



PRESIDENT: TYLER HARVEY

MEETING MINUTES

Date: May 12, 2026 | Time: 2:30 p.m.

Location: Madren Center Auditorium

The Secretary verified quorum.

CALL TO ORDER

2:30 p.m.

APPROVAL OF MINUTES

- The minutes of the April 2026 Faculty Senate meeting are available in the Senate Teams folder.
- The April Senate minutes were approved as distributed.

SPECIAL ORDERS

- 1) Sean Brittain, Associate Provost and Dean of Undergraduate Learning, and Brian Dominy, Associate Dean for Undergraduate Engagement
 - Dean Brittain reviewed the portfolio of Undergraduate Learning, including academic grievances, curriculum oversight, hardship withdrawals, CUxL initiatives, and undergraduate academic regulations.
 - He noted that several undergraduate policies are currently under review, including hardship withdrawal procedures, the excused absence policy, student recording of faculty, academic integrity policies, and academic eligibility standards.
 - Dean Brittain stated that the current hardship withdrawal process lacks transparency and that the office hopes to better document procedures for students, advisors, and faculty.
 - Regarding excused absences, Brittain noted that the current policy creates equity concerns and frustration for both students and faculty and encouraged collaboration among student government, faculty, and administration to develop a more balanced policy.
 - Dean Brittain reported that academic integrity hearings have doubled this year, many involving artificial intelligence.
 - He encouraged faculty participation in the Council on Undergraduate Studies (CUGS), noting that faculty attendance is important for undergraduate policy development.
 - Brittain discussed Experiential Learning (CU-ExL) and initiatives funded through recurring legislative support. The first round of proposals received 53 submissions requesting more than \$14 million, with slightly more than 20% funded.
 - Summer enrollment continues to grow and now accounts for approximately 14% of fall credit hours.

- Brittain reviewed discussions surrounding fully online undergraduate programs. Seven programs have already been approved or are in the approval process.
- He also discussed accommodated testing through UTEP, noting that demand for accommodations has more than doubled and that UTEP is at or beyond capacity.
- **Question:** What is being done to address student cheating involving AI? **Response:** AI misuse is highly discipline-dependent and that current AI detection tools are often unreliable. The larger challenge is determining how faculty should assess student learning in a world where AI tools are increasingly common.
- **Question:** A faculty member reported an AI academic integrity violation, but the student used the attendance withdrawal policy to be dropped from the course. **Response:** Students should not be allowed to withdraw while academic integrity charges are pending; Dean Brittain then asked to continue the discussion offline.
- **Question:** How can Undergraduate Learning and Faculty Senate work together more effectively on undergraduate policy issues? **Response:** Faculty participation in CUGS is important. The Office of Undergraduate Learning already works closely with the Faculty Senate Scholastic Policies Committee.

2) John Lopes, Associate Provost and Dean of the Graduate School

- The presentation slides are attached.
- **Question:** Could Clemson develop graduate assistantship support similar to peer institutions, and why does graduate assistant differential (GAD) continue to increase? **Response:** Lopes explained that Clemson currently charges significantly less to grants than many peer institutions and that operational costs continue to rise.
- **Question:** How can the Graduate School, Faculty Senate, and Division of Research better harmonize their efforts? **Response:** Regular stakeholder meetings have increased and the Graduate School recently expanded the definition of graduate faculty to make participation more inclusive.

REPORTS

1) J. Cole Smith, Executive Vice President for Academic Affairs & Provost

- Provost Smith thanked Dean Lopes for the Graduate School's work to reduce graduate student fees, noting that those fees had previously been significant barriers for students.
- Smith thanked faculty for three recent forms of engagement. He noted productive interactions with student government leaders and encouraged continued efforts to help student leaders understand how to work with faculty leadership. He thanked faculty who participated in the Research Symposium. He also reflected positively on his first Clemson commencement ceremonies, noting how meaningful the interaction between faculty and graduating students appeared to be.
- Smith discussed budgetary concerns. At the end of the most recent Board of Trustees meeting, there was a clear call to align expenditures with revenue. He noted that expenses have increased for multiple reasons, including compensation, fringe costs, supplies, and shifts of personnel or expenses from restricted to unrestricted funding sources. He also noted that graduate enrollment declines have affected revenue.
- Smith said that, in his view, several principles should guide the university's response, while emphasizing that specific plans are still premature and are being developed collaboratively. Restricted dollars, including grants, gifts, PSA funds, and earmarked funds, were provided for particular purposes and should be spent for those purposes rather than held back simply to reduce expenditures. He also noted that money available now is worth more than the

same amount later. Instead, the university needs to slow spending from unrestricted funds. He said that no specific plans were ready to announce and that university leadership is working collaboratively on those plans.

- **Question:** Board of Trustees discussion included concern about national population trends and the enrollment cliff, but South Carolina is projected to experience population growth. Should Clemson provide additional context to help the Board understand that South Carolina's demographics differ from the national picture? **Response:** Smith described this as a double-edged issue. The enrollment cliff is not simply a future problem because Clemson already recruits many students from areas where the decline is occurring. The university is aware of the geographic differences in demographic trends and needs both to invest strategically and to remain financially sustainable. Smith added that one-time reductions, such as eliminating faculty incentive funds, do not solve a recurring budget problem; recurring expenses must be addressed with recurring solutions.
- **Question:** Over the past five years, Clemson has added approximately 100 full-time faculty and 500 full-time staff. Has the university assessed where that growth occurred? **Response:** Smith said he is more concerned with the budgetary impact than with head count alone. He noted that total staff compensation has not grown as dramatically as the raw numbers might suggest. Some administrative growth reflects centralization of functions that were previously distributed among colleges, and some unit-level cost increases reflect employees being shifted between funding sources, including movement from soft funding to E&G funds.
- **Question:** Are there updates on the timeline for changing titles in the lecturer track? **Response:** The change is in process. The university is working through potential barriers and implementation issues in advance so that the transition can proceed smoothly.

2) Standing Committees

a. Welfare Committee; Chair Cameron Bushnell

- 2026-05-12 Welfare Report is attached.
- Senator Bushnell reported that the committee is beginning work on guidelines to help faculty navigate issues involving academic freedom and freedom of speech. The committee has invited representatives from the Office of General Counsel to advise on the legal parameters within which such guidelines can be developed. Bushnell invited Senators to provide input as the work proceeds.
- The committee will also take up several issues concerning non-tenure-track faculty. Its first focus will be eligibility of non-tenure-track faculty for university and college awards. The committee has invited Tom Kealy to a future meeting and asked Senators to identify awards that should be considered.
- The committee will review criteria used by administrative review committees. One possibility under consideration is a bank of core and interchangeable evaluation criteria. Bushnell invited suggestions regarding administrative evaluation criteria.

b. Finance Committee; Chair Raul Chavez-Negrete

- No report.

c. Scholastic Policies Committee; Chair Jennifer Holland

- Senator Holland reported that the committee is assigning agenda items and conducting background research. She invited Senators to share feedback, relevant information, and expertise as the committee begins its work.
- Topics under consideration include student recording of faculty; medically excused absences, particularly telehealth excuses; degree program terminations and the disposi-

