



AGENDA

Date: December 13, 2022

Time: 2:30 p.m.

Location: Edgar Brown Union Student Senate Chambers

1. APPROVAL OF MINUTES

2. SPECIAL ORDERS

3. REPORT

- a. Robert H. Jones, Executive Vice President for Academic Affairs & Provost
- b. Standing Committees
 - i. Finance and Infrastructure Committee; Chair Karen Kemper
 - ii. Research and Scholarship Committee; Chair Hugo Sanabria
 - 1. 202220 Graduate Assistant Differential (GAD) and Facilities and Administrative (F&A) Annual Policy Update
 - 2. 202221 Survey of PI Use of of GAD and F&A Returns
 - iii. Policy Committee; Chair Svetlana Poznanovik
 - iv. Scholastic Policies Committee; Chair Peter Laurence
 - 1. 202116 25Live Scheduling Issues
 - 2. 202204 Athletic Observers in Canvas
 - v. Welfare Committee; Chair Lindsay Shuller-Nickles
 - 1. 202203 Evaluation of Merit-Informed Raises Criteria and Distribution
 - 2. 202213 Voting Rights for Special Faculty
 - 3. 202224 Emeritus Lecturer Designation
- c. University Committees/ Commissions
 - i. Committee on Committees; Chair Mary Beth Kurz
- d. Faculty Representative to the Board of Trustees; Brian Powell
- e. President's Report

4. UNFINISHED BUSINESS

5. NEW BUSINESS

- a. FSR 202204 Post Tenure Review
- b. FSR 202205 Research Committee Charge
- c. FSR 202206 College TPR Committees

ADJOURN

ANNOUNCEMENTS:

UPCOMING MEETINGS:

- 1. Faculty Senate Executive Committee Meeting: Tuesday, January 3rd, 2023, 2:30pm
- 2. Faculty Senate Meeting: Tuesday, January 10, 2023, 2:30pm
- 3. Convention of the Delegates Meeting: January 12th, 2023, 2:30pm
- 5. Faculty Senate Advisory Committee Meeting: January 24, 2023, 2:30 p.m.



RESEARCH COMMITTEE REPORT

Standing Agenda Item 202221: Survey of PI Use of GAD & F&A Returns

The Research Committee administered a survey to University principal investigators (PIs) across all Colleges, the Library, and the Graduate School and determined how PIs use Facilities and Administrative (F&A) and graduate assistant differential (GAD) returns to fund research scholarship.

Charge

Based on recommendations from RCR 202101, the research committee is to design, administer, and analyze a survey of university PIs on the method of utilization of F&A and GAD allocations.

Report on the Survey

This report summarizes results from 235 survey participants who were full ($n = 115$), associate ($n = 76$), and assistant ($n = 44$) professors. The committee finalized the survey September 27, 2022 and distributed the survey to PIs September 29, 2022. The survey closed October 31, 2022. The complete survey is available in Appendix 1 and survey responses as an excel spreadsheet (Appendix 2).

PI responses were primarily from the College of Science; College of Engineering, Computing, and Applied Sciences; and the College of Agriculture, Forestry and Life Sciences (Figure 1). When asked “Do you know what F&A and GAD returns are?” 77% (170) PIs responded yes, 13% (28) replied maybe, and 10% (23) said no. When asked “Do you know where to find your college / departmental policies regarding F&A or GAD?” 52% (114) of respondents said no, 22% (49) said maybe, and only 26% (58) responded yes. These data indicate that 23% of PIs are unfamiliar with F&A and GAD returns and the majority (74%) do not know the policies of their college governing return of indirect funds to their research program.

When asked “What do use your GAD and F&A Returns for?” respondents were permitted to select all items that applied from an extensive list. Respondents could also select “other” and describe how returned indirect funds were used to support their research scholarship. Respondents indicated returned indirect funds are used to fund travel to conferences and for research, computers, equipment, and personnel (graduate students, post-doctoral and visiting scholars, and undergraduate research) support costs among others (Figure 2).

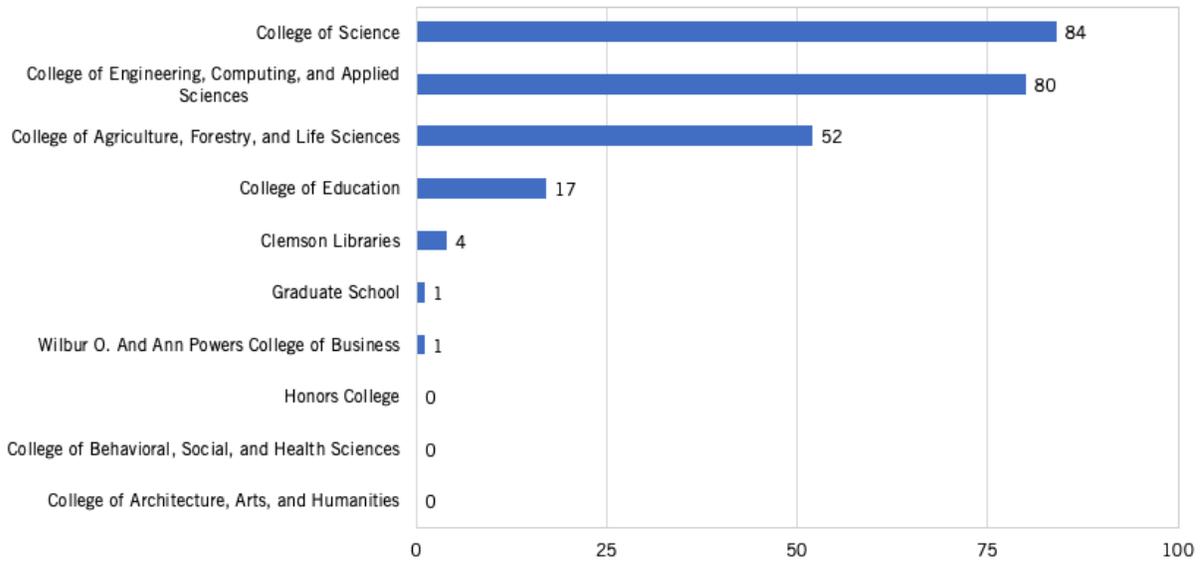


Figure 1. School or College in which the primary appointment of principal investigators is associated.

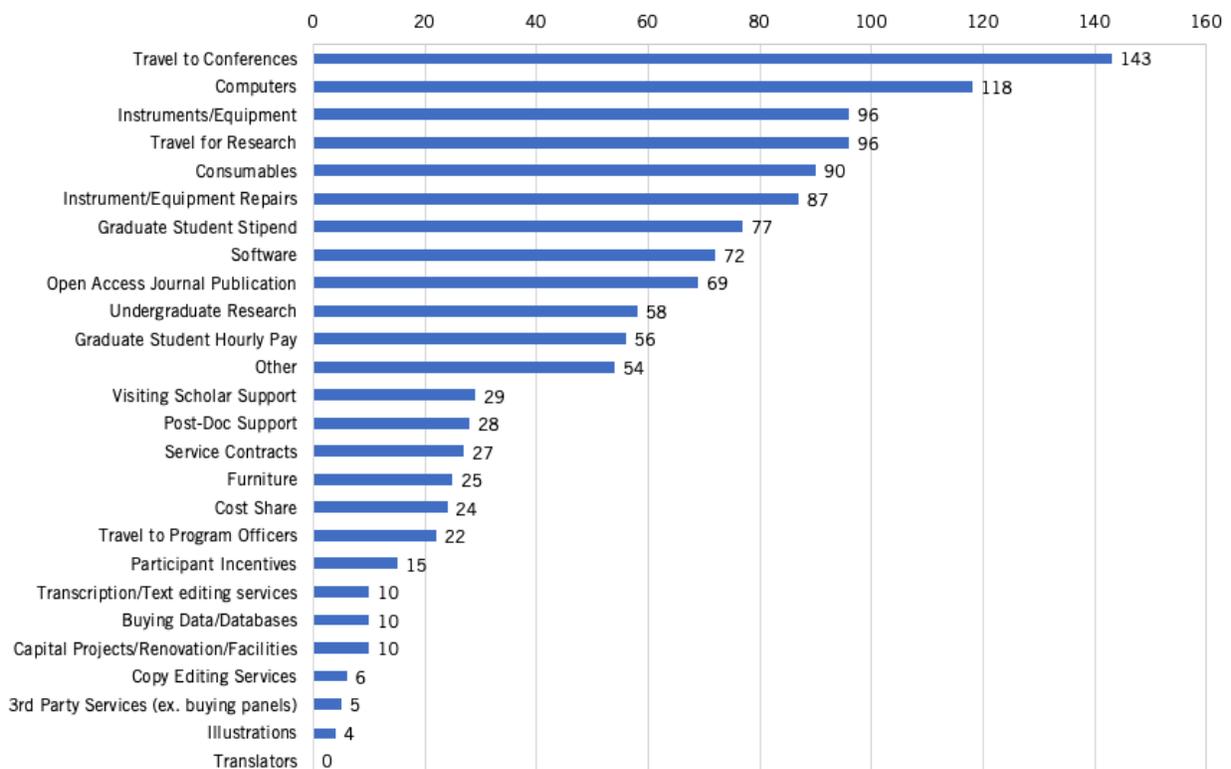


Figure 2. PI responses related to use of F&A and GAD returns.

Conclusion

Twenty-three percent of the PIs surveyed did not know what GAD and F&A returns were. Seventy-four percent of the PIs surveyed were unsure of or did not know where to find their College guidance on F&A and GAD returns. Some respondents indicated they received no

returns, and that the funds were held at the Department, Institute, Center, or Research and Extension Center.

Faculty rely on F&A and GAD returns to support scholarly activities that enhance the research reputation of the University. Often the funds are used to enable activities that are typically restricted using grant funds – including travel to international conferences and the purchase of computers. Other uses of the funds often facilitate generation of preliminary data to enable grant submissions or publication of results from grants that were concluded before publications were concluded. In some instances, these data highlighted opportunities for outreach where library resources may be able to supplement those of PIs (e.g., open access journal publication, buying data/databases) to further the research mission.

Recommendations

Given the findings from this survey and the knowledge that PIs often know where unrestricted funds should be spent to support current needs on their research efforts, the research committee recommends the following:

1. We encourage no diminution of F&A and GAD returns to PIs in the new Revenue Based Budget model.
2. Recognition that use of F&A and GAD returns are in direct support of research and scholarly endeavors.
3. We recommend training to current and incoming faculty (i.e., during faculty orientation) on the F&A and GAD policies as well as how they can be used.

Appendix 1 – Survey questions ([202221_Appendix 1 PI Use of GAD and FA Returns.docx](#))

Appendix 2 – Survey responses ([202221_Appendix 2 survey results PI Use of GAD and F&A Returns.xlsx](#))



RESEARCH COMMITTEE REPORT

Standing Agenda Item 202220: Graduate Assistant Differential (GAD) and Facilities and Administrative (F&A) Annual Policy Update

The Research Committee has considered this matter under the charge of studying and making recommendations on policies, procedures, and practices primarily related to research and submits this report for consideration by the Faculty Senate.

Charge

Based on recommendations from RCR 202101, this agenda item for the research committee is to investigate, discuss and report on "the state of (and proposed changes to) policies associated with Facilities and Administrative (F&A) and Graduate Assistant Differential (GAD) returns."

Report

The research committee investigated the state of (and proposed changes to) policies associated with F&A and GAD returns. The committee held multiple hearings and met with members of the administration to understand any proposed changes under the new Revenue Based Budget (RBB¹) model that will impact policies associated with F&A and GAD returns. Further, the research committee met and developed a series of questions for administrators to gain deeper insights into these topics. In September 2022, the faculty senate advisory committee had a meeting on the topic with Provost Jones, Tony Wagner, Rick Petillo, and Carla Bennet, among others.

The following is a summary of the information gathered by the research committee related to funding changes, priorities, and other projected changes that we may see with the RBB model and their summarized responses. For the written responses please see Appendix 1.

F&A and GAD Flow:

- As reported in the RCR 202101, a portion of F&A and GAD returns go back to colleges. With the RBB model, the most likely scenario is that 100% of the F&A and GAD returns will go directly to the college. These funds will have an overall "tax" which is returned to the university. The VPR's new role in cost share is still being explored. F&A rates will remain the same per federal guidelines; however, waivers will be forgone revenue to the college unit. Indirect returns will be administered by the college's administration for distribution and support of activities within each

¹ RBB is also called RCM which stands for Responsibility Center Management

College. Revenue distribution to PIs and Co-PIs will be tracked carefully by Leadership and the Office of the VPR to insure fair and timely distribution.

