



**HISTORY TASK FORCE
IMPLEMENTATION TEAM
FINAL REPORT**

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OCTOBER 2019

IMPLEMENTATION TEAM

Max Allen, Chief of Staff, liaison to the President and Executive Leadership Team

Cathy Sams, Project Manager, retired Chief Public Affairs Officer

Helen Adams, retired Director, Class of 1944 Visitors Center

Sam Blackman, retired Senior Associate Athletics Director

Matt Bundrick, former Director of Web Services

Dr. James Burns, Professor and Chair, History Department

Michele Cauley, Professor-of-Practice, Marketing

Kelly Durham, Alumnus and volunteer

Lee Gill, Chief Diversity Officer

Will Hiott, Director of Historic Properties

Dr. Thompson Mefford, Associate Professor, Materials Science and Engineering,
former faculty liaison to the Board of Trustees

Susan Schiff, former Director of Marketing Services

Dr. Rhondda Thomas, Associate Professor, English

Gerald Vander Mey, Director of University Planning and Design

Kesha Williams, public information officer, University Relations

Barry Anderson, Office of University Planning and Design, ex-officio

Tanya DeOliveria, former Assistant Campus Master Planner, ex-officio

In February 2016, the Board of Trustees adopted a report from its special Task Force on the History of Clemson. The report was intended to ensure that Clemson always tells its complete history, accurately and candidly. Later that semester, President Clements appointed an Implementation Team to develop ideas for turning the recommendations into reality. Since then, the team has reported back with action and information items on a quarterly basis. The report summarizes the results of that work.

The following principles have guided the Implementation Team's work.

- Support the institutional priorities of Clemson University and the goals of the ClemsonForward strategic plan.
- Adhere to the guiding principles established by the Board of Trustees Task Force on the History of Clemson.
- Tell the Clemson story as completely, accurately and honestly as possible and practical.
- Continue to keep constituents engaged and informed as the plan is developed and implemented.
- Be a national model in researching, teaching, recognizing and celebrating all aspects of university history.

As one of its final products, the History Task Force Implementation Team also developed a "sustainability plan" for the administration, to ensure that the board's goals would continue to be met. In its final report, the Task Force on the History of Clemson described its charge as developing recommendations on "how to best tell the complete history of Clemson University for current and future generations." This clearly indicates that the board intended for these efforts to be ongoing. The sustainability plan consists of three key elements: Identify leadership and responsibilities, ensure adequate resources are available, and create a physical home for interpreting Clemson's history. Specific recommendations are:

1. Restore the Office of the [University Historian](#), which has been completed with the appointment of Dr. Paul C. Anderson, who will provide ongoing leadership for scholarly activities to discover and tell the story of Clemson's history;
2. Appoint a standing Clemson History Advisory Committee, chaired by the University Historian;
3. Charge the Office of Historic Properties with leadership of non-academic initiatives, such as CHIPS events, updating the website and social media, and leading special history tours;
4. Charge the Office of University Planning and Design with completing a formal feasibility study on a History Interpretive Center located in the Trustee House; a concept was endorsed by the Implementation Team and presented to the Board of Trustees in October 2019.
5. Provide adequate resources for programming, student interns, promotions, and – if it is approved for construction -- staffing and operation of the history center.

TWO PARALLEL PATHS

The Implementation Team approached its task on two parallel paths.

First, we addressed the specific recommendations and started “checking off boxes.” The Implementation Team has acted on or submitted a response for all of the board’s recommendations.

With the second path, we sought to take a longer-term, comprehensive approach to develop a true interpretive plan, which the National Parks Service defines as “communication that conveys the significance and underlying meaning of a place.” More than 70 faculty, staff, students, alumni and trustees participated in the process, which delivered a management tool that identifies specific stories, areas where they can be told and media for delivering them. The report is available at: <https://www.clemson.edu/about/history/taskforce/documents/Report-3-10-2017.pdf>

The university was awarded a 2018 Historic Preservation Award, sponsored by Preservation South Carolina and the South Carolina Department of Archives and History for its work on the interpretive plan. <http://newsstand.clemson.edu/mediarelations/clemson-honored-for-preserving-sharing-history/>



L-R: Irene Dumas Tyson, Governor Henry McMaster, Heather Mitchel and Gerald Vander Mey

Specific Actions on Board Recommendations

1. “Overarching recommendation: Update Clemson’s historical narrative.”

