

PRESIDENT: TYLER HARVEY

MEETING MINUTES

Date: October 6, 2026 | **Time:** 2:30 p.m.

Location: College of Veterinary Medicine, Room 101

CALL TO ORDER

The meeting was called to order at 2:30 p.m. and quorum was verified by the Secretary.

OPENING REMARKS

The Dean of the College of Veterinary Medicine described the four-year curriculum: three years of didactic and laboratory instruction followed by a year in a partially distributed, apprenticeship-style model rotating through veterinary hospitals. The College's campus includes seven buildings, including a research building, clinical teaching laboratory, and ambulatory service building.

APPROVAL OF MINUTES

- The minutes of the September 8, 2026 Faculty Senate meeting were approved as distributed.

SPECIAL ORDERS

1) David Kuskowski, Associate Vice President for Enrollment Management

- Kuskowski reported 1.7% undergraduate enrollment growth this year. Next year's targets have not been set. Clemson's long-standing model has been approximately 2% annual growth, but increased wait-list offers last year made historical yield rates less reliable. Last year's yield rate declined by 4%. Enrollment Management expects to establish a target in late April or early May and will continue monitoring enrollment; the model allows a 0.5% to 1% deviation.
- The 2027–2028 academic calendar has been posted. It includes later semester starts, a winter intersession, and proposed changes to commencement participation policies. The university is continuing to develop policies and expectations for the January term and anticipates an iterative process.
- **Question:** When would a change to the commencement policy take effect? **Response:** December 2027, assuming the policy is approved. The Council on Undergraduate Studies has discussed it and is expected to advance it the following month, after which it must proceed through additional approval processes.
- **Question:** Did the enrollment figures refer to graduate or undergraduate students? **Response:** Undergraduate students.
- **Question:** Is graduate commencement also under consideration? **Response:** Yes. The

university is considering commencement participation across student groups; graduation requirements themselves are not changing. The current university-wide policy prevents students from walking unless all graduation requirements are met and verified. The expectation is to lift that general restriction, with distinct policies possible for undergraduate, graduate, and professional students.

- **Question:** How might additional wait-list offers and the demographic enrollment decline affect SAT and other admissions-profile measures? **Response:** Kuskowski said Clemson intends to maintain admissions standards. The demographic decline is projected through 2041, and the university had anticipated that trend, but not an 8% drop in high school graduates applying to and attending college immediately after high school. Lower admissions standards could reduce graduation rates and increase the cost of filling academic gaps. This year, despite a higher share of wait-list offers, average SAT and ACT scores and class rank did not decline. Kuskowski said that strength in the middle of the applicant pool may not persist, and identified earlier offers, scholarships, and stronger university-wide yield as areas for attention.
- **Question:** Although South Carolina's population is expected to grow, the fact that our in-state tuition is held flat means that a shift in in-state vs. out-of-state enrollment affects our revenue significantly. How is the 8% decline in high school graduates enrolling in college distributed between in-state and out-of-state students? **Response:** Kuskowski did not have a state-by-state breakdown of the decline in immediate college enrollment. The demographic decline varies by state; the South, and South Carolina in particular, is relatively insulated. Institutions in states facing larger declines are actively recruiting in the South.

2) Becky Garrigan and Katie Smithson, Office of Human Resources

- The presentation slides are attached. The bulleted notes below record information Garrigan and Smithson provided verbally that was not present in the slides; they do not capture the full presentation.
- Participants in medical, dependent-care, or limited-use flexible spending accounts must reenroll each year. Health savings account participants do not need to reenroll and may request changes through ServiceNow during the year. Employees making changes should save a PDF of the review screen as a record in case of a processing issue.
- **Question:** How can an employee check whether a child has dental benefits and change coverage if needed? **Response:** Check benefits in the My Benefits portal.
- **Question:** What is a dependent-care spending account? **Response:** It allows employees to set aside pretax funds for childcare for dependents under age 12.
- **Question:** What should an employee do if a dependent was not enrolled within 30 days or marital status is incorrect? **Response:** Make open-enrollment changes in October and update marital status in November, when the system is less busy.

3) Molly Nestor, Taimi Olsen, and Anne Grant, Report on AI Detection and Academic Integrity

- The presentation slides and written report are attached and the full draft report (not presented at the Senate meeting) is available in the Senate Teams folder. The bulleted notes below record information Nestor, Olsen, and Grant provided verbally that was not present in the slides; they do not capture the full presentation.
- The working group on accessibility was commissioned by Mitch Shue and Nathan McNeese as part of the AI Accountability Group. Advertised accuracy rates for AI-detection tools do not hold up in real-world use. CCIT reviews of detectors generally focus on data security rather than academic use; Dan Lewis requested clarifying guidance in CheckIT

when an approval request concerns an AI detector.

- The report was sent to Shue and McNeese and is scheduled for presentation to the AI Council on October 21. The group requested faculty feedback, including questions and points of confusion.
- **Comment:** The Provost appreciated the report's emphasis on following academic policy and disclosing use of AI detectors.
- **Question:** Could unapproved detectors identify AI use that approved detectors miss? **Response:** Carl Ehrett said most detectors are more useful for estimating AI use at a population level than for identifying AI use by an individual. Academic policy does not allow a detector to serve as the sole basis for an academic-integrity finding, though it may be one piece of evidence. Instructors may assign the earned grade when work is poor.
- **Question:** How can faculty identify AI-generated work when it is strong? **Response:** The speakers recommended restructuring assignments to include more scaffolding and gathering other evidence relevant to academic-integrity concerns. They acknowledged that this is more difficult at scale and invited faculty to join the working group.
- **Question:** How can instructors address AI use in online courses? **Response:** The speakers said online instruction makes detection more difficult and encouraged discussion of assignment and instructional design that addresses these challenges.

REPORTS

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

- Smith recognized the recent tenure and promotion celebration and the work required to establish the College of Veterinary Medicine. He described the university's work on AI as similarly new and evolving, with unresolved questions about effective tools and implementation.
- He said Clemson has strong application volume and applicant profiles, including the middle portion of the pool, while emphasizing that the university is taking enrollment projections seriously. He noted President Ben Ayers's focus on supporting faculty and staff and said university leadership is marshalling resources for that purpose.
- Smith said Clemson's approach to AI has broadened beyond selecting a provider, licensing a product, and protecting data. He emphasized that investment should include leadership, training, ethics, implementation, governance, and security, with AI skeptics represented in the AI Council. He previewed development of a more formal structure for university AI strategy without providing details.
- Smith said the university should move beyond a retreat mindset after budget walkbacks and sequestration. It is important for the academic side of the house to have access to resources. As the University emerges from the current financial adjustments, he expects Senate leadership to help consider the future of academic programs and degrees. Faculty will receive specific prompts for input on what higher education may look like in five to ten years.
- He identified experiential learning as a priority aligned with Clemson Elevate and President Ayers's priorities. Clemson's four- and six-year graduation rates have targets, and Smith asked whether experiential learning, for which the university has a goal of 100% participation, should be required. He said it should be distinctive and reflect Clemson's strengths.
- **Question:** How will faculty obtain resources to develop January-term courses, and how will teaching be compensated? **Response:** Smith said final determinations have not been

made. Unless a special arrangement includes the course in workload, he expects it to be treated as overload contingent on enrollment. Upfront costs can count against spending authority even when course revenue will exceed expenses, which is creating budgeting and logistical difficulties for planning. The university has identified a need for accounting categories that alleviate this problem.

