



## AGENDA

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**Date:** February 13, 2024

**Time:** 2:30 p.m.

**Location:** Madren Center Auditorium

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### 1. APPROVAL OF MINUTES

### 2. SPECIAL ORDERS

### 3. REPORT

- a. Robert H. Jones, Executive Vice President for Academic Affairs & Provost
- b. Standing Committees
  - i. Welfare Committee; Chair Billy Terry
  - ii. Finance Committee; Chair Greg Cranmer
    - 202218 Cluster Hire Start-Up Package Support
    - 202307 Salary DCI Report
  - iii. Scholastic Policies Committee; Chair John DesJardins.
  - iv. Research and Scholarship and Creative Endeavors Committee; Jessica Larsen
    - 202303 & 202305 Visiting Faculty Onboarding
  - v. Policy Committee; Chair Sarah White
- c. University Committees/ Commissions
  - i. Committee on Committees; Chair Fran McGuire
- d. Faculty Representative to the Board of Trustees; Brian Powell
- e. President's Report

### 4. UNFINISHED BUSINESS

### 5. NEW BUSINESS

- a. College of Veterinary Medicine Search Committee Approval
- b. **CALL FOR NOMINATIONS:** Faculty Senate Officers
- c. **CALL FOR NOMINATIONS:** Alan Schaffer Award
- d. **CALL FOR NOMINATIONS:** Faculty Representative to the Board of Trustees

### ADJOURN

**ANNOUNCEMENTS:** Class of '39 Award for Excellence Unveiling Ceremony and Reception to be held immediately following meeting. 5:00pm, Carillon Garden

### UPCOMING MEETINGS:

1. Advisory Committee Meeting: February 27<sup>th</sup>, 2:30 pm
2. Executive Committee Meeting: March 5<sup>th</sup>, 2:30 pm
3. Faculty Senate Meeting: March 12<sup>th</sup>, 2:30 pm
4. Convention of the Delegates Meeting: March 14<sup>th</sup>, 2:30 pm

## **Finance and Infrastructure Committee Report**

### **Standing Agenda Item 202218 Cluster Hire Start-Up Package Support Report**

Consider the recommendations to perform an evaluation of how the additional faculty positions from the current year and those associated with future cluster hires as well as the associated faculty start-up packages are being financially supported. Submit a report related to the evaluative findings. Ref:RCR 20210 “Perform an evaluation of how the additional faculty positions from the current year and those associated with future cluster hires as well as the associated faculty start-up packages are being financially.”

#### **Background**

This agenda item was charged to the Finance and Infrastructure Committee by Faculty Senate president David Blakesly in 2023. It is a request to investigate the use of and funding for cluster hiring. This hiring practice is identified as a central action toward building an AAU-aligned faculty within the Clemson Elevate plan; thus, the practice is vital to the advancement of the university and the accomplishment of its strategic objectives. The Finance Committee investigated this issue and developed an informational report based on interviews with the deans who play a role in making decisions about salaries at Clemson.

1. Representatives of the committee conducted an inquiry with the provost office and a series of interviews with several stakeholders (individuals who have an interest in decisions or activities related to cluster hiring). The interviews were focused on the use, definition, motivation, and funding of cluster hiring. An interview protocol was established, and interviews were solicited from the deans from the nine colleges that existed at the time of the charge. The interview protocol was administered in-person or through written correspondence based on the availability and preference of those interviewed.
  - Senior Associate Provost for Faculty Affairs - Amy Lawton-Rauh
  - Dean College of Behavioral, Social, & Health Science – Leslie Hossfeld
  - Senior Associate Dean for Research and Graduate Studies, College of Education – Jeff Marshall
  - Dean of Libraries – Chris Cox
  - Dean of the College of Science – Cynthia Young
  - Interim Dean of the College of Architecture, Art, and Construction – George Petersen
  - Senior Associate Dean, College of Business – Carl Hollingsworth
  - Dean of College of Arts and Humanities – Nicholas Vazsonyi
  - Acting Dean of the College of Agriculture, Forestry, and Life Science – Greg Yarrow
  - Manager, Strategic Affairs & Engagement for Dean, College of Engineering, Computing, and Applied Sciences – Celena Stoner

**Summary of interviews:** There has been no published accounting of clustering hiring practices as it relates to using or funding cluster hires.

The key findings of these interviews are summarized below:

- There remains ambiguity around what constitutes a “cluster hire.” Two definitions were identified through our interviews with stakeholders: (a) hiring an intact group of scholars (e.g., a research lab) or (b) hiring multiple but disassociated scholars who share a topical area of research identified as strategically important by the university. A near consensus in application of the term “cluster hire” emerged with it most often referring to strategic hires of dissociated individuals in a prioritized area of scholarship that connects to university objectives, as opposed to an intact team of scholars. However, one college (i.e., College of Science) forwarded multiple understandings of the term cluster hire, including recruiting intact teams of scholars. The ambiguous nature of the term is understandable, as the Clemson Elevate plan references cluster hiring in conjunction with topics but lacks clarity on the exact nature or relationships between individuals who may constitute such a hire. Instead, the plan focuses on multiple areas of interest as starting points for cluster hires, including AI/data science, future advanced materials, human performance, and human genetics/personalized medicine; other topics are identified as opportunities for the refinement of cluster hires, including climate resilience, infrastructure and sustainable environments, future of learning and work, neuroscience, and emerging infectious diseases.
- The motivations for cluster hiring are diverse and reflect the multifaceted potential of cluster hires to address prioritized objectives. The identified motives spanned assisting/hiring researchers who may obtain/have national academy credentials, promoting synergy and interdisciplinary/transdisciplinary granting efforts, scaling research productivity, and aiding in the pursuit of inclusive excellence and initiatives related to diversity, equity, and inclusion.
- Cluster hiring appears to be a practice most relevant to a sizeable minority of colleges. Three of the interviews with college administrators affirmed the current seeking of or plans to seek cluster hires in the future. These efforts deviated in approach with some sought clusters being housed within a college but across departments, whereas others spanned colleges.
- The Provost’s Office was overwhelmingly identified as a means for financially supporting cluster hires and their start-up packages. However, in two specific instances alternative funds were identified: (a) a grant from a foundation and (b) state appropriation. The long-term financial funding plans for these positions either remained with Provost’s office or with time will/have transitioned to college/department responsibilities.

