PRESIDENT: TYLER HARVEY

MEETING MINUTES

Date: August 11, 2026 | Time: 2:30 p.m.
Location: Watt Auditorium

The Secretary verified quorum.

CALL TO ORDER

The Faculty Senate meeting was called to order.

APPROVAL OF MINUTES

- The minutes of the previous Faculty Senate meeting were approved as distributed.

SPECIAL ORDERS

1) Tyler Saas — Workday update
    - Saas provided an update on the transition to Workday and invited faculty to continue sending questions to workday@clemson.edu.
    - He emphasized that PeopleSoft had accumulated many bolt-on solutions over decades and that Workday is not a Clemson-owned system. Clemson owns the local knowledge and configuration decisions that determine how the system is used, so the university will need time to refine and adjust its implementation.
    - Workday will have two major releases each year, and faculty should expect continued engagement as the system evolves. Saas characterized frustration during the transition as normal. During the meeting, Senators raised several live complaints about the system, including difficulty seeing grant budgets and balances, multiple per diem options, work disappearing when users exit before completing a transaction, and cumbersome entry of cities and states for travel and expense reporting.
    - Delegation was a problem at go-live because some Finance and Operations functions had to be centralized. That limitation has since been changed so that users can delegate outside their normal reporting chain.
    - Grant balances have been affected by data-conversion issues. The grants and contracts group is reviewing thousands of grants individually. Saas recognized that faculty with grants approaching expiration need accurate balance information so that they can maximize expenditure of allocated funds, while also emphasizing the need to avoid rushing the review process in ways that could produce inaccurate data. As of the day before the meeting, the review was still underway.
    - Saas encouraged faculty to support one another while the university works through the

transition, emphasizing that the new system is large and disruptive and that the university will need time to work through the initial "Workday jitters."

2) Pete Knudson, Director of Planning and Design — Long-Range Framework Plan
    - The presentation slides are attached. The bulleted notes below record information Knudson provided verbally that was not present in the slides; they do not capture the full presentation.
    - Knudson discussed Clemson's long-range framework plan, which builds on the 2017 Master Plan and is intended to guide campus development for approximately the next ten years. He noted that Clemson has outgrown the earlier plan, which anticipated approximately 26,000 students by 2026, compared with current enrollment of 29,000 to 30,000 students.
    - The plan incorporates Clemson's history and culture while using peer benchmarking to consider student space needs from both student-life and academic perspectives.
    - The plan projects approximately 36,000 students by 2035. Knudson noted current space ratios of approximately 4 square feet per student in the student union and 7 square feet per student in recreation facilities.
    - He emphasized that substantially greater vertical development would change the character of Clemson and that the goal is a density more similar to the academic core. The university will continue moving away from surface parking.
    - Planning is already under way for demolition of Martin Hall in summer 2027 and development of its replacement. Future planning will also need to consider what students need from the Student Union and the Library and how those buildings should function.
    - The plan calls for moving the pool out of Fike into East Campus. Clemson is also working with the Department of Transportation and federal partners to ensure that plans for a pedestrian bridge across the lake remain eligible for external funding.
    - Knudson noted that new leadership, new strategic plans, and shifts in enrollment may continue to affect the framework plan. The intention is for the plan to remain adjustable as conditions change.

Questions and Discussion on the Long-Range Framework Plan

- **Question**: Are the budgets included in the Long-Range Framework Plan available online? **Response**: No. The plan is intended to be a flexible roadmap and does not include the implementation and capital plan.
- **Question**: Does Rick Petillo have the current budget information? **Response**: Yes. The current budget is approximately $1.2 billion.
- **Question**: Given the financial pressure partly associated with the enrollment cliff, what contingency planning exists for substantially lower enrollment, such as 24,000 students, versus higher enrollment, such as 30,000? **Response**: The planning process has not spent significant time modeling a substantially lower-enrollment scenario because the projections and plans have assumed sustained growth of approximately 2%. Knudson said Enrollment Management has expressed confidence that the Clemson brand will sustain that growth, while also emphasizing that the plan is adjustable.
- **Comment**: A Senator noted that approximately 30% of students participate in Greek life and that there is currently limited space for Greek organizations to gather. Knudson said that this need is being considered; West Core Housing, currently identified as a residential project, is being explored as a possible sorority hub paired with a nearby fraternity court.
- **Comment/Question**: Given the possibility that artificial intelligence will substantially change higher education, the university should be especially conservative about capital expenditures during the current financial situation. **Response**: The plan is intended to be adjustable. Uni-

versity leadership continues to believe the projected growth rate is possible, but the university can step back from planned development if circumstances change.

REPORTS

1) J. Cole Smith, Executive Vice President for Academic Affairs & Provost
   - Provost Smith addressed several questions raised during the Long-Range Framework Plan discussion. He emphasized that the approximately $1.2 billion figure represents what would be required if every proposed project were pursued immediately, not a commitment to spend that amount at once. He described the framework as a multi-year list of projects that could be advanced as funding and demand permit, with projects expected to move forward or be delayed over time.
   - Smith discussed the university's future enrollment trajectory. South Carolina is the fastest-growing state in the country, although that does not mean the college-age population is growing at the same rate. He emphasized Clemson's land-grant responsibility to remain accessible and to maintain an admissions pathway for approximately 90% of in-state applicants. Sustaining 2% annual growth would therefore depend in part on continued out-of-state growth, which is uncertain in Clemson's largest current out-of-state markets, including New Jersey and New York.
   - Smith said the university must consider three related questions: how accessible Clemson should be as a land-grant institution, what level of growth is fiscally sustainable, and how to preserve the culture and character of Clemson as the institution changes. He also noted that Clemson does not currently have enough beds to house students on campus for even three years and that Clemson has not deferred maintenance to the same extent as some peer institutions.
   - Smith thanked Jim Clements, Bob Jones, and the Board of Trustees for guiding Clemson through difficult decisions and personal sacrifices. He expressed enthusiasm about new President Ben Ayers, describing him as grounded, detail-oriented, willing to ask difficult questions, and strongly focused on the student experience.
   - On Workday, Smith said the system was necessary but disruptive and urged faculty not to underestimate the amount of work staff are doing to keep operations functioning. He asked faculty not to delegate excessively to staff who are currently working substantial extra hours.
   - Smith emphasized that Clemson is not in a budget deficit or financial crisis, but that expenses are rising faster than revenues and that the university is trying to address the trend before more difficult action becomes necessary. He noted that expenses in higher education have risen substantially while revenue growth has slowed, and that similar pressures are affecting universities broadly.
   - Smith noted that Clemson is not over its debt limit and has an annual debt ratio of approximately 4.1:1, placing the university in the highest tier, with AA ratings from all three rating agencies. He compared university debt to the familiar long-term debt associated with a home mortgage and stressed that the current concern is future trends rather than an immediate inability to meet obligations.
   - Smith discussed sequestration in FY2026. He explained that the step made sense amid the uncertainty surrounding higher education funding, including grant cancellations and the possibility of a large shock to the research enterprise, but that the university may not need to take identical steps now.
   - He distinguished restricted and unrestricted funds. Restricted funds must be spent for their designated purposes, and simply leaving those funds unspent does not constitute good bud-

getary management. The university should use appropriated dollars, grants, and contracts for their intended purposes while pulling back on recurring unrestricted spending. Smith cautioned that failing to spend one-time dollars and treating that as budgetary progress can create the wrong incentives.