- tion of affected courses; undergraduate curriculum committee guidelines and consistency in course proposals; academic integrity policy; enrollment stability; faculty qualifications for teaching outside one's discipline; general education curriculum changes; and systems for tracking graduate students and supporting graduate student success.
- The committee will also monitor and share updates regarding possible academic calendar changes and online degree programs, although these are not currently action items for the committee.
- d. Research, Scholarship, and Creative Endeavors Committee; Chair Michael Sehorn
 - No report.
- e. Policy Committee; Chair Ellen Breazel
 - FSR 2026-02-10-4 Student Survey of Teaching—Senator Breazel gave an overview of the resolution, which would amend Faculty Manual policies concerning the use of student surveys of teaching in evaluating teaching effectiveness. The proposed revisions clarify that, in addition to the quantitative portion of student evaluations, qualitative student feedback may serve as a second piece of evidence when accompanied by faculty reflection. The resolution also combines teaching-reflection materials into a single possible artifact.
 - The Policy Committee moved to consider the resolution as an item of New Business at the May meeting.
 - The motion to consider the resolution as New Business passed with 37 Senators in favor and 6 opposed.
- f. *Ad Hoc* Committee on the Future of Higher Education; Chair Sarah White
 - Senator White referred Senators to the committee's written one-page report (attached) and encouraged them to share it with faculty, staff, and administrators.
 - The committee's opportunity for feedback will remain open through August 20.
- g. Alpha Committee; Chairs Tyler Harvey and Jace Garrett
 - No report. The committee will begin meeting in August.
- 3) University Committees/Commissions
 - a. Committee on Committees; Chair Jace Garrett
 - Garrett reported that the Committee on Experiential Learning is being disbanded and that its responsibilities will shift to other committees.
 - He also discussed the new AI Council, which is beginning its work. Garrett noted the importance of clarifying the Council's scope and the university's broader needs so that appropriate perspectives are represented.
 - Garrett said that additional work is needed to understand the scope and responsibilities of the Academic Technology Council, including possible overlap with the AI Governance Committee and broader questions about how technology is used across the university.
 - b. Faculty Representative to the Board of Trustees; Brian Powell
 - Powell reported that the Board of Trustees had met since the previous Faculty Senate meeting and that the Board had extensive discussion of the university budget. He invited Senators to contact him with questions about the details.
 - The Board discussed plans for strategic compensation, which were subsequently communicated through Inside Clemson.
 - The Board approved B.S., M.S., and Ph.D. programs in Artificial Intelligence and a master's program in Computational Genetics.

- Powell reported that Clemson is establishing the Clemson National Security Institute.
- In preparation for the summer Board meeting, a survey was distributed to faculty in Clemson's six Schools seeking input on governance best practices as the university considers the possible creation of additional Schools.

4) Faculty Senate President; Tyler Harvey

- President Harvey reported on his activities since the previous Senate meeting, including the Board of Trustees meeting and conversations with trustees during the Board meeting and commencement ceremonies. He said those conversations reinforced his view that trustees have Clemson's best interests at heart.
- Harvey reported that the Advisory Committee recommended edits to the University Shared Governance materials and thanked Senators Ellen Breazel, Cameron Bushnell, and Sarah White for their work.
- The Advisory Committee also discussed the impact of research sequestration on faculty and how those impacts might be documented in upcoming annual reviews. Harvey noted that sequestration will affect faculty differently and is not well suited to a single university-wide governance response. He encouraged faculty to discuss the issue within their academic units. Guidelines developed in CAFLS may provide a useful starting point, including describing impacts neutrally and without disclosing unnecessary personal information.
- Harvey reported that he is serving on the search committee for the Associate Dean of Undergraduate Learning. All three finalists are current or former Faculty Senators, and the search is nearing completion.
- A Faculty Senate survey conducted during the previous semester identified communication as an area for improvement. Harvey reported that he has been meeting with various groups to develop a Faculty Senate Strategic Communication Plan.
- Harvey recognized recent university celebrations, including Emeritus Day, which honored 32 new emeritus faculty and seven new affiliate members; University Awards; and commencement ceremonies.
- Harvey announced that William Griffith will begin serving as a Faculty Senate intern during the summer and will assist with overdue archival work.
- This was the final Faculty Senate meeting scheduled in the Madren Center for the foreseeable future. The August meeting will be held at the College of Veterinary Medicine, and subsequent meetings are expected to be held in the Strom Thurmond Institute Auditorium.
- Informational materials available to Senators include an FAQ from the academic calendar town hall (attached) and a two-page guide to the Workday transition (attached).
- The Wellbeing Council has requested Faculty Senate feedback on draft guidelines. Harvey asked Senators to send comments to Welfare Committee Chair Cameron Bushnell so that the Senate can compile a response.
- Harvey reminded Senators that there will be no regular Faculty Senate meetings in June or July and encouraged them to return refreshed in August.

UNFINISHED BUSINESS

- No unfinished business.

NEW BUSINESS

1) FSR 2026-04-14-1 Faculty Manual Consultant

- FSR 2026-04-14-1 Faculty Manual Consultant is attached.

- President Harvey presented the resolution to amend the Faculty Manual to expand the Faculty Manual Consultant position from a single consultant to several consultants who can act as a committee. Policy Committee Report 2525 recommended that the Faculty Senate Advisory Committee appoint the consultants and that the Policy Committee Chair chair the group when it acts as a committee. The consultants would provide interpretations of the Faculty Manual to university constituents and support the Provost's Office in compliance review of bylaws and TPR documents.
- The resolution was adopted with 42 Senators in favor and 0 opposed. The resolution will be forwarded to the Executive Vice President for Academic Affairs and Provost.

2) FSR 2026-02-10-4 Student Survey of Teaching

- FSR 2026-02-10-4 Student Survey of Teaching is attached.
- Senator Breazel presented the resolution, which had been moved to New Business earlier in the meeting. The resolution would amend Faculty Manual policies concerning evidence used to evaluate teaching effectiveness. The proposed language would specifically allow qualitative portions of student evaluations to count as an additional form of evidence when accompanied by faculty reflection.
- **Question:** What changed in the resolution, and how did the change address the objections raised when the earlier version was considered? **Response:** The Policy Committee's January report had been approved, but the subsequent resolution was not approved in March. Discussions with Senators who objected suggested that the proposal had not been sufficiently clear. The existing requirement was for quantitative student survey data plus two other forms of evidence. The revised resolution explicitly allows qualitative student feedback to serve as one of those additional forms when accompanied by reflection.
- **Question:** If all of a faculty member's comments are positive, how can the faculty member reflect on how to improve? **Response:** The reflection can address the positive comments and explain how the faculty member will continue the practices that have resulted in strong teaching.
- **Question:** Is the reflection the important distinction? If the quantitative and qualitative portions both indicate excellent teaching, are they otherwise essentially the same piece of evidence? **Response:** Yes. The reflection is the important component.
- **Question:** Is the reflection on student feedback intended to replace a statement of teaching philosophy? **Response:** A teaching philosophy could be included within this reflection.
- **Question:** Would the reflection apply only to the current year? **Response:** That would be determined by the faculty member's department.
- **Question:** Sometimes identifying two additional forms of teaching evidence is difficult. Did the committee discuss that concern? **Response:** Departments may specify additional forms of acceptable evidence.
- **Comment:** A Senator noted that the word "improved" could include discussion of practices used previously that resulted in positive evaluations. Another Senator asked whether the language could be changed from "student feedback was used to improve" to "student feedback was incorporated into." A motion was made to amend the resolution accordingly.
- **Question:** Would the proposed language still allow a faculty member to discuss improvement? **Response:** Yes.
- **Discussion and Amendment of the Amendment:** Senator Sehorn asked whether the revised language would require faculty to include all negative comments. Senator Frith responded that faculty do not include all negative comments. Senator Adyta noted that "incorporated" can encompass both positive and negative feedback broadly. Senator Sehorn

expressed concern that TPR committees seeking an unbiased discussion might use the language to press faculty for comments they otherwise would not include. Senator Garrett noted that a faculty member could simply explain how particular feedback was used. Senator Jackson noted that only two additional forms of evidence are required, rather than all available feedback. A question was raised of whether the past-tense phrase “was incorporated” would create a problem for current-year feedback that a faculty member has not yet had an opportunity to incorporate? The proposed amendment was revised without objection to read “student feedback was or will be incorporated into.”