**Committee Discussions:** In its discussion of agenda item 202218, the committee considered long-term questions regarding the contributions of cluster hires to Clemson Elevate: does the investment in cluster hire start-up packages result in more grant funding or increase the visibility of research at Clemson? Another question arose concerning the role of deans and colleges in directing and funding cluster hires. Historically, some colleges have obtained funding through developing proposals for the Provost’s Office. However, consultation with the Finance and Operations Division suggested that, as the university transitions to Revenue Based Budgeting, colleges and deans’ offices will have more autonomy over budgeting decisions and thus may

play a larger role in funding cluster hires and perhaps also in determining strategic priorities for cluster hires. In addition, incoming faculty, particularly those funded by external grants, may be bringing funds independently to their colleges that should also be considered when discussing the budgetary impact of cluster hires.

### **Recommendations**

The Finance and Infrastructure Committee makes the following recommendations:

- First, a definition of what constitutes a cluster hire could be offered and potentially refined. Given the role of the term in the Clemson Elevate plan and in acquiring resources/faculty for different academic units, it would be of utility to have shared understanding regarding this practice. Two potential sources of ambiguity exist. Centrally, understandings of the relationship between those being hired varies, but the topical considerations that qualify also will likely change and be refined over time.
- Second, given the upcoming transition to the Responsibility Based Budgeting model in the coming years, the use and funding of cluster hires may become less reliant on funding from the Provost's Office. An additional inquiry into the funding of cluster hires and start-up packages may warrant revisiting in the future.

## **Finance and Infrastructure Committee Report**

### **Standing Agenda Item 202307 Salary DCI Report**

Continue the efforts to establish annual salary transparency reports as outlined by FCR 202211 Salary Transparency with a focus on identifying and making recommendations to resolve compression and inversion. Develop and pilot a systematic salary evaluation process, such as the one outlined by Taylor et al. (2020) at Texas A&M, to examine and address DCI and generate a DCI database and report.

### **Background**

This agenda item was charged to the Finance and Infrastructure Committee by Faculty Senate president David Blakesley in 2023. It is a request to continue the Committee's ongoing investigation of concerns about salary disparities, compression, and inversion (DCI) and its impact on faculty. Salary compression and inversion occur when the market rates for new hires increase at a higher rate than the salaries for current faculty. The result is that, over time, the salaries of new faculty approach, or even surpass, those of faculty who have worked at Clemson for many years. In essence, faculty are penalized for their loyalty to the school relative to the salaries they might receive if they were to move to another institution. Dissatisfaction with the process by which compensation is managed is a recurring issue that has been considered in Faculty Senate, including a lack of a published strategic plan for compensation, a lack of clarity about the process used for merit pay decisions, a lack of a consistent strategy to avoid salary erosion for faculty who commit to staying at Clemson for long periods of their career, etc. This report features a preliminary analysis of faculty salaries at Clemson University to determine if there is any evidence of salary disparity, compression, and inversion that would warrant a more comprehensive investigation.

The Finance Committee continued the investigation of this issue and developed a detailed recommendation based on: 1) a review of past reports/information, 2) selection of an evidence-based compensation analysis, (3) conversations with individuals who play a role in making decisions about salaries at Clemson and have access to data needed for a compensation analysis, and 4) a pilot analysis of the publicly available salary report data.

1. The Finance and Infrastructure Committee received existing reports including:
  - FC202211: Salary Report – Recommendations:
    - After considering analyses of academic salary equity (e.g., Taylor et al., 2020) and consulting with university stakeholders, the committee recommended the development of a systematic and consistently implemented assessment of university salaries that also considers longitudinal changes in salary, demographics, positions/ranks, and performance evaluations.
  - FC211901: Increase Faculty Engagement with Compensation – Recommendations:
    - After conducting a pilot study examining CU salary information in relation to individual units, the various ranks of regular and special faculty, and merit salary increases from the 2018/2019 academic year to the 2019/2020 academic year, the committee recommend the University continued efforts to address inversion and compression and include faculty in these efforts.

- FC202101: Best Practices Related to the Annual Faculty and Staff Salary Report – Recommendations:
  - Create a three-tiered strategic plan for compensation and include a plan for 1) cost of living increases to resist compression/inversion; 2) merit increases; 3) promotion increases.
  - Conduct a periodic salary equity study conducted by independent consultant with expertise in these types of studies.
  - Form an Ad Hoc committee to examine how salary trend information could be shared with faculty in a meaningful and appropriate way.
- FC202102: Transparency in College Budgeting – Recommendation:
  - Develop a working partnership between Administration and Faculty Senate to develop strategies to improve budgetary transparency for all CU stakeholders
- WC202203: Evaluation of Merit-Informed Raises Criteria and Distribution – Recommendation:
  - Clemson University should 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.
- COACHE-2018 Clemson University Collaborative on Academic Careers in Higher Education Job Satisfaction Preview Report.:
  - When CU faculty were asked to select the two best aspects of working at CU only 2% selected “Compensation”. When asked to select the two worst aspects of working at CU, the most frequently cited aspect was “Compensation” (25%). The number of faculty citing “Compensation” as one of the two worst aspects of working at CU increased by 8 points compared to the 2015 COACHE survey.
- Within the COACHE 2015 Full Report:
  - Summary data indicated “areas of concern” for faculty retention by department (p. 35). When asked to select the two worst aspects of working at CU, “Compensation” was cited by 17% of faculty (p. 41). Twenty percent of Faculty of Color (FOC) reported that a primary reason for leaving CU would be to improve your salary and benefits (p. 38). Compensation, benefits, facilities and other resources was the most frequently cited thing the university could do to improve the workplace for faculty (p. 42).