The Implementation Team recommended updating a historical timeline of important dates and events rather than prescribing specific words and language. The board agreed with this approach, and an expanded timeline now starts not with the birth of Thomas Green Clemson, but with Native Americans who inhabited the land hundreds of years earlier. The timeline is available at:

<https://www.clemson.edu/about/history/notable-dates.html>

2. “Review & update biographies of founders and other historical figures.”

Detailed and candid biographies of the following key figures have been published on the history website: Thomas Green Clemson, Anna Maria Calhoun Clemson, John C. Calhoun, Floride Colhoun Calhoun, Benjamin Ryan Tillman and Richard Wright Simpson.

<https://www.clemson.edu/about/history/bios/index.html>

3. “Create and place markers/plaques.”

Three new historical markers were installed to commemorate locations where slave quarters once stood on the Fort Hill plantation and where convict laborers who built the earliest buildings were housed; burial sites at Woodland Cemetery of the Calhoun family, enslaved African-Americans and convict laborers who died during their confinement at

Clemson, and Calhoun Bottoms, which was the site of the Cherokee Village of Esseneca and the 1,100-acre Fort Hill plantation.

A groundbreaking, attended by descendants of people who were enslaved at Fort Hill, was held in April 2017, and the markers were installed in May 2017.

<http://newsstand.clemson.edu/markers-signal-new-effort-to-share-clemsons-full-history/>

4. “Better signage for Gantt Circle.”

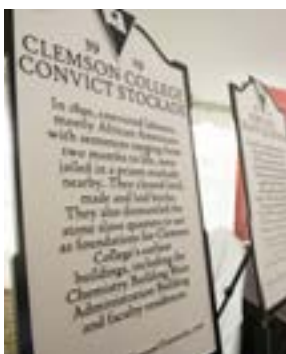
In July 2017, the board approved officially designating the circular road in front of Tillman Hall as “Gantt Circle and approved a design and text to better tell the story of desegregation, which began with the historic enrollment of Harvey Gantt in 1963. Markers were installed in March 2018.

5. “Better signage for historical buildings on campus.”

The board approved a signage design in April 2017 and approved text and locations in July 2017. The signs were installed at 11 buildings on the National Register by the start of the spring 2018 semester: Fort Hill, Trustee House, Hardin Hall, Tillman Hall, Godfrey Hall, Holtzendorff Hall, Mell Hall, Sikes Hall, Long Hall, Riggs Hall and Sirrine Hall. For more information, read <http://newsstand.clemson.edu/mediarelations/new-signs-installed-as-part-of-boards-clemson-history-plan/>

6. “Create social media accounts to share facts and information on the History of Clemson.”

The Implementation Team recommended utilizing existing university social media accounts rather than try to build a following for new ones. The board agreed, and historical information is being regularly shared by University Relations, Historic Properties and Special Collections. Ongoing responsibility for creating content needs to be determined.



7. “Create a web page on the University’s website dedicated to the History of Clemson University.”

An existing history website was updated and redesigned, with new content including the updated biographies and timeline as well as links to the Implementation Team’s web page and the board’s History Task Force page. It is one click away from the home page at <https://www.clemson.edu/about/history/> Ongoing responsibility for maintaining the page needs to be determined, as it is not currently being updated regularly.

8. “Establish a Clemson History Week on campus.”

Although a regular history week has not been established, three events branded as “Clemson History in Plain Sight” (CHIPS) have been presented. The first CHIPS day featured descendants of enslaved people, historic tours and storytelling.

<http://newsstand.clemson.edu/mediarelations/first-clemson-history-in-plain-site-event-to-feature-descendant-of-slaves-who-built-school/>

The second event featured an archeological field school at Fort Hill, where students and faculty carefully removed dirt in search of remnants of outbuildings believed to have stood on the plantation at one time. The goal was to learn more about the day-to-day lives of people enslaved at Fort Hill.

<http://newsstand.clemson.edu/mediarelations/clemson-students-hope-to-dig-up-the-past-at-fort-hill-archeological-site/>

Students and faculty returned to Fort Hill in summer 2019 for a second field school to continue their work.

<https://newsstand.clemson.edu/clemson-archeology-students-return-to-the-earth-to-reveal-the-stories-of-those-enslaved-on-university-property/>

The Implementation Team has recommended that the Office of Historic Properties be provided additional resources to ensure that the programs can be sustained.

