. Graduate Engineering Center at the Clemson University International Center for Automotive Research (CU-ICAR), Kurfess is leading an academic program for a 250-acre campus that aspires to be the premier automotive and motorsports research and educational facility in the world.

"When Tom Kurfess agreed to join the CU-ICAR team, we knew we had found the perfect leader," said President Barker. "His vision, his intelligence, his energy, his character and his passion for his work are evident to everyone with whom he comes in contact."

EX-
CEL
LING





IT'S ABOUT FACILITIES AND EQUIPMENT ...

A leading university must have the environment in which great things can happen. This means modern facilities to support students, research and academic programs. It means cutting-edge equipment that allows faculty and students to perform complex and vital research.

To implement a comprehensive five-year facilities and infrastructure plan that will add much-needed classroom, research and IT space, revitalize the core of campus and provide championship-level athletic facilities, Clemson needs significant funding.

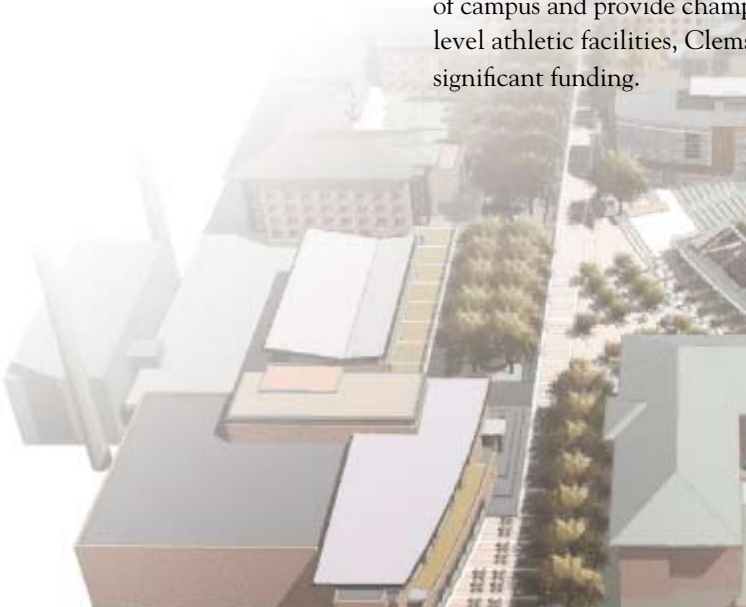
**“HAD IT NOT BEEN FOR
CLEMSON’S REMARKABLE
FACILITIES, I WOULD NOT
HAVE COME TO WORK
HERE.”**

**JULIA FRUGOLI
ASSOCIATE PROFESSOR OF
GENETICS AND BIOCHEMISTRY
PH.D., DARTMOUTH COLLEGE**

Fortunately for Clemson, associate professor Julia Frugoli was successfully recruited here — although her actual salary offer was much lower than comparable schools.

In considering where she would continue her career as a nationally respected researcher, Frugoli found other hiring factors — including support and facilities — tantamount to the salary issue.

“Every federal granting agency has as one of its criteria for reviewers to consider ‘Are the facilities and personnel available adequate to perform the research proposed?’ It’s a big issue,” she says. “Facilities and equipment can be the difference between getting the funding you need and coming up empty-handed.”



BUILDING



“THE QUALITY OF OUR RECRUITING CLASSES HAS IMPROVED. ...” Significant improvements in Clemson’s athletic facilities have boosted recruiting efforts for the entire sports program. “It is not a coincidence that the quality of our recruiting classes has improved dramatically since we began moving dirt and pouring mortar in the WestZone of Memorial Stadium,” said football coach Tommy Bowden.

How We Compare

Current information technology general funding and funding for staffing are nearly 60 percent below other top-20 schools.

Other top-20 universities own 80 percent more computers than Clemson.

Top-20 universities spend an average of \$9.8 million each year on material resources for their libraries. Clemson invests \$4.5 million annually in its library system.



IT'S ABOUT ENRICHING PROGRAMS AND CENTERS ...