- The amendment was adopted with 46 Senators in favor and 2 opposed.
- The amended resolution was adopted with 47 Senators in favor and 2 opposed. The resolution will be forwarded to the Executive Vice President for Academic Affairs and Provost.

ADJOURN

The meeting adjourned at 3:51 p.m.

SIGNATURE

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



14 May 2026

Graduate Education at Clemson

John Lopes, Ph.D
Dean of the Graduate School

Guiding Principles

- Student Centered Focus
- Holistic Development
- Maximum flexibility
- Remove barriers to success
- Engaged partnerships

Graduate School Leadership



**Dr. Natasha
Croom**



**Dr. Bill
Ferrell**



**Dr. Jeff
Hallo**



**Dr. Jenny
Presgraves**

CLEMSON UNIVERSITY GRADUATE SCHOOL

CLEMSON

Summary

- Affordability
- Initiatives
- New challenges

Cost of Education Fall and Spring

- \$958 (8 fees)
- \$1330 (GA)

• **\$2288 (Total)**

• **Application fee (\$65-95)**

- \$1038 (8 fees)

- \$150 (GSS)
- \$300 (Athletic)

• **\$1488 (Total)**

• **No application fee**

Initiatives

- Slate
- Electronic forms
- Communication
- Data analytics
- GRAD360^o
- A2i
- GCTM
- Postdocs
- STEM Initiatives

Communication

- 3MT
- iGRADS
- Non-technical abstract
- Data Visualization

Data Analytics

- Stipend
- Impact of Application Fee
- Applications
- Postdocs
- Competitive Fellowships



Application Fee Impact Dashboard

Select Yield / Admit Rate View

Yield Rate

Sort Tables

Country

College All

Dept All

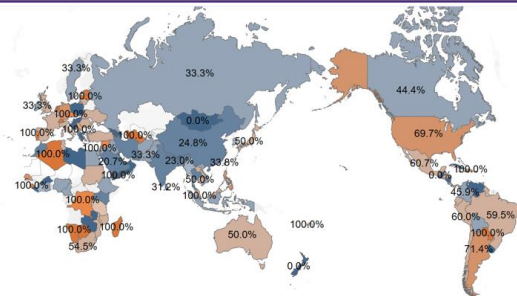
Program All

Country All



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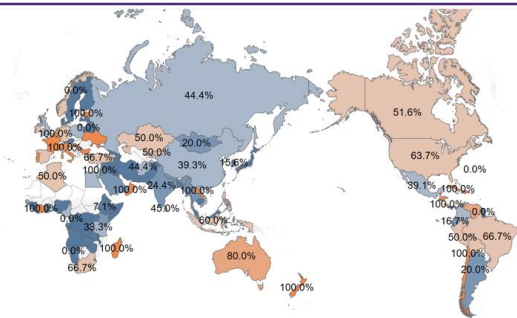
No items highlighted



Yield Rate
WITH Application Fee

Application Term
All

Country	Applied	Admitted	Enrolled	Yield
Afghanistan	23	15	7	46.7%
Albania	6	4	1	25.0%
Algeria	2	1	1	100.0%
Argentina	8	7	5	71.4%
Armenia	1	1	0	0.0%
Australia	6	4	2	50.0%
Austria	1	0	0	N/A
Azerbaijan	5	2	0	0.0%
Bahamas, The	4	1	1	100.0%
Bahrain	4	4	1	25.0%
Bangladesh	488	257	59	23.0%
Barbados	1	0	0	N/A
Belize	2	2	1	50.0%
Benin	2	0	0	N/A
Total	33,553	23,569	13,349	56.6%



Yield Rate
WITHOUT Application Fee

Application Term
All

Country	Applied	Admitted	Enrolled	Yield
Afghanistan	44	9	4	44.4%
Algeria	10	2	1	50.0%
Angola	2	1	0	0.0%
Anguilla	1	0	0	N/A
Argentina	16	10	2	20.0%
Armenia	2	0	0	N/A
Australia	7	5	4	80.0%
Austria	1	1	0	0.0%
Azerbaijan	28	7	0	0.0%
Bahamas, The	11	3	1	33.3%
Bahrain	8	2	0	0.0%
Bangladesh	3,055	492	75	15.2%
Barbados	2	0	0	N/A
Belarus	1	1	0	0.0%
Belgium	4	2	2	100.0%
Belize	1	1	1	100.0%
Total	49,535	13,723	5,958	43.4%



2025-2026

152 workshops, panels, and skill-building experiences

Led by faculty, staff, alumni, employers, and community partners across Clemson University.



CLEMSON UNIVERSITY GRADUATE SCHOOL

CLEMSON

Accelerate to Industry (A2i)

- **53-member cohort from 8 colleges and 42 graduate programs.**
- Engaged 211 participants in campuswide A2i training events.
- Hosted 18 workshops/events.
- Achieved 98% job placement among graduates.
- Facilitated 10 site visits in Spring semester

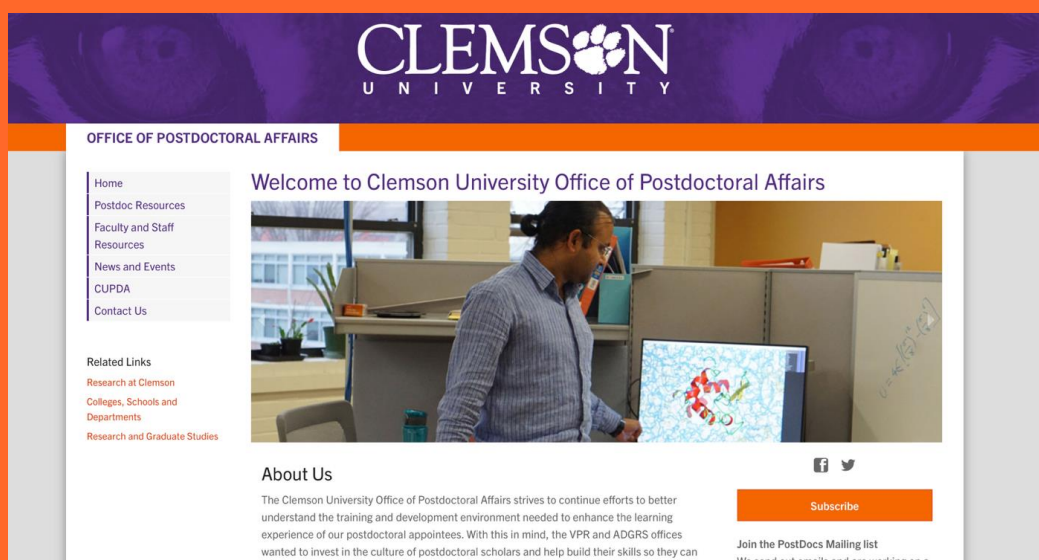




Provides training, workshops, and resources for faculty mentors, graduate students, and postdoctoral scholars focused on communication, expectation-setting, feedback, and professional growth

- 23 Graduate Student Training Sessions
- 24 Faculty Training Sessions
- Federal Grant mentoring resources available
- Micro-sessions available for intra-departmental training

Postdocs Affairs in the Graduate School



STEM & Industry Initiatives

- Graduate Student Support
 - Graduate Research Assistantships
 - Dissertation Completion Grants
- Postdoc Support
 - Teaching Development
- Professional Development
 - Internships
 - Event Sponsorship

Current focus

- Electronic Lab Notebooks
- Student success tracking
- Recruiting the best students in a challenging environment