- Smith also discussed shared governance during periods of financial pressure. He noted that crises can lead to rapid decisions when academic leadership does not trust faculty partners or when communication habits are poor. He said Clemson currently has time and trust, described the current Faculty Senate as the best he has seen during his career, and encouraged Senators to tell leadership when they need more information so that communication can continue to improve.
- Smith reported that research expenditures remain very strong and that applications have reached approximately 65,000 with strong academic profiles.
- **Question**: A Senator asked whether the federal government might make another major shift in research funding, including a possible reallocation of approximately $300 billion toward individual researchers and an increased emphasis on artificial intelligence. **Response**: Smith said the Vice President for Research, Scholarship and Creative Endeavors would be better positioned to provide a detailed discussion. He noted that there have been significant shifts, but that the federal research system continues to be guided by multiple policies and priorities. He cautioned faculty not to stop pursuing proposals simply because they are trying to predict future federal priorities. Clemson remains well positioned, and basic research continues to have an important funded role.

2) Standing Committees
   a. Welfare Committee; Chair Cameron Bushnell
      - Welfare Committee Report 2301, Appendix E: Administrator Evaluation Forms, is attached.
      - The Committee moved to adopt the report and its recommendations. There were no questions or discussion. The report was adopted with 53 in favor and 0 opposed.
   b. Finance Committee; Chair Raul Chavez-Negrette
      - The Finance Committee had no formal report but provided updates on ongoing projects, including continued collection of feedback on Workday implementation; an internal study leading to a report on the use of F&A and indirect costs; an update to last year's RBB report and monthly meetings with the Chief Financial Officer concerning RBB implementation; discussion of revenue generation and information emerging from Workday; review of how peer institutions handle finance committees and faculty governance; and an annual update to the study of compensation.
      - Chavez-Negrette also reported on the Distance Learning Advisory Committee. The group includes approximately 20 faculty members and three working groups, including one focused on faculty wellness and development. The group met three times in the spring, and the working groups have met twice since then. A report is expected the following month.
      - Members of the Alpha Committee were encouraged to join the Finance Committee.
   c. Scholastic Policies Committee; Chair Jennifer Holland
      - No formal report was presented.
   d. Research, Scholarship, and Creative Endeavors Committee; Chair Michael Sehorn
      - No formal report was presented. Sehorn reported that the committee is working on a draft report emphasizing the importance of the R-Initiatives and is also addressing charges related to IRB review and a review of university research policies. Senators

were invited to contact him with additional research concerns or issues.

e. Policy Committee; Chair Ellen Breazel
   - No resolution was presented for a vote at this meeting, although several matters are expected to come forward the following month.
   - The committee is seeking Faculty Senate feedback on a draft proposal for continuing appointments for non-tenure-track faculty. Under the proposed structure, NTT faculty who successfully complete a seven-year probationary period with positive annual evaluations and reappointment recommendations would become eligible for Continuing Appointment status.
   - Breazel emphasized that the details and logistics are still being developed and are not final. She asked Senators to review the draft and provide both general and specific feedback. Feedback may be sent to Breazel at ehepfer@clemson.edu.

f. *Ad Hoc* Committee on the Future of Higher Education; Chair Sarah White
   - White reported that the committee has received 223 responses to its survey, which will remain open through August 19 so that responses can be incorporated into the committee's September report on the "headwinds" facing higher education.
   - Senators were encouraged to share the survey widely.

g. Alpha Committee; Chairs Tyler Harvey and Jace Garrett
   - No formal report was presented. The committee will meet the following week, with a calendar invitation and location to be distributed.

3) University Committees/Commissions

   a. Committee on Committees; Chair Jace Garrett
      - Garrett reported that the Committee on Committees met near the end of the spring semester and discussed the role of the AI Council, including the need to ensure that all appropriate stakeholders are represented.
      - The committee also discussed the role of the Academic Technology Council and the importance of ensuring appropriate faculty representation. The Committee on Committees will meet again during the fall semester.

4) Student Government; Representative Jameson Sheehy
   - Sheehy reported that Student Government is working to build stronger connections across campus and hopes this year will begin stronger relationships and coordination among the university's senates. She serves as Student-Faculty-Staff Senate liaison and Secretary and plans to attend Faculty Senate meetings and report back to Student Government.
   - Sheehy said student and faculty goals often align and that collaboration can improve representation. The Undergraduate Student Senate will hold its first meeting on August 24, and faculty are welcome to attend and sit in the gallery.
   - Student Government is still recruiting freshman Senators and filling several vacancies. Faculty Senate Committees seeking student representatives were encouraged to contact Sheehy.
   - There were no questions.

5) Faculty Senate President; Tyler Harvey
   - President Harvey announced that Brian Powell resigned as Faculty Representative to the Board of Trustees during the summer. He thanked Powell for his dedication and service and reported that nominations for a new representative are being solicited through the end of August. Candidates may self-nominate and should submit a CV, statement of interest, and statement concerning shared governance. A selection committee is being assembled,

review is expected to begin in early September, and the goal is to have a representative in place for the October Board meeting.

- Harvey reported that he met with President Ayers for the first time the previous week, together with Sarah White and Jace Garrett. Harvey's principal takeaways were that Ayers does not want to cause long-term harm in pursuit of short-term goals, is down-to-earth and willing to engage with faculty and staff, and intends to be internally focused as much as externally focused.
- Harvey reminded Senators that the General Faculty Meeting will be held the following Tuesday at 9:00 a.m. in Tillman Auditorium, followed immediately by a conversation with President Ayers in the same location. Faculty may submit questions in advance.
- As faculty prepare for the fall semester and establish workload goals, Harvey encouraged them to consider their service goals as well. His own goal is for shared governance to be stronger in a year than it is now and asked faculty to think about what service means and how they want their service to move the institution forward.

UNFINISHED BUSINESS

- No unfinished business.

NEW BUSINESS

- No new business.

ANNOUNCEMENTS

- A September 11 Memorial Service will be held from 8:30 to 11:30 a.m. as a drop-in event. Senators were encouraged to share the flyer.
- Planned special orders for the September Faculty Senate meeting are Chief Financial Officer Rick Petillo and Athletics Director Graham Neff. Senators were encouraged to solicit questions from colleagues in advance.

UPCOMING MEETINGS

General Faculty Meeting	August 18, 9 a.m., Tillman Auditorium
Conversation with President Ayers	August 18, 10 a.m., Tillman Auditorium
Committee Meetings	August 18, 2:30 p.m., Various Locations
Full Senate Meeting	September 8, 2:30 p.m., STI Auditorium

ADJOURN

The meeting adjourned at 3:57 p.m.