Clemson was founded by Mr. Clemson to be a land-grant institution, and every day, it fulfills its mission through service and outreach.

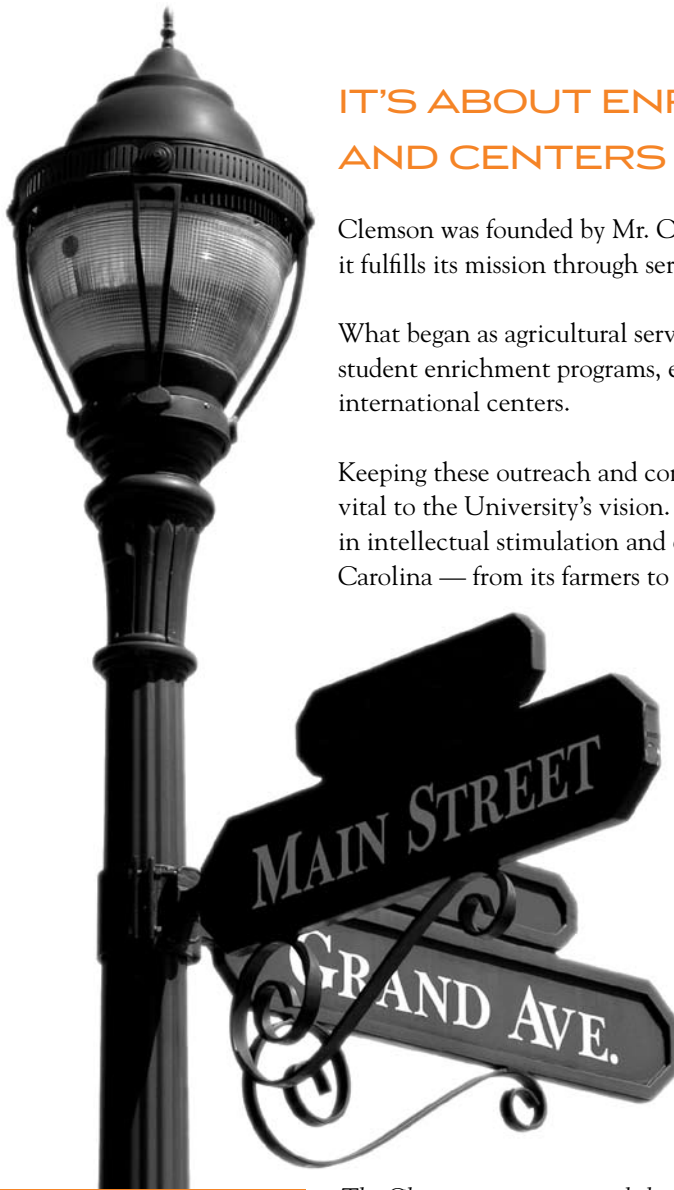
What began as agricultural service to the state's farmers has expanded to include student enrichment programs, entrepreneurial and business initiatives, and international centers.

Keeping these outreach and community-service initiatives going and growing is vital to the University's vision. Ultimately, Clemson's responsibility lies not only in intellectual stimulation and education, but with that of all the people of South Carolina — from its farmers to its business owners to its children.

From international centers to business development collaborations to youth outreach initiatives, Clemson's programs enrich individuals and inspire success.



The Clemson campus extends beyond South Carolina: The Thomas Green Clemson University Brussels Center offers study-abroad and service-learning opportunities, as do Clemson centers in Genoa, Italy; Barcelona, Spain; and at the Archbold Tropical Research and Education Consortium on Dominica.



"I WORKED IN THE LIBRARY AND ENDED UP
READING MORE BOOKS THAN I PUT AWAY."