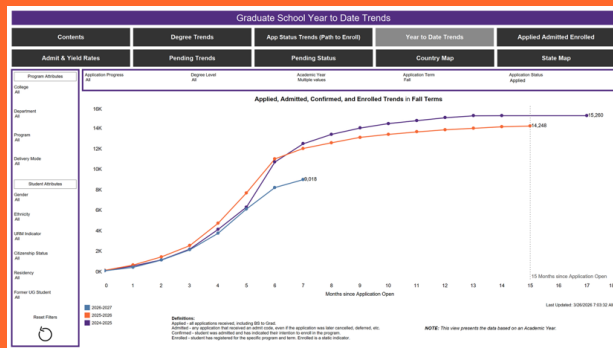


LabArchives

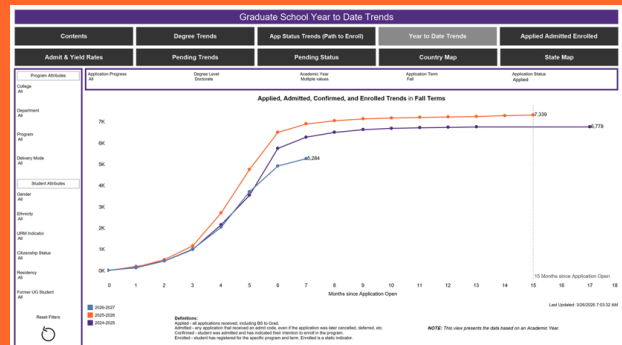
Student Success Tracking

Provost@clemson.edu

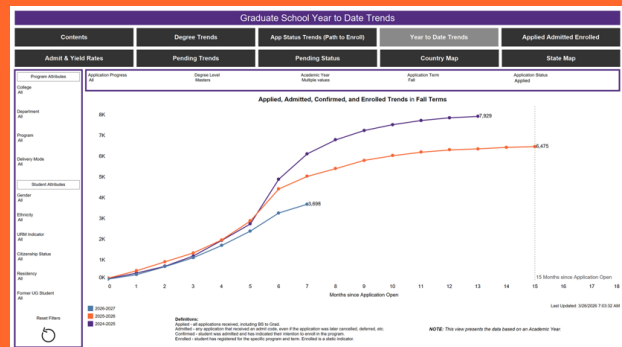
Applications Total



PhD



MS





WELFARE COMMITTEE REPORT

Cameron Bushnell, Chair

May 4, 2026

The Welfare Committee met April 21 in its first formal session. The Committee reviewed the Full Standing Agenda and agreed to set priorities in May after the Committee had heard from several administrators on key issues, described below.

[2622 Free Speech and Academic Freedom](#): The Committee has invited Renee Roux to attend the May meeting. She has not yet accepted the meeting. The aim of the visit by Legal Counsel would be for the committee to understand the legal parameters in which guidelines for faculty must be developed.

[2627 NTT Awards](#): The Committee has invited Tom Kealy, Director of Faculty Awards and Honorifics, to attend the May meeting. He has accepted. We will discuss the reporting from the NTT Issues Committee regarding [2627 NTT Awards](#) and the potential for increasing the number available to NTT faculty.

[2628 NTT Faculty Mentoring](#): The Committee agreed to talk with administrators from the Office of Faculty Affairs University, including Administrator, Paige Thompson, previous chair, Marian Kennedy. Welfare Chair had an opportunity to talk with Lori Dickes, Director of Faculty Advancement, who expressed willingness to share details on the University Mentoring program, likely in June, as she is traveling in May.

[2626 TLP Designation](#): The Committee considered two key issues that faculty are denied if they are hired as TLP rather than FTE employees: 1) accumulation of state-years of service (service milestones), and 2) paid parental leave. The Committee decided to invite an HR administrator to talk to Welfare on these designations. The Committee was advised that further action may not be possible until SC statehouse acts on a bill currently under consideration (allowing paid parental leave for FTE (any percentage) employees only). See: https://www.scstatehouse.gov/sess126_2025-2026/bills/3490.htm.

[2301 Administrator Evaluation Forms-Appendix E](#): The Committee discussed Appendix E, including possible solutions to revising the evaluation form to account for the varying duties of Administrators. One idea was to create a bank of potential questions which administrator search committees could choose from. After seeking clarification from the Faculty Senate president, the Committee will consider the contents of this “bank” and procedures governing its use, as well as other options.

The Committee also agreed to invite Ben White, Chair of Philosophy and Religion, to discuss questions of shared governance following an exchange of letters between himself and the NTT Issues committee last session.

The Committee agreed to meet in June 2026, likely via Teams.

Request for Information/Feedback

Faculty Senate – Ad Hoc Committee on the Future of Higher Education

Responses collected through August 20, 2026

Request for Information. The Faculty Senate Ad Hoc Committee on the Future of Higher Education was formed to examine emerging challenges and opportunities impacting colleges and universities nationally, and to advise on how Clemson University may best position itself to lead in a rapidly evolving higher education landscape.

This work is motivated by broad and ongoing changes in public trust, workforce needs, student demographics, cost/value perceptions, technological developments, and pedagogical innovation. The effort is grounded in a long-term, forward-focused perspective, and will consider how Clemson can proactively adapt to future conditions and pressures.

We need your input. The committee just initiated the research phase. We are interested in obtaining broad perspectives from our university community (Administrators, Faculty & Staff) on how help to position Clemson University for future success and longevity. Please use a forward-looking lens when formulating your responses. The questions are broken up into 2 sections.

1. What do you see as the Strengths, Weaknesses, Opportunities, and Threats in the context of preparing Clemson University for the future of higher education?
2. What key themes should Clemson University proactively address?

If you have expertise/ research data pertinent, please describe it. A committee member may reach out to request additional information.

Please submit your responses here:

https://clemson.ca1.qualtrics.com/jfe/form/SV_cU9cPdNxv71YYJM

Academic Calendar Exploration FAQ

Faculty Compensation, Contracts, and Workload

How would the proposed calendar models affect faculty compensation, contract structure, and workload expectations?

All models under consideration maintain the current nine-month contract structure. While these models do not specifically address compensation for potential January or August mini-terms, it has been assumed that pay for these intercessions would follow a model similar to what is currently in place for summer. The option one model maintains the current lengths of both Fall and Spring semesters. The option two model shortens the length of both Fall and Spring semesters.

Instructional Scheduling, Classroom Logistics, and Section Timing

How would the proposed calendar models impact current scheduling blocks, section meeting times, and the overall instructional day?

The option two model has no impact on current scheduling blocks, nor on section times. The option one model lengthens standard section times resulting in either the loss of a standard meeting block, or a lengthening of the day further into the evening. Our current classroom infrastructure can support all models under consideration.

Student Demand, Behavior, and Experience

How do the proposed models align with student demand, preferences, and overall experience?

We know that the demand for a Clemson education and associated experiences has never been higher. No options considered include any redefining of the traditional full academic year consisting of full-time enrollment across Fall and Spring semesters. The objectives of these considerations focus on enabling the creation, by faculty and their departments/colleges, of additional targeted experiences and instruction. Some options include (but are but limited to) the lengthening of the Summer term facilitating increased student credit loads that allow pathways for students to pursue minors/certificates in high demand programs and an effective use of state scholarships, and/or the creation of a January intercession allowing more options for short term study abroad/away programming, preparation courses, or other innovative ideas the faculty would like to explore.

Academic Quality and Course Design

How would changes to the academic calendar affect course design, pacing, and instructional quality?