SIGNATURE

Eliza Gallagher, PhD
Associate Professor
Engineering and Science Education
Secretary, Faculty Senate

12 August 2026

CLEMSON®

LONG-RANGE FRAMEWORK PLAN

Clemson University - Faculty Senate

August 11, 2026

SMITHGROUP

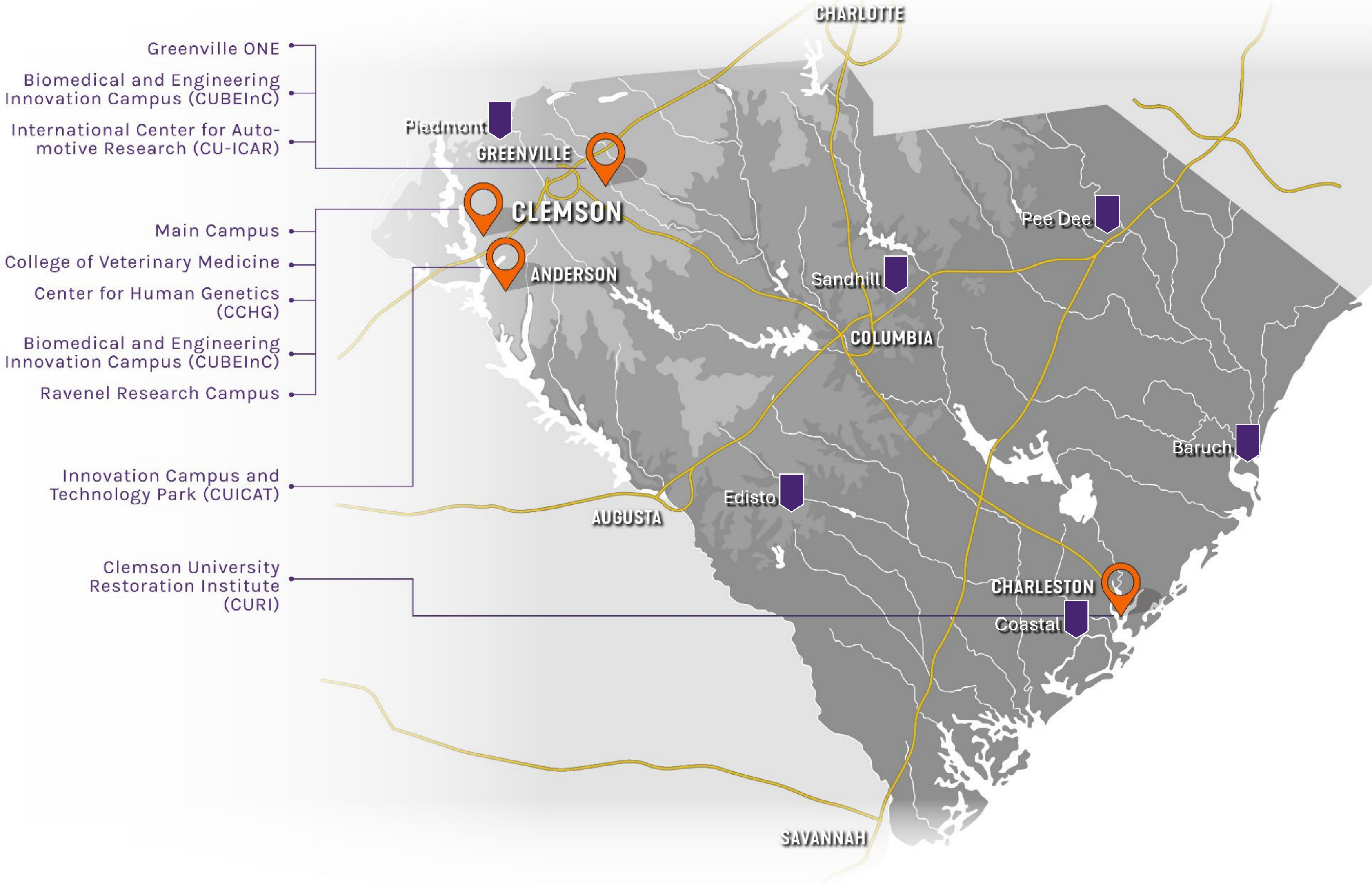
LRFP SCOPE

- **The Long-Range Framework Plan update** builds on the work completed in 2017 to align with the priorities of **Clemson Elevate.**

- The holistic plan identifies the facilities and infrastructure needed to support **Clemson Elevate's** three key pillars, as well as a series of focused "deep dives" into areas like:
  - Public Service & Agriculture
  - Research
  - Campus Life
  - Landscape
  - Athletics
  - Historic Facilities

A HOLISTIC VIEW

- Main Campus
- College of Veterinary Medicine
- Greenville ONE
- Innovation Campuses
    - Biomedical and Engineering Innovation Campus (CUBEInC)
    - Center for Human Genetics (CCHG)
    - Clemson University Restoration Institute (CURI)
    - International Center for Automotive Research (CU-ICAR)
    - Innovation Campus and Technology Park (CUICAT)
- Research & Education Centers
    - Baruch Institute of Coastal Ecology and Forest Science
    - Coastal
    - Edisto
    - Pee Dee
    - Piedmont
    - Sandhill



ALIGNMENT WITH CLEMSON ELEVATE

#1 Student Experience

- Space Needs Analysis
- Housing/Dining Analysis
- Focused assessment of student social, event & wellness spaces

Double Research by 2035

- Research Space Needs Assessment and Benchmarking
- Evaluation of productivity/ usage and best practices
- Innovation Campuses Assessment
- Strategies for new and renovated facilities