**Summary of Reports:** As identified in past reports, there is a consistent and potentially growing dissatisfaction regarding salaries and compensation (cf., COACHE 2015 & 2018), with specific concerns directed toward transparency in decision-making, faculty involvement, and issues of DCI in salaries. There is a need to establish a systematic process that provides oversight and a role for the faculty in salary management. Such an approach must be capable of identifying and evaluating where DCI exist and when its manifestations are acceptable/inacceptable, as well as provide a means of tracking COLA and merit increases over time.

2. The Finance and Infrastructure Committee selected an evidence-based systematic review for DCI within higher education.

**Summary of Review:** At the recommendation of the previous senate salary report (202211 Salary Report), the committee selected the DCI analysis outlined by Taylor et al. (2020) as preferable. Taylor et al.'s approach offers numerous advantages, including a publicly available algorithm that has withstood peer review, the recognition of demographic (e.g., gender, ethnicity, and foreign-born) and organizational determinants of disparity (e.g., formal positions past/present, length of employment, department, terminal degrees, and degree field), and an approach that relies on the identification of outliers in compensation. The outlier approach is merely a statistical means of identification, and subsequent considerations of the justifications that may explain disparity (e.g., performance or counteroffers/retention raises) are encouraged by Taylor et al. (2020) and could easily be contemplated afterwards.

3. The Finance and Infrastructure Committee met with key stakeholders about acquiring the data needed to perform a DCI analysis as outlined by Taylor et al. (2020), after submitting a formal data request to the Office of Institutional Research.
  - a. Amy Lawton-Rauh, Senior Associate Provost – Faculty Affairs
  - b. Juan Xu, Director of Office of Institutional Research
  - c. Ale Kennedy, Chief Human Resources Officer
  - d. Julie Pickett, Academic Coordinator for the Office of the Provost
  - e. Jan Myers, Senior Director of Compensations and Benefits
  - f. Melissa Welborn, Senior Director of Faculty Systems

**Summary of Meetings:** Multiple practical, ethical, and potentially legal concerns emerged from our meetings about the data request. Taylor et al. (2020) recognized the need for a proper DCI analysis to include a host of considerations, including salary, formal positions past/present, length of employment, department, terminal degrees, degree field, performance, and demographics (e.g., gender, ethnicity, and nationality). Currently, there is no database at Clemson University that includes all the data needed within a single office/entity. Putting aside all other considerations, the decentralized nature of the data would require extensive coordination across offices and a means of identifying individuals to unify the multiple data sources into a single data set for analysis. Additionally, ethical and potentially legal concerns were also raised about sharing performance data, identifiable information, and the potential findings that may result from the analysis. Acquiring the needed DCI data is a central barrier to the execution of a DCI analysis and the reason it has remained a standing agenda item within faculty senate. Due to this meeting, Jan Myers was appointed to the finance committee as an ex-officio member.

4. The Finance and Infrastructure Committee conducted a pilot study on compensation to identify statistical outliers for examination for disparity, compression, and inequality.
  - a. *Sample:* Data were derived from publicly available salary reports (2019-2024).
    - i. <https://www.clemson.edu/institutional-effectiveness/oir/data-reports/>
  - b. *Variables:* A panel regression was conducted using the following variables: year (fiscal year), academic department, rank, and years of service. We also include variables for whether the faculty member was promoted to associate or full professor that year and whether the faculty member previously served as a program director or department head during the sample period; due to data



limitations we cannot measure whether they served in an administrative position prior to our sample period.

- c. *Methodology*: We modeled our analysis on Taylor et al. (2020), who also investigated salary compression and inversion in a university setting. Due to data limitations, we were unable to replicate their complete model (e.g., we did not have access to demographic information). However, we were able to conduct a preliminary analysis using panel regression. We utilized publicly available data collected from the salary reports published by Clemson University each year. These reports contain information on faculty members' names, college and department, position title base salary, supplemental salary, and years of state service. Prior to FY 2019, the salary reports did not include faculty members' years of service. Thus, we used data from the reports of FY 2019-2024 in our analyses. To provide a fair comparison and minimize the likelihood of extraneous factors influencing our results, we limited our analysis to tenure-track faculty with the state position title of Assistant Professor, Associate Professor, or Professor. We also removed observations of faculty members whose home department could not be readily identified (e.g., those serving in deans' offices or institutes) and faculty not included in one of the university's major academic units (e.g., those serving in the office of the VP of Academic Affairs, President's office, etc.).
- d. *Results*: The results indicate that, on average, each one-year increase in the number of years since a faculty member was hired is associated with a 0.1% higher salary, all else equal. Thus, on average, a faculty member hired 10 years ago would have a salary one percent higher than a newly hired faculty member (after accounting for any difference in rank). Associate professors have an average salary that is 12% higher than assistant professors, and full professors have a salary that is 29% higher than assistant professors. Because salaries and market pressures vary across colleges, we repeated our analysis for each individual college. The results are largely similar, with some notable differences. The average difference in pay between assistant professors and associate professors ranges from 7% (College of Business) to 16% (CBSHS), while the average difference in pay between assistant professors and full professors ranges from 17% (College of Business) to 36% (CECAS). In CAAH and CAFLS, on average, each one-year increase in the number of years since a faculty member was hired is associated with a statistically significant increase in salary, all else equal. In CBSHS, CECAS, Education, and Science, each one-year increase in the number of years since a faculty member was hired is not significantly associated with an increase in salary. In the College of Business, each one-year increase in the number of years since a faculty member was hired is associated with a 0.5% lower salary, all else equal. Thus, on average, a faculty member hired 10 years ago in the College of Business would have a salary five percent lower than a newly hired faculty member (after accounting for any difference in rank). A summary of the results of our analysis is presented in Table 1.