Option 2 does not change the class length or course pacing. Option 1 aligns the pacing of the Fall, Spring, and Summer semesters (including the half and mini-mesters), but it would require adjusting the pacing because there would be fewer meeting times. This is an important consideration to weigh. However, this option also increases the time between the beginning of the academic year and the start of classes and the amount of time between the fall and spring semesters creating more time for nine-month faculty to prepare for the semesters while on contract. This option would require rethinking how the meeting time is used for teaching labs.

Institutional Capacity and Resources

Does the university have the capacity to implement and sustain these calendar changes?

University efforts to date have not identified faculty, staff, administrative, or funding barriers to any of the changes being considered. In fact, the current calendar produces notable pressures on both faculty and staff, while limiting opportunities for expanded offerings and their associated funding. Part of the current phase of this project is to hear from a broader set of stakeholders, in more detailed fashion to fully explore challenges or opportunities.

Research Productivity and Institutional Mission

What impact could the proposed models have on faculty research and Clemson's research mission?

Research continues to be a key University strategic pillar. Neither option lengthens the amount of time that is required to complete a credit of instruction and so research activities will not be diminished due to instructional requirements. Additionally, intercession instruction would not be a standard requirement. The option one model specifically creates more space in the calendar for research associated activities by shortening the length of both the Fall and Spring semesters. It is not anticipated that summer instruction will mirror the volume of Fall or Spring.

Implementation Logistics and Transition Planning

How will operational details such as term dates, grading timelines, and scheduling be addressed?

These details are precisely the sorts of items that this phase is designed to further identify, illuminate, and gather feedback about potential solutions. These models both mitigate current pressures associated with grade processing timelines by considering the addition of days. There will certainly need to be some shifting of timelines and dates but runways for processes should not be shortened.

Evidence, Data, and Benchmarking

What data supports the need for calendar changes, and how do peer institutions compare?

There is a variety of peer benchmarking information provided in the pre-read materials, and we will be eager to gather additional detail around specifically identified questions/needs. One example of student-demand outside of the traditional Fall and Spring semesters would be the significant growth in the numbers of new students enrolling in summer. Since 2019 we have steadily increased the number of new first-year students starting in the summer from approximately 200 to now over 900, with continued growth anticipated. Additionally, students report very high levels of satisfaction with their summer experience. Operationally, there is a well-established bottleneck due to the short time between the end of winter break and the start of the spring semester. This bottleneck is a source of stress for registration coordinators, advisors, and students. There is a similar bottleneck between the end of the summer term and the start of Fall semester as housing prepares student housing for move-in.

Shared Governance and Decision-Making Process

How will faculty input be incorporated, and what is the timeline for decision-making?

The potential timeline has been shared as a starting point for how the project could proceed. The current phase of detailed engagement will determine the actual timelines. If changes are pursued, an

implementation date is dependent upon the results/information gleaned during this feasibility and analysis phase. Extending implementation beyond Fall 2027 has not been taken off of the table. Changes will not be implemented for Fall 2027 without confidence in a detailed course of action.

Summer Term Structure and Access

Why is it important for Summer II to begin after July 1?

More high schools are extending their school year into the summer, with students often not graduating from high school until very late in June. Starting Clemson's second part of summer after July 1 will eliminate a significant roadblock for high school students arriving for a summer start at Clemson.

Town Hall Scheduling and Faculty Engagement

Will additional town halls be scheduled with more notice, and how can faculty with scheduling conflicts provide input?

The initial webinar/town hall was and been made available. While there is no large town hall being hosted, there have been 22 follow-up meetings with both small and large groups, providing feedback from significant wide-ranging groups.

Timeline for Calendar Approval and Implementation

When will a decision be made regarding whether the calendar will be approved for the 2026–27 academic year?

The earliest that a calendar change would be implemented would be for the Fall semester of 2027. Pending what is learned during the engagement phase, we may learn that Fall 2027 is not a feasible option.

Intercession Terms (January and August)

Will January and August terms be required or optional for students and departments?

Any intercessions that are added would be optional for general student population and not be considered to be part of the traditional academic year consisting of a full Fall semester and full Spring semester. Departments would have the freedom to make curricular choices, for specific programs, that could require intercession participation.

Summer Enrollment and Strategic Importance

What role does the summer term play in student enrollment and overall institutional strategy?

The summer semester represents underutilized institutional capacity. Some of the ways it can be used include opportunities for students to take courses to get ahead with meeting degree requirements, to catch up if they have fallen behind, or to participate in experiential opportunities outside of the traditional academic year. The creation of Summer Start has been a tremendous success at spreading out some of the highest demand general education courses into the summer and thus relieving both classroom and faculty pressure during already busy Fall and Spring semesters. Additionally, summer opportunities can provide students with an opportunity to speed up their time-to-degree.

Class Length and Student Success Outcomes

What research or evidence exists regarding the impact of longer class periods on student success?

When asking about this, we have been told that little to no evidence exists to suggest that class-length is a significant factor in student learning, rather it is the nature of the instruction/experience that impacts learning outcomes.

Facilities Capacity and Space Planning

How might an expanded summer term impact campus space and facilities, and how will that impact be evaluated?

It is not entirely clear how the option to lengthen summer would impact campus space because currently many summer credits are delivered online, and that would likely continue to be true moving forward.

External Partnerships and Alignment

How are external partners (e.g., Tri-County, peer institutions) being considered in calendar planning?

Significant benchmarking has been done and continues to be added. Tri-County and folks from both city and county leadership have been included in active discussions and sharing.

Financial Models and Cost Implications

How will the proposed calendar models impact student costs, faculty compensation, and institutional financial sustainability?

No model is being considered that changes the traditional 9-month faculty contract, nor do they impact student costs for the traditional full-time academic year consisting of a standard Fall and Spring semester. Nothing about either of the change models is designed to alter existing faculty summer compensation models. While it has not yet been fully determined, faculty compensation models for intercessions have been discussed as likely to follow a model that aligns with current summer compensation models. Students would pay tuition and fees for optional intercessions in ways that align with optional summer courses.

WORKDAY FOR FACULTY

WHAT IS WORKDAY?

Workday is a best-in-class, cloud-based enterprise resource planning (ERP) system, used by many other premier universities and organizations. This modernized solution will replace systems like PeopleSoft, TigerTalent, Kronos, the Faculty Business Information System (FBIS), and more, streamlining all core HR and Finance functions in one system.

WHY CHANGE THE SYSTEM NOW?

Clemson's current HR and Finance system, PeopleSoft, has been in place for more than 20 years. It has served Clemson well, but it does not provide the functionality available in modern ERP systems. As we operate today, processes and systems are disjointed, requiring faculty and staff to navigate multiple systems to complete one process, and often requiring manual intervention, leading to inefficiencies and administrative complexity.

In current state, faculty must go to Concur to complete an expense report, then OnBase-Performance to complete a staff direct report's performance review, PeopleSoft Self-Service to download a paystub, and then Tiger Talent to begin the hiring process. Workday brings all those processes and more into one system.

Workday will be a straightforward, user-friendly solution designed to meet Clemson's business needs and drive efficiencies, so faculty can spend more time on what truly matters: advancing the University's mission of teaching, research and service.

WHAT SHOULD FACULTY EXPECT IN THE COMING MONTHS?