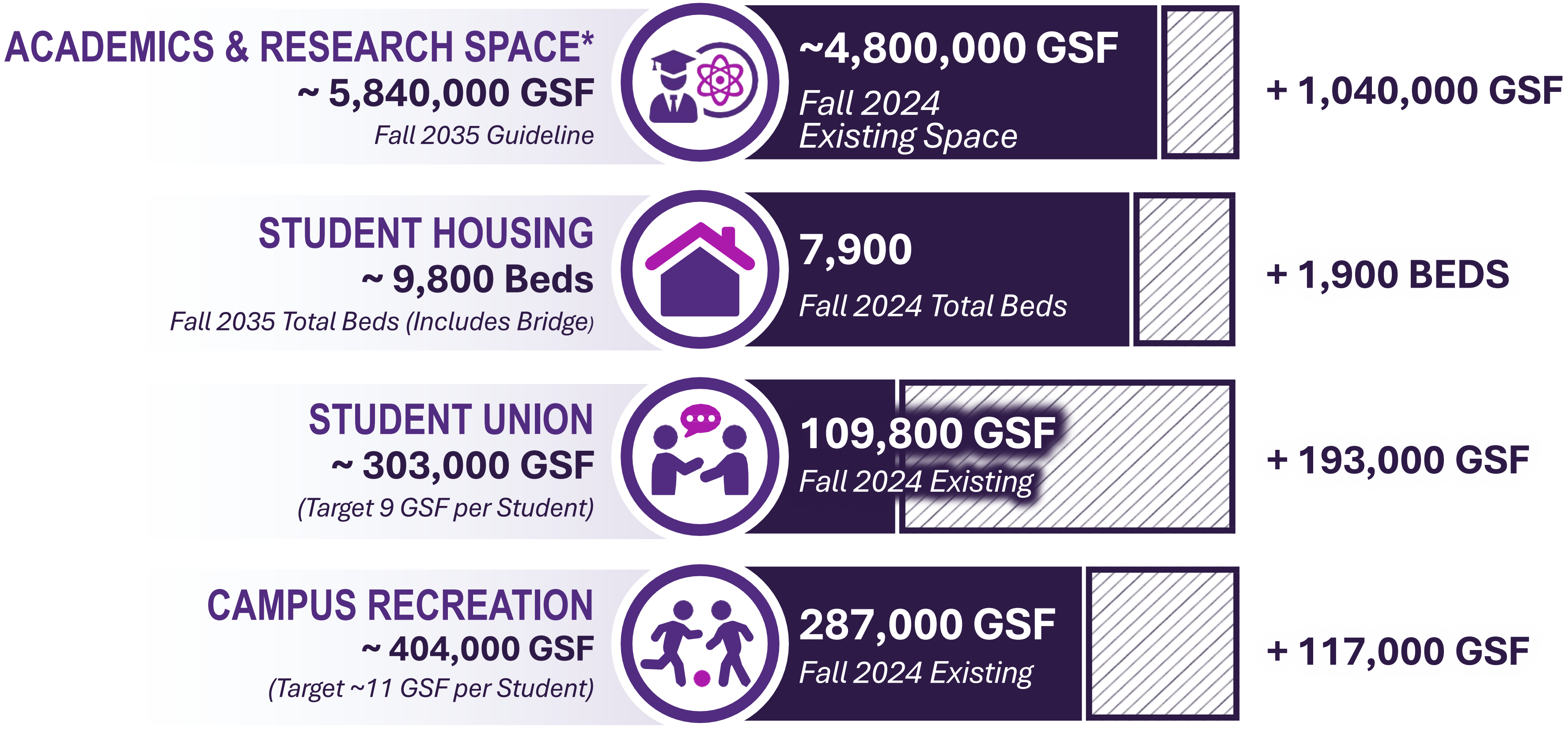
Transform Lives Statewide & Beyond

- Innovation Campuses Assessment
- Research & Education Centers
- Alignment with strategic plan for CAFLS (underway) and Innovation Campuses

PLANNING ASSUMPTIONS

PLAN ASSUMPTIONS & DRAFT 2035 BENCHMARKS

- **Enrollment growth** –
  2% undergraduate
  0.5% graduate
- **Academics & Research Space** –
  Maximum space need with "Business As Usual" approach
- **Student Housing** –
  Prioritizes beds for first-year & bridge students
- **Student Union** –
  9 GSF per student
- **Campus Recreation** –
  11 GSF per student



Note: Priority Space Needs
(Does not include student support or other miscellaneous space needs)

UPDATED LRFP GUIDING PRINCIPLES

PRESERVE

CONNECTED	Plan for a greater variety of ways to get around the campus and the community, promoting pedestrian connectivity in the heart of campus.
STEWARDSHIP	Promote integrated ***planning that emphasizes the student experience and the efficient use of space*** in order to achieve Clemson's objectives for the campus.

EXPAND

ENGAGED & INNOVATIVE	***Plan for world-class research facilities*** and promote active learning, discovery, and collaboration through the deliberate placement and design of learning environments at the heart of the campus.
WARM & WELCOMING	***Foster an exemplary student experience*** and promote a sense of community through a focus on ***student wellness,*** social interactions, academic success, engaged living and learning environments, and placemaking.
GREEN & MEMORABLE	Respect and extend the established open space framework of the campus; ***celebrate and enhance the natural landscape, ecology, and tree canopy.***

ADD

MAINTAIN CLEMSON CULTURE	Reflect the rich history of Clemson in the physical environment. ***Foster the #1 Student Experience*** through thoughtful design, preservation, and storytelling that creates a ***sense of belonging for all students***.

DETERMINING DEVELOPABLE AREA & CAMPUS CAPACITY

“Keep Clemson, Clemson”

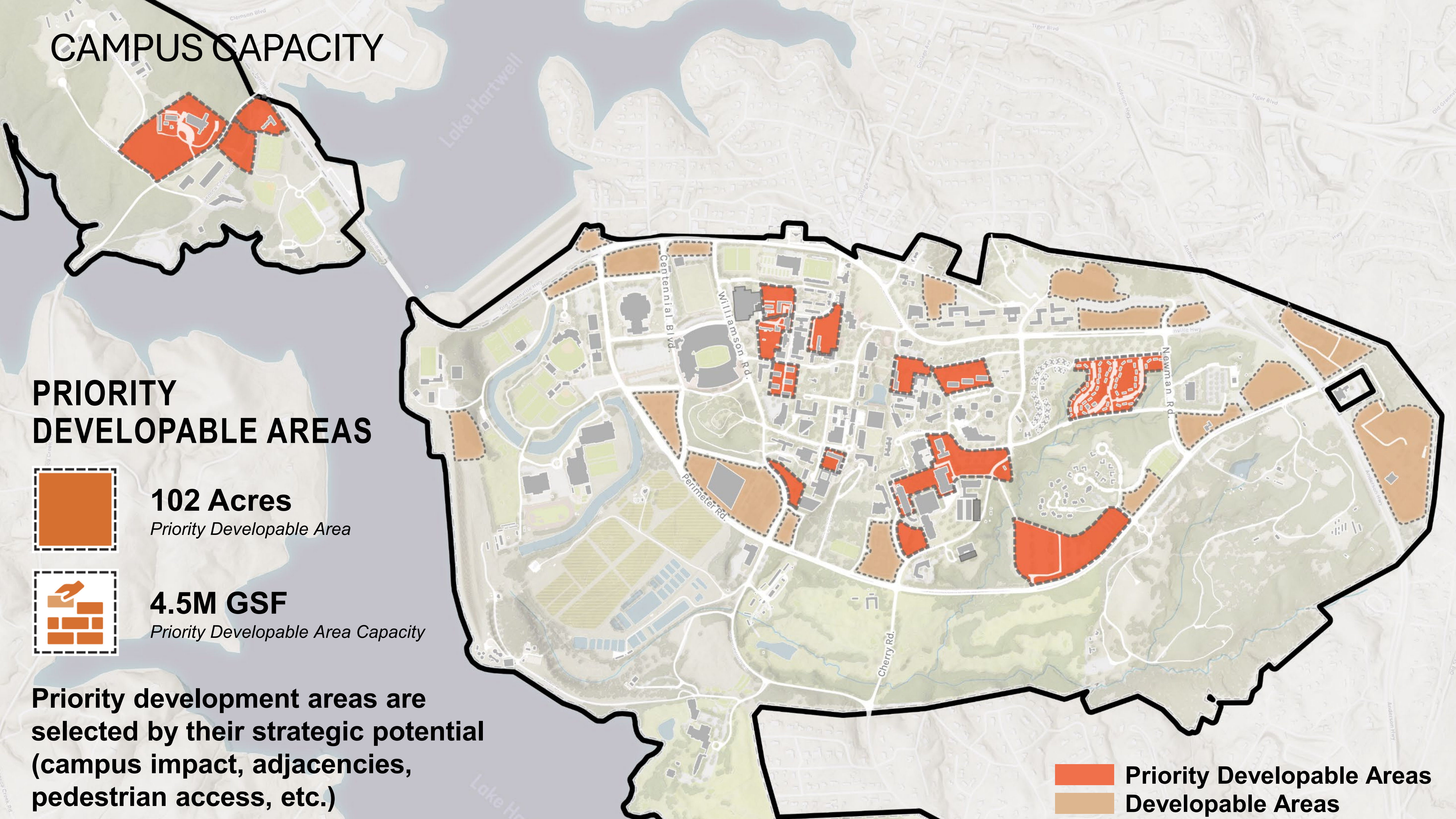
Development capacity is determined by the density that is typical in the Academic Core. (0.8 FAR)

Future capacity is expected to follow this pattern to preserve Clemson’s unique character and open spaces.

$$\textbf{Floor Area Ratio (F.A.R.)} = \frac{\textbf{Total Building Area (GSF)}}{\textbf{Lot Area (including open space)}}$$

In conjunction with open space standards, this ensures that development across multiple sites is characteristically similar.