**Table 1.**  
**Effect of Years of Service and Rank on Monthly Salary for Tenure-Track Faculty**

College (observations)	Years of Service	Associate professor	Full professor
All (5,167)	0.1% **	12% ***	29% ***
CAAH (850)	0.5% ***	10% ***	25% ***
CAFLS (664)	0.4% ***	10% ***	24% ***
CBSHS (736)	0.2%	16% ***	32% ***
CECAS (1,256)	-0.2%	14% ***	36% ***
Business (551)	-0.5% **	7% ***	17% ***
Education (256)	0.2%	15% ***	33% ***
Science (854)	0.2%	13% ***	33% ***

*Note.* This table presents a summary of the effect of years of service and faculty rank on tenure-track faculty’s monthly salary. The numbers in the table indicate the average percent change in monthly salary for each additional year of service, the rank of associate professor relative to an assistant professor, and the rank of full professor relative to an assistant professor. \*\*, \*\*\* indicate the effect of the variable on monthly salary is statistically significant at  $p < 0.05$  and  $p < 0.01$ , respectively.

**Summary of findings:** Based on our analysis, it does not appear that there is a widespread problem with salary inversion across campus, though there is some potential evidence of inversion within the College of Business. However, the small increase in pay for each year of service, after accounting for faculty rank, seems indicative of potential salary compression. While tenure-track faculty, by and large, are not experiencing a “loyalty penalty” for staying at Clemson, they do not appear to enjoy much of a “loyalty bonus” either. We note that our analysis is constrained due to the limited publicly available data and falls short of what Taylor et al. (2020) recommends. We believe this preliminary analysis indicates that a more thorough analysis of salary issues at Clemson is warranted. Furthermore, in addition to identifying general salary trends across campus, such an analysis could be used to identify potential instances of salary compression and inversion, allowing administration to take more targeted actions to address any inequities.

**Committee discussion:** In its discussion of agenda item 202307, the committee echoed concerns found in previous reports about DCI and the impact of compensation on faculty retention and morale. Likewise, there is apprehension that compensation issues may persist or be exacerbated with increases in hiring. Regarding DCI analyses, the committee noted several challenges and informational gaps. In terms of challenges, numerous were identified: obtaining files in a format that was readily accessible (i.e., Excel files), identifying all forms of supplemental salary, and producing a standardized understanding of performance. Informational gaps exist regarding what constitutes acceptable pay disparities and how COLA/merit raises are strategically utilized to offset DCI and tracked. Like previous reports, the committee expressed concern that issues of compensation will continue to be reactively managed until there is a transparent strategic plan that allows for salary adjustments based upon all routes of salary adjustment (i.e., cost-of living, promotion and merit raises).

**Recommendations:**

1. Given the practical, ethical, and potential legal considerations raised by numerous stakeholders, as well as the norms in compensation studies across academia, the

University should conduct its own DCI analysis under an executive sponsor (e.g., ELT or Provost's Office). To conduct a proper investigation of DCI in accordance with Taylor et al.'s (2020) recommendations, requires access to potentially privileged information. Under executive sponsorship, a DCI analysis may be conducted by internal or external groups, but it is the committee's recommendation that it be inclusive of all faculty, consider the full scope of variables recommended by Taylor et al. (2020), and that the results be made public to the faculty.

2. With an established sponsor and method (i.e., Taylor et al., 2020), we recommend that a DCI analysis be conducted periodically (e.g., every two-to-three years), if not annually. Such an analysis could rely upon the identification of outliers via Taylor et al.'s (2020) algorithm and follow up through a subsequent examination to determine if the disparity is acceptable/justified (e.g., considerations of performance). The aforementioned reports document pervasive perceptions of compensation issues and dissatisfaction among faculty; consistent, directed, and available examinations of compensation data may alleviate such concerns through guiding university resources for more equitable compensation or offering data to contradict perceptions.



RESEARCH COMMITTEE  
CHAIR: Jessica Larsen

## RESEARCH COMMITTEE REPORT

### Standing Agenda Items 202303: Visiting Faculty and Scholar Credentialing and 202305: Visiting Faculty Onboarding

#### Charge

The Research Committee shall investigate the policies involved in credentialing and providing access to Clemson University academic resources of visiting faculty (202303) and the current policies and practices regarding the onboarding and off-boarding of these faculty (202305).

#### Executive Summary

In general, credentialing of visiting scholars is performed by Human Resources at the request of the housing department, while onboarding is run by the housing department at Clemson University. This practice appears to be the standard when comparing Clemson policies to those of peer and aspirational peer institutions. The report reflects the different committee activities with recommendations.

#### I. Definition of Visiting Faculty at Clemson University

The [Faculty Manual](#) defines visiting faculty in CHAPTER IV B.3.viii:

The title of Visiting Faculty denotes a temporary appointment of an individual for a term of one year or less, subject to limited renewals.

(1) Visiting appointments are appropriate only in cases in which the association with the university is meant to be temporary and brief.

(2) The qualifications for visiting faculty shall be comparable to those for an appointment at the corresponding regular faculty rank.

For definition from peer institutions, view **Appendix 1** [Research Committee Report 202104](#).