Workday will launch across Clemson University and its related organizations in July 2026. Over the next several months, faculty will begin to hear more about:

- **Cutover:** To move from our current systems to Workday, we must move data carefully, and at the right time. To do this accurately and without data loss, we'll enter a "cutover" period where we must stop functions and transactions in impacted systems for specific time periods. In the coming weeks, the Workday@Clemson program team will communicate specific dates and deadlines for completing transactions in our current systems, and when actions will be limited or stopped before go-live.
- **Training:** All faculty will receive training specific to how their position will need to interact with Workday. Training will include a variety of delivery methods, including instructor-led trainings (both in-person and virtual), self-paced training courses, quick reference guides, and videos. Training will be offered beginning in May. Training offerings will continue throughout the summer and Fall, with robust availability in August, to ensure faculty returning in the Fall feel comfortable and confident navigating Workday.
- **Process Changes:** With Workday's modernized functions, some business processes and practices may change. As we approach July, we will share these changes with the University and specifically identify which changes may impact academic departments and faculty.
- **Support:** We're building a tiered support structure that will include local, division and college-level support, along with a more specialized support structure for more detailed questions. These "Workday Resource Groups" will be key connection points to Workday, getting you the answers you need, when you need them.

HOW CAN FACULTY ASK QUESTIONS OR GET INFORMATION NOW?

General Workday information is available on the [Workday@Clemson website](#). Each college has a Campus User Group Lead who can connect them to additional information or answer specific questions. Faculty can also submit a question using [this webform](#).



FACULTY SENATE RESOLUTION 2026-04-14-1

Policy Committee Approval: March 23, 2026

Faculty Senate Consideration (Proposed): May 12, 2026

Topic: Faculty Manual Consultant

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 pertaining to academic policies, procedures, and practices at the university level; and

Whereas the *Faculty Manual* contains policies and procedures governing the Faculty Manual Consultant; and

Whereas the Faculty Manual Consultant serves as an important resource for university constituents and must be retained in some form; and

Whereas the currently defined workload and expertise required of the position make finding a single faculty member who can carry out all of the duties of the position difficult, leading to a small pool of qualified candidates; and

Whereas the current selection process, coupled with this small pool, creates a vulnerability in cases of unexpected vacancy; and

Whereas Policy Committee Report 2525 (PCR 2525) recommended amendments to the *Faculty Manual* to expand the Faculty Manual Consultant from a single consultant to several who can act as a committee, chaired by the Policy Committee Chair, who will provide interpretations of the Faculty Manual to constituents and support the Provost's office compliance review of Bylaws and TPR documents ; and

Whereas PCR 2525 also recommended amendments to the policies on appointment of the Faculty Manual Consultants to modify the selection process such that Consultants are appointed by the Faculty Senate Advisory Committee, rather than the Provost; and

Whereas PCR 2525 also recommended improving the process by which proposed amendments to the Faculty Manual are forwarded to the Provost, negotiated by the Senate as necessary, and incorporated into the Manual such that these can be supported by officers and members of the Senate, rather than relying on staff support, which comes with occasional vacancies; and

Whereas PCR 2525 was adopted by the Faculty Senate on March 10, 2026 without amendment; and

Whereas amendments to the *Faculty Manual* are required to affect the recommendations of PCR 2525; it is therefore

Resolved that Chapter III.A.1.d of the *Faculty Manual* be amended to strike the words “and the” and insert the words “or a” before the words “Faculty Manual Consultant.”; and it is

Resolved that Chapter III.A of the *Faculty Manual* be amended to insert the following text as a new section 2:

“2. Faculty Manual Consultants

- a. Faculty members are appointed by the Faculty Senate Advisory Committee to serve as Faculty Manual Consultants. These consultants are responsible for:
 - i. Providing interpretations of the *Faculty Manual* for university constituents;
 - ii. Reviewing Faculty Senate resolutions for impact on the *Faculty Manual* and providing feedback;
 - iii. Assisting colleges and academic units with revisions to bylaws and/or TPR documents;
 - iv. Reviewing college and academic unit bylaws for compliance with the *Faculty Manual* prior to their effective date of revision;
 - v. Revising academic unit TPR documents for compliance with the *Faculty Manual* prior to their effective date of revision.
- b. Consultants who are not members of the Faculty Senate shall serve as ex officio members of the Faculty Senate Policy Committee during their terms of appointment.
- c. When the Faculty Manual Consultants act as a committee to carry out any of their responsibilities, the chair of the Faculty Senate Policy Committee shall serve as chair.”; and it is

Resolved that Chapter III.B.1.a of the *Faculty Manual* be amended to insert the words “Any resolution to amend the *Faculty Manual* must specifically indicate the proposed language of the change.” at the end of this section; and to insert the following text as a new section: “b. Before the change is considered by the Faculty Senate, the Faculty Manual Consultants must check the language and format of the proposed resolution, and ensure that the manual will remain internally consistent with the inclusion of the proposed change.”; and it is

Resolved that Chapter III.B.1 of the *Faculty Manual* be further amended to strike the following interpretive note in its entirety:

“NOTE: Any Senate resolution should also be checked by the Faculty Manual Consultants

to see if it requires a change in the manual. If a resolution does require a change to the manual, the resolution must specifically indicate the proposed language of the change.”; and it is

Resolved that Chapter III.B.1.b (now c) of the *Faculty Manual* be further amended to strike the entirety of subsections i, ii, and iii; and it is

Resolved that Chapter III.B.1.c (now d) of the *Faculty Manual* be further amended to strike the words “Faculty Manual Consultant” and insert the words “President of the Faculty Senate” in their place; and to strike the entirety of subsection iii; and it is

Resolved that Chapter III.B.1.d (now e) of the *Faculty Manual* be further amended to strike the words “or accepts it subject to a change in its language”; and it is

Resolved that Chapter III.B.1 of the *Faculty Manual* be further amended to insert the following text as a new subsection:

“ f. If the administration accepts the resolution subject to a change in its language, the President of the Faculty Senate returns the resolution to the Faculty Senate Policy Committee to consider the recommended revision.

i. If the Faculty Manual Consultants determine the revision to be minor, with no substantive changes to the intent of the previously adopted resolution, the Policy Committee may approve the revision directly.

(1) The President of the Faculty Senate shall notify the Faculty Senate of the approved revision at its next regular meeting.

(2) Any member of the Faculty Senate may challenge the determination of the Faculty Manual Consultants and move that the revised resolution be reconsidered by the Faculty Senate.

(3) A motion to overturn the determination of the Faculty Manual Consultants and reconsider the revised resolution requires a majority vote of the Faculty Senate.

ii. If the Faculty Manual Consultants determine the revision to be major, with substantive changes to the intent of the previously adopted resolution, the Policy Committee shall refer the revised resolution to the Faculty Senate for reconsideration.

(1) Adoption of the revised resolution requires a two-third vote of the Faculty Senate.” and it is

Resolved that Chapter III.B.2.c of the *Faculty Manual* be further amended to strike the words “the Faculty Manual consultant and under the oversight of” before the words “the President of the Faculty Senate.” and it is

117

118 **Resolved** that Chapter IX.E of the *Faculty Manual* be further amended to **strike** the words
119 “Faculty Manual Consultant” and **insert** the words “Chair of the Committee on Committees”
120 in their place; and it is

121 **Resolved** that Chapter X.J.2.c.v of the *Faculty Manual* be amended to **strike** the words
122 “Faculty Manual Consultant” and insert the words “President of the Faculty Senate” in
123 their place; and it is

124 **Resolved** that Chapter X.K of the *Faculty Manual* be amended to **strike** the entirety of this
125 section; and it is

126 **Resolved** that all additional references to “Faculty Manual Consultant” throughout the
127 *Faculty Manual* be amended to be made plural, including the following sections:

128 VII.C.3.i

129 VII.D.5.j

130 IX.K.1.d.i

131 IX.K.1.f

132 IX.K.1.g

133 IX.L.2.e

134 IX.L.2.g

135 IX.L.2.h

136

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

Final Proposed Language

CHAPTER III INTRODUCTION

B. Overview

1. The Nature and Function of This Manual

- d. If there is uncertainty about how to apply the *Faculty Manual* in a particular situation, users are invited to consult with the President of the Faculty Senate and the or a Faculty Manual Consultant.