CAMPUS CAPACITY



PRIORITY DEVELOPABLE AREAS

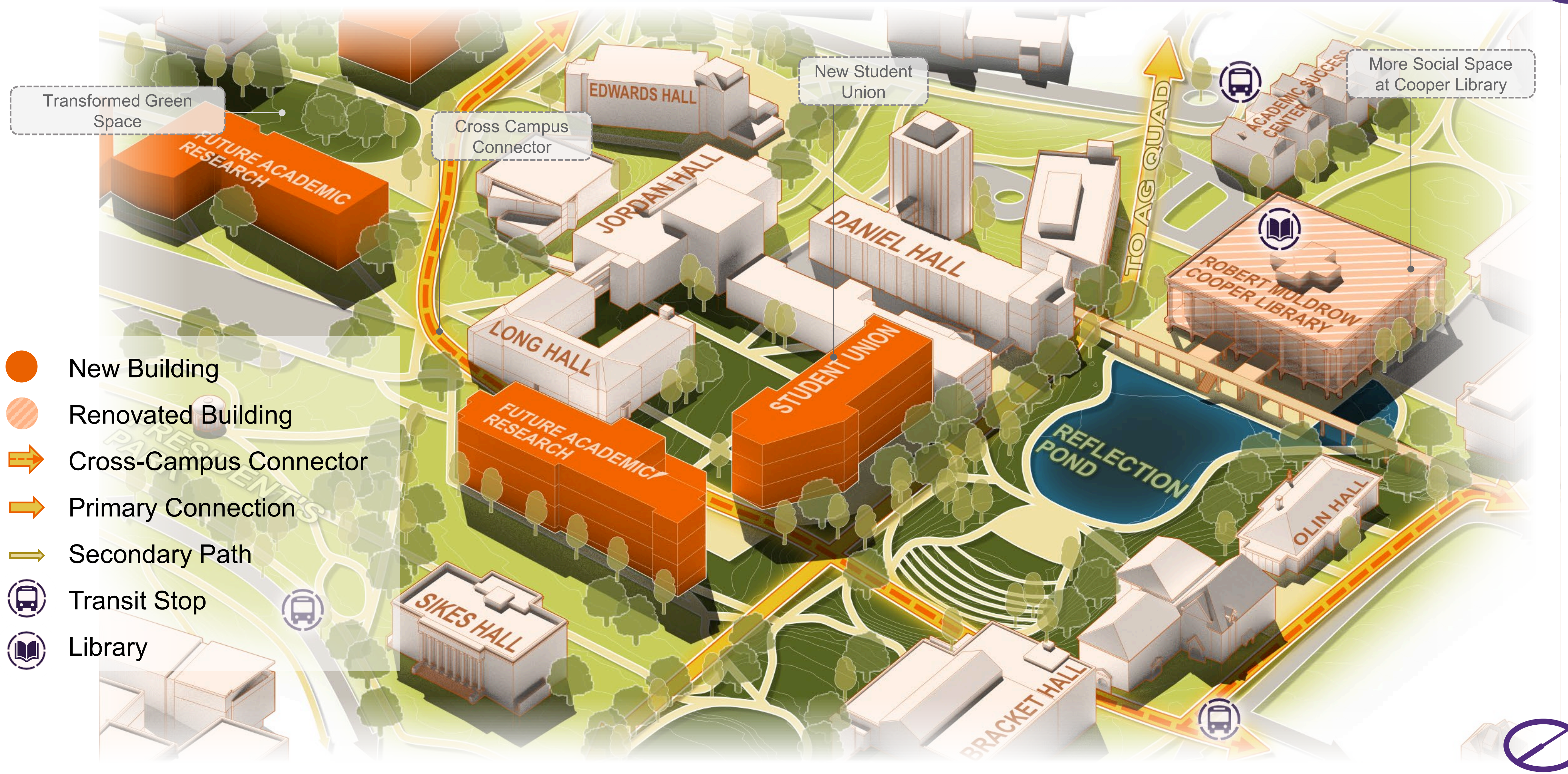
102 Acres
Priority Developable Area

4.5M GSF
Priority Developable Area Capacity

Priority development areas are selected by their strategic potential (campus impact, adjacencies, pedestrian access, etc.)