- **Question:** In discussing J-term, you mentioned experiential learning and gave an example of study abroad to Chile. It usually takes at least 18 months to plan ahead for study abroad. How can we as faculty help make examples like that work for J-term? **Response:** The university is considering a pilot for domestic service-learning courses in January 2028, with international experiential learning to follow.
- **Question:** Compared to the AI contract University of South Carolina negotiated, we are paying quite a bit more: \$3M as compared to an initial contract of \$1.5M that was renewed for \$2.5M. What are the additional tools in Clemson's AI contract, and did the university get a poor deal? **Response:** Smith said the contract was negotiated before he arrived and that Clemson did not get a poor deal. He cited greater privacy protections for students and researchers and a larger token allocation than were in the USC contract. He said the university should assess whether to continue the arrangement or use other approaches as it plans ahead.
- **Question:** How can faculty plan international experiential learning for January 2028 when study-abroad programs normally require longer lead time? **Response:** Smith said the first January term may include domestic service-learning pilots and perhaps a few established international partnerships. He expects the program to grow in 2029 and later, rather than proceed before it is ready.
- **Question:** What is the university's approach to online degree programs? **Response:** Smith said online education can extend Clemson's reach and support students who cannot be physically present. Fully online degrees with online general education may take several years to break even and could initially lose several million dollars annually. Leadership is weighing the financial risk, faculty and staff workload, and potential future revenue against the land-grant mission. Fully online master's programs and certificates are moving forward; some programs may be able to pivot readily, while other full-degree proposals are on a strategic pause.

2) Standing Committees

a. Welfare Committee; Chair Cameron Bushnell

- The Welfare Committee report is attached.
- The Committee reviewed a subcommittee report on Charge 2513, Diversity, and will consider recommended actions before bringing the matter to the full Senate.
- The Committee plans a special order with the Senior Associate Provost's office on October 20 concerning Charge 2628, Faculty Mentoring.
- The Committee will have a "Pulse of the Senate" activity at the November meeting as part of Charge 2624, Faculty Morale, Communication, and Shared Governance.

b. Finance Committee; Chair Raul Chavez-Negrete

- No formal report was presented. Chavez-Negrete is collecting information from Lead Senators about budget practices and communication in their colleges. Senators were asked to send him observations. The information will guide planning and questions for the Chief Financial Officer; specific questions will be sent to Lead Senators to create a common frame of reference. A consolidated informal report is planned for the next Senate meeting.

- c. Scholastic Policies Committee; Chair Jennifer Holland
 - Holland thanked Senators for feedback on the academic calendar, student recording of faculty, and student objections to required AI use. The Committee is using the feedback in its discussions and reports.
 - The Committee is closing its draft report on the academic calendar and hopes to present it the following month.
 - Feedback on student recording was strong, with general support for a university-wide policy. The draft report is nearly final, and Holland is seeking feedback on the proposed approach. Unless there are concerns, the plan is to ask the Council on Undergraduate Learning to move the undergraduate class-regulation statement on copyright and permission to record into the catalog and then to close the agenda item after CUGL does so.
- d. Research, Scholarship, and Creative Endeavors Committee; Chair Michael Sehorn
 - Sehorn was absent. President Harvey relayed that a subcommittee of RSCE is addressing Charge 2630, to conduct a review of current policies and procedures of the Institutional Review Board (IRB), solicit feedback from faculty about challenges with the current process and impacts on their research endeavors, compare to those at peer and aspirational institutions, and make recommendations to improve the efficiency. Faculty with experience with the IRB process are encouraged to contact the subcommittee with feedback.
- e. Policy Committee; Chair Ellen Breazel
 - Policy Committee Report 2603, Group I Administrator Exceptions, is attached. The Committee was charged by the 2025–2026 Non-Tenure Track Committee to consider exceptions to the tenure-track requirement for Group I Administrators. The Senate adopted the report and its recommendations.
 - The Committee submitted proposed amendments to the Faculty Senate Bylaws in writing at this meeting, with the intention of bringing them forward for a vote at the November meeting. The amendments were not voted on at this meeting. Faculty should review the proposed amendments and provide feedback to the Committee before the November meeting. The proposed amendments are attached.
- f. *Ad Hoc* Committee on the Future of Higher Education; Chair Sarah White
 - The Committee has received Institutional Review Board approval to gather student input. It plans to distribute a survey through the Graduate and Undergraduate Senates.
- g. Alpha Committee; Chairs Tyler Harvey and Jace Garrett
 - The final meeting of the Alpha Committee is scheduled for October 13. The meeting may be canceled.
- 3) University Committees/Commissions
 - a. Committee on Committees
 - No report was presented.
- 4) Undergraduate Student Government; Representative Jameson Sheehy
 - Sheehy reported a busy month for student governments and described ongoing changes at the university and county levels. The Green Bandana Project is scheduled for a second reading the following week. The administration has committed \$1,000, and Student Government is seeking an additional \$1,000.
 - The Undergraduate Senate Operations Committee is holding Resource Week, with rotating information and giveaways for students and faculty. Agricultural Awareness events are

underway.

- Undergraduate Student Government is advocating for a Sexual Assault Nurse Examiner (SANE) at Redfern Health Center; currently, the nearest SANE is approximately 30 minutes away in Easley.
- Undergraduate Student Government is also developing a textbook-lending platform and a system to identify courses with no required materials, low-cost materials, or higher-cost materials.
- Sheehy said Student Government would like the Chair of the Undergraduate Senate Academic Affairs Committee to serve on Academic Council.
- **Question:** What support would help advance the SANE proposal? **Response:** Support and contacts would be appreciated.

5) Graduate Student Government; Matt Harrington

- Harrington has been elected Graduate Student Senate President and that a new Chief Parliamentarian has been selected; the new Parliamentarian's name was not provided.
- Graduate Student Government is seeking clarification on health-insurance reimbursement for students who are not in residence for a semester or more and is working with Provost Smith and Dean Lopes on international-student travel reimbursement.
- The group is discussing how to consolidate resources for faculty advising international graduate students and how to include more professional development and communication in evaluations of graduate students on thesis or dissertation tracks.

6) Faculty Senate President; Tyler Harvey

- President Harvey noted that it had been a busy month full of meetings. The full reports and/or agendas from those meetings are available to Senators through the Teams folder. The points below were made at Senate as a summary of important outcomes.
 - **Council on Undergraduate Learning Materials, September 11:** The materials included a proposed change that would separate participation in commencement from completion of all degree requirements, and a proposed undergraduate medical and crisis withdrawal policy permitting full, partial, current-term, and retroactive relief under specified review standards. The General Education Curriculum Committee was charged to assess the course portfolio and recommend a clearer, more accessible, predictable, and sustainable strategy for the Crossings curriculum. Harvey requested feedback concerning priorities and next steps for general education.
 - **Graduate Council Agenda and Materials, September 17:** The Graduate Council approved a graduate AI-use policy requiring faculty to provide written expectations for courses, research, theses or dissertations, and comprehensive examinations. It gave first readings to revisions concerning special circumstances and changes of major or degree program. The materials also noted anticipated federal visa changes affecting changes of program and updated graduate-assistantship categories.
 - **Libraries Advisory Committee Minutes, September 29:** The Libraries were assigned a 6% reduction, affecting collections, vacant positions, operating hours, and other services. A provost-appointed committee is reviewing the future missions of the Libraries and Watt Center, and the Museums and Collections Committee recommended that the Geology Museum and National Museum report to the Libraries; no decision has been made about moving either museum. A celebration of Cooper Library's 60th anniversary is scheduled for October 22, from 3:00 to 5:00 p.m. Senators with input on campus museums and their future were asked to share it with Harvey.
 - **Athletic Council Agenda, September 30:** The Council received updates on wellness

initiatives and discussed the proposed federal Protect College Sports Act and possible effects on name, image, and likeness rules, revenue sharing, women's and Olympic sports, transfers, eligibility, and conference realignment.