9. “Dedicate a monument/statue to prominent historical figures.”

The Implementation Team submitted its report on Monuments and Statues to the board in February 2018, acknowledging that it had mixed perspectives on adding more major monuments or statues. Four key recommendations were included in the report.

- Catch up: Over the next five to 10 years, make a deliberate effort to create more balance and diversity in campus commemorations. Consider setting aside a percentage of naming opportunities in new buildings and renovations, landscape projects and public art for the commemorations recommended as item III, whether or not there are fundraising opportunities tied to those commemorations.
- Recognize that scope, location and scale play major roles in creating balance.
- Increase campus awareness of the naming policies and processes to encourage recommendations.
- In developing public art, actively seek out African-American, Native American and women artists to ensure diversity of artistic perspectives.

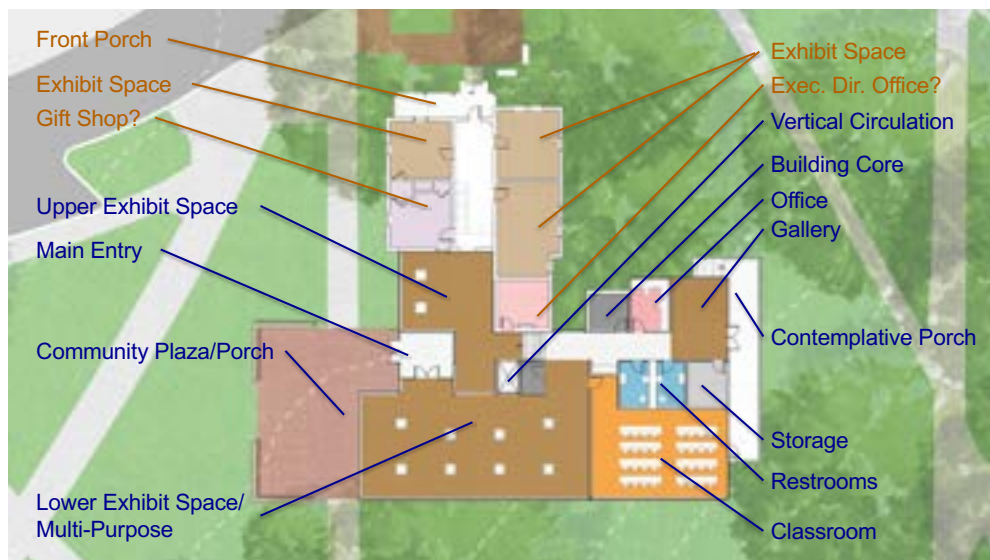
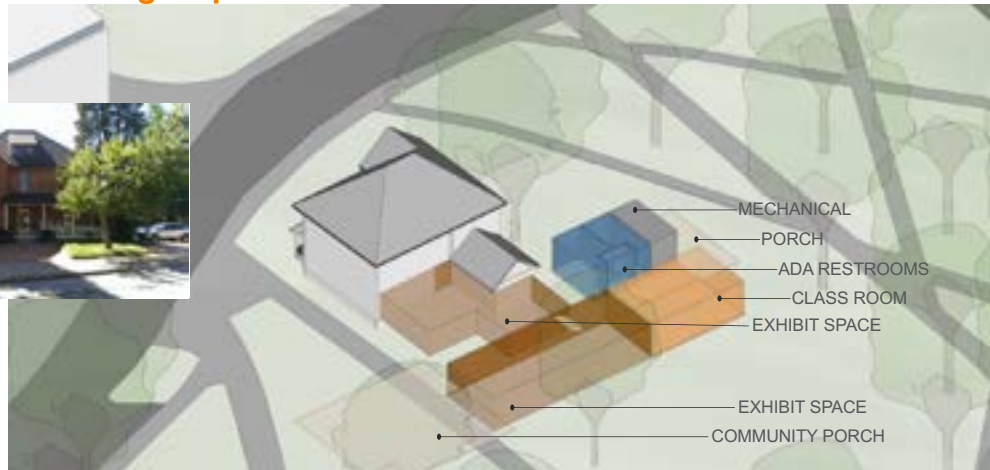
See Appendix A for the full report.