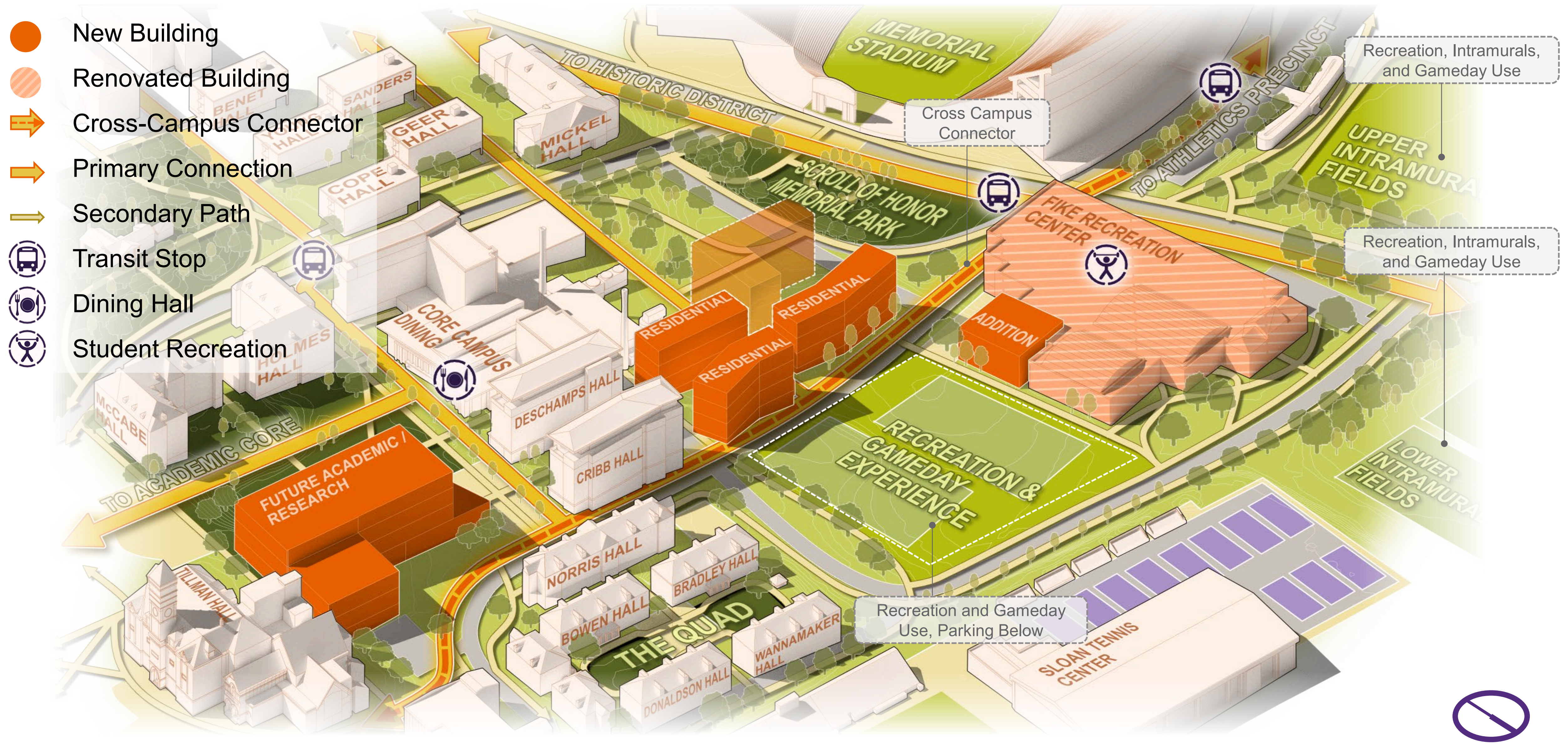
LONG-RANGE FRAMEWORK PLAN

FOCUS AREA: CENTRAL CAMPUS



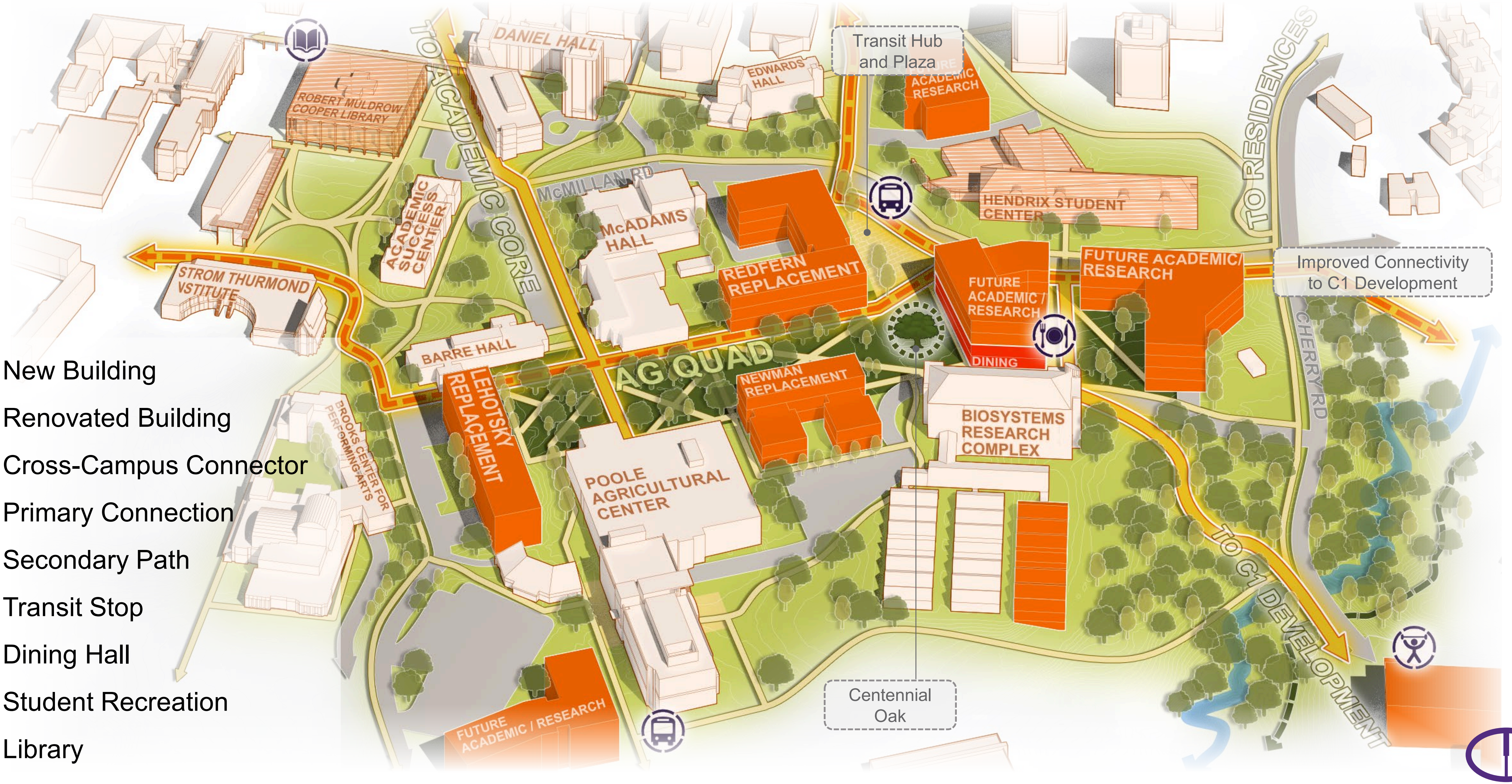
Rendering of future Central Campus

FOCUS AREA: WEST CORE



Rendering of future West Core Residential

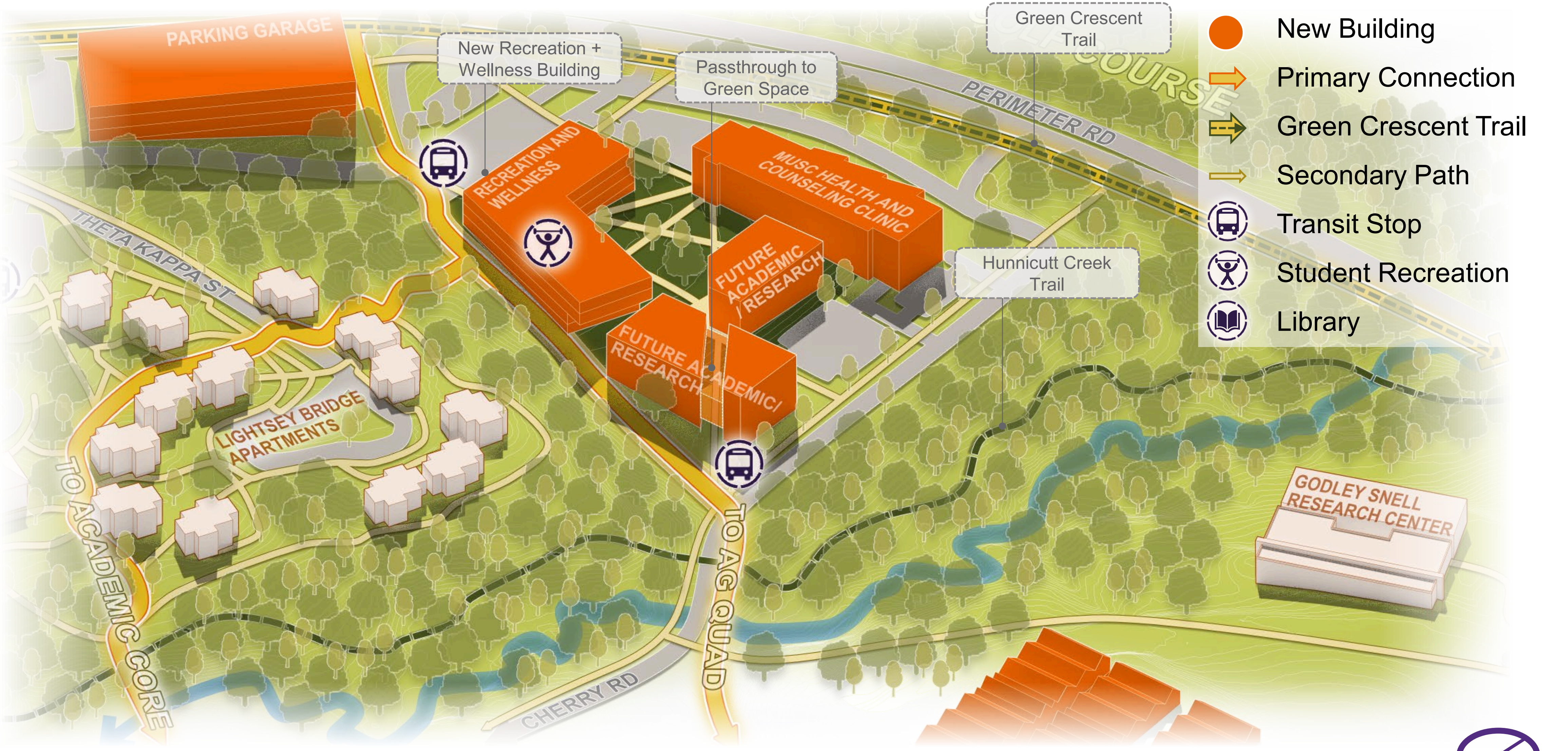
FOCUS AREA: AG QUAD / CENTENNIAL OAK



- New Building
- Renovated Building
- Cross-Campus Connector
- Primary Connection
- Secondary Path
- Transit Stop
- Dining Hall
- Student Recreation
- Library