2. Faculty Manual Consultants

- a. Faculty members are appointed by the Faculty Senate Advisory Committee to serve as Faculty Manual Consultants. These consultants are responsible for:
- i. Providing interpretations of the *Faculty Manual* for university constituents;
 - ii. Reviewing Faculty Senate resolutions for impact on the *Faculty Manual* and providing feedback;
 - iii. Assisting colleges and academic units with revisions to bylaws and/or TPR documents;
 - iv. Reviewing college and academic unit bylaws for compliance with the *Faculty Manual* prior to their effective date of revision;
 - v. Reviewing academic unit TPR documents for compliance with the *Faculty Manual* prior to their effective date of revision.
- b. Consultants who are not active members of the Faculty Senate shall serve as ex officio members of the Faculty Senate Policy Committee during their terms of appointment.
- c. When the Faculty Manual Consultants act as a committee to carry out any of their responsibilities, the chair of the Faculty Senate Policy Committee shall serve as chair.

B. Procedures for Updating the Manual

2. Any person or group on campus may suggest revisions of the *Faculty Manual* by submitting a request to the President of the Faculty Senate. The President of the Faculty Senate shall refer the matter to the appropriate committee for consideration.
- f. If that committee agrees the change should be made, the committee submits the proposed change in the form of a resolution to the Senate, following the guidelines provided in the *Constitution of the Faculty of Clemson University*. Any

172 resolution to amend the *Faculty Manual* must specifically indicate the proposed
173 language of the change.

- 174 g. Before the change is considered by the Faculty Senate, the Faculty Manual
175 Consultants must check the language and format of the proposed resolution,
176 and ensure that the manual will remain internally consistent with the inclusion
177 of the proposed change.

178 ~~**NOTE:** Any Senate resolution should also be checked by the Faculty Manual Consultants~~
179 ~~to see if it requires a change in the manual. If a resolution does require a change to the~~
180 ~~manual, the resolution must specifically indicate the proposed language of the change.~~
181

- 182 h. At the relevant meeting of the Faculty Senate, a two-thirds majority is needed for
183 approval of the proposed change to the manual.

- 184 i. ~~Before the change is entered into the *Faculty Manual*, the Faculty Manual~~
185 ~~Consultant must check the language and format of the proposed resolution,~~
186 ~~and ensure that the manual will remain internally consistent with the~~
187 ~~inclusion of the proposed change.~~

- 188 ii. ~~In the event that a resolution amending the *Faculty Manual* comes to the floor~~
189 ~~of the Senate without having been reviewed by the Faculty Manual~~
190 ~~Consultants, said resolution shall be subject to review once it has been~~
191 ~~passed.~~

- 192 iii. ~~Any substantial ambiguities or inconsistencies will be noted by the Faculty~~
193 ~~Manual Consultants as the resolution proceeds forward for approval by the~~
194 ~~administration.~~

- 195 i. The Faculty Manual Consultant **President of the Faculty Senate** forwards
196 resolutions amending the *Faculty Manual* that have been approved following the
197 process described above to the Executive Vice President for Academic Affairs
198 and Provost (hereafter referred to as the Provost) for consideration by the
199 University Administration.

- 200 i. The Provost will forward any resolutions that require approval by the Board of
201 Trustees to the Board after approval by the administration and will advise the
202 President of the Faculty Senate of this action.

- 203 ii. The Provost will advise the President of the Faculty Senate of the
204 administration's decision and, as applicable, the Board's decision.

205 iii. ~~Any revision of the *Faculty Manual* proposed by the Faculty Manual~~
206 ~~Consultant following administrative review is subject to approval by the~~
207 ~~Faculty Senate Policy Committee.~~

208 j. If the administration rejects the resolution ~~or accepts it subject to a change in its~~
209 ~~language,~~ the President of the Faculty Senate returns the resolution to the person
210 or group who initiated the resolution.

211 i. That person or group may decide, with the advice of the President of the
212 Faculty Senate to propose a new resolution responding to expressed
213 concerns.

214 k. **If the administration accepts the resolution subject to a change in its language,**
215 **the President of the Faculty Senate returns the resolution to the Faculty Senate**
216 **Policy Committee to consider the recommended revision.**

217 i. **If the Faculty Manual Consultants determine the revision to be minor, with**
218 **no substantive changes to the intent of the previously adopted resolution,**
219 **the Policy Committee may approve the revision directly.**

220 (4) **The President of the Faculty Senate shall notify the Faculty Senate of**
221 **the approved revision at its next regular meeting.**

222 (5) **Any member of the Faculty Senate may challenge the determination of**
223 **the Faculty Manual Consultants and move that the revised resolution be**
224 **reconsidered by the Faculty Senate.**

225 (6) **A motion to overturn the determination of the Faculty Manual**
226 **Consultants and reconsider the revised resolution requires a majority**
227 **vote of the Faculty Senate.**

228 ii. **If the Faculty Manual Consultants determine the revision to be major, with**
229 **substantive changes to the intent of the previously adopted resolution, the**
230 **Policy Committee shall refer the revised resolution to the Faculty Senate for**
231 **reconsideration.**

232 (2) **Adoption of the revised resolution requires a two-third vote of the**
233 **Faculty Senate.**

234 2. Effective Date of Revision

235 c. The process of incorporation will be at the direction of ~~the Faculty Manual~~
236 ~~Consultant and under the oversight of the President of the Faculty Senate.~~

237 CHAPTER VII CLEMSON UNIVERSITY FACULTY DISPUTE RESOLUTION

238 **C. Clemson University Faculty Grievance Procedures and Information**

239 3. Grievance Consultants

- 240 i. Consultants can also seek advice on a procedural issue or interpreting
241 statements in the *Faculty Manual* from the Chair of the University Grievance
242 Board, Faculty Manual Consultants, and/or the Grievance Coordinator.

243 **D. Formal Complaints Policy and Procedures**

244 5. Assistance with formal complaints: Grievance Consultants

- 245 j. Consultants can also seek advice on a procedural issue or interpreting
246 statements in the *Faculty Manual* from the Chair of the Grievance Board,
247 Faculty Manual Consultants, and/or the Grievance Coordinator.

248 **CHAPTER IX FACULTY PARTICIPATION IN UNIVERSITY GOVERNANCE**

249 **B. Committee on Committees**

250 2. Committee Composition

- 251 b. ~~The Faculty Manual Consultant~~ and Additional members selected by the
252 Committee on Committees serve in non-voting advisory roles.

253 **E. Shared Governance Website**

- 254 4. Revisions to the Shared Governance website can be made at any time during the
255 year, following validation by the Committee on Committees. The process of
256 incorporation shall be at the direction of the ~~Faculty Manual Consultant~~ **Chair of the**
257 **Committee on Committees.**

258 **K. Faculty Participation in College Governance**

259 1. College bylaws

- 260 d. College bylaws must be approved by the faculty who are accorded voting rights
261 in accordance with college bylaws and the Provost, in conformance with the
262 *Constitution of the Faculty of Clemson University*.
263 i. It is strongly recommended that college bylaws be reviewed by the Faculty
264 Manual Consultants for consistency with the *Faculty Manual* before being
265 distributed to the Faculty for consideration.
266 f. Several other requirements for college bylaws are distributed throughout the
267 *Faculty Manual*; the Faculty Manual Consultants ~~is~~ **are** available to support
268 colleges in Bylaw revisions.
269 g. In the event of a *Faculty Manual* revision that requires college bylaw revision,
270 college bylaws shall be revised for consistency within two calendar years and
271 ideally within one calendar year of the publication of the revised *Faculty*
272 *Manual*. During this period, the *Faculty Manual* takes precedence. The Faculty
273 Manual Consultants may suggest recommended phrasing in response to
274 changes in the *Faculty Manual*.