10. “Consideration of a center or museum solely dedicated to Clemson’s complete history”

Guided by input from one-on-one interviews with key stakeholders, a series of focused workshops and advice from expert consultants, the Implementation Team recommended that the administration conduct a formal feasibility study for a history interpretive center in the Trustee House. In partnership with University Planning and Design and the architectural firm of Lord Aeck Sargent, that study was launched in early 2019. More than a dozen faculty, staff and students were invited to work with the Implementation Team to help develop programming recommendations and establish priorities for functions and space usage. See Appendix B for the report delivered to the board in April 2019.

In the summer of 2019, an architectural design concept was endorsed by the Implementation Team and presented to the administration. The recommendation was presented to the Board of Trustees in October 2019.

Design Option: ENGAGED



11. “Introduce a Clemson History Course.”

A Clemson history course had existed as a summer, online course but rarely generated enough student interest to be offered. With financial support from the Provost to cover faculty time even in the event of low enrollment, the course was redesigned as a hybrid online and in-class summer course and promoted to student leaders and tour guides. The course has been team-taught by Professors Paul Anderson and Rhondda Thomas.

12. “Create campus historical tours.”

The Interpretive Plan produced by the Implementation Team includes templates of special-interest historical tours. Tours have also been conducted periodically during Clemson History in Plain Sight Day and other special events. Several student tour guides have expressed interest in offering history tours periodically through the Visitors Center. If a History Interpretive Center is developed in the Trustee House, it is anticipated that historical tours would be an ongoing program.

APPENDIX A:

MONUMENTS AND STATUES RECOMMENDATIONS

From the Board of Trustees Final Report:

RECOMMENDATION: DEDICATE A MONUMENT/STATUE TO PROMINENT HISTORICAL FIGURES

Erecting statues of important historical figures is another way to honor and preserve Clemson’s history and commemorate important milestones in Clemson’s history that should be considered. The President will create a committee led by members of the history department as well as the university archivist to study the feasibility of such new historical monuments. Final approval of any such monument or statue is required by the Board of Trustees.

I. Observations from the History Task Force Implementation Team

- Many people who have contributed to Clemson’s success were ordinary people of modest means who did extraordinary things. We have a policy and process that favors commemoration of people with the means to make large donations. As a result, there is currently a lack of balance and diversity in our commemorations.
- The team has mixed perspectives adding more major monuments and statues to the campus, and at least one member thinks there should only be one statue on campus – that of Thomas Green Clemson. We agree that statues are appropriate ways to permanently honor prominent figures, and we know that people are naturally drawn to figures vs. text on markers. At the same time, we are cognizant of the national climate regarding statues, especially those honoring Confederate-era figures. We advise that the university be extremely thoughtful about who is placed (literally) on a pedestal.

- There is some sentiment that the campus is already cluttered with markers and plaques. A 2016 inventory showed that there were (excluding signs for features in the S.C. Botanical Garden):
 - Four SC Historic Markers (now seven)
 - 16 signs related to war and/or veterans
 - 39 other historical signs
 - To this number we are now adding signage for Gantt Circle and historic buildings. Public history experts say that markers and monuments alone don't engage, inspire and teach as much as direct interaction with real stories of real people (i.e., via tours, technology and special programs).
- Many commemorative plans have been developed, but not funded and moved forward. A lesson is that meaningful commemoration must have adequate resources and campus advocates who are invested enough to work for months, if not years, with University Planning and Design, artists and architects to bring projects to fruition. The university may want to start by considering concepts that have been developed but not completed:
 - Scholar's Walk
 - Founder's Garden
 - President's Garden
 - Anna Calhoun Clemson park
- Over the next few years, as the university grows and adds new buildings, landscapes and public art, there will be many opportunities to add meaningful commemorations that enhance rather than clutter the campus, create special places and recognize important individuals and groups whose contributions have been overlooked or lost. This could be done within the planned budget for projects such as:
 - Hunnicutt Creek restoration
 - Alumni Park
 - Rooms and greenspaces in new buildings, including the business school and Douthit Hills
 - Major renovations and additions to existing buildings, including the library, Daniel, Lehotsky, Martin, Long, Poole, Lowry, Hunter and the Hendrix Center – all of which have unnamed areas and rooms.