Priorities:

- The RBB model is expected to incentivize growth in research activities and the mission of Clemson.
- With F&A or GAD returns fully allocated at the Colleges, the College benefits. There will be more intentional, strategic funds available to support research growth, including faculty collaborations to meet Clemson Elevate goals. Since funds from any activity flow back to the source, teaching (tuition) will continue to subsidize research activities and there is not an anticipated change in the balance between teaching and research.

Other Projected Changes:

- Some growing pains can be expected as faculty and leadership understand the implications of decisions made within the RBB model. Ongoing decisions will be made about what programs to support based on the more direct revenue allocation. Also, some units and programs will be supported through this process that may be a strategic benefit for Clemson but may not earn revenue from research or teaching alone. There is not an anticipated change for the library, which currently has a service role and does not collect funds from teaching.
- The increase in transparency will be across the university. The allocation of resources to colleges will become more data-driven with strategic allocations, aligned with the RBB model design and, as applicable, the Clemson Elevate strategic plan objectives, decided on by the provost in consultation with Deans. There should be no significant changes to current operations. It will be at the Deans discretion to share college allocation methodology and there will be an expectation that the new model will drive efficiency in how we allocate space and resources. Because each college has diverse needs, there will be variability on how funds are allocated across the seven colleges, so there will be offices doing different things. However, now there should be incentives to do things that benefit the university, whereas in the previous budget model, those incentives were not as clear.

In a related agenda item, members of the research committee surveyed PIs on their use of GAD and F&A returns (Report 202221). In such survey, we learned that 23% of surveyed faculty were unsure or did not know what F&A and GAD returns were and 74% were unsure of or did not know where to find the current policies regarding distribution of F&A and GAD returns.

Conclusion

In conclusion, the committee heard the faculty concerns. Faculty desire to know how the proposed changes can specifically impact faculty research and creative endeavors. There is some unease with the historical lack of transparency related to return fund distribution (or lack thereof). There is a concern that the current F&A and GAD allocation will not be

returned back to the PI. There is also a concern that there is no policy in place detailing the amounts and procedures for returning indirect funds to PIs.

With the new RBB model, we encourage enhanced transparency from College Deans to alleviate faculty concerns regarding accountability on indirect returns distribution.

The current RBB model of 100% indirect returns to the Colleges has the potential to leave a gap on the University wide support of Research initiatives (aka R-initiatives). Funding for the R-initiatives is a key component supporting the aspirational goal of doubling research expenditures as presented in the Clemson Elevate and supports the development of cross-disciplinary teams (i.e., large grants). Concerns were expressed related to barriers to submission/working on interdisciplinary research grants and publications (e.g., specific journals only counted for different units toward tenure and promotion purposes). Many faculty lack incentive to overcome these hurdles to interdisciplinary collaboration.

The new RBB model also requires development of an equitable University policy regulating inter-college collaborations in recognition that aspirational goals will likely alter faculty priorities for research, scholarship, and teaching.

Recommendations/Actions

The research committee recommends the following actions be taken to protect faculty and support the research mission:

1. We encourage continued F&A and GAD returns to the PIs who generated those funds.
2. We encourage the Deans to have policies that are fair and accessible to faculty with respect to the F&A and GAD returns to PIs.
3. We encourage the continuing support of core facilities and research centers, or institutes not housed within any college to ensure low-cost usage and accessibility to use by PIs and the continuing growth of the centers and institutes.
4. PIs and researchers need additional grant support service staff (i.e., dedicated experts who are experienced in grants to assist in the grants both pre and post award) to support the Clemson Elevate aspiration of doubling research expenditures.
5. As recommended in RCR 202101, we encourage the inclusion of a line item on internal budget forms that clearly states the anticipated indirect returns of F&A and GAD to the PIs.
6. We encourage the university to provide incentives and reduce barriers to interdisciplinary research and grant work.

Appendix 1:

The summary responses to these questions are below.

1. What is the current state of (and proposed changes to with the implementation of the RCM model) policies associated with F&A and GAD returns?
The current state of F&A and GAD returns is that a significant portion of both are allocated back to Colleges, Departments and PI's. The future state is still under consideration but most likely will be full return back to colleges with some overall taxation for costs related to running the university.
2. Will the RCM model take different types of grants and collaborations in consideration, especially related to cost sharing, revenue attribution, staffing, effort reporting, and identification and designation of PIs?
RCM will incentivize growth by allocating resources back to units performing the work. The more grants and contracts received, the more F&A back to the College. With revenue potentially fully returning to Colleges, the VPR role in cost share is being explored. The rest of the day-to-day activities for faculty should not change. We recognize the need to be intentional about supporting collaboration and will be working with faculty leadership to make sure opportunities for collaboration are available. There will be strategic resources available as well that will cross-cut units such as cluster hires that will need collaboration from faculty. All other activities related to effort reporting and compliance will not change. We will also work with the VPR to make sure PI and Co-PI's are tracked carefully for revenue distribution.
3. What about associated F&A rates? How will they be applied with the new model?
F&A rates for proposal development will remain the same per federal guidelines. With F&A returning back to units, any waivers requested will be up to the College and will be foregone revenue to that unit.
4. How will current inequities that exist with indirects be addressed with the RCM model?
Not sure what inequities you are referring to. Indirects will be returned back to the College for distribution and support of activities within that College. We recognize the need to work with the Office of VPR to make sure indirects flow properly by PI then Co-PI where relevant. We will work with leadership to make sure this is done as fairly as possible.
5. Since many units don't always get full indirects, will "taxing" of indirects be on a sliding scale?
There are no plans centrally to do a sliding scale for indirect returns. We would need more information to better respond to this question.
6. How will the RCM model transition impact the research mission of Clemson?
The model should incentivize growth in research activities & mission at Clemson. With F&A/Indirects fully allocated back to college units, the College benefits. There will be more intentional, strategic funds available to support research growth to meet Clemson Elevate goals.
7. Given teaching credit hours may be more prioritized, how will the RCM model impact research faculty and the teaching/research balance?
Not sure that "prioritized" is the correct term. Ideally, funds flow to match the activity – more teaching or more research means more revenue either through tuition or F&A. There should be no significant change to daily operations. Currently, research is subsidized through teaching (tuition revenue); we expect that to remain the case in a revenue-based budget model.
8. What are some benchmarks on this success from other R1s without med schools that are land grant institutions?
In the presented slide deck, you will see our comparison institutions and how we plan to manage.

9. What are the growing pains that this may bring to the university from a research lens, and how will this be handled for faculty?

The growing pains we may experience will be making sure our faculty and leadership understand the implications of making decisions within the model. The initial implementation will hold harmless College budgets, faculty will be engaged as we transition to the model. Decisions will need to be made ongoing on what programs to support based on the more direct revenue allocation. Also, there will be units and programs supported through this process who may be a strategic benefit for Clemson but many do not earn revenue from research or teaching.

In addition, the following two questions were asked at the faculty senate advisory meeting (October 2022).

1. “I appreciate that the new budget model is being used in the spirit of increased transparency. However, by design this model pushes more financial decisions and accountability down to the individual colleges, meaning that each dean and college admin will have more power and responsibility in dictating the financial operations of their respective units. Even under the current model, though, I’ve heard from faculty (and we’ve seen from Brian’s adventures last year in trying to get explanations about F&A in each college) that college admin can be less than forthcoming about how certain financial decisions are made (in some cases faculty don’t even know what the decision was) and how resources are allocated. Since we already have some concerns with transparency at the college level, is there a possibility that the new model actually makes transparency worse, since rather than one central office being the point of contact for murky decisions, we will now have several different offices all doing things differently, and each deciding for themselves how much they want to share with their faculty?”

The increase in transparency will be across the university on how much it actually costs to run the university. Right now, there is not a great understanding of those costs and how funds are allocated. The allocation of resources to each college will become more data driven with strategic allocations decided on by the provost in consultation with Deans. Those strategic allocations will be aligned with the RBB model design and, as applicable, the Clemson Elevate strategic plan objectives. There should be no significant changes to current operations. It will be at the Deans discretion to share college allocation methodology and there will be an expectation that the new model will drive efficiency in how we allocate space and resources. Because each college has different needs, there will be variability on how funds are allocated across the seven colleges, so yes there will be offices doing different things but now there should be incentives to do things that benefit the university whereas now those incentives are not as clear.

2. Related to the library (and other) as a “service unit”: What impact will being housed in a “service center” have for tenure track faculty in terms of grants they obtain, F&A, etc.? Are there any unintended consequences of isolating one group of faculty away from the rest?

The library should not see a change in how it currently does business. If F&A is earned by the library, it should be allocated to the library. Grants earned by faculty will continue to be supported with no significant changes. The library is currently a service/support center and does not teach classes or generate credit hours, so nothing is changing. We are not isolating one group of faculty should continue to operate normally in the library.

The Scholastic Policies Committee: shall be concerned with all policies of an academic nature which pertain to students. Such policies include recruitment; admissions; transfer credit; class standing requirements; academic honors policies; graduation requirements; class attendance regulations; student counseling and placement; and other related policies.



CLEMSON UNIVERSITY
FACULTY SENATE

SCHOLASTIC POLICIES

CHAIR: Peter Laurence

SCOLASTIC POLICIES COMMITTEE REPORT

202116 “25Live Scheduling Issues”

Agenda item: 202116 (previously 202104) “25Live Scheduling Issues”

Requested by: unknown

Agenda description: *“Produce a report that examines, discusses, and makes recommendations regarding university use of 25Live in lieu of department-owned classroom space. The report shall address at a minimum: the accuracy for room requests (type, location, occupancy, etc.) and room assignments made by 25Live; the frequency that departments that formerly ‘owned/managed’ a classroom/lab are given first priority to that space for instructional purposes; feasibility of crediting departments that funded room renovations for classrooms that were then absorbed by Provost’s office and general 25Live room management software; and the average time spent going to/from classes for instructors from their office, especially when trying to get to back-to-back classes or preparing for labs.”*

Background: See <https://www.clemson.edu/registrar/faculty/25-live-faq.html> :

What is 25Live?

25Live is the scheduling tool Clemson University has purchased to help schedule, optimize, and allocate resources. Part of the system runs in the background and assigns rooms to all scheduled sections that need space on campus. However, 25Live represents its public-facing component that allows registration and room coordinators to request or schedule events and search for a wide variety of information regarding rooms and events.

How does 25Live work?

After the mass room scheduler assigns rooms to courses for the following term, registration and room coordinators can log in and make room changes and new assignments. Once all sections have rooms, anybody with access allowed scheduling events in available spaces on campus. 25Live only stores academic buildings.

Who can use 25Live?

25Live can be viewed by anyone who visits the website. Users without access have query access so they can search for rooms, check out availability, and view basic event information. Access to advanced functionalities, including room assignments and event scheduling, is currently available to registration and room coordinators and selected staff members.

See also: <https://www.clemson.edu/registrar/faculty/coordinators.html>. Note here that there are “University Owned Rooms” and “Department Owned Rooms.” Also noted here, the variables for “room types” are basic technologies (laptop, computer station, smart board, symposium). There are other distinctions for labs, lecture, and other such generic categories.

An authorized scheduler can see some additional details about rooms and their equipment, including a photo, but these details do not necessarily indicate that tables and chairs could be moved into different configurations (breakouts, for example).

When it comes to selecting rooms, the guidelines indicate: “The more attributes you enter, the fewer the choices are for rooms. Remember less is better” [University Owned Rooms drop-down information].

Classrooms are assigned primarily on capacity and generic room type (lab, lecture, etc.) to distinguish similarly sized student groups.

Matters from the Agenda item reinterpreted as questions:

1. Generally, is 25Live better for scheduling instructional space than having a system of primarily “department-owned room” scheduling, or worse?
2. How accurate is 25Live in matching instructor/scheduler requests and classroom assignments?
3. Are departments that formerly “owned” an instructional space given priority for its use?
4. Can departments that upfitted an instructional space using departmental funds be refunded or credited when these rooms were reclassified from “department-owned rooms” to “university-owned rooms”?
5. What is average time that an instructor spends travelling back and forth from a 25Live assigned room [as compared to when they taught in a department-controlled space]?

Discussion:

All of the questions point toward faculty, scheduler, and department dissatisfaction with aspects of the 25Live system as compared to more decentralized, local control of instructional space. However, the questions are not easily answered.