- **Academic Council Agenda and Materials, October 5:** The Council discussed a new policy for required zero-credit-hour courses; revised Bachelor-to-Graduate GPA and graduate application and admission requirements; the new graduate AI-use policy; and updated graduate-assistantship names and descriptions. The proposed Bachelor-to-Graduate revision would reduce the university minimum GPA from 3.4 to 3.0 while allowing individual programs to require a higher minimum.
- Nominations and volunteers are needed for the **academic administrator review for Dean Sarah Winslow** (Clemson University Honors College). Nominations, including self-nominations, should be sent to President Harvey or to Lauren Kennedy.
- Harvey said a public announcement of the new **Faculty Representative to the Board of Trustees** was expected soon. The Board will meet the following week, and Harvey will provide a report in the representative's place. His report, framing Clemson's goal of doubling research by 2035 as a faculty-capacity and research-infrastructure challenge, is included in the minutes.
- The **Military Appreciation Brunch** is scheduled for October 14 in Carillon Gardens. Please attend and encourage others to attend. The event is free for faculty, staff, and students.
- **Secretary of Education Call to Action:** The Secretary of Education asked institutions to post statements before the end of 2026 addressing admissions transparency, free speech and open debate, intellectual pluralism, affordability and value, academic rigor in the age of AI, foreign influence and research security, and service to national workforce, security, and economic needs. Clemson is drafting a response with faculty involvement.

UNFINISHED BUSINESS

- No unfinished business.

NEW BUSINESS

- No new business.

ADJOURN

The meeting adjourned at 4:31 p.m.

ANNOUNCEMENTS

- Cooper Library celebration, October 22, 3:00–5:00 p.m.
- Military Appreciation Brunch, October 14, Carillon Gardens.

SIGNATURE

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



8 October 2026

Open Enrollment

**Becky Garrigan, Katie Smithson
Office of Human Resources**



Office of
HUMAN RESOURCES

2026 OPEN ENROLLMENT OVERVIEW

OHR Benefits & Well-Being

WHAT WE WILL COVER TODAY...



- ① **What's new for 2027**
- ② **How to get started**
- ③ **Resources and Support**

What's New for **2027**

WHAT'S NEW FOR 2027

- **No Dental Changes** - This is not an Open Enrollment Dental Year. Therefore any changes to dental will not be allowed until Open Enrollment in October of 2027 or within 31 days of a Special Eligibility event.
- **Vision Premiums** will experience a slight increase in 2027.



WHAT'S NOT NEW FOR 2027

- The way you make your Open Enrollment selections through PEBA's employee portal – MyBenefits
- OE Website will be your source of information and resources
- You will still have the option to book a meeting with an OE Navigator for assistance if needed.



PREMIUM CHANGES FOR 2027

Health Insurance Premiums

- Employee premiums **will not** increase in 2027.

Dental Premiums

- Employee premiums **will not** increase in 2027.

Vision Premiums

- -Employee premiums will increase slightly in 2027.

Monthly Vision	2026	2027
Employee	\$6.30	\$6.54
Employee + Spouse	\$12.60	\$13.10
Employee + Children	\$13.54	\$14.06
Full Family	\$19.84	\$20.62



2027
Monthly Insurance premiums
for active employees

Standard Plan

Employee	\$71.00	\$6.30	\$0.00
Employee + Spouse	\$142.00	\$12.60	\$0.00
Employee + Children	\$151.54	\$13.54	\$0.00
Full Family	\$200.84	\$19.84	\$0.00

Basic Plan

Employee	\$61.00	\$6.30	\$0.00
Employee + Spouse	\$122.00	\$12.60	\$0.00
Employee + Children	\$131.54	\$13.54	\$0.00
Full Family	\$180.84	\$19.84	\$0.00

Employee contributions

	Health	Dental	Vision	Long Term Disability
Employee	\$51.00	\$11.00	\$0.00	\$0.00
Employee + Spouse	\$102.00	\$22.00	\$0.00	\$0.00
Employee + Children	\$111.54	\$23.00	\$0.00	\$0.00
Full Family	\$160.84	\$34.00	\$0.00	\$0.00

Notes:

- If you are a new hire, you will be enrolled in the Standard Plan.
- If you are a new hire, you will be enrolled in the Basic Plan.
- If you are a new hire, you will be enrolled in the Vision Plan.
- If you are a new hire, you will be enrolled in the Long Term Disability Plan.
- If you are a new hire, you will be enrolled in the Health Plan.
- If you are a new hire, you will be enrolled in the Dental Plan.
- If you are a new hire, you will be enrolled in the Vision Plan.
- If you are a new hire, you will be enrolled in the Long Term Disability Plan.
- If you are a new hire, you will be enrolled in the Health Plan.
- If you are a new hire, you will be enrolled in the Dental Plan.
- If you are a new hire, you will be enrolled in the Vision Plan.
- If you are a new hire, you will be enrolled in the Long Term Disability Plan.

Key Dates

KEY DATES



October 1, 2026 First Day of Open Enrollment

**October 31, 2026,
11:59 p.m. EST** Close of Open Enrollment

December 1, 2026 Last Day to Submit Required Documentation

January 1, 2027 Effective Date of Insurance Changes

Note: Benefit changes effective before January 1, 2027, should be processed separately from Open Enrollment transactions.

*Examples: Birth of new child, loss of eligibility, retirement, immediate beneficiary changes.

Change Options

CHANGE OPTIONS FOR ELIGIBLE EMPLOYEES



INSURANCE



Health



Dental



Vision



Optional Life



Dependent
Life-Spouse



Dependent
Life-Child



Supplemental
Long-Term
Disability



Aflac
Supplemental
Insurance

MONEYPLUS FLEXIBLE SPENDING ACCOUNTS



Medical Spending Account



Limited-Use Spending Account



Dependent Care Spending
Account



Health Savings Account

Get Started

HOW TO GET STARTED



View current elections and beneficiaries by visiting PEBA
MyBenefits.sc.gov



Make your State Open Enrollment changes by visiting MyBenefits.sc.gov



Review information and resources on the Clemson University 2026 Open Enrollment Webpage



Attend an Aflac Group Information Session or Make an Aflac Appointment on the Clemson University 2026 OE Webpage

Support & Resources



View Videos via links on 2026 OE Webpage

2026 Open Enrollment Overview

- ✓ How to Navigate MyBenefits 2026
- ✓ Aflac Supplemental Insurance Options

Visit the Clemson University 2026 Open Enrollment Webpage for information on:

- ✓ PEBA
- ✓ Aflac
- ✓ Allstate Identity Protection
- ✓ Appointments with HR Open Enrollment Navigators

Key Takeaways **for Open Enrollment** **2026**

KEY TAKEAWAYS

OE 2026 is not a Dental Year – No dental plan changes including adding or dropping coverage

MoneyPlus Flexible Spending Accounts Require Re-Enrollment for 2027

Medical Spending Account

Dependent Care Spending Account

Limited-Use Spending Account

Health and Dental Premiums Remain unchanged

Vision Premiums increasing slightly

2027 premiums - peba.sc.gov/monthly-premiums

Review Benefits & Deductions

Check current elections and beneficiaries before OE

Verify accuracy of payroll deductions in January 2027





QUESTIONS?