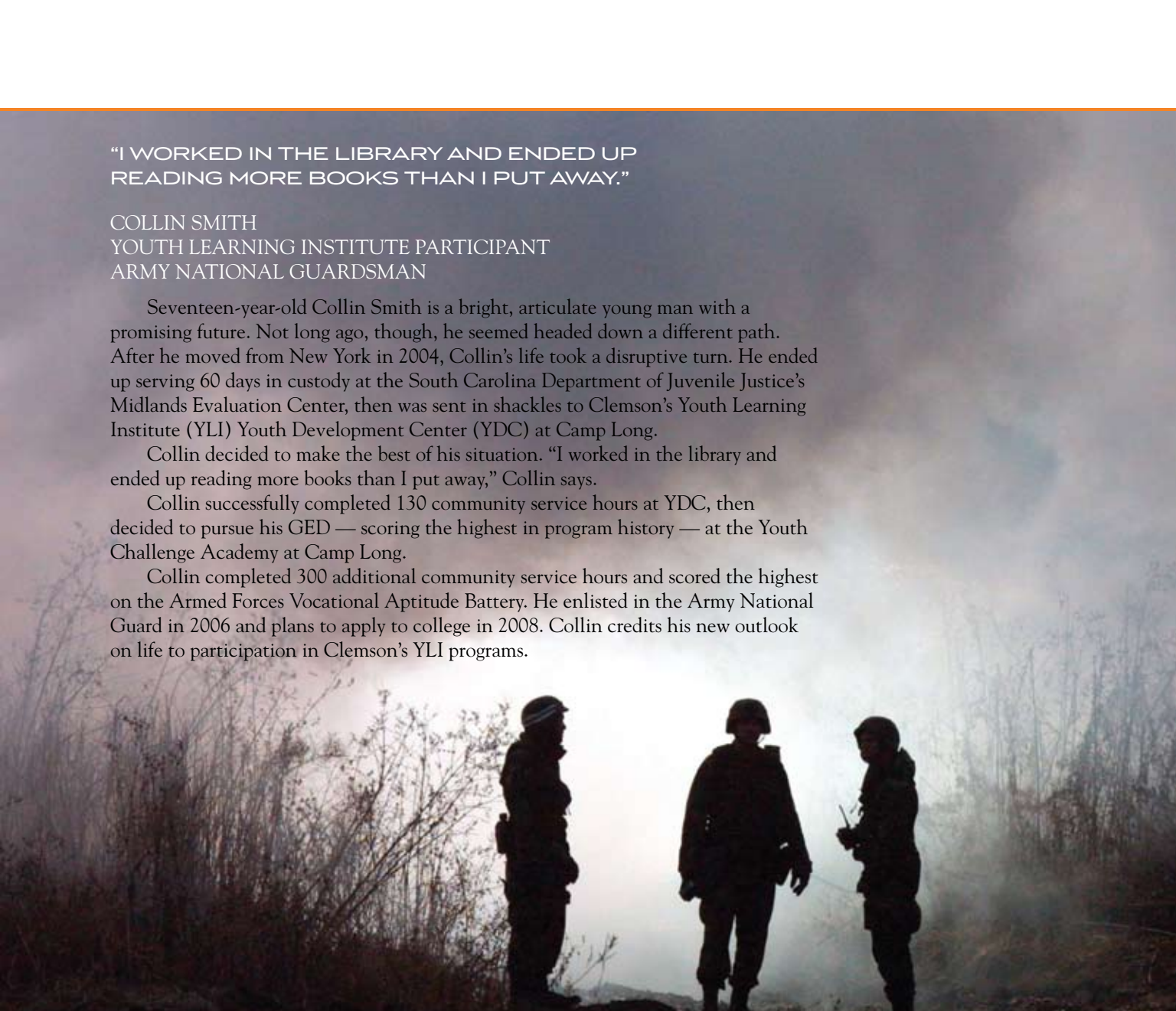
COLLIN SMITH
YOUTH LEARNING INSTITUTE PARTICIPANT
ARMY NATIONAL GUARDSMAN

Seventeen-year-old Collin Smith is a bright, articulate young man with a promising future. Not long ago, though, he seemed headed down a different path. After he moved from New York in 2004, Collin's life took a disruptive turn. He ended up serving 60 days in custody at the South Carolina Department of Juvenile Justice's Midlands Evaluation Center, then was sent in shackles to Clemson's Youth Learning Institute (YLI) Youth Development Center (YDC) at Camp Long.