- Anecdotally, there is dissatisfaction with the centralized 25Live classroom scheduling system.
- Anecdotally, there are mismatches between classroom requests and classroom assignment—and these include inaccuracies about the number of required seats, double-booking of rooms, and mismatches between the room and the type of room and/or technology needed for pedagogical reasons.
- Anecdotally, university administration has taken rooms formerly classified as “department-owned” and reclassified them as “university-owned,” even when departments invested in modifications to those rooms for specific disciplinary and pedagogical purposes, with the assumption that those rooms would remain “department-owned.” (Questions 3 and 4 are addressed below in the Comments from the Provost’s Office section.)
- Anecdotally, the 25Live system, which prioritizes numbers of seats and generic room types, presently disregards geography and scatters faculty, students, and their classes around the campus irrespective of the fact that disciplines (i.e., department offices, faculty offices, department-owned classrooms, and the buildings that contain them) have geographic loci. (As noted below, the system is being programmed with geographical “neighborhoods” as a filter.)

Answering some of these questions with data, rather than anecdote, will require a survey of a representative sample of instructors, room schedulers, and department heads.

Further observations:

- In addition to classroom spaces being double-booked and discrepancies between classroom capacity data and actual capacity, there are other inefficiencies resulting from the 25Live system. These include classrooms being unused due to problems with the system and faculty seeking alternative spaces to those assigned to them and found inadequate. In other words, dissatisfaction with the system may be compounding the problems of the system.
- Anecdotally, there are impacts on academic but non-teaching activities, i.e., seminar/symposium/event scheduling.
- Classroom scheduling problems are ostensibly a symptom of a larger problem—a shortage of teaching facilities where students and instructors want them. From 2002 to 2021, enrollment grew by nearly 70%, over 10,000 students. During this same period, a few academic buildings were built. With a major enrollment increase and a modest increase in classroom space, the difference has been made up in scheduling efficiencies and/or larger class section sizes. The relationship of enrollment to instructional space requires further investigation. However, anecdotally, increases in section sizes have led to overcrowding of some classrooms and disruption of the educational experience.
- Random or geographically blind disbursement of teaching spaces ostensibly reduces the beneficial community interactions that take place when students and faculty in shared academic communities (majors, disciplines, departments, etc.), overlap in their daily activities. This likely diminishes both educational and social experiences and harms academic community-building and the “Clemson Experience.” How substantially this loss of academic community experience impacts undergraduate versus graduate students, various majors, etc., is unknown. (Again, this shortcoming of 25Live is being addressed in some manner. See below.)
- Distribution of teaching spaces primarily by room capacity ignores the relationship of teaching methods and teaching spaces. As noted above, schedulers are encouraged to use fewer attributes in room selection, which seems to translate to less fit between teaching facilities and teaching modes. One administrator responded to these issues by suggesting that instructors “change how they teach to fit the space.” This ostensibly degrades the educational experience.
- Regarding the functioning of 25Live, room schedulers report delays in populating room assignments causing confusion about whether spaces are available or not. This may result in double-booking, or rooms left unscheduled due to the lag in changes.

Comments from the Provost’s Office:

- Regarding Question 3, departmental priority for formerly department-owned rooms: “Departments that originally ‘owned’ classrooms still have the first preference for scheduling courses in those as long as they meet their minimum requirements in the registrar’s scheduling guidelines, then those classrooms open up into Banner/25Live for central scheduling.”
- Regarding Question 4, renumeration for formerly department-owned rooms, the answer is no: “All funds are the university’s, so no reimbursement will be made for past work/investments.”
- Regarding formerly department-owned rooms: “On average those classrooms were underutilized at 23%-time block scheduling, very low, - CHE standards are 60+% and this is critical for us to demonstrate in order to support any new requests for space.”

- Related to Question 5, scheduling geography: “Plans are underway to develop neighborhoods for our Academic buildings so that courses can be scheduled to help faculty as they teach back-to-back courses, so the need to travel across campus to teach courses is diminished.”
- Regarding teaching facilities upgrades: “All classrooms will be fully renovated on a 10–15 year lifecycle based on quality metric score cards from annual assessments. ADA requirements are being implemented as we renovate.” Relatedly, “Each classroom is on a 5 year lifecycle for a/v replacement-upgrades on a rotating basis.”

Findings/Recommendations:

- Faculty and scheduler survey: To gather data needed to answer the questions indicated in the agenda item, create a survey of a representative group of faculty, room schedulers, and department heads. (Recommend something similar to student government representatives.) To our knowledge, there has been no survey of faculty regarding instructional space in the last 20 years. This data would complement the “quality metric score cards from annual assessments” noted above.
- Data requests: Request administration to provide historical data relative to enrollment growth and expansion of instructional space. Request administration to provide a long-range strategic plan and physical campus master plan about future construction of academic facilities relative to continued increases in enrollment. Request class section size data over the past 20 years to help determine to what extent has the ~70% growth in enrollment over this period been made up in increased section sizes.
- 25Live improvements: Add checklist variables to 25Live including teaching method/style. Add campus geography to classroom scheduling system; monitor implementation of “Neighborhoods” or “Zone” dimension of the 25Live system. Request improvements to speed of population of room requests/assignments in the scheduling system. Inform faculty about access to room data and photos available to schedulers; make the 25Live system more user-friendly, i.e., consider faculty as users.
- Classroom user experience: Because the 25Live system assigns faculty to classrooms that they may be unfamiliar with or never used previously, improve technology instruction.

| Member | College | Present |
|--------------------|--|---------|
| Peter Laurence | College of Architecture, Arts & Humanities, Senator, Chair | |
| Carl Blue | College of Business, Senator | |
| Marjie Britz | College of Behavioral, Social, and Health Sciences, Senator | |
| Christine Minor | College of Science, Delegate | |
| Ramakrishna Podila | College of Science, Senator | |
| David Scott | College of Education, Senator | |
| Mike Sears | College of Science, Senator | |
| Tara Wood Seefeldt | University Libraries, Delegate | |
| Julia Sherry | College of Behavioral, Social, and Health Sciences, Delegate | |
| John Wagner | College of Engineering, Computing, and Applied Sciences, Senator | |
| David Fleming | Ex-officio, Interim Dean, Graduate School | |

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|-----------------|--|--|
| | Ex-officio, Dean, Undergraduate Studies | |
| Taimi Olsen | Ex-officio, OTEI director | |
| Debra Sparacino | Ex-officio, Registrar | |
| Bridget Trogden | Ex-officio, Assoc. Dean, Undergraduate Studies | |

The Scholastic Policies Committee: shall be concerned with all policies of an academic nature which pertain to students. Such policies include recruitment; admissions; transfer credit; class standing requirements; academic honors policies; graduation requirements; class attendance regulations; student counseling and placement; and other related policies.



CLEMSON® UNIVERSITY
FACULTY SENATE

SCHOLASTIC POLICIES

CHAIR: Peter Laurence

SCOLASTIC POLICIES COMMITTEE REPORT

202204 “Athletic Observers in Canvas”

Agenda item: 202204 Athletic Observers in Canvas

Committed by: Unknown

Agenda description:

The committee is charged to provide a report and recommendations regarding the proposed plan from athletics to have athletic academic advisors have "observer" status on Canvas. As part of the preparation of this report, please consult with Dr. Jasmine Townsend, chair of the athletic council, and Matt Lombardi, Associate Athletic Director for Academics Associate Athletic Director for Academics.

Background:

Matt Lombardi, Sr. Associate Athletic Director for Academics, has lobbied the committee for two academic years to accept the idea of academic coaches (athletic academic coordinators employed in the Athletic Academic Services (AAS) office) as “Observers” in the Canvas system. A primary issue is monitoring student-athlete grades and student-athlete NCAA (National Collegiate Athletic Association) eligibility. Lombardi’s office is ostensibly dissatisfied with the response rate to “faculty progress report requests,” which “in recent terms have ranged from 55–68%.” Having direct access to courses via Canvas would reduce the work needing to be done by the AAS office to monitor student-athlete grades and course progress.

Matthew Lombardi’s Request:

Canvas Observer Access Proposal- Athletic Academic Services

Proposal- Grant access of the Canvas “observer” user role to athletic academic coordinators employed in the Athletic Academic Services department.

The Athletic Academic Services (AAS) department within Clemson Athletics employs nine academic coordinators (AC) whose primary job duty is to provide academic support to student-athletes. Each AC is assigned a team or teams for whom they are responsible for tracking, monitoring and reporting academic performance of the student-athletes. NCAA student-athletes are required to meet continuing academic eligibility criteria including minimum GPA standards, progress towards degree

requirements checked each academic year, and a minimum number of credits earned each semester in order to compete. Based on these requirements, as well as the well-researched impact of time and course management challenges student-athletes face, it is imperative ACs are equipped to effectively and efficiently track and monitor academic progress of their assigned caseloads. The ability to provide interventions and support to student-athletes who are struggling academically is limited by the access to and timeliness of receiving the details of their academic progress.

Current practice for tracking and monitoring academic progress of student-athletes includes required weekly meetings with ACs, and faculty progress report requests twice per semester. Required weekly meetings take place between ACs and student-athletes who are in the Engage, Enrich and Empower (EEE) program. Participation in the EEE program is guided by the Provost Manual, and includes all student-athletes enrolled in their first semester at Clemson, as well as continuing students based on pre-determined GPA criteria. As part of their required one-on-one meetings with ACs, student-athletes login to their Canvas account to share and verify their grades in the gradebook feature so coordinators can record student progress on their own tracking documents. During the fall 2021 term, 183 of 537 student-athletes were required to participate in EEE (34%). For the remaining 354 student-athletes, ACs do not have a formal means or process of accessing grade information to track student progress and NCAA eligibility concerns throughout a term. Faculty progress report requests are sent twice per semester using *Gradesfirst*, a web-based platform designed for athletic academic support units operated by EAB. Response rates in recent terms have ranged from 55-68%, however seem to be trending slightly down. Campus partners have started using EAB to solicit student feedback requests from faculty and staff. Anecdotally, this duplication of requests from the same platform seems to have resulted in a lower response rate on the requests sent from AAS.

| Faculty Progress Report Response Rate | | | | | |
|--|------------------|------------------|-------------|------------------|------------------|
| Term | Request 1 | Request 2 | Term | Request 1 | Request 2 |
| Fall 2018 | 63% | 62% | Spring 2019 | 63% | 66% |
| Fall 2019 | 67% | 63% | Spring 2020 | 68% | 63% |
| Fall 2020 | 67% | 61% | Spring 2021 | 66% | 59% |
| Fall 2021 | 61% | 55% | | | |

In the summer of 2017, Clemson University made the full transition to Canvas as its learning management system (LMS). Through use of the LMS, instructors are able to post assignments and activities, make course content and resources available, grade work and post grades to a gradebook, and facilitate communication and scheduling with their students. Canvas LMS defines itself as “an open and reliable web-based software that allows institutions to manage digital learning, educators to create and present online learning materials and assess student learning, and students to engage in courses and receive feedback about skill development and learning achievement. Additionally, while Canvas is primarily a web-based software, any user can access Canvas on a mobile device from the Canvas Teacher, Canvas Student, and Canvas Parent apps.”

Canvas LMS is designed with the functionality to allow six standard user roles: Admins, Designers, Instructors, Teacher Assistants, Students, and Observers. The observer role provides view only access to designated individuals. This feature is designed as a tool for parents, guidance counselors and academic support professionals to monitor the progress of linked students. Observer Visibility and Participation (Appendix 1) is customizable by each instructor, though the ability to comment, participate or submit assignments is not accessible to observers. Default Canvas Course Roles and Permissions (Appendix 2) illustrate that the scope of observer access is intentionally limited and gives control to the instructor to further restrict or turn-off all access to those with the observer role.

The goal of this proposal is to grant access of the Canvas “observer” user role to athletic academic coordinators employed in the Athletic Academic Services department in order to view the gradebook of assigned students in Canvas. This is a free feature of Canvas LMS, designed to be a tool for stakeholders to support students in the very way ACs do for student-athletes at Clemson University. A recent survey conducted by the Student-Athlete Support Services department at the University of Cincinnati gathered information from National Association of Athletic Academic Advisors (N4A) member institutions on their use of, or desire to use Canvas observer or a similar feature of different LMSs (Appendix 3). Of the 37 responses, 22 athletic academic support units reporting having access to Canvas observer or a similar feature of a different LMS. Included in this group are power 5 programs from the SEC, Big Ten, Big 12 and fellow ACC members Boston College and Florida State University. This evidence indicates that observer has been adopted as a resource for athletic academic support professionals in performing their job duties. Additional items in the survey detail academic support units process for gaining approval for use of the observer role with institutional leadership, as well as instructor control over access for their courses.