Molly Nestor, Taimi Olsen & Anne Grant

Report on AI Detection and Academic Integrity

ACADEMIC INTEGRITY AND AI DETECTION TOOLS

CU AI: WORKING GROUP ON AI AND
ACCESSIBILITY
6 OCTOBER 2026

The Concerns

- Instructors are using AI detectors, but as of now, there is not data about just how many.
- Few syllabus statements that directly address use of AI detectors
- Hazards of using non-approved AI detection tools

Working Group Charge:

Concerns around AI-detection software and academic integrity processes as a significant issue impacting the university broadly. Examine impacts on students with disabilities and other student impacts.

Member steps:

- Conducted a literature review
- Reviewed processes from Clemson and peer institutions
- Reviewed Simple Syllabus AI Policy Statements
- Sent final report to the AI Council with recommendations

Research on Detectors

- AI detection tools have high rates of false positives and negatives
- Second language students and students with disabilities flagged more often
- Unapproved tools do not protect student intellectual property or personally identifiable information (PII)

Accusations based solely on AI Detection can:

- Degrade trust
- Impact students unfairly & disproportionately
- Not upheld by Clemson Academic Integrity policies
- Expose the university to potential legal action in the case of false accusations

AI Detection Tools

Currently: Student work is uploaded into a tool and checked for plagiarism and the use of AI

Approved tools at Clemson:

- Grammarly
- Turnitin
- iThenticate (Graduate program dissertations only)

Policies

- AI Policies

<https://www.clemson.edu/ai/guidelines/> (section on related university policies)

- Undergraduate Academic Integrity

[Clemson Undergraduate Academic Integrity AI Guidance](#)

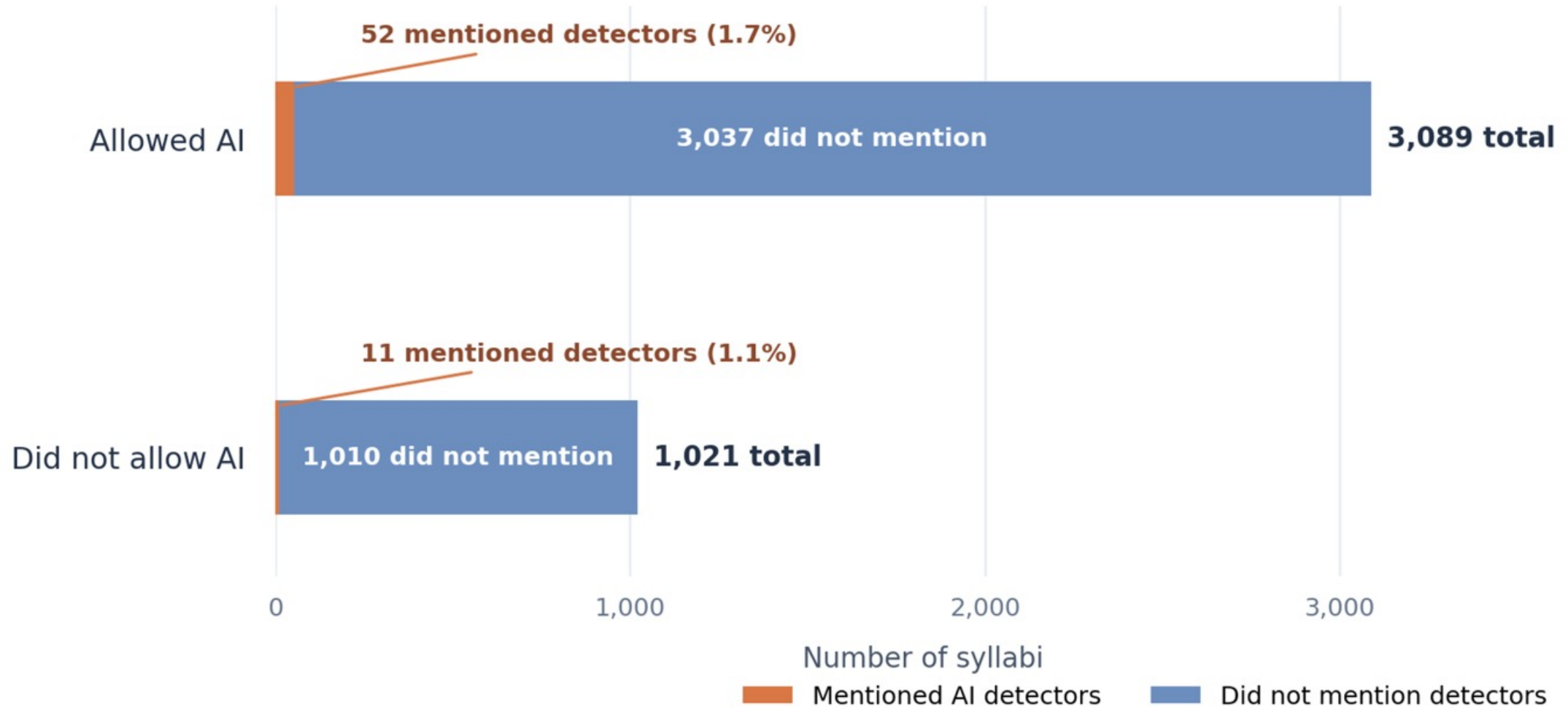
- Graduate School

<https://www.clemson.edu/graduate/academics/theses-dissertations/plagiarism.html>

Clemson University Graduate School [Policies & Procedures Handbook](#).

AI Policy from Fall 2025 Syllabi (n=4,110)

Each bar is split by whether the syllabus mentioned AI detectors.



What Can Faculty Do?

As faculty navigate rapidly changing AI tools, clear expectations and established processes can support both faculty judgment and fair treatment of students.

- **Follow established academic-integrity procedures** when concerns arise about unauthorized AI use or plagiarism.
- **Clearly communicate expectations** for appropriate AI use in your course.
- **Be transparent about AI-detection tools** and recognize their limitations.
- **Follow institutional policies** for AI use and intellectual work.
- **Seek support when needed** from the UDL or Graduate Dean's office or other appropriate campus resources.

Recommendations to AI Council

- Revise the Academic and Research AI Usage Quick Guide into three guides (Undergraduate student, Graduate student, staff, faculty guides)
- Reaffirm limitations of detectors and how accusations must follow existing academic integrity policies.
- Add a standard CheckIT warning regarding AI detection tools

We see all of these recommendations as addressing issues of confusion and miscommunication.

Longer-term Recommendations

- Review Clemson policy on AI use, plagiarism detection, and academic integrity including regular review of AI Detection Tool policies
- Add standard syllabus language that provides students with a link to clear information about academic integrity and AI expectations.
- Provide training on academic integrity, intellectual property, copyright, assessment in the age of AI, and the academic integrity process.
- Examine whether AI-related plagiarism belongs within traditional plagiarism processes.

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WELFARE COMMITTEE REPORT

Cameron Bushnell, Chair

October 6, 2026

Report to Full Senate from Welfare Committee

Welfare Committee received a thorough and extensive subcommittee report on **Charge 2513 Diversity**, with special thanks to Michael Kiernan for his efforts. After preliminary discussion, the Committee will decide between a number of recommended actions for bringing this agenda item to full senate.

The Committee is hosting a Special Order with the Senior Associate Provost's office on October 20 regarding **Charge 2628 Faculty Mentoring** and continuing development of plans for university-wide mentoring.

The Committee plans to introduce at the November Full Faculty Senate meeting a "Pulse of the Senate" activity related to **Charge 2624 Faculty Morale, Communication, Shared Governance**.