275 **L. Faculty Participation in Academic Unit Governance**

276 2. Academic unit bylaws

- 277 e. It is strongly recommended that bylaws be reviewed by the Faculty Manual
278 Consultants for consistency with the *Faculty Manual* before being distributed to
279 the faculty for consideration. Bylaws that are inconsistent with the *Faculty*
280 *Manual* or other applicable policies may require revision.
- 281 g. Several other requirements for bylaws are distributed throughout the *Faculty*
282 *Manual*; the Faculty Manual Consultants ~~is~~ **are** available to support academic
283 units in bylaws revision.
- 284 h. In the event of a *Faculty Manual* revision or college bylaws revision that requires
285 academic unit bylaws revision, bylaws shall be revised for consistency within
286 two calendar year of the publication of the revised *Faculty Manual* or approval of
287 the revised college bylaws, and ideally within one calendar year.
- 288 ii. The Faculty Manual Consultants may suggest recommended phrasing in
289 response to changes in the *Faculty Manual*.

290 CHAPTER X SELECTED RESOURCES FOR UNIVERSITY POLICIES

291 **J. Faculty Representative to The Board of Trustees**

292 2. Selection Procedures

293 c. Nominations

- 294 v. The ~~Faculty Manual Consultant~~ **President of the Faculty Senate** will examine
295 all nominations to verify the faculty status of each nominee.

296 **~~K. Faculty Manual Consultant~~**

297 ~~1. Overview~~

- 298 a. ~~The Faculty Manual Consultant is responsible for:~~
- 299 i. ~~Reviewing TPR documents, and bylaws for conformance to the *Faculty*~~
300 ~~*Manual*;~~
- 301 ii. ~~Providing interpretations of the *Faculty Manual* for university constituents;~~
- 302 iii. ~~Reviewing Faculty Senate resolutions for impact on the *Faculty Manual* and~~
303 ~~providing feedback;~~
- 304 iv. ~~Initiating the process for Executive Vice President and Provost approval of~~
305 ~~proposed amendments to the *Faculty Manual*;~~
- 306 v. ~~Serving as nonvoting member of the University's Committee on Committees;~~
- 307 vi. ~~Vetting status of candidates for the Faculty Representative to the Board of~~
308 ~~Trustees.~~

309 ~~2. Selection Procedures~~

- 310 a. ~~The selection committee will solicit nominations to fill the position 60 calendar~~
311 ~~days before the end of the term or upon notification of vacancy. The nominating~~
312 ~~period will be open for no less than 30 calendar days and for as long as necessary~~

313 ~~for the committee to recommend a suitable candidate. The provost is the~~
314 ~~appointing authority for this position.~~

315 ~~b. Selection Committee:~~

- 316 ~~i. President of the Faculty Senate;~~
- 317 ~~ii. Vice-President of the Faculty Senate;~~
- 318 ~~iii. Faculty Senate Policy Committee Chair;~~
- 319 ~~iv. Immediate Past President of the Faculty Senate;~~
- 320 ~~v. Chair of the Organization of Academic Department Chairs; and~~
- 321 ~~vi. The Vice President for Academic Affairs and Provost, or designee, will serve~~
322 ~~as non-voting chair.~~

323 ~~c. The Consultant will serve a three-year renewable term or until recalled by the~~
324 ~~Provost.~~

- 325 ~~i. If during the term in office, the Faculty Manual Consultant assumes primarily~~
326 ~~administrative duties, a replacement will be selected using the above~~
327 ~~procedures.~~
- 328 ~~ii. The newly selected Faculty Manual Consultant will serve a full three-year~~
329 ~~term.~~



FACULTY SENATE RESOLUTION 2026-02-10-4

Policy Committee Approval: January 20, 2026

Faculty Senate Consideration (Proposed): March 10, 2026

Topic: “Student Survey of Teaching (Clarification)”

Whereas Clemson University makes provision for faculty participation in general university policy review, faculty professional ethics, the appointment, tenure, and promotion of faculty; and

Whereas the University also provides for such participation in matters pertaining to academic policies, procedures, and practices at the university level; and

Whereas the *Faculty Manual* contains policies and procedures governing the use of student surveys of teaching as part of faculty members’ annual evaluations and TPR reviews; and

Whereas Policy Committee Report 2418 (PCR 2418) considered a request for clarification about when the present policies in the *Faculty Manual* allow the student survey of teaching to count as a single artifact of teaching effectiveness, or whether the quantitative results (which must be reported) are a separate artifact from the qualitative results (which are the property of the instructor; and

Whereas PCR 2418 recommended revisions to the *Faculty Manual* to 1) clarify that the results of the survey (both quantitative and qualitative) count as one artifact and 2) combine artifacts relating to teaching statements/reflections into a single possible artifact which reflects on how feedback from the student survey of teaching was used to improve teaching; and

Whereas PCR 2418 was adopted by the Faculty Senate on January 13, 2026 without amendment; and

Whereas amendments to the *Faculty Manual* are required to affect the recommendations of PCR 2418; it is therefore

Resolved that Chapter VI§F.2.k of the *Faculty Manual* be amended to insert the words “**Evaluation of Teaching for Annual and TPR Reviews**” at the beginning of this section; and it is

Resolved that Chapter VI§F.2.k.i of the *Faculty Manual* be further amended to strike the words “feedback from instruction and” and to insert the words “quantitative feedback

from” in their place; and it is

Resolved that Chapter VI§F.2.k of the *Faculty Manual* be further amended to **strike** the following text from this section:

“(4) A statement by the faculty member describing the faculty member’s methods and/or teaching philosophy” and to **insert** the following text in its place:

“(4) A statement by the faculty member reflecting on, describing, and documenting how the feedback from student rating of course experiences or evaluation instruments above was or will be incorporated into faculty member’s teaching methods, practices, and/or philosophy”; and it is

Resolved that Chapter VI§F.2.k of the *Faculty Manual* be further amended to **strike** the following text from this section:

“(7) A statement by the faculty member of methods or philosophy that also describes and documents how feedback from student rating of course experiences or evaluation instruments above were used to improve teaching”; and it is

Resolved that Chapter VI§F.2.k of the *Faculty Manual* be further amended to **insert** the words “(as described in unit TPR guidelines)” at the end of the final subsection.

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

k. Evaluation Criteria for Annual and TPR reviews.

i. Incorporating Evidence of Student Learning in Evaluation of Faculty Teaching is part of an important process requiring a multi-faceted approach. In addition to ~~feedback from instruction and~~ **quantitative feedback from** course evaluation forms completed by students, Evaluations of Teaching must include at least two of the following:

(1) Evidence-based measurements of student learning (such as pre- and post-testing or student work samples) that meet defined student learning outcomes;

(2) Evaluation (by peers and/or administrators) of course materials, learning objectives, and examinations;

(3) In-class visitation by peers and/or administrators;

~~(4) A statement by the faculty member describing the faculty member’s methods and/or a teaching philosophy;~~

(4) A statement by the faculty member reflecting on, describing, and documenting how qualitative and/or quantitative student feedback was or will be incorporated into the faculty member’s teaching methods, practices, and/or philosophy;

(5) Exit interview/surveys with current graduates/alumni;

(6) Additional criteria as appropriate for the discipline and degree level of the students **(as described in unit TPR guidelines).**

85 ~~(7) A statement by the faculty member of methods or philosophy that also describes~~
86 ~~and documents how feedback from student rating of course experiences or~~
87 ~~evaluation instruments above were used to improve teaching.~~