#### II. Brief Summary of Previous Findings 202104

In 2023, the Faculty Senate Research Committee reported on the support for visiting faculty/scholars at Clemson University, with a specific focus on visitors with a J-1 visa. This report (**Appendix 1** [Research Committee Report 202104](#)) highlighted findings regarding credentialing, onboarding, and offboarding. It was discovered that the credentialing system, run through TigerOne, simply denotes cardholders by their affiliation of Employee, Affiliate, and Student. Specifically, onboarding varied from scholar to scholar because the onboarding process was run by the host department and required coordination across many university offices. It was found that there was no offboarding process and no exit interviews for Visiting Faculty/Scholars.

### III. Credentialling of Visiting Scholars

#### a. *Clemson University*

Human Resources (HR) is responsible for the credentialing of Visiting Faculty and Scholars. The credentialing process is started by contact initiated by the department hosting said visiting faculty or scholar with their [HR budget center](#). The credentialing process is the same for Visiting Faculty and Scholars as it is for any other new employee; as such, HR is responsible for providing information that is universally important to all employees (email, direct deposit, registration for new employee orientation, enrolling in benefits if applicable, etc.). There is a new employee checklist found [online](#) that is organized by days (i.e. complete within your first 30 days) that helps the new employee navigate the credentialing process with their HR partner. However, if visiting scholars are not paid by the University, there is no credentialing process, as this would not be run through HR.

#### b. *Peer Institutions*

Peer institution examples (**Appendix 3 - Background Report**)

1. University of Delaware
2. Auburn University
3. Kansas State University
4. University of Nebraska-Lincoln
5. University of Arizona
6. University of Florida
7. University of Illinois-Urbana Champaign
8. University of Maryland

In general, credentialing at peer institutions is like Clemson University. Departments initiate the hire with human resources and human resources provides credentials. Some universities have more clear policies on what sorts of credentials are given to visiting faculty and scholars. Specifically, at the University of Delaware, the Faculty Manual makes it clear what benefits are extended to Visiting Faculty. At the University of Maryland, specific credentials and accesses are extended to Visiting Faculty and Scholars depending on their home institution (domestic academic, domestic government, domestic industry, or foreign researcher). The University of Illinois-Urbana Champaign had the most detailed policies for Visiting “Academic Professionals”, including both paid and unpaid visitors.

### IV. Onboarding of Visiting Scholars

#### a. *Clemson University*

HR provides a checklist to departments for the onboarding of their new faculty (**Appendix 2 New Faculty Department Checklist**), which highlights a multitude of onboarding tasks as well as those responsible for said tasks. The hiring process is managed between HR and the department. However, after the Visiting Faculty or Scholar is hired, the onboarding process is run by the department, as noted in the departmental checklist. This can allow for differences in the onboarding process for a Visiting Faculty or Scholar depending on the engagement of their host department and department chair as there are no policies or regulations ensuring that departments abide by this checklist. There is more information available regarding [onboarding for international visiting faculty and scholars](#) through the International Services division within the Office of Global Engagement.

*b. Peer institutions*

Peer institution examples (**Appendix 3** - Background Report)

1. University of Delaware
2. Auburn University
3. Kansas State University
4. University of Nebraska-Lincoln
5. University of Arizona
6. University of Florida
7. University of Illinois-Urbana Champaign
8. University of Maryland

In all cases, onboarding for Visiting Faculty and Scholars was the same as onboarding for any new faculty hire. Visiting Faculty and Scholars attend the same orientation and follow the same onboarding procedures/checklists as standard long-term hires. Some universities had additional onboarding assistance at the university level (University of Arizona has orientation partners), especially for onboarding international faculty or scholars. In general, at all institutions explored, onboarding beyond standard orientation is the responsibility of the host department.

**V. Off-boarding of Visiting Scholars**

*a. Clemson University*

In general, it is unclear whether the offboarding of Visiting Faculty and Scholars is monitored at the university level. Visiting Faculty and Scholars have contracts for an established period of time and it is unknown whether they go through the same offboarding process as standard faculty and scholars. Clemson University provides information on offboarding through HR including guidelines and a separation checklist (last updated in 2018). The checklist highlights the roles of HR, the faculty member, and the home department in offboarding. However, again, if visiting faculty and scholars are unpaid, they are not required to fill out any paperwork notifying the University that they have left, as they were never credentialed through HR. It is unclear whether Visiting Faculty and Scholars have to follow the same offboarding process as full time faculty.

*b. Peer institutions*

Peer institution examples (**Appendix 3** - Background Report)

1. University of Delaware
2. Auburn University
3. Kansas State University
4. University of Nebraska-Lincoln
5. University of Arizona
6. University of Florida
7. University of Illinois-Urbana Champaign
8. University of Maryland

None of the institutions reviewed had specific off-boarding protocols for Visiting Faculty and Scholars. All did have offboarding information available on their respective HR websites, but it was unclear if these protocols were also followed by visitors. The University

of Delaware and Kansas State University websites mentioned a voluntary exit interview. At the University of Florida, all offboarding forms were department-specific; therefore, it was assumed that the offboarding protocols were left up to each department. More clarity is needed on differences in offboarding protocols between full-time and visiting employees.

## **Conclusions**

The processes for Visiting Faculty and Scholar credentialing, onboarding, and offboarding at Clemson University are extremely like those at peer and peer aspirational institutions. The departments initiate the hiring of a visiting scholar. Human Resources provides credentials and initial orientation through standard hiring procedures. Any other onboarding is the responsibility of the host department. In general, most of the ownership for Visiting Faculty and Scholar onboarding is on the host department/faculty, which can lead to major differences in Clemson's experiences. Offboarding protocols specific to Visiting Faculty and Scholars are less clear both at Clemson University and peer institutions. Major difficulties are found regarding Visiting Faculty and Scholars who come to the University unpaid; they do not follow the same credentialing or offboarding processes.