POLICY COMMITTEE REPORT

Standing Agenda Items:

2603 (Group I Administrator Exceptions)

Related Senate Reports and Resolutions:

2025-2026 NTT Final Report

The Policy 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

Committed on Tuesday, April 7, 2026 by the Faculty Senate Executive Committee upon the recommendation of the 2025 ad hoc committee on NTT Issues and Representation, with the charge to consider amendments to the Faculty Manual descriptions of Group I administrators to allow some exceptions to the requirement that these administrators must hold tenured/tenure-track appointments such as department chair of units composed exclusively of non-tenure track faculty, dean of the honors college, or other roles that do not require direct oversight of tenure or promotion processes for tenure-track faculty.

Specific section for this topic:

Administrative Opportunities

To further explore the leadership opportunities available to NTT faculty, our committee took a critical look at administrative opportunities from which they may be unnecessarily excluded. Faculty Senate Resolution 202503a (August 2025) establishes three categories of Academic Administrators (Groups I - III), each defined by level of authority and supervisory responsibility. Table 4 below summarizes the appointment eligibility requirements under the original (i.e., prior to August 2025) policy and under the revised resolution, as well as implications for NTT faculty.

Table 4. Changes to NTT eligibility for administrative positions with the August 2025 resolution

Group	Positions (Examples)	Original Eligibility	Resolution Eligibility	Change for NTT Faculty
Group I Chief academic officers supervising faculty	Provost; Assoc./Asst. Provosts; Deans; Assoc./Asst. Deans (with supervision); School Directors; Department Chairs; Division Heads	Tenured, tenure-track, or administrative faculty	Tenured or tenure-track required	NTT remain excluded. Administrative faculty category removed but no expansion of eligibility.
Group II Report to Group I; no faculty supervision	Assoc./Asst. Deans (no supervision); Program Directors; Center Directors; Faculty Fellows; Initiative/Accreditation Directors	Tenured, tenure-track, or administrative faculty	Regular appointment in academic unit	Major expansion: NTT eligible with regular appointment. Administrative faculty status eliminated.
Group III Department-level; no faculty supervision	Undergraduate/Graduate Program Directors; Course, Assessment, Curriculum Coordinators; Faculty Advisors (stipend roles)	Tenured, tenure-track, or administrative faculty	Regular appointment in academic unit	Major expansion: NTT eligible. Gains explicit shared governance participation.

The resolution preserves T/TT requirements for positions that include direct supervision of faculty (Group I), while expanding NTT eligibility for non-supervisory administrative roles (Groups II and III). The principal structural shift is the removal of “administrative faculty” as a separate eligibility category and the substitution of “regular appointment in an academic unit” for non-supervisory roles.

The discussion below focuses specifically on Group I eligibility and the continued exclusion of NTT faculty from those positions.

Policy Analysis

The T/TT requirement is appropriate for positions that exercise direct authority over tenure, promotion, research expectations, and faculty evaluation. In such cases, T/TT status ensures familiarity with the standards and long-term commitments associated with those processes.

However, the categorical restriction may unnecessarily limit eligibility for certain Group I roles whose primary functions are instructional leadership, curriculum oversight, student success initiatives, or administration of units composed primarily of NTT faculty. In these contexts, the competencies most critical to effective leadership may include program management, pedagogical expertise, and institutional knowledge rather than T/TT research credentials.

Examples of positions where this issue may arise include:

- **General Engineering Department Chair**, in a unit composed solely of NTT faculty and focused on instructional delivery and program coordination;
- **Dean of the Honors College**, where responsibilities center on curriculum design, interdisciplinary programming, and student enrichment;
- **Associate Provost and Dean of Undergraduate Learning**, which emphasizes undergraduate curriculum oversight, advising systems, and student-focused academic initiatives.

In such roles, demonstrated administrative experience, leadership capacity, and alignment with the unit's mission may be more directly relevant than tenure-track status.

Governance Considerations

Any modification to Group I eligibility must preserve appropriate safeguards for positions that significantly influence:

- Faculty tenure and promotion decisions
- Research policy and standards
- Long-term academic workforce planning

At the same time, limited flexibility may be warranted for roles in which faculty supervision is minimal or where the unit's composition and mission are predominantly instructional.

Providing a narrowly defined exception process would maintain the integrity of faculty governance while allowing the University to appoint the most qualified candidate based on demonstrated expertise and alignment with institutional needs.

Discussion and Findings

The Policy Committee discussed the possibility of changing the language of Group I administrators to include non-tenure track faculty. The committee considered dropping the requirement of tenure across all three administrative groups but ultimately decided that declaring tenured faculty would evaluate faculty in the tenure process was a reasonable compromise.

It was worth noting that there is an imbalance when we stipulate that non-tenure track faculty may not be in supervisory roles over tenured/tenure track faculty, yet tenured faculty may be in supervisory roles over non-tenure track faculty. While we recognize this imbalance the Faculty Manual establishes that holding tenure is an essential qualification to be able to evaluate tenured/tenure track faculty.

Faculty Manual Section Affected Chapter VIII F.4.b

Current Language

A person appointed to be an academic administrator in this group must hold or be granted a tenured or tenure track appointment in an academic unit at the time of appointment.

Proposed Language

A person appointed to be an academic administrator in this group must hold or be granted a regular appointment in an academic unit at the time of appointment. Any Group I administrator who supervises or evaluates tenured or tenure track faculty must hold or be granted a tenured appointment in an academic unit at the time of appointment.

Recommendations

The Policy Committee recommends changes to the Faculty Manual to incorporate allowing group1 administrators to be non-tenure track unless the administrator is responsible for the supervision or evaluation of tenure or tenure track faculty.



CLEMSON® UNIVERSITY FACULTY SENATE

BYLAWS OF THE CLEMSON UNIVERSITY FACULTY SENATE

ARTICLE I Name

The name of this assembly will be the Faculty Senate as outlined by Article II of the Constitution of the Faculty of Clemson University.

ARTICLE II Object

The Faculty Senate is the representative assembly of the faculty. It represents the faculty of Clemson University in its relationship with the university administration; recommends new policies or changes in existing policies to the Executive Vice President for Academic Affairs and Provost; and promotes the welfare of the faculty and of its individual members. Specifically, the Faculty Senate acts:

1. *to review and recommend academic policies, procedures, and practices at the university level;*
2. *to preserve collective and individual faculty prerogatives as they are set forth in established university policies and procedures;*
3. *to make recommendations on matters affecting faculty welfare;*
4. *to provide good offices for the redress of faculty grievances; to articulate and promulgate faculty positions on issues of general concern within the university;*
5. *to maintain liaison with the faculties of other colleges and universities on matters of common concern.*¹

ARTICLE III Membership

Section 1. Membership. *As a rule, there will be thirty-five members of the Faculty Senate. Members of the Faculty Senate shall be elected by the faculty, voting by colleges in accordance with policies and procedures set forth in the bylaws of the several collegiate faculties. These bylaws may also establish provisions for the recall of faculty senators from the college, with the exception of those holding elected Senate office. Senate terms shall be three years except as otherwise provided. For the allocation of Senate seats and all other*

¹ Constitution of Clemson University, Article II, Section 1
Bylaws of the Clemson University Faculty Senate

provisions of this article, the librarians shall be considered as a faculty representing a college.²

Commented [WE1]: New text from Constitutional Change [editorial]

Section 2. Duties and Responsibilities. The primary duties of senators are to promote and support the mission of the Faculty Constitution, abide by the policies and decisions of the Senate, advocate the policy positions of the Faculty Senate at all university governance levels, communicate with constituents, and recommend and assist in recruiting prospective Faculty Senators. Senators also serve as liaisons from the Faculty Senate to the University by attending events of importance to the mission of the Faculty Senate and developing and maintaining a working knowledge of the Faculty Senate, its programs, and current issues of higher education in general and Clemson University in particular. Senators serve on committees and/or task forces voluntarily or as requested. Senators are expected to prepare for each Senate meeting by reviewing meeting materials and formulating questions and responses to issues as well as attending meetings regularly (absence from two [2] regularly-scheduled Senate meetings during the Senate year [April to March], without prior notice, may be grounds of dismissal from Senate membership). Senators unable to attend should notify the Senate Office and work with their Lead Senator to identify an alternate to attend and participate as their proxy.