Canvas observer is a free tool already available and in use at Clemson University by select interest groups according to CCIT partners. Access being granted to ACs within AAS would be a tremendous asset to our staff and students as it would increase efficiency and allow for proactive and timely academic interventions.

Discussion/Findings:

This matter was discussed in SPC in Spring 2022 and Fall 2022 by two different SPC committees. Votes were taken in Spring and Fall by both committees, and the votes were both unanimously against permitting athletic coaches as Canvas “Observers.” Primary committee objections include the inequity introduced into the classroom where some students have external monitors or coaches (“academic coordinators”) and some do not; and the door that allowing this kind of external coach or monitor opens to all manner of other “Observers,” who may similarly argue that this status is needed to simplify their work or for whatever other reasons. In principle and practice, classroom observation by outsiders (academic or not) is typically a formal part of the peer evaluation of teaching and has a high standard; this standard should be maintained. Athletic Academic Services staff should develop methods of monitoring student-athlete progress directly with those students.

| Member | College | Present |
|--------------------|--|---------|
| Peter Laurence | College of Architecture, Arts & Humanities, Senator, Chair | |
| Carl Blue | College of Business, Senator | |
| Marjie Britz | College of Behavioral, Social, and Health Sciences, Senator | |
| Christine Minor | College of Science, Delegate | |
| Ramakrishna Podila | College of Science, Senator | |
| David Scott | College of Education, Senator | |
| Mike Sears | College of Science, Senator | |
| Tara Wood Seefeldt | University Libraries, Delegate | |
| Julia Sherry | College of Behavioral, Social, and Health Sciences, Delegate | |
| John Wagner | College of Engineering, Computing, and Applied Sciences, Senator | |
| David Fleming | Ex-officio, Interim Dean, Graduate School | |
| | Ex-officio, Dean, Undergraduate Studies | |
| Taimi Olsen | Ex-officio, OTEI director | |
| Debra Sparacino | Ex-officio, Registrar | |
| Bridget Trogden | Ex-officio, Assoc. Dean, Undergraduate Studies | |



WELFARE COMMITTEE REPORT

Standing Agenda Item 202203: Evaluation of Merit-Informed Raises Criteria and Distribution

Charge: The committee is charged with producing a report that examines, discusses, and issues recommendations regarding the concerns received from faculty regarding merit informed compensation and the practice of COLAs implemented without uniformity.

Background

In 2017, the Clemson University administration proposed a plan for developing a quantitative 1-7 Likert scale to augment qualitative criteria for evaluating faculty for the purposes of determining merit-based increases in base salary. At that time, a faculty Ad Hoc Committee on Faculty Compensation was convened “to provide feedback to the provost regarding the plan. The resulting report was largely in favor of the utilization of a quantitative method for determining faculty performance, but provided a list of overarching considerations. Many of these concerns were aimed at preserving independence among departments in determining their criteria and in the disproportionate amount of power in final decisions that would continue to lay with chairs and deans. One explicit concern was raised, with the suggestion that “the merit raise system should be explicitly separated from programs to address salary compression”. This plan was ultimately adopted and each department was tasked with developing their own quantitative scale to be used when merit raises would be evaluated. What was not clear at the time is that these merit raises would be implemented by the administration by siphoning a portion of the funds provided by the state legislature that were to be granted to all state employees as cost of living adjustments (COLA).

The Fiscal Year 2019-2020 Compensation Plan was the first time the new merit-informed salary increases were implemented via the “Performance Excellence Recognition Plan”. At the time, the Office of Human Resources claimed that, “having a dedicated Performance Excellence Recognition Plan is an extremely important and exciting milestone for Clemson employees.” Rather than receiving the 2% raise for all classified state employees as a COLA, faculty (as unclassified employees) were entered into a 3% calculated pool for faculty salary increases. The aforementioned evaluations were then put into action as part of the determination as to who and how much each faculty member would receive. It should be noted that in this system, some faculty would likely receive no salary increase which would result in a decrease in real wages when considering inflationary pressures.

The Fiscal Year 2021-22 Compensation Plan provided a 2.5% general increase in pay for all classified employees, while faculty were once again entered into a 2.5% pool and then evaluated by chairs for eligibility.

Discussion

This use of funds allocated by the general assembly for general increases for state employees (COLA) has been the largest concern among faculty with regard to the merit-informed increases to base salary, rather than how the individual determinations of merit were made (which vary from department to department). Faculty welcome the opportunity to earn a higher salary through strong performance incentives. However, when this comes at the expense of normal raises that maintain the earning status of faculty in the face of rising costs of daily life the effect is one which leads to understandable frustration. Because the salary pools that are available are effectively a zero-sum game there are obvious winners and losers. While each department has some control over their criteria for determining merit, there are limits to how fairly they can be used when considering the ebbs and flows of an academic career in the context of personal lives, which can lead to ebbs and flows in productivity due to life events (e.g., births, deaths, adoptions, medical leave). While it is understandable that such things may prevent an actual performance-based increase, they should not be the determining factors in denying faculty general cost of living increases that maintain the status quo. Ultimately this is also an issue of faculty retention as employees who feel they may be backsliding or are facing undue salary compression may feel forced to test the job market.

Additionally, the COLAs already provided periodically by the state are barely adequate in keeping up with inflation, as evidenced by the continual problem of salary compression. When the limited funds available for COLAs are siphoned for merit-increases, the gap increases even more for those who do not receive that benefit. Anecdotal evidence from the 2021-22 pay increase suggested that a large portion of the funds allocated by chairs were utilized to handle salary compression, which is not the intention of merit increases and something the Ad Hoc Committee on Faculty Compensation had warned against.

It seems that the administration already understands the problems associated with their implementation of merit-based increases. This is evidenced by the fact that in The Fiscal Year 2022-23 Compensation Plan during a time of historic high inflation, the decision was made to provide faculty with the full 3% general salary increase as provided by the SC General Assembly. Had they decided to allocate these funds for the zero-sum game of merit-increases, the backlash from faculty would have likely been quite strong.

Conclusion

In light of these concerns, it is the recommendation of this committee that the Faculty Senate urge the administration to reconsider any use of state allocated COLA funds for merit increases. Such funds should be found from outside the COLA increases that all state

employees should be receiving as a matter of course. Similarly, sources of funding to deal with salary compression should also be separate from the COLA increases. If merit-based increases can be provided regularly in addition to normal cost of living adjustments, the intended goal of the administration to provide a true incentive to faculty may be realized.

Recommendations

The Faculty Senate recommends that Clemson University use state-allocated COLA funds exclusively for COLA adjustments. Sources of funding to deal with merit raises and salary compression should be separate from the general COLA increases.

2022-2023 Faculty Senate Welfare Committee

Lindsay Shuller-Nickles, Chair (CECAS)

John DesJardins (CECAS)

Jennifer Holland (CBSHS)

Janice Lanham (CBSHS)

Feng Luo (CECAS)

Nadarajah Ravichandran (CECAS)

Sri Sridharan (Business)

William Terry (CAAH)



WELFARE COMMITTEE
CHAIR: Lindsay Shuller-Nickles

WELFARE COMMITTEE REPORT
Standing Agenda Item 202224: Emeritus Lecturer Designation

Background

The Welfare Committee was charged with considering a change to the *Faculty Manual* to include special rank faculty as eligible for the title of Emeritus or Emerita. This standing agenda item was motivated from a 2019 Convention of Delegates Report – CoD 201902.

Summary

The Convention of the Delegates (CoD) outlined a review of the Emeritus College’s by-laws, which defines regular members as “all retired faculty of Clemson who have received the title of emeritus or emerita faculty ... All other retired faculty of Clemson University who have served at least five years at the University and fifteen years in the academic profession... upon request.”

The *Faculty Manual* more narrowly defines the designation of Emeritus or Emerita accordingly: “Regular faculty members, including library faculty, who have served at least five years at the University and 15 years in the academic profession receive the title of Emeritus or Emerita appended to their professional rank upon official retirement” (CHAPTER IV B.4.a).

At present, special rank faculty can petition to be part of the Emeritus College as an affiliate member but are unable to hold the title of Emeritus or Emerita.

Discussion

The peer group from the CoD report was limited to institutions designated as land grant institutions in accordance with the definitions of the Morrill Acts of 1862 and 1890 and with the Carnegie Classification™ R1 designation of “Doctoral Universities – Highest Research Activity”. An additional criterion was added to limit institutions to those with enrollment within 10% of Clemson University’s total student enrollment (25,822). These criteria established seven institutions in the sample: University of Delaware, Auburn University, Kansas State University, University of Nebraska-Lincoln, Clemson University, University of Arkansas, and Oklahoma State University-Main Campus.

This aspirational peer group has been modified to reflect the additional criteria of membership in the AAU and includes 12 institutions: Michigan State University; Purdue University; Rutgers University, New Brunswick; Texas A&M University; The Ohio State University; The Pennsylvania State University; The University of Arizona; University of Florida; University of Illinois, Urbana-Champaign; University of Maryland, College Park; University of Minnesota, Twin Cities; and University of Missouri, Columbia. Summaries of each institution’s policies are appended to this report. Table 1 illustrates that only 4 of the 12 peer group institutions do not confer emeritus rank to any retiring rank other than tenure track faculty. Years in service range from 10 to 33 years with the most common service requirement of 10-15 years. It is notable that four of the institutions reduce the service requirement for faculty in the rank of “Professor”. Those with split years in service indicate a policy that follows the formula, “eligibility for emeritus is based on Y age and X years in service or >X years in service” allowing for retirement after a certain number of years in service prior to reaching retirement age. Additionally, it is notable that only two of the institution automatically grant emeritus status upon retirement and eligibility is limited to tenure-track faculty. The remaining 10 institutions utilize a review process originating with the department that culminates with the approval authority. Only two of them require the faculty member to apply.

| University | NTT | Years | Membership Granted |
|--|------------|--------------|--------------------------------|
| University of Illinois, Urbana-Champaign | Yes | 10 | Recommended, President |
| University of Minnesota, Twin Cities | No | 15 | Automatic |
| The Pennsylvania State University | Yes | 10 / 25 | President |
| University of Maryland, College Park | Yes | 15 | Recommended, President |
| Purdue University | No | 10 | Dean -> Provost |
| University of Florida | Yes | 33 | Recommended, Provost |
| Texas A&M University | Yes | 10 | Recommended, President |
| The Ohio State University | Yes | 10 / 25 | Recommended, Board of Trustees |
| Michigan State University | Yes | 15 / 25 | Recommended, President |
| Rutgers University, New Brunswick | No | 10 / 5 | Automatic |
| University of Missouri, Columbia | No | 15 / 5 | Apply, Review, President |
| The University of Arizona | Yes | 15 | Apply, Review, President |

Table 1

While the Emeritus College bylaws enable affiliate membership of retired special rank faculty, revision to the *Faculty Manual* will yield a more inclusive and less burdensome process for special rank faculty to become recognized as regular Emeritus or Emerita faculty. The breadth of positions defined under the term “special rank faculty” may prove challenging for the Policy Committee. For example, not all would agree that an individual

that serves as a post-doctoral researcher for 5 years at Clemson and 15 years in the academic profession should receive the title of Emeritus or Emerita upon retirement. Yet, post-doctoral researchers are part of the Special Faculty at Clemson University. Therefore, the CoD has recommended that the Emeritus or Emerita title perhaps be limited to those instructional faculty with long-term affiliation with the university.

The following statements could be considered as options for revision of the *Faculty Manual*.

Option 1: “Regular faculty members *and full-time instructional special faculty members* who have served at least five years at the University and 15 years in the academic profession receive the title of Emeritus or Emerita appended to their professorial rank upon official retirement.”

Option 2: “Regular faculty members who have served at least five years at the University and 15 years in the academic profession *and special faculty members who have served at least X years at the University and X years in the academic profession*, receive the title of Emeritus or Emerita appended to their professorial rank upon official retirement.”

Further support for this *Faculty Manual* revision is clearly outlined in CoD 201902. The Welfare Committee has reviewed the report and re-issues it here as an appendix.

Conclusions

We strongly support the Convention of Delegates findings that the *Faculty Manual* be revised to more inclusively enable Emeritus designation to special rank faculty upon retirement consistent with regular faculty Emeritus designation.

Recommendations

The Welfare Committee recommends that Faculty Senate commit to revise the *Faculty Manual* to include special rank faculty as eligible for the title of Emeritus or Emerita faculty.