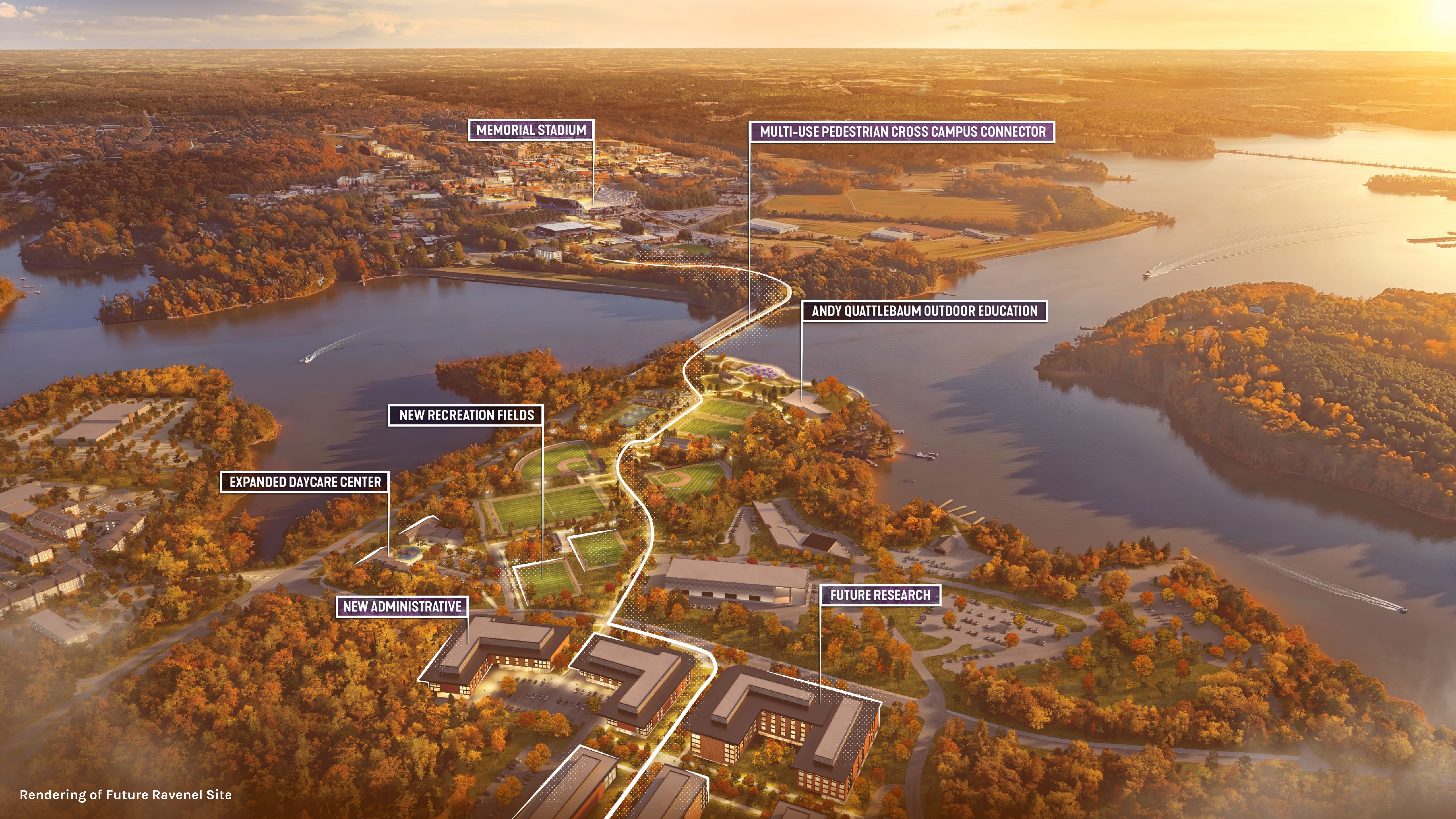
Rendering of future Ag Quad

FOCUS AREA: EAST SECTOR WELLNESS PRECINCT



Rendering of future C-1 Site

FOCUS AREA: RAVENEL RESEARCH



Rendering of Future Ravenel Site

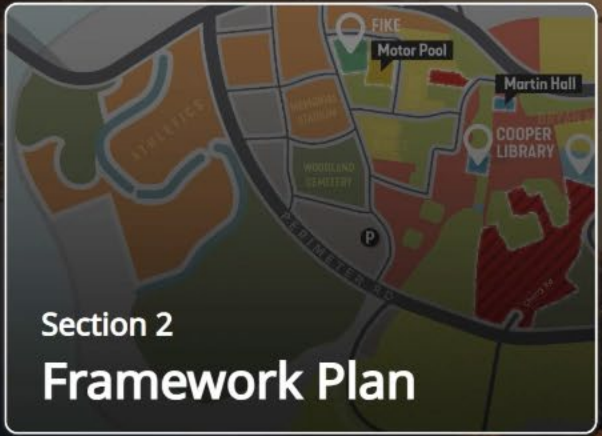
LONG-RANGE FRAMEWORK PLAN

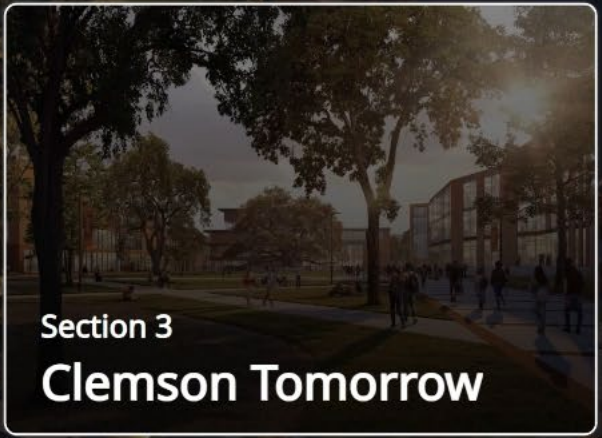
DIGITAL PLAN EXPLORER OVERVIEW

Clemson Long-range Framework Plan

This interactive platform highlights the LRFP's cohesive vision for Clemson's physical growth over the next decade, positioning the University to realize *Clemson Elevate*'s strategic goals while preserving its distinctive character.