II. Recommendations from the Implementation Team

1. Catch up: Over the next five to 10 years, make a deliberate effort to create more balance and diversity in campus commemorations. Consider setting aside a percentage of naming opportunities in new buildings and renovations, landscape projects and public art for the commemorations recommended as item III, whether or not there are fundraising opportunities tied to those commemorations.
2. Recognize that scope, location and scale play major roles in creating balance.
3. Increase campus awareness of the naming policies and processes to encourage recommendations.
4. In developing public art, actively seek out African-American, Native American and women artists to ensure diversity of artistic perspectives.

III. Who and what should be recognized, other than donors

INDIVIDUALS

- **Harvey Gantt:** Further enhance campus recognition of the first African-American student, by incorporating a likeness or statue in the Gantt Circle area.
- **Margaret Snider:** Further enhance campus recognition of the first woman to earn a Clemson degree with a likeness near the existing marker or naming of the Brackett Auditorium.
- **People who had rooms named for them in the Clemson House:**
 - Bill Greenlee, an African-American former servant of Thomas Green Clemson who was later hired by the college and the town and who helped make bricks that built Tillman Hall;
 - Lila Holmes, wife of a former head of Clemson's history department chair who, in the 1920s, started a successful campaign to restore Fort Hill;
 - Virginia Poole, who worked with the Extension Service, the Commandant's Office and the Office of Business and Finance and resided in the original Clemson Hotel before it became the Clemson House in 1950;
 - Virginia Shanklin, who served as secretary to four Clemson University presidents: Samuel B. Earle, Enoch W. Sikes, Robert F. Poole and Robert C. Edwards;
 - Fred Zink, who managed Clemson House from its opening in 1950 until his retirement in 1970. He and his wife were permanent residents.
- **Anna Calhoun Clemson:** Develop a significant place on campus to recognize her role as a founder, including a naming and perhaps a likeness appropriate for the space and current times.

- **Richard Simpson:** Develop a way to tell the story of his contributions to the founding of Clemson, possibly at Simpson Hall and/or the Simpson Research and Education Center.
- **R.C. Edwards:** Tell the story of his leadership during a period of significance change, while recognizing that his administration initially fought Harvey Gantt's enrollment.
- **James F. Barker:** Recognize his role in Clemson's rising stature in terms of national ranking, student quality and athletics.
- **Ben Skardon:** Honor the alumnus, war hero who survived the Bataan Death March, faculty member and legend.
- **Ben Robertson:** Honor the alumnus, internationally known journalist, author of Red Hills and Cotton, a memoir of Upcountry South Carolina.
- **Joe Young,** longtime faculty member and Clemson House resident, who was honored with a named endowment supporting the Clemson House Penthouse.

GROUPS: In terms of recognizing individuals vs. groups, we offer the Scroll of Honor and Military Heritage Park as good examples of a hybrid approach. These monuments honor individuals but also pay tribute to groups (veterans and current service men and women) and ideas (service and sacrifice).

- **Clemson Pioneers:** Develop a special place where "firsts" can be recognized by name and new "firsts" added in the future. There are literally hundreds of people who could be recognized in such a place, such as:
 - Gantt and Snider
 - Patti McAbee, first woman trustee
 - Kim Wilkerson, first woman successor trustee
 - Yukata Tsukiyama, first non-white Clemson graduate
 - Mary Hart Evans, first woman faculty member
 - Jim Bostic, first African-American trustee, first African-American to earn a doctorate
 - Rita Barker, first woman elected undergraduate student body president
- **Enslaved people:** Enhance the existing recognition of the slave quarters and burial sites, including names if we have them.
 - Consider restoring the original name of Hunnicutt Creek, which was Sawney's Branch, named for enslaved laborer Sawney Calhoun.
- **Convict laborers:** Develop a way to recognize the people who constructed the first buildings on campus.

- **Nationally recognized scholars:** Reconsider the “Scholar’s Walk” concept to recognize faculty (current, retired or deceased) who have earned significant national awards or achievements, such as Academy membership, the Oscar, a Pulitzer Prize, a Nobel Prize, National Book Award, etc.
- **Successor Trustees:** Create a “hybrid” commemoration concept that recognizes the unique make-up of Clemson’s board and the direct lineage from the original trustees to those serving on the board throughout history and today.
- **Student organizations:** Develop a space or work of art that recognizes the important role that organizations play in the distinctive Clemson student experience, leadership development and school spirit.
- **Unsung heroes:** Develop a tribute to the early wage earners and staff who helped build the campus and shape the early student experience.
- **Native Americans/the Village of Essenecca:**
 - Enhance the existing campus recognition (marker), working with tribal representatives to effectively tell the story of the first people to call the area home.
 - Relocate and enhance the Cherokee Garden exhibit in the S.C. Botanical Garden