2022-2023 Faculty Senate Welfare Committee

Lindsay Shuller-Nickles, Chair (CECAS)
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Sri Sridharan (Business)
William Terry (CAAH)

Policy and Literature Review

This section contains a summary of Land Grant R1 Public AAU member institutional policies regarding the Emeritus eligibility of Special Rank Faculty.

University of Illinois, Urbana-Champaign¹

Faculty [those in the professorial ranks, i.e., professors and associate professors; research, clinical, and teaching faculty; and teaching associates of University High School.] who are awarded emeritus/emerita status will retain their rank at the time of retirement followed by the designation "Emeritus/Emerita."

Recommendations for emeritus/emerita designation must be made by the employing department with the approval of the appropriate college dean, the chancellor and the president.

University of Minnesota, Twin Cities

The title of emeritus (or other declensions of the "emerit*" stem such as "emerita", or "emerit" at the faculty member's discretion) is conferred on eligible tenured faculty members in accordance with the terms of Board of Regents Policy: Faculty Emeriti. The title of emeritus is at the faculty member's rank at the time of retirement. The title does not confer any employment status, rights, or associated entitlements. The title of emeritus is not conferred upon faculty who leave the University for full time employment in a tenured position at another institution.²

The Pennsylvania State University³

Emeritus Status is a privilege, not a right, and is given in recognition of sustained meritorious academic service to The Pennsylvania State University.

To be eligible for Emeritus Status individuals must meet the following three eligibility criteria:

Hold a full-time academic appointment as a(n): university faculty member with primary responsibility of teaching, research, or service (or any combination of the three) or academic administrator

Hold any of the following ranks for at least five years prior to leaving the University:

professor or associate professor

professor of practice

clinical professor, associate clinical professor, or assistant clinical professor with a non-terminal degree

librarian or associate librarian

¹ <https://www.vpaa.uillinois.edu/cms/one.aspx?portalId=420456&pageId=440866>

² <https://policy.umn.edu/hr/emeriti>

³ <https://policy.psu.edu/policies/ac25>

research professor, associate research professor, or assistant research professor with a non-terminal degree
teaching professor, associate teaching professor, or assistant teaching professor with a non-terminal degree
executive, associate dean, or director of an academic unit

Meet one of the following requirements for age/years of University employment:
age sixty or older with ten or more years in a full-time appointment or twenty-five or more years in a full-time appointment

The President may approve or disapprove the award of Emeritus Status apart from the normal eligibility criteria described above and will notify the Board of Trustees' Subcommittee on Compensation in such circumstances.

Emeritus Status is awarded by the President after reviewing any request from a dean, chancellor, or academic vice president. Emeritus Status may be awarded to the President by the Board of Trustees.

University of Maryland, College Park⁴

Tenured faculty members, Librarian faculty with permanent status, and select PTK faculty who have been faculty members for ten years are eligible for nomination to Emerita/Emeritus status. Recommendations for Emerita/Emeritus status will only be considered after the faculty member has submitted a letter of resignation and retirement or an approved retirement agreement, plus a memo from the Benefits Office confirming that the faculty member has met with them. (Refer to the Faculty Affairs website for more information.) The review is ordinarily conducted during the candidate's last semester of employment (APT Policy Section IV.G.3). Faculty at or above the candidate's pre-retirement rank are entitled to vote on Emerita/ Emeritus status (APT Policy Section IV.G.4). Candidates for Emerita/Emeritus status are not reviewed by faculty committees beyond the Department APT Review Committee. Reviews beyond the Department are conducted by the Dean, Provost, and President (APT Policy Section IV.G.8). Materials submitted for emeriti appointments should include the Emeritus-a Transmittal Form, as well as a copy of the documentation of retirement and other materials mentioned in the table in the Appendix.

Purdue University⁵

The emeritus title is intended to honor those who have produced significant contributions to Purdue University through teaching, research, or engagement. Emeritus rank may be conferred upon faculty members holding professorial rank (assistant, associate, full) at the time of their retirement. The retirees must have had a period of 10 years of continuous full-time service at Purdue University immediately preceding their retirement.

⁴ <https://faculty.umd.edu/node/2006>

⁵

https://engineering.purdue.edu/Engr/AboutUs/Administration/AcademicAffairs/Policies/Documents/emmeritus_policy

Faculty members with fewer than 10 years of employment who are nominated for emeritus rank may be moved forward to the provost for review/approval at the discretion of the dean of their college.

Faculty members who hold the title of Distinguished or Named Professor may follow the above procedure to carry the title Distinguished Professor Emeritus or Named Professor Emeritus.

Faculty members who hold an administrative title of Dean may follow the above procedure but submit their request directly to the provost for approval. Such faculty are eligible for the administrative emeritus title of Dean Emeritus, even if they continue as active faculty in their home unit after stepping down from the administrative position.

Deans may request the provost consider other emeriti titles as they deem appropriate (Center Director, Department Head, etc.)

University of Florida⁶

Faculty members are eligible for the title "Emeritus" in connection with their faculty rank when they retire.

The title is conferred for recognition of meritorious service.

The names of eligible nominees are submitted by the chair (for tenure track faculty) or center director (for non-tenure track faculty) to the faculty in the unit for a department vote. A favorable nomination is submitted to the IFAS Vice President, who will forward it to the Provost for final approval as appropriate.

The letter from the chair to the Vice President should include the results of the vote and should note the faculty member's contributions to UF/IFAS over the course of their career. The Provost's office notifies the IFAS Vice President's office of the final decision. If approved, the Vice President's office forwards the approval documents to the unit and to IFAS HRDI.

IFAS HRDI forwards the emeritus letter to the unit for issuance to the faculty member.

Texas A&M University⁷

Every individual who, at the time of separation holds a tenured appointment at Texas A&M University and has served the University at least 10 years, must be considered for emeritus status unless the faculty member requests in writing that he/she not be so considered.

Non-tenured faculty, or those who have served less than 10 years, may also be considered.

The decision for granting emeritus status must be based on comprehensive consideration of career involvement in the institutional context. This is to ensure that contributions of faculty are evaluated in light of the conditions existing at Texas A&M during the candidate's whole career.

⁶ <https://hr.ifas.ufl.edu/media/hrifasufledu/docs/employees/Emeritus-document-2021.pdf>

⁷ <https://rules-saps.tamu.edu/PDFs/31.08.01.M2.pdf>

Faculty titles eligible for emeritus status include Professor, Associate Professor, [Adjective] Professor, [Adjective] Associate Professor, and [Adjective] Assistant Professor (except Visiting and Adjunct), Senior Lecturer, Lecturer, and unmodified Professor and Associate Professor at TAMUQ.

The Ohio State University⁸

Full-time tenure-track, clinical/teaching/practice research, or associated faculty may request emeritus status upon retirement or resignation at the age of sixty or older with ten or more years of service or at any age with twenty-five or more years of service.

(B) The request for emeritus status is made to the tenure initiating unit (TIU) head, except that for associated faculty with appointments at regional campuses, the request for emeritus status is made to the regional dean. The process for awarding emeritus status shall be described in the TIU/regional campus appointments, promotion and tenure document. The executive vice president and provost must approve requests for emeritus status for faculty who do not otherwise meet the qualifications in paragraph (A) of rule 3335-5-36 of the Administrative Code. Emeritus status is recommended by the TIU head, the dean, and the executive vice president and provost, and approved by the board of trustees.

Michigan State University⁹

Members of the faculty, academic staff and administrative staff who leave the University with official retirement status and in good standing are granted certain privileges and the "emeritus" title. For faculty members with the rank of professor, associate professor or assistant professor, the "emeritus" designation is appended to the rank held at the time of retirement, e.g., professor emeritus. For academic staff the title would be librarian emeritus, etc. For administrators whose administrative appointment requires approval by the Board of Trustees, the emeritus designation, upon approval by the Provost and the President, is appended only to the most senior administrative title held at Michigan State University, which may be held at or prior to the time of retirement, e.g., dean emeritus. The emeritus designation is not normally awarded for administrative titles held on an "acting" basis.

Faculty, academic staff, and administrative staff who end their employment at the University after a substantial period of distinguished service short of the years of service needed for retirement eligibility, may be granted emeritus status upon the recommendation of the Provost to the President, after the Provost consults with the University Committee for Faculty Affairs. Granting emeritus status does not affect the individual's retirement eligibility requirement.

⁸ <https://codes.ohio.gov/ohio-administrative-code/rule-3335-5-36>

⁹ <https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/emeritus.html>

Rutgers University, New Brunswick¹⁰

Professor Emeritus/a is a title restricted to persons who retire after having served in a full-time professorial capacity at this University ten years or more, or as a full professor at this University for at least five years, plus a sufficient number of years in a professorial capacity in another accredited university or college to make a total of at least ten years. The titles Associate Professor Emeritus/a or Assistant Professor Emeritus/a are not used, all persons entitled to the Emeritus/a designation being “promoted” to Professor Emeritus/a at the time of their retirement.

University of Missouri, Columbia¹¹

The procedure for granting the title of “Professor Emeritus”, “Associate Professor Emeritus” or “Curators’ Distinguished Professor/Teaching Professor Emeritus” shall originate with the retiring faculty member’s department. The appropriate title shall be granted to any member of the full-time tenured or non-tenure track faculty with a ranked professorial title in good standing at the time of their retirement, when each of the following conditions have been met:

The faculty member holds the rank of professor or associate professor and has been a member of the faculty for at least fifteen years; or has held the rank of professor in the faculty for at least five years;

The faculty member has indicated the desire to receive emeritus status.

The faculty member’s contributions to the department and the university are recognized as meritorious as determined by majority vote of the members of the eligible departmental voting faculty at the rank of professor or associate professor. Whether non-tenure track faculty are eligible to vote on a recommendation of emeritus status for tenured faculty members will be determined by the departmental faculty.

The departmental faculty’s recommendation will be transmitted to the school or college dean, who will add the dean’s own recommendation and forward both to the provost. The provost will review the recommendations of the faculty and the dean, add the provost’s own recommendation, and transmit all recommendations to the chancellor. The chancellor will review the recommendations and make the final decision on award of an emeritus title.

Administrators at the level of dean and above may be granted an emeritus title commensurate with their former positions (e.g., dean emeritus, provost emeritus). To be eligible, administrators must have held the rank of professor or associate professor at the university for at least five years, have indicated a desire to receive the emeritus title, and made contributions to the university recognized as meritorious as recommended by vote of the faculty senate/council. The recommendation will be transmitted to the chancellor who makes a final decision, or in the case of the chancellor’s candidacy, to the president.

The University of Arizona¹²

¹⁰ <https://facultyaffairs.rbhs.rutgers.edu/faculty-resources/retirement/>

¹¹ https://www.umsystem.edu/ums/rules/collected_rules/personnel/ch320/320.090_emeritus_designation

¹² <https://facultyaffairs.arizona.edu/retiring-faculty-resources>

Emeritus is an honorary status granted to faculty who have made exceptional contributions to the university and their discipline. It is considered a distinction to retain this title after retirement. Faculty may be considered for emeritus status if they have served 15 years or more at the University of Arizona. Special exceptions to the years of service requirement are considered on a case-by-case basis for those who have significant contributions to the mission of the university.



WELFARE COMMITTEE REPORT

Standing Agenda Item 202223: Voting Rights for Special Faculty

The Welfare Committee has considered this matter under the charge of workloads; extra-curricular assignments, non-university employment; salaries; leaves of absence; sabbatical leaves; retirement; and other such policies as affect faculty welfare and morale and submits this report for consideration by the Faculty Senate.

Background

During a meeting of the Executive Committee in 2022, the Welfare Committee was charged with reviewing the findings and recommendations of Convention of Delegates Report CODR 202101: Contributions of Special Faculty in Addition to Teaching.

The Welfare Committee, along with invited representatives from the Convention of Delegates, reviewed and discussed this report at its November 2022 meeting. The Committee also reviewed previous reports from the Convention Delegates (CODR 202102: Status of Voting Rights of Special Faculty and CODR 201905: Study of Student Credit Hours.) All relevant Convention reports are attached to this report.

Discussion and Findings

The number of Non-Tenure Track faculty at Clemson University has grown more than 120% over the last ten years, from making up one-third of the total faculty in 2013 to one-half of the total faculty in 2022¹. During this period, three colleges (CAAH, CECAS, and COS) have granted voting rights to some or all the Special Faculty within their colleges and about half of the academic departments afford voting rights to all or some Special Faculty.²

At the University level, voting rights in the general faculty (and therefore eligibility for representation in the Faculty Senate) are limited to Regular faculty members in the ranks of Instructor, Assistant Professor, Associate Professor, Professor, and the corresponding Librarian ranks by the Constitution³. This membership constraint has remained unchanged since the 1981 constitution, a time when Clemson had a student enrollment less than 50% of what it is today⁴ and relied much less heavily on Non-Tenure Track faculty to carry out the instructional, research, and service missions of the University.