## **Recommendations**

Based on our findings, the Research committee provides the following recommendations:

1. We recommend that the policy committee develop a university-wide policy on the credentialing of Visiting Faculty and Scholars who are unpaid by the University.
2. We recommend the development of a university-wide policy regarding the offboarding of Visiting Faculty and Scholars by the policy committee, as there is currently no formal process to report a Visiting Faculty and Scholar leaving.

**Appendix 1** – [Research Committee Report 202104](#)

**Appendix 2** – New Faculty – Department Checklist

**Appendix 3** – Background Report

**New Faculty – Department Checklist**

The chair and the departmental office staff play an important role in welcoming new Clemson University faculty to campus and assisting in a new faculty member’s adjustment to their new workplace. Use the New Faculty Checklist to help ensure that you have everything in place for the new faculty in your department.

Name: \_\_\_\_\_

Position Number: \_\_\_\_\_ Title: \_\_\_\_\_

<b>I. Following items should be completed prior to entering new hire into CUBS</b>		
	Class and Comp approval for hire and salary	HR Partner
	Signed I-9 forms and documents	*HR Partner
	Signed Offer Letter	Dept. Admin prepares--provides to HR Partner
	Request to hire with curriculum vita	Dept. Admin prepares--provides to HR Partner
	Tenure Agreement	Dept. Admin prepares--provides to HR Partner
	PDE from department for new hire	Dept. Admin prepares--provides to HR Partner
	Certification of credentials form	Dept. Admin prepares--provides to HR Partner
	Gather transcripts	Dept. Admin prepares--provides to HR Partner
	Initiate the background check	Dept. Admin prepares--provides to HR Partner
<b>II. Once the faculty member is hired (offer letter signed)</b>		
	Complete I-9 paperwork. (I-9 must be completed within three business days of the date of hire.)	HR Partner*
	The department should decide how the new faculty member will be welcomed, as well as introduced to networks and key players.	Lead by Dept. Chair
	Announce arrival in college or department listserv of the new faculty member (include day and office number).	Dept. Chair
	Determine who will mentor the new faculty member and what assistance will be provided.	Dept. Chair
	Contact HR Partner to obtain resources to provide the faculty member prior to coming to Clemson.	Dept. Admin or Dept. Chair

\*For International Faculty I9 is conducted by the International Employment Unit.



For International Faculty, complete Section III. For U.S. faculty, skip to Section IV.

III. International Faculty (Foreign National employee- Non U.S. citizen or Green Card holders)		
	Once the hiring department has made an offer to an international candidate (see definition above), the hiring department must submit the International Hire Request in People Soft.	HR Partner or Dept. Admin
	The department is encouraged to schedule an appointment with an Employment Visa Specialist within the Office of International Services to determine the appropriate visa category and process for the incoming faculty member contact (864) 656-3614 or <a href="mailto:is@clermson.edu">is@clermson.edu</a> to request a convenient time.	Dept. Admin
	The hiring department and new faculty member must complete all required paperwork as determined by the Employment Visa Specialist within the recommended time outlined in the process instructions available online: <a href="http://www.clemson.edu/campus-life/campus-services/international/">http://www.clemson.edu/campus-life/campus-services/international/</a>	Dept. Admin & New Faculty Member
	The Employment Visa Specialist will prepare and file paperwork required for the visa process and notify the hiring department and new faculty member of any responsibilities or process updates.	International Services
	The hiring department and new faculty member must notify the Employment Visa Specialist of any delays in visa issuance. The employment visa specialist will assist with coordinating visa compliance and communication with government agencies.	Dept. Admin & New Faculty Member
	In cases where the university is the sponsor of an employment-based visa, the Employment Visa Specialist will notify the employee of approval and provide all relevant documentation to complete the next step of the hiring process with Human Resources.	International Services
	International scholars participating in the J-1 Exchange Visitor program are required to complete the exchange visitor check-in process with the office of International Services immediately after arriving at the university and prior to beginning work or exchange visitor program. Instructions are available online: <a href="http://www.clemson.edu/campus-life/campus-services/international/visiting-scholars.html">http://www.clemson.edu/campus-life/campus-services/international/visiting-scholars.html</a>	J Exchange Visitor Visa Holders
	Once the international faculty arrives and has completed all international services' processes, the faculty member must meet with International Employment in the Office of Human Resources within the Administrative Services Building to complete all new hire paperwork. Employee will not be able to begin employment until the International Hire Request is approved by Human Resources.	Dept. Admin & International Employment (HR)

*Continue to Section IV*

<b>IV. Prior to Arrival (All faculty)</b>		
	Contact the new faculty member and communicate that they will be receiving communication with regards to benefits; provide them contact information for a benefits counselor. Encourage the new faculty member to sign up for a benefits overview session.	HR Partner
	Verify I-9 paperwork has been completed.	HR Partner
	Encourage the new faculty member to attend the faculty orientation hosted by the Provost Office in August. Share that many vendors and HR partners will be present with goodies and resources.	Dept. Admin and Dept. Chair
	If the new faculty member is unable to attend the August Faculty Orientation, encourage the new faculty member to register and attend the HR onboarding session. Communicate the dates and resources that will be covered: Clemson ID, parking decals, campus tour, benefits overview, library services, as well as many other campus resources. Vivian Morris ( <a href="mailto:vivian@clemson.edu">vivian@clemson.edu</a> ) is the HR contact for HR On-boarding. Ensure Vivian has the faculty member's correct email address.	Dept. Admin or Dept. Chair
	Assess office space and furniture. Ensure office is furnished: desk, chair, file cabinet, bookcase, trash can, phone line, office supplies, etc. If applicable surplus old furniture and paint office.	Dept. Admin
	Prepare an outline of the new faculty member's first day.	Dept. Chair
	Alert college IT to set up computer and phone lines.	Dept. Admin
	Prepare a packet for the new faculty member to include: department directory, campus map, emergency contact information, inclement weather guidelines, academic calendar, ordering textbooks, etc. *Determine if the information will be provided by the Dept. Chair or selected mentor.	Dept. Admin
	Communicate with the faculty member where they should report to on their first day (building, room etc.)	Dept. Admin