Section 3. Membership Eligibility. Any member of the Faculty may be eligible for membership on the Faculty Senate, except Department Chairs, School Directors, Deans, the Executive Vice President for Academic Affairs and Provost, Associate Provosts, Vice Presidents, the University President, and others with primarily administrative duties.³

Section 4. Senate Seat Allocation. Senate seats will be allocated according to the ratio of the number of members of the Faculty in a college to the total number of members of the Faculty in the university. Each college will have as many seats as are in the nearest whole number when its ratio is multiplied by thirty-five, provided each college has at least one representative. For the purposes of this calculation, the Library is considered a college. If the total number of seats allocated thus far is less than thirty-five, the remaining seats are allocated to the colleges with the larger fractions until there is a total of thirty-five members. If this formula produces an exact tie for a seat, each college involved will be awarded a seat. The Faculty Senate President will obtain a new allocation from the Chairperson of the Faculty during February of every odd-numbered year after the most recent allocation. This allocation will be given to the dean of each college in time for the March election and will control the numbers elected to the Faculty Senate at that time. If one or more members are gained, the collegiate faculty may designate new seats to have terms of less than three years to balance the terms within the College Delegation. If one member is lost in the new allocation, one fewer member will be elected to the Faculty Senate at that election. If the new allocation results in the loss of one or more members whose terms have not expired, the membership of the Senate will be temporarily enlarged to accommodate the new allocation. New allocations will be based on the number of members of the Faculty at the beginning of the fall semester. Each college shall have as many seats as there are

² Constitution of Clemson University, Article II, Section 2

³ Constitution of Clemson University, Article II, Section 2

Bylaws of the Clemson University Faculty Senate

represented academic units and one seat for every 40 eligible faculty members appointed in the college. For the purposes of this calculation: the Library is considered a college; Emeritus faculty are excluded from the faculty count; a represented academic unit has an academic administrator whose supervisor is an academic Dean.⁴

Commented [WE2]: New text from Constitutional Change [Editorial]

Section 5. Alternates. Each college, except the Library, shall elect two alternates on a yearly basis; the Library shall elect one⁵. These faculty members will have the same membership eligibility described in Section 3 of this Article. These proxies will serve as substitutes for specific absent Senators from the same college, with the same status as a full member at any senate meeting, and vote in their absence. Alternates may twice succeed themselves⁶.

Section 5. Resignation from Membership. Resignation letters are sent to the College Delegation, the official responsible for College elections, the Lead Senator of the College, and the Secretary of the Faculty Senate. Upon receipt of the letter, the Lead Senator will facilitate the College's process of selecting an Alternate to complete the resigning member's term.

Section 6. Senator Recall.

a. By the College. The College submits a notice of recall signed by a majority of eligible voting faculty to the Lead Senator and the Secretary of the Faculty Senate. Upon receipt of the recall notice, the Lead Senator will facilitate the College's process of selecting an Alternate to complete the recalled member's term.

b. By the Faculty Senate. A recall recommendation can be sent to the College Delegation from the Faculty Senate Advisory Committee with two-thirds of the committee voting in favor of the recall. Upon receipt of the recommendation, the majority of eligible voting faculty must vote in favor of the recall.

ARTICLE IV Meetings

Section 1. Regular Meetings. The date and time of the regular monthly meetings of the Faculty Senate will be determined by the Advisory Committee. The schedule of the meetings for the year will be announced no later than the first day of May through appropriate communications. Except for executive sessions, all meetings of the Faculty Senate will be open to any member of the public. Any member of the faculty may present concerns to the Senate for the Senate's consideration, provided the faculty member notifies the Faculty Senate President or designee at least one week prior to the Senate meeting. Visitors may be invited by a member of the Advisory Committee to participate in any specific discussion.⁷

⁴ Constitution of Clemson University, Article II, Section 2

⁵ Constitution of Clemson University, Article II, Section 2

⁶ Constitution of Clemson University, Article II, Section 2

⁷ Constitution of Clemson University, Article II, Section 4

Bylaws of the Clemson University Faculty Senate

Section 2. Agenda. The call to meeting and agenda will be distributed no later than seven calendar days prior to any regular Faculty Senate meeting. When setting the agenda, the Secretary is responsible for scheduling any member of the faculty who wishes to present concerns to the Faculty Senate during an identified Free Speech period.

Section 3. Standing Agenda:

- Call to Order
- 1. Approval of Minutes
- 2. Reports
 - a. Special Reports (3 minutes each)
 - b. Executive Vice President of Academic Affairs and Provost
 - c. Standing Committees (3 minutes each)
 - d. Temporary Committees (3 minutes each)
 - e. University Committees (3 minutes each)
 - f. President of the Faculty Senate
- 3. Unfinished Business
- 4. New Business
- Adjourn

Section 4. Special Meetings. With the approval of a majority of the Advisory Committee, special meetings of the Faculty Senate may be called at any time by the Faculty Senate President or by written petition by at least one-third of the Senate.

Section 5. Quorum. *Two-thirds of the membership of the Faculty Senate will be the quorum for the transaction of all business.⁸*

Section 6. Open Floor. The Secretary shall place on the agenda, prior to "Call to Order", any requests submitted by a member. It shall be made clear that views presented during "Open Floor" presentations do not necessarily represent those of the Clemson University Faculty Senate. Requests and presentations are subject to the following provisions:

- a. No more than 2 presentation requests may be honored for each meeting. Each speaker shall have a maximum of three minutes for delivery.
- b. Requests from nonmembers of the faculty shall be subject to approval of the Faculty Senate Executive Committee.
- c. All requests to present shall be submitted to the Faculty Senate (senate@clemson.edu) no later than 7 calendar days prior to the meeting and shall include the speaker and the title of the presentation. Requests not meeting this provision shall be scheduled for the next available meeting.
- d. To be published on the Faculty Senate website and recorded in the minutes, the presentation must be written and submitted with the request.
- e. To begin every presentation, the faculty member shall introduce themselves and state the department and college of appointment.
- f. Slanderous commentary, personal attacks, and the use of names shall not be permitted.

Commented [WE3]: New provision providing for "Free Speech"

⁸ Constitution of Clemson University, Article II, Section 4
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- g. An opportunity for rebuttal and/or questions shall be provided by the speaker to the members of the Faculty Senate.
- h. Deviations from these provisions shall result in the interruption or termination of the presentation. The Faculty Senate Parliamentarian and/or the Faculty Senate President will determine appropriate actions.
- i. The Open Floor Period shall occur before the Faculty Senate meeting is called to order, starting at 2:30 p.m. on the day of the meeting.

ARTICLE V

Officers

Section 1. Officers and Duties. *The officers of the Faculty Senate will be the President, the Vice President, who will be the President-Elect, and the Secretary.*⁹ These officers will perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the Faculty Senate.

Section 2. Nomination Procedure and Time of Elections. The Advisory Committee will submit to the Senate no less than two nominees for President-elect and Secretary by the February meeting of the Advisory Committee.

Section 3. Ballot Election and Term of Office. Election of officers will be by secret ballot, with a simple majority required for election. The Vice President and the Secretary will be elected at the regular meeting of the Faculty Senate in March of each year. The retiring officers will serve at the April meeting of the Faculty Senate through the completion of Unfinished Business, or until their successor takes office. The retiring President will give the Senate report at the subsequent meeting of the Faculty.