¹Clemson University Interactive Factbook (<https://www.clemson.edu/institutional-effectiveness/oir/factbook/>)

² Convention of Delegates Report 202102 Status of Voting Rights of Special Faculty

³ Constitution of the Faculty of Clemson University Article I§1

The majority of Clemson’s peer institutions⁴ and Association of American Universities (AAU) aspirational institutions⁵ afford voting rights to Non-Tenure Track faculty in the general faculty and/or representative faculty assembly. Additionally, the American Association of University Professionals (AAUP) recommends the inclusion of these faculty members in shared governance.

In the 1966 Statement on Government of Colleges and Universities, the AAUP asserted that the faculty has “primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process” and that “agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of *the whole faculty*.” [emphasis added]⁶

In the 2003 Report on Contingent Appointments and the Academic Profession, the AAUP strengthened this position further, affirming that those in contingent positions should be regarded as full members of the faculty by recommending that contingent appointments include “the full range of faculty responsibilities”: teaching, scholarship, and service; and by recommending the extension of shared governance to “all faculty at an institution, including those appointed to less- than- full-time positions.”⁷

Finally, in the 2012 Report on The Inclusion in Governance of Faculty Members Holding Contingent Appointments, the AAUP established five basic principles:

- 1) “Faculty” should be defined inclusively rather than exclusively; faculty status should not be limited to those holding tenured or tenure-track appointments.
- 2) Faculty members who hold contingent appointments should be afforded responsibilities and opportunities in governance similar to those of their tenured and tenure- track colleagues.
- 3) Faculty governance must be exercised to be real.
- 4) Academic freedom and governance reinforce each other. While governance work helps to support faculty status, a secure faculty is a prerequisite for free participation in governance.
- 5) All faculty members should be afforded academic freedom and due process protections, whether they hold tenured, tenure-track, or contingent appointments.

⁴ Convention of Delegates Report 202102 Status of Voting Rights of Special Faculty

⁵ Jones et al. (2017) “Shared Governance in the New Majority: Non-Tenure Track Faculty Eligibility for Election to University Faculty Senates.” *Innovations in Higher Education*. 42: 505 – 519.

⁶ AAUP, Statement on Government of Colleges and Universities, 1966 (<https://www.aaup.org/report/statement-government-colleges-and-universities>)

⁷ AAUP, Contingent Appointments and the Academic Profession, 2003 (<https://www.aaup.org/report/contingent-appointments-and-academic-profession>)

This report further recommended that “All members of the faculty, defined on the basis of their primary function as teachers or researchers and assuming that they meet any time-in-service requirements, should be eligible to vote in all elections for institutional governance bodies on the basis of one person, one vote.”⁸

The Welfare Committee recognizes and commends the contributions that Special Faculty make to the instructional mission of the University and to the parallel missions of research and service as outlined in the Convention of Delegates reports. Notably, these contributions include:

- 64% of undergraduate student credit hours are taught by Special Faculty.⁹
- 55% of university-level committees on which all faculty are eligible to serve include Special Faculty representatives;
- 49% of Departments have Special Faculty members serving in leadership or administrative positions;
- About 25% of all undergraduate and graduate research includes Special Faculty advisors or committee members;
- Special Faculty members across all ranks and disciplines regularly publish and present research, scholarship, and creative works.¹⁰

Considering these contributions, the Welfare Committee finds that Special Faculty members meet the AAUP definition of “Faculty,” and that Clemson University is not meeting the recommendations for the inclusion of these faculty in the shared governance structure by denying them voting membership in the general faculty and Faculty Senate.

Conclusions and Recommendations

The Welfare Committee agrees with the Convention’s conclusions that: 1) the current designations of “Regular Faculty” and “Special Faculty” are insufficient in delineating the differences between faculty ranks; and 2) that all members of the faculty who are engaged in teaching, research, and/or service should be afforded voting rights in the general faculty.

To better align with the University’s positioning as an aspiring AAU member and to meet the recommendations of the AAUP, the Welfare Committee recommends the following:

1. An amendment to the Constitution of the Faculty of Clemson University to include within the membership all those faculty members who are engaged in teaching, research, and/or service, including those in the ranks of Lecturer, Senior Lecturer, Principal Lecturer, Professor of Practice, and all ranks with the Research, Clinical, or Extension modifier.

⁸ AAUP, The Inclusion in Governance of Faculty Members Holding Contingent Appointments, 2012 (<https://www.aaup.org/report/inclusion-governance-faculty-members-holding-contingent-appointments>)

⁹ Convention of Delegates Report 201905 Study of Student Credit Hours

¹⁰ Convention of Delegates Report 202101 Contributions of Special Faculty to the University in Addition to Teaching

2. A change in the *Faculty Manual* to reclassify faculty members in these ranks from Special Faculty to Regular Faculty and to add a new distinction between “Tenured and Tenure Track Faculty” and “Non-Tenure Track Faculty” for any policies relating to tenure.

2022-2023 Faculty Senate Welfare Committee

Lindsay Shuller-Nickles, Chair (CECAS)

John DesJardins (CECAS)

Jennifer Holland (CBSHS)

Janice Lanham (CBSHS)

Feng Luo (CECAS)

Nadarajah Ravichandran (CECAS)

Sri Sridharan (Business)

William Terry (CAAH)

Ex officio: Tyler Harvey (CECAS)

Convention of the Delegates Report

Agenda Item 202101: Contributions of Special Faculty to the University in Addition to Teaching

Report prepared by delegates: Heather Brooker (COE), Christopher Norfolk (CECAS), Caitlin Watt (CAAH), and Tyler Harvey (CECAS)

BACKGROUND

In a September 1981 Report of the Faculty Senate Policy Committee¹ (Attached), Chair Roger B. Rollin wrote:

“Currently, these individuals, who are doing much the same work as faculty above them in rank (and sometimes more or better work) are disenfranchised: they are not always accorded full faculty status... These were individuals appointed to do specific and limited instructional or research tasks and no others (e.g., publication committee work), who sometimes had completed a career outside academia, or who were content to perform far more limited tasks for the University than those expected of regular faculty.”

At the time, Dr. Rollin was talking about individuals in the rank of Instructor, but 40 years later his words are once again relevant, now for the various ranks of Special Faculty members who, just like the Instructors of 1981, are disenfranchised: entirely at the University level (Constitution I.1.), and many at the college and department level as well (see CDR 202102: Status of Voting Rights of Special Rank Faculty.)

In CDR 201905: Study of Student Credit Hours, the Convention sought to quantify the impact of Special Rank faculty to the teaching mission of the University. This report serves as a follow-up to CDR 201905, attempting to provide context on the current rank demographics of Special Faculty, quantify the impact of Special Rank faculty in the other major faculty functions: research and service, and provide recommendations for policy changes which decrease the equity gap between the Regular and Special Faculty.

FINDINGS

I. Faculty Rank Demographics

The updated number of faculty in each rank was first quantified in two different ways, yielding similar (but not identical) results. Using the Clemson Interactive Factbook, the number of **full-time** faculty members in each rank was determined by college, excluding post-docs (data as of October 1, 2021). The data is summarized below, in Table 1. While this provided a breakdown by college, it did not provide the desired granularity of all the Special Faculty ranks. As a secondary source, the list of faculty included in the 2022-2023 Undergraduate Catalog was processed to generate a complete list of all faculty (again excluding post-docs), which was then

sorted by faculty classification (data appears to be current as of the Spring 2022 semester.) This data is summarized in Table 2.

Table 1: Full-Time Faculty Ranks by College, Fall 2021
(Source: Clemson University Interactive Factbook)

| | Professor | Associate Professor | Assistant Professor | Instructor | Senior Lecturer | Lecturer | Other Special Faculty | Research Faculty | Total |
|--------------|------------|---------------------|---------------------|------------|-----------------|------------|-----------------------|------------------|-------------|
| CAFLS | 58 | 24 | 41 | 0 | 6 | 9 | 0 | 23 | 161 |
| CAAH | 50 | 77 | 30 | 0 | 50 | 31 | 25 | 5 | 268 |
| CBSHS | 51 | 41 | 42 | 1 | 35 | 32 | 17 | 14 | 233 |
| COB | 37 | 30 | 40 | 0 | 24 | 9 | 22 | 2 | 164 |
| COE | 11 | 22 | 14 | 0 | 5 | 11 | 9 | 0 | 72 |
| CECAS | 101 | 80 | 62 | 0 | 19 | 23 | 16 | 64 | 365 |
| COS | 63 | 55 | 36 | 0 | 40 | 33 | 5 | 38 | 270 |
| Total | 371 | 329 | 265 | 1 | 179 | 148 | 94 | 146 | 1533 |

Table 2: Clemson University Full-Time Faculty by Category, Spring 2022
(Source: Clemson University Undergraduate Catalog 2022-2023)

| | | | |
|--------------|-------------|---|-------|
| ADJUNCT | 533 | <i>Excluding Adjuncts/Administrators:</i> | |
| ADMIN | 81 | Regular Faculty | 66.4% |
| CLINICAL | 40 | Special Faculty | 33.6% |
| EXTENSION | 2 | | |
| LECTURER | 370 | | |
| LIBRARY | 26 | | |
| PROF OF PRAC | 19 | | |
| REGULAR | 936 | | |
| RESEARCH | 38 | | |
| ROTC | 7 | | |
| VISITING | 10 | | |
| TOTAL | 2062 | | |

For the ten faculty members in “Visiting” ranks, the amount of time these individuals have been in these roles was determined through a combination of Faculty salary reports and past University Catalogs. In addition to these Visiting faculty, one “Temporary Lecturer” was identified during collection of this data and is included as well. The data is presented below in Table 3.

Table 3: Visiting Faculty at Clemson University, Spring 2022
(Source: Salary Reports and Undergraduate Catalogs)

| | Rank/Title | Department | Time in Rank (yrs) |
|----|------------------------------|---|--------------------|
| 1 | Visiting Associate Professor | Electrical and Computer Engineering | 15 |
| 2 | Visiting Associate Professor | Electrical and Computer Engineering | 15 |
| 3 | Visiting Professor | University Ombudsman | 12 |
| 4 | Visiting Assistant Professor | Electrical and Computer Engineering | 7 |
| 5 | Visiting Associate Professor | Economics | 6 |
| 6 | Temporary Lecturer | Sociology, Anthropology, and Criminal Justice | 5 |
| 7 | Visiting Instructor | Institute for the Study of Capitalism | 2* |
| 8 | Visiting Instructor | Economics | 2 |
| 9 | Visiting Assistant Professor | Economics | 2* |
| 10 | Visiting Assistant Professor | School of Math and Statistical Sciences | 1* |
| 11 | Visiting Assistant Professor | School of Architecture | 1* |

* Left University or transitioned to non-visiting role as of Fall 2022

Part-time faculty of all titles are also considered members of the Special Faculty. The number of part-time faculty in each rank during the last four academic years was gathered from the Interactive Factbook. The data is presented below in Table 4.

Table 4: Part-time Faculty by rank, 2018-2021
(Source: Clemson University Interactive Factbook)

| | Professor | Associate Professor | Assistant Professor | Instructor | Senior Lecturer | Lecturer | Research Faculty | Other Special Faculty |
|------|-----------|---------------------|---------------------|------------|-----------------|----------|------------------|-----------------------|
| 2018 | 6 | 1 | 2 | 0 | 4 | 79 | 8 | 19 |
| 2019 | 7 | 1 | 0 | 0 | 3 | 59 | 12 | 42 |
| 2020 | 4 | 1 | 0 | 0 | 3 | 74 | 8 | 18 |
| 2021 | 7 | 1 | 3 | 3 | 6 | 129 | 8 | 130 |

II. Participation in Shared Governance - University

The governance of the University is shared between the administration and the faculty, namely through participation on councils, committees, and commissions. Between those defined in the Faculty Manual and those established by the Committee on Committees, currently 55 such bodies exist at the University level. The contribution of Special Faculty to shared governance was determined by analyzing the membership roster of each of these bodies (as published on the Shared Governance website as of 10/30/22):

- Out of these 55 shared governance bodies, Special Faculty members are permitted to serve as members of 40 of them, with the others restricted to Regular Faculty, Tenured Faculty, or have exclusively *ex-officio* membership from roles which cannot be held by Special Faculty members
- Of these 40 bodies that permit Special Faculty membership, the membership rosters of 9 were either missing or redacted

- Of the remaining 31 bodies with published rosters, 54.8% (17/31) included at least one Special Faculty member, though some rosters were noted as not up to date
- In total, 41 seats on these bodies were held by Special Faculty members, including one committee chair (Academic Technology Council), all of whom are in the Lecturer track

III. Departmental Service

In colleges and departments which grant voting rights to Special Faculty, eligibility to serve on college and university committees is generally also granted (except for those committees restricted by the Faculty Manual to only Regular Faculty.) However, due to the large number of these committees and the lack of public membership lists, it was not feasible to determine the level of Special Faculty service to this level of detail.