<b>V. Day of Arrival</b>		
	Greet the new faculty member.  Examples: Have a welcome breakfast or drop in planned. Arrange to take the new faculty member to lunch. Present new faculty member with a bag of Clemson goodies.	Dept. Chair
	Key distribution - personal office and any other needed keys.	Dept. Admin
	Parking- communicate best places to park or bus routes.	Dept. Admin
	Telephone and voicemail installation instructions. Provide long distance code.	Dept. Admin
	Email instructions.	Dept. Admin
	Show mailbox location and protocol.	Dept. Admin
	Copier/fax access code (if applicable).	Dept. Admin
	Appropriate access given to Banner, Blackboard and other computer systems.	Dept. Admin
	Show the new faculty member how to set up for CU alerts.	Dept. Admin
	If the new faculty member has not yet obtained an ID card, walk them over to the Tiger One center.	Dept. Admin / HR Partner

<b>VI. First Week on Campus</b>		
	Add contact information to department and faculty listservs.	Dept. Admin
	Provide a copy of the department directory (include new faculty).	Dept. Admin
	*Arrange with Human Resources for a headshot for the website (no cost).	Dept. Admin
	Add relevant shared computer drives or share point.	Dept. Admin
	Discuss ordering supplies and special items (business cards).	Dept. Admin
	Share expectations and instructions on travel request forms.	Dept. Admin
	Provide the new faculty member a packet that includes a department directory, campus map, emergency contact information, inclement weather guidelines, academic calendar, ordering textbooks etc.	Dept. Chair or Mentor

\*Headshots will be available at the Faculty Orientation in April.

<b>VII. Introductions and Tours (should be conducted within the first week)</b>		
	Introductions: Dean of the College and Support Staff	Dept. Chair or Mentor
	Introductions: Department Chair Support Staff	Dept. Chair or Mentor
	Introductions: Faculty members within the college	Dept. Chair or Mentor
	Introductions: College HR partner	Dept. Chair or Mentor
	Tour of the college (classrooms and lab space)	Dept. Chair or Mentor
	Tour of the buildings/offices that the new faculty member may frequent (ex: library)	Dept. Chair or Mentor
	Provide a campus map and walking or driving tour.	Dept. Chair or Mentor
	Additional introductions and tours if applicable.	Dept. Chair or Mentor

<b>VII. Meet with the new faculty member: Review Important Documents and Resources</b>		
	Discuss the University's <i>ClemsonForward</i> strategic plan.	Dept. Chair
	Provide a copy of the <i>College Handbook</i> .	Dept. Chair
	Review meetings that need to be attended (regular department, college, committee meetings etc.)	Dept. Chair
	Share a copy of the College Faculty Bylaws (Department bylaws).	Dept. Chair
	Provide the faculty member the college and department organization chart.	Dept. Chair
	Share the department strategic plans.	Dept. Chair
	Provide a copy of the academic calendar - including commencement expectations.	Dept. Chair
	Share with the new faculty helpful information to be successful:	Dept. Chair
	<ul style="list-style-type: none"> <li>• Class attendance</li> <li>• Course evaluations</li> <li>• Grading / submitting grades</li> </ul>	

	<ul style="list-style-type: none"> <li>• Classroom expectations and policies</li> <li>• Teaching schedule</li> <li>• Office hours</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance verification</li> <li>• Classroom behavior</li> <li>• Resources when students are disruptive</li> <li>• Ordering textbooks</li> </ul>	
	Provide necessary syllabus information and resources.		Dept. Chair or Mentor
	Discuss evaluations and research efforts and expectations.		Dept. Chair
	Share expected department, college, and/or university training that is required or recommended.		Dept. Chair
	Provide a copy of the Undergraduate Class regulation letter <a href="https://www.clemson.edu/administration/ugs/faculty/">https://www.clemson.edu/administration/ugs/faculty/</a>		Dept. Chair
	Provide a copy of the Graduate Class regulation Letter <a href="http://www.clemson.edu/graduate/faculty-staff/resources.html">http://www.clemson.edu/graduate/faculty-staff/resources.html</a>		Dept. Chair
	Share the name of the college's faculty senator and a link to the Faculty Senate website.		Dept. Chair or Mentor
	Share the appropriate resources for the new faculty member to contact if questions arise.		Dept. Chair or Mentor

Each department is different and may assign additional tasks to various individuals during the orientation phase. Remember, the key is to help make the new faculty member feel welcomed and excited to be at Clemson University. If you have any questions, please contact your HR Partner.



CLEMSON UNIVERSITY  
FACULTY SENATE

RESEARCH COMMITTEE  
CHAIR: Jessica Larsen

## RESEARCH COMMITTEE BACKGROUND REPORT

### Standing Agenda Items 202303: Visiting Faculty and Scholar Credentialing and 202305: Visiting Faculty Onboarding

#### Peer Institutions

##### 1. University of Delaware

International visiting scholars: <https://my.udel.edu/task/all/oiss-scholars>

There is more information in their faculty manual regarding the definitions of visiting faculty: “Visiting faculty include individuals, usually faculty, who come from another institution to the University for a specified period of time. The expectation is that these individuals will return to their home institutions at the end of their appointment period at the University of Delaware. Benefits for visiting faculty include: Medical Insurance, Dental Insurance, Fee Waiver, University I.D. card which will provide access to all facilities and associated privileges.”