To get started, click on one of the sections on the right:





CLEMSON

SCAN QR CODE TO ACCESS THE LRFP DASHBOARD

OR COPY & PASTE THE LINK BELOW INTO YOUR BROWSER - https://experience.arcgis.com/experience/9e90c9028754412a86e32b61b307b5d2

Clemson Long-range Framework Plan

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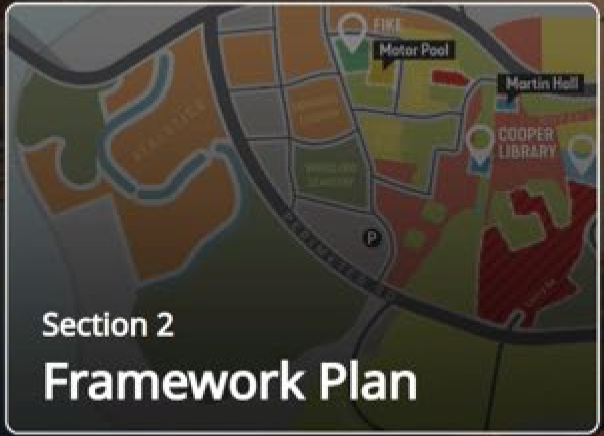

WELFARE COMMITTEE REPORT

Standing Agenda Items:

2026 2301 Appendix E: Administrator Evaluation Forms

Related Reports:

Policy Committee agenda PCR #201915 Evaluation of Administrators

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The Welfare Committee has considered this matter under the charge of general university policy review, faculty professional ethics; the appointment, tenure, and promotion of faculty, and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

Background

Standing Agenda Item 2301 Appendix E: Administrator Evaluation Forms was committed from Policy Committee agenda PCR #201915 Evaluation of Administrators. Faculty Senate President, Tyler Harvey, charged the Welfare Committee to produce a report that examines, discusses, and issues recommendations to provide more flexibility in the survey used to evaluate administrators, as not all questions pertain to all administrators.

At the May 19th meeting, the Welfare Committee decided the main issues for discussion included review of the Evaluation Form, suggestions for new categories and criteria of evaluation, and redesign of the Evaluation Form, as needed.

Discussion and Findings

After extensive discussion on the existing criteria, the Committee recommended revising the guidelines governing the application of evaluation criteria, while keeping the majority of the criteria as is, with only slight modifications.

The Committee discussed the following questions regarding the Criteria:

1. Does any other group administrator, outside of Group 1, need a special set of evaluation criteria?
2. Are there other skills / attributes which should be added to Criteria Bank, e.g., Written communication, public speaking, conducting meetings, mentoring subordinates?
3. What are the procedures for using this Criteria Bank?

The Committee recommended dividing the Evaluation Criteria into sections: CORE, SPECIAL (Group 1 only), and GENERAL. Given that the outcome of this division would be variation in criteria used to evaluate individual administrators, the Committee asked whether the Administrator should be given the evaluation criteria in advance. After discussion, the Committee decided the individual Review Committees should tailor evaluation criteria to the job description pertinent to the administrator being evaluated.

RECOMMENDATIONS

The Committee recommends:

1. Amend the Guidelines to divide the Evaluation into CORE, SPECIAL (Group 1 only) and BANK
2. Invert the order of the Evaluation so that the CORE Narrative Evaluation (applicable to all) is listed first.
3. Add Guidelines for Review Committees providing advice on the implementation of the Evaluation Criteria.
    a. For Group 1:
        i. Complete the CORE narrative
        ii. Evaluate the Administrator on all SPECIAL criteria
        iii. Evaluate the Administrator on 5 and 10 criteria from the BANK, guided by the Administrator's job description, but choosing at least 1 criterium from General, Leadership, and Personal Areas
        iv. solicit feedback from supervisors, peers, students
    b. For Groups 1, 2, and 3:
        i. Complete the CORE narrative
        ii. Evaluate the Administrator on 5 and 10 criteria from the BANK, guided by the Administrator's job description, but choosing at least 1 criterium from each category, General, Leadership, and Personal
        iii. solicit feedback from supervisors, peers, students

CORE

Narrative Evaluation for Group 1, 2, and 3 Administrators (Core)

What are the strengths of this administrator?
What are the weaknesses of this administrator?
What are the suggestions for change and/or improvement?

SPECIAL Group 1 Only

- Manage and supervise faculty
- Establish goals and percentage of emphasis,
- Assign workload,
- Evaluate faculty for annual evaluation, tenure, reappointment, and promotion review
- Determine salary

BANK

General Areas (Bank)

- Administer and/or manage academic programs
- Administer and/or manage non-academic programs
- Administer and/or manage extension and outreach programs
- Seek external funding
- Develop and maintain alumni and constituent relations
- Manage human resource processes, including constituting or leading search committees
- Provide general administrative support to a supervisor

Academic Leadership Areas (Bank)

- Participate in assessment, including setting academic standards
- Advocating for the unit with university and/or External partners
- Encourage effective teaching
- Encourage research
- Support the mission of the Unit
- Handle promotion and tenure matters

Personal Leadership Areas (Bank)

- Exhibit effective communication and listening skills
- Demonstrate dedication and commitment to the unit
- Conduct duties with an administrative style conducive to effective operations
- Delegate with appropriate follow through
- Resolve conflicts resulting in satisfactory outcomes
- Conduct duties in ways deemed fair and equitable
- Advocate for support staff

Relevant section of the *Faculty Manual* ADMINISTRATOR DUTIES CHAPTER VIII F. 1., G.1., and H.1 and APPENDIX E.1.a. Form for the Evaluation of Academic Administrators

The Committee reviewed the duties for Group 1, Group 2, and Group 3 administrators, as listed below.

Group 1 Duties:

1. Administrators in this group are chief academic officers of academic units or major academic divisions of the University. Included in their duties are:
   a. Management and supervision of other faculty, including
      i establishment of goals and percentage of emphasis,
      ii assignment of workload,
      iii annual evaluation, tenure, reappointment, and promotion review, and
      iv salary determination) and/or
   b. Creation or implementation of policies which impact the teaching, research, and service missions of the University or academic unit they lead.

2. This group includes:
   a. The Executive Vice President for Academic Affairs and Provost;
   b. The Associate Provosts and Deans of the Graduate School, Undergraduate Studies,
   and Honors College;
   c. The Deans of academic colleges and the Library;
   d. School Directors;
   e. Department Chairs;
   f. Any other administrator directly responsible for the management and supervision of other faculty (except postdoctoral research fellows).

<u>**Group 2 Duties**</u>

1. Administrators in this group report directly to an administrator in Group I and are delegated responsibilities in leading the teaching, research, and/or service missions of the university or an academic college. These responsibilities shall not include the management and supervision of other faculty (including the establishment of goals and percentage of emphasis, assignment of workload, annual evaluation, tenure, reappointment, and promotion review, and salary determination.)
2. This group includes:
   a. Associate and Assistant Deans of the Graduate School, Undergraduate Learning, and
   Honors College;

b. Academic administrators with faculty rank reporting to an Associate Provost;
c. Associate and Assistant Deans of the academic colleges and the Library;
d. Directors of academic programs within an academic college;

Group 3 Duties

1. Academic administrators in this group are delegated responsibilities in managing the teaching, research, and/or service missions of their academic unit or of a nonacademic unit. These responsibilities shall not include the management and supervision of other faculty (including the establishment of goals and percentage of emphasis, assignment of workload, annual evaluation, tenure, reappointment, and promotion review, and salary determination.)
2. This group includes:
   a. Associate and Assistant School Directors;
   b. Associate and Assistant Department Chairs;
   c. Directors and Coordinators of academic programs or divisions within an academic unit;
   d. Directors of Centers and Institutes with faculty rank.