Section 4. Office Holding Limitations. Candidates for election to office must be current members of the Faculty Senate.

Section 5. Removal from Office. *To recall an officer, a petition signed by no less than two-thirds of the elected members of the Senate shall be required.*¹⁰ This request should be submitted electronically to the Faculty Senate Office.

Section 6. Officer Vacancies. If the office of Faculty Senate President becomes vacant due to resignation, death, or incapacity, the Vice-President shall immediately and automatically succeed to the office of the President for the remainder of the unexpired term. If the vacancy occurs after October 1, the new President shall thereafter be eligible to serve the full presidential term for which they were elected. If the vacancy occurs on or before October 1, the new President's service as President shall constitute a full term of office.

⁹ Constitution of Clemson University, Article II, Section 3

¹⁰ Constitution of Clemson University, Article II, Section 3
Bylaws of the Clemson University Faculty Senate

If the office of Faculty Senate Vice-President becomes vacant due to resignation, death, incapacity, or succession to the office of Faculty Senate President, an election for the position will occur at the next regular meeting of the Faculty Senate. If the vacancy occurs after October 1, the elected individual shall serve only as Vice-President for the remainder of the term and an election for Vice-President/President-Elect shall be conducted as normal during the next March meeting. If the vacancy occurs on or before October 1, the elected individual shall serve as both Vice-President and President-Elect and shall assume the office of President the following April.

If the office of Faculty Senate Secretary becomes vacant due to resignation, death, or incapacity, an election for the position will occur at the next regular meeting of the Faculty Senate.

ARTICLE VI

College Delegation

Section 1. Membership. The College Delegation is comprised of Senators, Delegates and Alternates.

Section 2. Membership Eligibility. Membership is by official election or selection as outlined in Articles III and VIII.

Section 3. Duties to Constituents. The Delegation represents their constituents to the Senate, College Dean, College administration, and the University administration.

Section 4. Duties to the Senate. The Delegation within each College elects two senators from their Delegation to serve on the Faculty Senate Advisory Committee and communicates this list to the senate office before the April meeting of the Advisory Committee. Each Delegation also nominates at least one current senator to serve as Lead Senator and sends this slate of nominees to the senate office no later than the first day of April of each year.

ARTICLE VII

Lead Senators

Section 1. Membership. The Faculty Senate will confer the title of "Lead Senator" on one Senator from each College.

Section 2. Duties to Constituents. The primary duties of Lead Senators are to communicate with their constituents on a regular basis and represent their constituents in regular meetings with College administration. Lead Senators facilitate regular meetings and conversations of their College Delegation with their respective Dean and College administrators to address issues and concerns. Lead Senators are a resource for College

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administration in support of shared governance. Lead Senators ensure their College holds senate elections in accordance with the Constitution and facilitates communicating these election results to the Faculty Senate office no later than March 31.

Section 3. Duties to Faculty Senate. In absence of alternative College bylaw language, Lead Senators facilitate College-wide elections. Lead Senators are encouraged to bring issues and concerns to the attention of the Faculty Senate Advisory Committee during regular meetings of this committee.

Section 4. Nomination Procedure. Time of Elections. Members of College Delegations, serving as an Advisory Committee representation from their College, nominate one or more current senators to serve as Lead Senator of their College. The College Delegation will send this nomination list to the Faculty Senate office no later than April 1.

Section 5. Appointment and Term of Office. The Faculty Senate Advisory Committee will appoint one Lead Senator for each College Delegation from among the senators nominated. Lead Senator appointments will take place during the April Advisory Committee meeting. The Lead Senator is appointed for a one-year renewable term or until a successor is elected.

Section 6. Resignation from Membership. Resignation letters are sent to the College Delegation and the Secretary of the Faculty Senate. Upon receipt of the letter, the Delegation will conduct nomination procedures.

Section 7. Lead Senator Recall.

- a. **By the College Delegation.** The College Delegation submits a notice of recall to the Lead Senator and the Secretary of the Faculty Senate. The College Delegation will immediately conduct nomination procedures.
- b. **By the Faculty Senate.** A recall recommendation can be sent to the College Delegation from the Faculty Senate Advisory Committee with two-thirds of the committee voting in favor of the recall.

ARTICLE VIII

Convention of the Delegates

Section 1. Purpose. The purpose of the Convention of the Delegates is to serve as a forum for shared governance, specifically special faculty. The Convention of the Delegates shall be empowered to develop those procedural bylaws which facilitate the achievement of its purposes.

Section 2. Membership. Members of the Convention of the Delegates shall be conferred the title of "Delegate" by the Faculty Senate Advisory Committee. All special rank faculty except adjunct faculty, temporary lecturers, visiting lecturers, and postdoctoral researchers are eligible for membership. The Faculty Senate Vice-President shall be

granted ex-officio, non-voting membership to serve as an advisor to the Convention of the Delegates and will attend each meeting.

Section 3. Election and Terms of Office. The College Delegation has the authority to decide the mechanism by which the delegate seats are filled and will notify the Faculty Senate of the delegate representatives by May 15. Delegates serve one-year renewable terms, beginning August 1. Delegate seats will be allocated to the ratio of the number of eligible persons in a college to the total number of members in the university. Each college will have as many seats as are in the nearest whole number when its ratio is multiplied by the total number of seats in the Convention of the Delegates, provided each college has at least one seat. For the purposes of this calculation, the Library is considered a college. If the total number of seats allocated thus far is less than the total number of seats in the Convention of the Delegates, the remaining seats are allocated to the colleges with the larger fractions. If this formation produces an exact tie for a seat, each college involved will be awarded a seat. The Faculty Senate President will obtain a new allocation from the Chairperson of the Faculty during October of every odd-numbered year after the most recent allocation. This allocation will be given to the Lead Senator of each college in time for the annual selection process and who will control the numbers selected for the Convention of Delegates at that time.

ARTICLE X Committees

Section 1. The Executive Committee. The Executive Committee shall consist of the Officers of the Faculty Senate and the chairpersons of the standing committees and the Finance Committee. The Faculty Senate President will be Chair of this committee. An elected representative from the Convention of the Delegates shall serve on this committee as an ex-officio voting member.

Section 2. The Advisory Committee. The Advisory Committee shall be composed of the officers of the Faculty Senate, a Senator from the Library, two members from each College elected by the Delegation of that College prior to the April meeting, the Immediate-Past Faculty Senate President and the Faculty Representative to the Board of Trustees (both of whom will serve in a non-voting capacity and be excluded from serving on grievance hearings). The Faculty Senate President will be the Chair of this committee. It will be the function of this committee to advise the Faculty Senate President and to serve as the nominating committee for the Faculty Senate. In no case will nominations by the Advisory Committee preclude nominations from the Senate floor. The Advisory Committee will appoint the members of the other standing committees and any special committees and will designate the chairpersons thereof. An elected representative from the Convention of the Delegates shall serve on this committee as an ex-officio voting member.

Section 3. The Welfare Committee. The Welfare Committee will make recommendations concerning such policies as relate to: workloads, extra-curricular assignments, summer employment, non-university employment, salaries, leaves of absence, sabbatical leaves, professional travel, retirement, and such other policies as affect faculty welfare and morale.