Instead, departmental service by Special Faculty was measured by the number of Special Faculty serving in department-level leadership or administrative positions. These types of roles vary by department, but include Undergraduate Program Coordinators, Directors of Degree/Certificate Programs, Directors of Centers or Initiatives, Division Heads, and Course Coordinators.

- 49% of departments (24/49) have at least one Special Faculty member serving a leadership or administrative role
- In total, 57 different Special Faculty members serve in these positions, with most in the Lecturer track, but some in the Clinical and Professor of Practice tracks

IV. Undergraduate Student Mentoring and Advising

Aside from formal scheduled teaching, mentoring and advising of undergraduate students is an important component of the teaching mission of the university. Clemson's Creative Inquiry (CI) program is a nationally recognized model of undergraduate research to which many Special Faculty contribute. Using the published active project list maintained by the CI office, the number of Special Faculty participating as part of project leadership teams was measured at the beginning of the Fall 2022 semester.

- 23.2% of "active" Creative Inquiry Projects (102/440) involve a Special Faculty member
- 79 Special Faculty members are undergraduate research mentors through the CI program, representing all ranks of full-time Special Faculty, except ROTC Faculty

Advising of student organizations is also an important role that many employees fill. With recent changes to student organizations, faculty/staff advisors are no longer required for student organizations, but many still have volunteer advisors. The number of Special Faculty advising student organizations was determined from published rosters on the TigerQuest student organization management website, though it is noted that many organizations do not have published rosters/advisors so this is likely an underestimation of Special Faculty contributions.

- At least 45 Student Organizations are advised by Special Faculty members

V. Graduate Student Mentoring and Advising

Graduate student advisory committees are an important component of the graduate education process, approving individual students' curricula, supervising their graduate program, and administering oral examinations and defenses, and initiating the recommendation for awarding of degrees. Though the majority of graduate student committees must be composed of Regular Faculty, Special Faculty may also serve as co-advisors or committee members, provided they are members of the graduate faculty. The participation by Special Faculty on graduate committees was assessed by parsing the metadata of each Masters Thesis and PhD Dissertation archived on TigerPrints since Aug 2018, extracting committee member information, and categorizing each faculty member based on the faculty track they occupy.

For students graduating between August 2018 – August 2022:

- 27.2% of MS Thesis committees included a Special Faculty member (247 /947 committees)
- 25.3% of PhD Dissertation committees included a Special Faculty member (245/970 committees)
- At least 128 different Special Faculty members have served on graduate committees, with 31 serving as co-advisors (5 Clinical, 6 Extension, 60 Lecturers, 7 Professors of Practice, 4 Visiting, and 46 Research)

VI. Research and Scholarship

With the exception of Research Faculty and Post Doctoral Research Fellows, most Special Faculty occupy roles with little or no expectation for research and scholarship. Despite this, many of these faculty continue research and scholarship efforts both in their individual disciplines and in disciplines related to their teaching, extension, and service appointments (e.g. pedagogy, curriculum development, etc.) The magnitude of this research activity is difficult to quantify but efforts were made to partially do so. Using the list of all full-time faculty members extracted from the 2022-2023 Undergraduate Catalog (see item I above), the number of publications archived by Google Scholar over the past 4 years was calculated for each person identified in a Special Faculty role, besides Research and Adjunct Faculty. There are noted limitations to this method, including the failure to account for many types of creative works which are not indexed. Additionally, some members of the Special Faculty (e.g. many lecturers) have not been at Clemson for the full four years of this window, which may account for a slightly higher rate of publication for this group, representative of their time in graduate school or at other institutions.

With these limitations in mind, since 2018:

- At least 62.5% of current Clinical faculty members (25/40) have published research or scholarly works (187 publications)
- At least 26.3% of current Professors of Practice (5/19) have published research or scholarly works (10 publications)
- At least 31.1% of current Senior Lecturers (55/177) have published research or scholarly works (247 publications)

- At least 38.0% of current Lecturers (73/191) have published research or scholarly works in the past four years (363 publications)

In order to capture other types of creative and scholarly works not indexed by Google Scholar, especially those by faculty within CAAH, the contributions of Special Faculty within this college since 2019 were catalogued from the CAAH Faculty Juncture blog. This method also has some limitations since it relies on faculty to submit accomplishments and may include faculty members who are no longer employed at Clemson. Additionally, some of these contributions may also have been included in the above analysis from Google Scholar indexed publications. With those limitations in mind, since 2019 Special Faculty members in CAAH have:

- Published at least 34 scholarly works
- Presented at least 22 conference presentations
- Presented art in at least 14 competitions, shows, or public installations
- Been featured in at least 3 reviews
- Received at least 11 fellowships or awards for their work
- Given at least 5 invited talks or seminars
- Given at least 9 public facing interviews or media appearances
- Given at least 4 public performances or readings of their work
- Been recognized at least 24 times for their contributions to professional organizations

DISCUSSION

As of Spring 2022, over 1/3 of the full-time faculty at Clemson University consist of ranks of Special Faculty. Additionally, there is a concerning trend of increased part-time Special Faculty members, especially in 2021, when the number of these appointments increased 265%. The number of part-time Regular Faculty members also increased from 5 to 14 in 2021, but this population is still 20x smaller than their Special Faculty counterparts.

Another concerning finding from this report is the small number of individuals who have occupied “Visiting” faculty and “Temporary” lecturer appointments for long periods. This practice is counter to the Faculty Manual description of these ranks as “associations with the university meant to be temporary and brief” (2022 FM - Ch. IV.B.3) and beyond the disenfranchisement of these individuals as Special Faculty members denies them protections afforded to other Special Faculty members, such as contract length and notice of non-renewal.

Similarly, this report has highlighted a growing number of faculty occupying Clinical and Professor of Practice ranks. In many cases, these faculty members perform the same functions as lecturers but these tracks lack protections of defined contract length, more specific criteria for promotion, and notice of non-renewal.

Overall, the findings of this report reflect that while faculty are currently grouped in the two buckets of Regular Faculty and Special Faculty, in reality three distinctions exist: those faculty with tenure or on the tenure track who perform regular faculty functions of teaching, research and/or public service (Regular Faculty and Librarians); those faculty not on the tenure track who perform these same regular functions (Lecturers, Research Faculty, Clinical Faculty, Professors

of Practice, Extension faculty, and some misclassified Visiting Faculty); and those who actually do perform limited, special functions as a supplement to the rest of the faculty (Adjunct Faculty, Post Doctoral Fellows, ROTC Faculty, and correctly classified Visiting Faculty.)

This report mainly captures the contributions of this second group – essentially the professional track faculty who perform the functions of regular faculty but without the protections of tenure or the right to vote at various levels of University governance. As CDR 201905 showed, these faculty members account for a disproportionate number of student credit hours in many academic units, in addition to the other faculty functions highlighted in this report. With the coming move to the RCM budget model, this outsized contribution to teaching will have a direct impact on the resources of these units, and the faculty members responsible for these resources should be included in the decision making processes of how best to utilize them.

RECOMMENDATIONS

While appointed to perform “limited” faculty functions or with specific qualifiers, a significant portion of the full-time Special Faculty perform all the same functions of Regular Faculty, just without the same privileges and protections. The Convention of Delegates recognizes the external challenges in extending all such privileges to these faculty members, by assigning them to Regular Faculty roles which better reflect their contributions to the University missions of teaching, research and service. However, the Convention has the following actionable recommendations to close the equity gap between faculty ranks:

- Redefine the “Regular Faculty” to “Tenure Track Faculty” and create a new classification of “Professional Track Faculty” to include clinical, research, professor of practice, extension, and lecturer ranks
 - This emphasizes that the roles of these faculty are not *irregular* or inconsistent with those of the other faculty ranks.
 - The Special Faculty classification can still be used for Visiting Faculty, Part-time Faculty, ROTC Faculty, Post Doctoral Fellows, and Adjunct Faculty which have limited or temporary association with the university – in essence those who truly serve a special purpose as a supplement to the Tenure and Professional Track faculty
- Grant voting membership in the Faculty, whether via Constitutional amendment or election, to all full-time Professional Track ranks
 - As full-time members of the faculty contributing directly to the University missions of teaching, research, and/or public service just as Tenure Track Faculty, these faculty members deserve an equal voice in the shared governance of the University consistent with the recommendations of the AAUP² and the practice of a majority of peer and aspirational institutions³
 - As full members of the Faculty, these individuals would also be ensured eligibility for participation in the Faculty Senate and membership in the collegiate and departmental voting faculties
- Assign a committee to explore structural changes to the Faculty Senate (via Constitutional amendment) to ensure proportional representation of all full-time faculty,

of both Tenure and Professional Tracks and provide adequate representation to the growing ranks of part-time faculty

- While extending voting rights to all full-time faculty is an important step in ensuring faculty equity, this alone is not enough to ensure an equitable voice in shared governance when Professional Track faculty are a minority of the total faculty
- In the transition, the Convention of Delegates can continue to serve as a voice for these faculty members
- Assign a committee to explore policy changes which grant Professional Track faculty a role in the peer-review processes of shared governance
 - While some personnel decisions such as the granting of tenure, promotion of Tenure Track faculty, and post-tenure review should stay limited to Tenure Track faculty, Professional Track faculty could have an expanded, voting, role in the evaluation and promotion of those within their ranks
 - While limiting participation in college and University curriculum committees to those with the protections of tenure ensures those serving in these roles the ability to speak freely, it also denies those with a willingness to serve, and in some cases a particularly relevant expertise, the opportunity to contribute to this important role in the University's mission. It also sends the message that the academic freedom of those without tenure needn't be guaranteed.
- Assign a committee to explore opportunities for advancement and promotion for Professors of Practice, consistent with the other faculty ranks
- Assign a committee to investigate and make recommendations on criteria for advancement/promotion and contract length for clinical and professor of practice ranks consistent with those of lecturers
 - These faculty often fill similar roles, with major differences being setting (clinical) or previous experience (professor of practice) and should be afforded similar protections and security of employment
- Assign a committee to investigate and make recommendations for more strict regulation of the Visiting faculty titles and the Temporary Lecturer rank to ensure individuals whose roles more closely align with other ranks are not denied representation or protections of Professional Rank faculty
- Assign a committee to investigate the significant increase in part-time Lecturers, Clinical faculty, and Professors of Practice in 2021 and make recommendations to ensure sustainable faculty growth
- Develop a long-term plan to address the increased reliance on contingent faculty appointments and work to extend the protections of tenure to all those serving as full-time faculty members, regardless of specific role, consistent with the recommendations of AAUP⁴

REFERENCES

1. Minutes of the Clemson University Faculty Senate, September 1981.
2. AAUP Report. (2013) "The Inclusion in Governance of Faculty Members Holding Contingent Appointments."

3. Jones et al. (2017) “Shared Governance in the New Majority: Non-Tenure Track Faculty Eligibility for Election to University Faculty Senates.” *Innovations in Higher Education*. 42: 505 – 519.
4. AAUP Report. (2010). “Tenure and Teaching Intensive Appointments.”