Collin decided to make the best of his situation. "I worked in the library and ended up reading more books than I put away," Collin says.

Collin successfully completed 130 community service hours at YDC, then decided to pursue his GED — scoring the highest in program history — at the Youth Challenge Academy at Camp Long.

Collin completed 300 additional community service hours and scored the highest on the Armed Forces Vocational Aptitude Battery. He enlisted in the Army National Guard in 2006 and plans to apply to college in 2008. Collin credits his new outlook on life to participation in Clemson's YLI programs.

The background of the page is a photograph showing the silhouettes of three soldiers standing in a field. They are wearing helmets and carrying gear. The scene is backlit by a bright light, possibly the sun, creating a hazy, atmospheric effect. The soldiers are positioned in the lower half of the frame, with the word 'REACHING' overlaid at the bottom.

REACHING

IT'S ABOUT THE CLEMSON ADVANTAGE ...

Despite record growth in applications, Clemson tightly manages undergraduate enrollment to ensure small classes, a low student-to-faculty ratio and a high level of student engagement both in and out of the classroom. This small-college approach to students while offering the opportunities of a leading research university is the essence of the “Clemson Advantage.”

The hallmark of a Clemson education is the personal interaction and attention students receive from faculty. Despite growing its research programs, Clemson remains committed to its students and focuses on their enrichment and education above everything else.

“CLEMSON FEELS LIKE HOME.”

JENNIFER RAHN
BIOLOGICAL SCIENCES '10
CLEMSON NATIONAL SCHOLAR
EHRHARDT, S.C.

First-generation college student and Clemson National Scholar Jennifer Rahn didn't seriously consider Clemson University at first because it was too far from home. Being from a town of fewer than 600 people, Clemson's size was initially daunting to Rahn, although it seemed small to her “city” friends. Rahn wondered, could Clemson really maintain a genuine sense of “home?” Clemson's character surprised her. “In a small town, everyone knows your name, and it feels the same here,” she says.

At Clemson, Rahn participates in programs and groups that help others. As a part of the Clemson Wesley Foundation, she recently went on a mission trip to the Bahamas. As a member of First-Generation Success in Research, Science and Technology (FIRST), she interacts with other first-generation college students. They help each other cope with difficult issues, and she hopes to be a program mentor next year. Clemson's educational and service opportunities combined with its friendly, small-town environment have helped Rahn establish her new home.



How We Compare

No wonder Clemson is ranked 27th by U.S. News & World Report: Clemson boasts a 14-to-1 student-to-faculty ratio, offers 70-plus undergraduate and 100-plus graduate programs, and has 300 student clubs and organizations including 40 club sports and six student-run media organizations.

On football game day, Clemson becomes the fourth largest city in the state of South Carolina, with over 80,000 "citizens" in attendance.

Clemson's chapter of Habitat for Humanity has built more houses than any other collegiate chapter in the nation. The chapter made history when they completed the first student-led "blitz build" in 2002, erecting five houses in record time. In 2003, they partnered with local high school students to build the first-ever Youth United home. Last year, the chapter built a house in honor of the Martin Luther King Jr. holiday and a house that meets the U.S. Green Building Council's LEED certification requirements.

The Institute for International Sport has named Clemson University an All-American Sportsmanship School, based on the school's strong commitment to a culture of sportsmanship.

Clemson University researchers received more than \$141 million in external funding for research projects in 2006-07.

Clemson University is one of only 276 institutions to have a chapter of the nation's oldest honor society, Phi Beta Kappa.

*Clemson ranks No. 4 in
The Princeton Review's Best
Colleges with happiest students.*



CONNECTING

IT'S ABOUT BIG IDEAS ...

In the late 1800s, Mr. Clemson desired to lift the state from the economic turmoil of civil war by establishing a college that would inspire and **create economic development**.

Today, Clemson is continuing this unique legacy using a formula that combines strategic public/private partnerships, Clemson's academic strengths and South Carolina's economic development priorities, all focused on a central "big idea."