OTHER

- **Clemson House:** Develop a way to preserve and tell the story of the Clemson House as part of the business school design and construction.
- **Bowman Field:** Develop a way to tell the story of the importance of Bowman Field as the cadet marching grounds, Clemson’s first athletics field and a gathering spot for festivals, special events and daily recreation.
- **Agricultural Heritage:** Develop a place on campus that pays tribute to the role of agriculture in the development of the campus, the land-grant mission and the state-wide role and impact of Clemson PSA.

IV. Process and responsibility: We recommend that the Vice President for Development and Alumni Relations and the Executive Vice President for Finance and Operations* work together to prioritize and develop specific commemoration concepts to bring to the Board of Trustees for action, with advice and counsel of a standing advisory group of stakeholders (to be established) to ensure engagement and representation from the broader Clemson community.

*Names in the original report have been deleted because of personnel changes.

APPENDIX B:

HISTORY INTERPRETIVE CENTER – APRIL 2019 REPORT TO THE BOARD

Board of Trustees Task Force on the History of Clemson recommendation: “The task force recommends consideration of a center or museum solely dedicated to Clemson’s complete history, where artifacts can be housed and the updated historical narrative can be told. This center will not only educate and engage the Clemson family, but the larger community. The task force charges the Administration with examining the feasibility of developing a new center or museum either in an existing or new space.”

Administrative response:

Guided by input from one-on-one interviews with key stakeholders, a series of focused workshops and advice from expert consultants, **the Implementation Team recommended that the administration conduct a formal feasibility study for a history interpretive center in the Trustee House.** In partnership with University Planning and Design and the architectural firm of Lord Aeck Sargent, that study is under way. More than a dozen faculty, staff and students were invited to work with the Implementation Team to help develop programming recommendations and establish priorities for functions and space usage. Their input is summarized below.

Facility priorities:

- It should be **a center of engagement and activity, not just a place for “stuff.”**
- It should house:
 - An **academic institute** focused on discovering and teaching Clemson’s history, its relevance to the region, state and nation, and its impact on modern Clemson;
 - Office space for people who will develop/lead activities and initiatives;
 - Temporary offices for visiting lecturers or faculty fellows;
 - A multi-purpose room/small auditorium for classes, lectures, watching videos;
 - Work spaces to accommodate a strong student presence.
- It must be **ADA** accessible.
- Develop **inviting, usable outdoor spaces** to take advantage of the location and invite people to stop and participate in brief outdoor lectures or gather for tours.
- Officially add the Trustee House to the Office of Historic Properties portfolio to ensure long-term care and maintenance.

Programming and story-telling priorities –

- Appoint a standing **Clemson history advisory committee** to provide ongoing input about programming, develop proposals for research projects, host scholarly activities and sustain the initiatives launched through the Board of Trustees History Task Force.
- Focus on **digital story-telling and rotating exhibits** vs. permanent exhibits – easier to refresh/update to add new stories, more interactive and less space-intensive
- The center should be the “trailhead” for **historical tours**, facilitated or self-guided.
- **Stories must be accurate and complete**, appealing to diverse audiences and telling the full history, including pivotal events, Clemson’s statewide impact and modern developments.

Communications and marketing priorities --

- **Brand development and awareness.** People need to clearly understand what the center is and what it is not (a one-stop discovery or visitors center).
- Position and develop it as a place to **showcase Clemson’s non-STEM academic strength**, support a broad spectrum of educational activities **and build academic reputation.**
- **Ensure adequate funding** for staffing, brand development, marketing collateral, technology, a grand opening, and ongoing events and updates to technology, materials and digital assets.
- **Consider a private fundraising** campaign to include named rooms, professorship and scholarship endowments, new monument/commemoration opportunities.

Architectural concepts are in development, but there are many important “next steps” in the process, including consultation with the State Historic Preservation Office, communication with the National Registry about planned removal of the annex, archeological investigation of the grounds and fire suppression. We will also meet with the following groups for critique, improvement and endorsement:

- Implementation Team;
- Historic Properties Advisory Committee;
- University Planning Advisory Team;
- University Physical Asset Accountability Committee;
- Executive Leadership Team.