FACULTY SENATE RESOLUTION 202204

Policy Committee Approval: October 18, 2022

Faculty Senate Consideration: November 15, 2022

Topic: "Post-Tenure Review Period"

Whereas, Clemson University makes provision for faculty participation in planning, policymaking, and decision-making with regard to academic matters; and

Whereas, the University also provides for such participation in matters of faculty welfare and general university concern; and

Whereas, Policy Committee Report 202111 recommended that the *Faculty Manual* be amended to change post tenure review periods from a fixed five year timeframe to a continuous five year timeframe; and

Whereas, PCR202111 and its recommendations were accepted by the Faculty Senate on October 11, 2022; and

Whereas, amendments to the *Faculty Manual* must be made in order to effect the recommendations of the committee report; it is therefore

Resolved, that *Faculty Manual* Chapter V§G2 be amended to **strike** section G2 including subsections a, i, ii, iii, iv, v, (1), (2), vi, and b; and it is

Resolved, that *Faculty Manual* Chapter V§G4a be amended to **strike** the word "regular" and **replace** with the word "comprehensive"; and it is

Resolved, that *Faculty Manual* Chapter V§G5 be amended to **strike** section G5a and **replace with** the words, "All tenured faculty undergo post-tenure review every year." and **insert** the sentence, "Post-tenure reviews of tenured academic administrators is accomplished in accordance with CHAPTER VIII E. 4." as subsection "ai" and **insert** subsection "b" with the sentence, "Tenured faculty receiving two substandard ratings on annual performance reviews in the preceding five (5) years will undergo a comprehensive post-tenure review (PTR Part II)" and **insert** subsection bi with the words, "Substandard ratings include performance ratings of "fair," "marginal," or "unsatisfactory"; and it is

Resolved, that *Faculty Manual* Chapter V§G6hi(3) be amended to **strike** the words, "in each of the next three calendar years following the date of formal notification of the unsatisfactory outcome and" and **replace** with the words, "during the remediation period"; and it is

1
2 **Resolved**, that *Faculty Manual* Chapter V§G6hii(5) be amended to **strike** the word,
3 “annually” and **replace** with the words, “during the remediation period”; and it is

4
5 **Resolved**, that *Faculty Manual* Chapter V§G6hii(7) be amended to **strike** the words, “three-
6 year period” and **replace** with the words, “remediation period” and insert the word,
7 “comprehensive” before the word, “post-tenure”; and it is

8
9 **Resolved**, that *Faculty Manual* Chapter V§G6hii(9) be amended to **strike** the words, “then
10 the normal five-year annual performance review cycle will resume” and **replace** with the
11 words, “the deficiencies of the performance under review are considered mitigated and
12 thus the annual performance reviews that triggered Part II are exempt from this policy.”;
13 and it is

14
15 **Resolved**, that *Faculty Manual* Chapter V§G6hii be amended to **strike** subsection (6); and it
16 is

17
18 **Resolved**, that *Faculty Manual* Chapter V§G6hii be amended to **insert** subsection (5) with
19 the sentences, “The length of the remediation period shall not exceed one year. Exceptions
20 to this rule must be requested by the PTR committee or the faculty member under review
21 and approved by the Provost.”

22
23 *This resolution will become effective upon approval by the Clemson University Executive*
24 *Vice President for Academic Affairs and Provost and its inclusion in the Faculty Manual.*

25
26 ***Final Proposed Language:***

27
28 Chapter V§G1. Overview

29 b. Although the focus of PTR is on the performance of the individual ~~since the individual's~~
30 ~~last tenure or post-tenure review~~ **during the period under review**, the overall contribution of
31 the individual faculty member to Clemson University should not be neglected.

32
33 Chapter V§G2. Coverage of PTR¹

34 a. ~~PTR occurs every five years, and is coincident with the beginning of the next five-year~~
35 ~~cycle.~~

36 i. ~~The first five-year period begins at the time that tenure is granted.~~

37 ii. ~~Promotion during that period does not alter the schedule for review.~~

38 iii. PTRs are conducted during the fall semester ~~when one or more faculty members in~~
39 ~~a department or equivalent unit are scheduled for review.~~

40 iv. ~~Periods of sick leave, sabbatical leave, or leave without pay will be excluded from~~
41 ~~this five-year period.~~

42 v. ~~Faculty who give birth, father, or adopt a child during any five-year period may, at~~
43 ~~their request, receive a one-year extension of the PTR.~~

¹ Clemson University Faculty Manual (p. 55)

1 ~~(1) The request for an extension must come within two months of the birth or~~
2 ~~adoption.~~

3 ~~(2) The extension will automatically be granted unless the chair or dean can~~
4 ~~document sufficient reason for denial.~~

5 ~~vi. Extension of the Post-Tenure Review period of a faculty member for serious illness,~~
6 ~~family tragedy or other special circumstances may be granted with the approval of the~~
7 ~~department chair, dean and Provost.~~

8 ~~b. Review of tenured academic administrators is accomplished in accordance with~~
9 ~~CHAPTER VIII E. 4.~~

10
11 Chapter V§G4. PTR Committee

12 a. A PTR committee will be constituted in accordance with departmental Post-Tenure
13 Review Guidelines whenever any faculty member is scheduled for regular
14 **comprehensive** review or in a period of PTR remediation.

15 b. Only tenured regular faculty members are eligible for membership on the PTR
16 committee.

17 c. The size of the committee may vary from one academic unit to another; however,
18 the committee must have a minimum of three members.

19 i. In cases in which the department does not have enough tenured regular faculty
20 members to constitute a PTR committee, the departmental Tenure, Promotion, and
21 Reappointment committee will elect regular faculty members from other
22 departments who are qualified to serve on the PTR committee.

23 d. Faculty members subject to Part II of PTR will be recused from participating in this
24 second stage process.

25 e. The PTR committee will elect its own chair.

26
27 Chapter V§G5. Part I, Post-Tenure Review²

28 a. **All tenured faculty undergo post-tenure annual performance reviews to be**
29 **conducted during the fall semester.**

30 **i. Post-tenure reviews of tenured academic administrators are accomplished in**
31 **accordance with CHAPTER VIII E. 4.**

32 b. **Tenured faculty receiving two substandard ratings on annual performance reviews**
33 **in the preceding five (5) years will undergo a comprehensive post-tenure review (PTR**
34 **Part II).** The PTR committee reviews the ratings received on the most recent available
35 series of five years of annual performance reviews, as specified in the “Best Practices
36 for Post-Tenure Review”. Merit salary increments are based on these annual
37 performance reviews, as is consistent with **APPENDIX D BEST PRACTICES FOR**
38 **POST-TENURE REVIEW.**

39 i. All tenured faculty members receiving no more than one (of five) annual
40 performance rating of “fair,” “marginal,” or “unsatisfactory” in Part I of the Post
41 Tenure Review process receive a Post-Tenure Review rating of “satisfactory.” These
42 faculty members are thereby exempt from Part II of Post-Tenure Review.

43 ii. All tenured faculty members receiving two or more annual

² Clemson University Faculty Manual (p. 56)

1 **Substandard ratings include** performance ratings of “fair,” “marginal,” or
2 “unsatisfactory” ~~will be reviewed under Part II of PTR.~~

3
4 Chapter V§G6h. Part II, Post-Tenure Review³

5 ii. If both the PTR Committee and the Chair rate the candidate as unsatisfactory, the
6 candidate’s final rating shall be unsatisfactory.

7 (1) If the candidate’s final rating is unsatisfactory, the dean will forward all materials to
8 the Provost.

9 (2) Remediation must occur when individuals receive a rating of Unsatisfactory so there
10 is time to correct deficiencies detailed in the PTR reports.

11 (3) The chair in consultation with the PTR committee and the faculty member will
12 provide a list of specific goals and measurable outcomes the faculty member should
13 achieve ~~in each of the next three calendar years following the date of formal notification~~
14 ~~of the unsatisfactory outcome and~~ **during the remediation period.**

15 (4) The University will provide reasonable resources (as identified in the PTR reports
16 and as approved by the chair and the dean) to meet the deficiencies.

17 **(5) The length of the remediation period shall not exceed one year. Exceptions to this**
18 **rule must be requested by the PTR committee or the faculty member under review and**
19 **approved by the Provost.**

20 (6) The chair will meet at least twice annually **during the remediation period** with the
21 faculty member to review progress.

22 ~~(6) The faculty member will be reviewed each year by the PTR committee and the chair,~~
23 ~~both of whom shall supply written evaluations.~~

24 (7) At the end of the ~~three-year period~~ **remediation period**, another **comprehensive**
25 post-tenure review (Part II) will be conducted.

26 (8) If the outcome is again Unsatisfactory, the faculty member will be subject to
27 dismissal for unsatisfactory performance.

28 (a) Dismissal for Unsatisfactory Professional Performance, when recommended, will be
29 subject to the rules and regulations outlined in CHAPTER V H. 3.

30 (9) If the review is Satisfactory, ~~then the normal five-year annual performance review~~
31 ~~cycle will resume~~ **the deficiencies of the performance under review are considered**
32 **mitigated and thus the annual performance reviews that triggered Part II are exempt**
33 **from this policy.**

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³ Clemson University Faculty Manual (p. 57)



FACULTY SENATE RESOLUTION 202205

Policy Committee Approval: October 18, 2022
Faculty Senate Consideration: November 15, 2022 (pending)
Faculty Senate Approval: December 13, 2022 (scheduled)
General Faculty Approval: August 2023 (scheduled)
Board of Trustees Approval: October 2023 (scheduled)

Topic: “Research Committee Charge”

Whereas, Clemson University makes provision for faculty participation in planning, policymaking, and decision-making with regard to academic matters; and

Whereas, the University also provides for such participation in matters of faculty welfare and general university concern; and

Whereas, Research Committee Report 202217 recommended that the *Constitution of the Faculty of Clemson University* be amended to “better reflect the intent of the definition of the research committee and the various activities of the faculty as we move into positioning to aspiring AAU member”; and

Whereas, RCR202217 and its recommendations were accepted by the Faculty Senate on November 15, 2022; and

Whereas, amendments to the *Constitution* must be made in order to effect the recommendations of the committee report; it is

Resolved, that *Constitution of the Faculty of Clemson University* Article II§5 be amended to **insert** the words “scholarship, and creative endeavors” after each instance of the word “research” in the sentence that begins, “The Research Committee: shall study and make recommendation on policies, procedures, and practices primarily related to research”.

This resolution will become effective upon approval by the Clemson University Executive Vice President for Academic Affairs and Provost for inclusion on the agenda of the next regular meeting of the General Faculty to be held August 2023. If approved by the faculty, the resolution shall become effective upon approval by the Clemson University Board of Trustees.

Final Proposed Language:

1 **Constitution of the Faculty of Clemson University Article II§5 Committees**¹
2 standing requirements; academic honors policies; graduation requirements; class
3 attendance regulations; student counseling and placement; and other related policies.

4
5 The Research, **Scholarship, and Creative Endeavors** Committee: shall study and make
6 recommendation on policies, procedures, and practices primarily related to research,
7 **scholarship, and creative endeavors**.

8
9 The Policy Committee: shall concern itself with general university policies, particularly as
10 they relate to the Faculty. Such policies include those which pertain to: academic freedom
11 and responsibility; faculty professional ethics; the appointment, tenure, and promotion of
12 faculty; and faculty participation in university governance. Other matters of particular
13 faculty interest, which are not within the purview of the other standing committees and
14 which are not of such a specialized nature as to justify ad hoc committees, would normally
15 be referred to the Policy Committee.

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¹ Constitution of the Faculty of Clemson University Article II§5 (p. 6)

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FACULTY SENATE RESOLUTION 202206

Policy Committee Approval: October 18, 2022

Faculty Senate Consideration: November 15, 2022

Topic: “College TPR Committees”

Whereas, Clemson University makes provision for faculty participation in planning, policymaking, and decision-making with regard to academic matters; and

Whereas, the University also provides for such participation in matters of faculty welfare and general university concern; and

Whereas, Policy Committee Report 202214 recommended that the *Faculty Manual* be amended to resolve a conflict with the language in the Constitution; and

Whereas, PCR202214 and its recommendations were accepted by the Faculty Senate on November 15, 2022; and

Whereas, amendments to the *Faculty Manual* must be made in order to effect the recommendations of the committee report; it is therefore

Resolved, that *Faculty Manual* Chapter V§E2e be amended to **strike** the word “establish” and **replace** with the word “utilize” and insert the words “only when established by the college bylaws” at the end of the sentence.

This resolution will become effective upon approval by the Clemson University Executive Vice President for Academic Affairs and Provost and its inclusion in the Faculty Manual.

Final Proposed Language

V§D3 College-level Procedures

a. The dean reviews the complete TPR file, makes a separate recommendation on the “Request for Personnel Action”, and writes a report which includes a rationale for supporting or opposing the recommendations of the peer committee and department chair.

b. The dean may ~~establish~~ **utilize** committees within the college to provide assistance and advice in such reviews ***only when established by the college bylaws***. If the dean’s recommendation differs from those of the TPR committee or the department chair or both, all three parties shall discuss the discrepancies prior to the dean informing the candidate of her/his recommendation.

c. The dean shall ensure that the affected faculty member is promptly informed in writing of the results and rationale for the recommendation.

i. In cases of promotion consideration, the candidate may withdraw from further consideration at this point.

- 44 ii. The faculty member may elect to include a letter of response in the materials forwarded to
- 45 the Provost.
- 46 iii. The complete file is forwarded to the Provost.