The Clemson University International Center for Automotive Research. The Clemson University Restoration Institute. The Center for Advanced Materials. These three initiatives started as "big ideas" and are now stimulating the economy through job opportunities, innovation and enterprise.

INNOVATING

Big Ideas in Action

In addition to CU-ICAR, COMSET and other big profile initiatives, Clemson is involved in groundbreaking research and programs:

There are more than 260 ongoing Creative Inquiry projects, which involve undergraduates and faculty in very diverse research topics. These unique projects encourage student problem solving and teamwork and faculty collaboration.

Construction science and management faculty member Dennis Bausman leads YouthBuild Upstate, a program funded by the U.S. Department of Housing and Urban Development and local partners that enables at-risk youth to complete their high school education while learning construction skills and, at the same time, engage in community service projects such as Habitat for Humanity.

Bioengineering professor Xuejun Wen is using a grant from the National Institutes of Health and the National Institute of Neurological Disorders and Stroke to discover ways to repair spinal cord nerves and ease the disability and pain experienced by 200,000 Americans.

Genetics and biochemistry faculty member William Marcotte is investigating how to produce synthetic spider silk that could be used to repair the human body, supported by funding from the National Institutes of Health.



At Clemson, big ideas are not only a way of life; they are the way of the future. From alternative energy sources to microbial packaging techniques to environmental sustainability, Clemson students and faculty are leading the way for progress.

“IF YOU’RE SERIOUS ABOUT EDUCATION, THERE’S NOTHING BETTER THAN CALL ME MISTER.”

**ZEBULUN DINKINS
CALL ME MISTER GRADUATE THROUGH CLAFLIN UNIVERSITY '05
FIFTH-GRADE TEACHER**

As an elementary school teacher, Zebulun Dinkins has made quite an impression on his students by using rap music as a teaching tool. As one of the first “stars” of Clemson University’s Call Me MISTER® program, Dinkins is proof that big ideas can generate positive results.

Call Me MISTER is an innovative “big-idea” program based in Clemson’s Eugene T. Moore School of Education and collaborating with other schools throughout the state. The program’s goal is to increase the number of African American male teachers in S.C. public elementary classrooms through recruiting, training, certifying and securing positions.

Dinkins has been a great ambassador for Call Me MISTER. He’s been featured locally and nationally, including a segment of “ABC’s World News with Charles Gibson.” He also recently appeared in Weekly Reader.

But those most impressed with him are his students. Says Dinkins, “I’ve had parents tell me, ‘You don’t know how much my child loves your class.’”

IT'S ABOUT LEADERSHIP AND RESPONSIBILITY ...

There is nothing modest about Clemson's vision. And there is nothing modest about the private support necessary to achieve it.


Building a leading university is a noble endeavor, an exciting quest and a sound investment. Clemson is seeking partners who dare to dream as big and who possess the will and the vision to boldly lead the future.

Your private support and investments will allow Clemson to:

- recruit the best and brightest students, those individuals who will go on to become the future work force and leaders of our great nation;
- increase the number of endowed chairs in an effort to retain and recruit the foremost educators and researchers;
- enhance facilities and equipment so that students and faculty have access to cutting-edge opportunities;
- build partnerships with industry to create new, higher-paying jobs for the state and nation;
- match state funds to spur economic development;
- contribute to turning South Carolina, and indeed the United States, into a thriving, knowledge-based economy; and
- maintain the essence and character of Clemson.

The need is great. The goals are high. The time is now ...

... TO TURN RESPONSIBILITY INTO INVESTMENT,
IDEAS INTO ENTERPRISE AND OPPORTUNITY
INTO LEADERSHIP.

A pair of hands is shown holding a small, realistic globe of the Earth. The hands are positioned at the bottom and sides of the globe, with fingers gently gripping it. The globe shows detailed continents and oceans, with a warm, golden light illuminating it from the left, creating a soft glow and highlighting the textures of the land and water. The background is dark and out of focus, making the hands and the globe the central focus of the image.

IT'S TIME
FOR EACH
OF US TO
FULFILL
OUR
DESTINY.



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