(<https://bpb-us-w2.wpmucdn.com/sites.udel.edu/dist/4/5250/files/2023/10/FACULTY-HANDBOOK-10.11.23.pdf>)

UD has a faculty exchange program with well-defined limitations and regulations, but it is unclear whether this is relevant to our report on visiting faculty.

Offboarding is done through an offboarding “portal” (<https://www.udel.edu/faculty-staff/human-resources/offboarding/>), with a voluntary exit interview. There is also an offboarding checklist [https://www.udel.edu/content/dam/udelimages/human-resources/offboarding/Separation\\_Checklist.pdf](https://www.udel.edu/content/dam/udelimages/human-resources/offboarding/Separation_Checklist.pdf) . It is unclear whether these are used for both Visiting Faculty and regular faculty.

##### 2. Auburn University

This process appears to be like Clemson University, with departments initiating the hiring of visiting faculty through applicable offices (human resources) and then to the provost. <https://auburn.edu/academic/provost/human-resources/recruitment/faculty-direct-hire.php>

Major difference is that visiting scholar housing is provided.

Offboarding information is available for full time employees, but it is unclear whether a visiting faculty is a full time employee [https://www.auburn.edu/administration/human\\_resources/peb/termination.php](https://www.auburn.edu/administration/human_resources/peb/termination.php)

### **3. Kansas State University**

KSU has a great website with clear steps and regulations for departments to follow to initiate the hire of Visiting Faculty and Scholars both domestic and international. <https://www.k-state.edu/iss/scholars-interns/j-exchange-visitor-program/departments.html>

Credentialing is initiated by the department and performed by HR, with onboarding left up to the department.

Offboarding requires a change or separation form and a resignation letter or an exit interview. They also have a department equipment inventory form and a “leaving the university” resource online through HR. <https://www.k-state.edu/hr/benefits/leaving/index.html>

### **4. University of Nebraska-Lincoln**

Visiting faculty are defined as “A non tenure-track faculty member visiting from another institution or whose extensive professional or other accomplishments warrant such a title (special)”. The qualifications are decided by a college/department but typically require that the faculty is on leave from another institution or has substantial professional accomplishments. There are rules and regulations for hiring an international scholar (<https://global.unl.edu/isso/host-or-hire-international-scholar>) that highlight that hiring is initiated by the host department. Similar to Clemson, credentialing is run through human resources.

There is an offboarding checklist for faculty: [https://cehs.unl.edu/documents/cehs/business\\_center/CEHS%20Offboarding%20hecklist%20for%20Faculty%203-1-16.docx](https://cehs.unl.edu/documents/cehs/business_center/CEHS%20Offboarding%20hecklist%20for%20Faculty%203-1-16.docx) as well as ones for PI’s specifically <https://research.unl.edu/docs/piOffboardingRegulatoryChecklist.pdf>

## **Peer-Aspirational Institutions**

### **5. University of Arizona**

There is a policy in place for visiting scholars and other university guests (<https://policy.arizona.edu/employment-human-resources/visiting-scholars-and-university-guests>). This policy discusses procedures for credentialing specifically; department heads initiate the process of hiring a visiting scholar, which is then approved by the appropriate dean and the Senior Vice President for Academic Affairs

and Provost. This policy highlights what university privileges visiting University Guests will have access to during their time on campus.

Onboarding isn't specifically mentioned in this policy, but they use "orientation partners" to personalize onboarding for ALL new employees. <https://hr.arizona.edu/supervisors/onboarding-orientation#Partners>

There are guidelines for offboarding found on HR website: <https://hr.arizona.edu/employees-affiliates/leaving-ua>. There is a policy in place describing staff separation from UA, but its unclear how this works for visiting scholars.

## 6. University of Florida

UoF's research division has detailed policies and processes for international visitors, including regulations on export control. <https://research.ufl.edu/compliance/international-engagement-and-collaborations/international-scholar-visit-faqs.html>

As at Clemson University, more information is provided for visiting international scholars than visiting domestic scholars (<https://www.internationalcenter.ufl.edu/faculty-engagement/outreach-partnerships/inviting-international-scholars>) and visitors are sponsored by applicable department/center. The faculty sponsor is responsible for visiting faculty and scholar onboarding.

Offboarding forms exist that are departmentally specific; therefore it is assumed the offboarding is left up to the department.

## 7. University of Illinois- Urbana Champaign

Similar to Clemson University, policies and procedures for visiting faculty and scholars are departmentally or collegiate-based (example – College of Education: <https://internal.education.illinois.edu/docs/librariesprovider3/hr/visiting-scholar-policy-and-procedures.pdf>). The process is also similar, with initiation of the hire being departmentally driven, credentialing being HR driven, and onboarding going back to the department/college level.

The also have the title "Visiting Academic Professional" with highly specific policies listed in a 19 page document: <https://humanresources.illinois.edu/assets/docs/IHR/vap-updated.pdf> . They also have very clear steps for how to hire visiting academic professionals: <https://humanresources.illinois.edu/hr-professionals/hiring-employees/steps-to-hire/visiting-academic-prof.html> Credentialing is well organized and managed by HR.

## 8. University of Maryland

<https://faculty.umd.edu/node/2410> Visiting Appointments are initiated by the host department, which fills out appropriate agreement forms depending on the type of hire (i.e. domestic academic, domestic government, domestic industry, or foreign researcher). These different offer letters highlight rules and regulations, including intellectual property. Credentialing is handled by HR and onboarding is done using faculty orientation.

An offboarding checklist exists, but you can only see it if you are a current employee:  
<https://uhr.umd.edu/download/off-boarding-checklist-employee-template/>