Bylaws of the Clemson University Faculty Senate

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Section 4. The Scholastic Policies Committee. *The Scholastic Policies Committee will be concerned with all policies of an academic nature which pertain to students. Such policies include recruitment, admissions, transfer credit, class standing requirements, academic honors policies, graduation requirements, class attendance regulations, student counseling and placement, and other related policies.*

Section 5. The Research Committee. *The Research Committee will study and make recommendation on policies, procedures, and practices primarily related to research.*

Section 6. The Policy Committee. *The Policy Committee will concern itself with general university policies, particularly as they relate to the Faculty. Such policies include those which pertain to: academic freedom and responsibility; faculty professional ethics; the appointment, tenure, and promotion of faculty; and faculty participation in university governance. Other matters of particular faculty interest, which are not within the purview of the other standing committees and which are not of such a specialized nature as to justify ad hoc committees, would normally be referred to the Policy Committee.*

Section 7. Finance Committee. *The Finance Committee investigates and reports to the Faculty Senate relevant financial matters of the University.¹¹*

Section 8. Committee Operations. Recommendations originating in a committee that require further consideration by another committee shall be reported, with the method of consensus, to the President of the Faculty Senate at an Executive Committee meeting. The President, in consultation with the Executive Committee, will distribute the recommendations to the appropriate committee for further action.

Recommendations originating in a committee that require action by the Faculty Senate shall be reported, with the method of consensus, to the President of the Faculty Senate at an Executive Committee meeting. The President, in consultation with the Executive Committee, will distribute the recommendations to the Advisory Committee for feedback.

ARTICLE XI

Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order Newly Revised will govern the Faculty Senate in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the assembly may adopt.

ARTICLE XII

Amendment of Bylaws

¹¹ Constitution of Clemson University, Article II, Section 5
Bylaws of the Clemson University Faculty Senate

These bylaws may be amended at any regular meeting of the assembly by a two-thirds vote, providing that the amendment has been submitted in writing at the previous regular meeting. Changes to the bylaws cannot supersede the Constitution.

Bylaws Revision subcommittee: November 14, 2018

Faculty Senate Adoption: March 12, 2019

Convention of the Delegates Revision Resolution: February 2022

Faculty Senate Adoption: April 2022



Faculty Capacity Is Research Infrastructure: A Faculty Perspective on Doubling Research by 2035

Report to the Board of Trustees - October 2026

Tyler G. Harvey, Faculty Senate President

Clemson's second strategic pillar challenges the University to double research by 2035 by building an AAU-aligned faculty, developing world-class research infrastructure, and leveraging our Innovation Campuses and external partnerships.

The Faculty Senate views this goal as more than a target for research expenditures. It is an institutional design challenge. Research grows when faculty have strong ideas, capable collaborators, talented students, appropriate infrastructure, sufficient time, and confidence that the systems governing their work are designed with academic expertise at the table. Continuing our current progress in growing research therefore requires continuing investment in faculty.

The standing agenda of the Faculty Senate's Research, Scholarship, and Creative Endeavors Committee reflects this broader understanding. Among other initiatives, this year, the committee is examining:

- the cost and accessibility of core facilities,
- the availability of research evaluation services,
- the working conditions of research faculty,
- intellectual-property development,
- incentives for high-impact scholarship and industry engagement, and
- the efficiency of the Institutional Review Board.

Taken together, these agenda items recognize that a research enterprise is a system. Faculty ideas are essential, but those ideas must move through proposal development, compliance, contracting, infrastructure, student support, partnership development, and the dissemination and evaluation of results. Friction at any point in that system can limit the University's capacity to grow.

The return on Clemson's R-Initiatives

One of the committee's most recent reports is its analysis of the return on investment from Clemson's R-Initiatives. These programs include CU SUCCEEDS, CU Research Fellows, major research instrumentation support, incentivized access to core facilities, doctoral dissertation completion grants, and external-review support. They collectively support

early-stage inquiry, interdisciplinary team formation, proposal development, research infrastructure, graduate completion, and scholarly and creative production.

The Division of Research data summarized in the report are substantial. Since 2017, Clemson has invested approximately \$19.5 million in these initiatives. The University reports that funded activity contributed to more than \$433 million in submitted proposals and more than \$64 million in external awards. The initiatives have also been associated with more than 585 journal articles, manuscripts, and presentations; 24 books and book chapters; 24 artistic exhibitions and residencies; and 217 completed doctoral degrees. Clemson funded 277 projects involving 438 tenured and tenure-track faculty members across every college.

These outcomes illustrate why return on investment should not be reduced to a single financial ratio. External awards are important, but so are the preliminary findings that make later proposals competitive, the collaborations that persist beyond a seed award, the equipment that supports multiple investigators, the doctoral students who complete their degrees, and the scholarship and creative work through which Clemson contributes to society.

The committee's comparison with peer and aspirational institutions also suggests that Clemson's portfolio is unusually comprehensive. Many universities provide individual seed-grant, proposal-development, interdisciplinary, or equipment programs. Clemson combines those functions with dissertation-completion support and core-facility access within a coordinated institutional structure.

For that reason, the Faculty Senate strongly endorses the committee's recommendations for continued stable annual support for the R-Initiatives including expanded interdisciplinary and early-career opportunities. Seed funding is most valuable when faculty can trust that competitive opportunities will exist consistently enough to support long-term planning, team formation, and proposal pipelines. Intermittent investment makes those benefits more difficult to sustain.

Communicating impact beyond expenditures

The Senate has separately charged the Research Committee to evaluate the growth of research impact apart from expenditures and to recommend incentives for high-impact scholarship. That work may also consider how annual evaluation, reappointment, tenure, and promotion processes can recognize meaningful research without treating expenditures as the default measure of quality or significance. Research expenditures are a necessary

measure of the scale of activity, but they are not a complete measure of impact. A more balanced account of Clemson's progress should communicate at least four dimensions:

- the creation and dissemination of knowledge, including peer-reviewed scholarship, books, performances, exhibitions, data resources, software, and other disciplinary products.
- the development of people, including doctoral completion, postdoctoral development, undergraduate research, faculty mentoring, and the preparation of future researchers and professionals.
- translation and partnership, including patents, licensing, clinical or policy applications, industry collaboration, community engagement, and the formation of sustained interdisciplinary teams.
- public and institutional value, including the societal needs addressed, infrastructure created, national visibility generated, and new capacities that remain after an individual grant concludes.

The R-Initiatives assessment provides a useful model because it reports proposals and awards alongside publications, creative products, graduate outcomes, faculty participation, and collaboration. The next step is to make that multidimensional approach a regular part of how Clemson communicates research progress.

The Research Committee will also work jointly with the Senate Finance and Infrastructure Committee to analyze research infrastructure and indirect costs. Understanding what Clemson invests in the facilities, personnel, compliance systems, and administrative support underlying sponsored research will help the University make more informed decisions about both research growth and the use of recovered facilities and administrative funds.

Faculty investment and sustainable research growth

Finally, doubling research requires attention to the people responsible for doing it. Faculty have experienced increasing demands on their time, constrained resources, administrative change, and significant pressure to maintain performance across research, teaching, service, mentoring, and compliance responsibilities. The Senate's agenda therefore includes explicit assessments of faculty morale, communication, shared governance, and workload across appointment types.

One potentially underutilized source of additional research capacity is Clemson's Non-Tenure Track faculty workforce, many of whom bring substantial technical expertise and research training. Targeted investments that enable NTT faculty to contribute more fully to

scholarship and sponsored research could expand institutional capacity without treating research growth solely as an increased expectation for tenure-track faculty. More broadly, realizing that potential depends on creating conditions in which faculty across appointment types can do their best work.

The broader literature identifies several institutional levers relevant to the faculty experience. COACHE's research on academic careers identifies appreciation and recognition¹ and effective mentoring² as actionable dimensions of faculty satisfaction, while its faculty survey framework also evaluates personal and family policies and work-life balance. Research from the National Academies³ further emphasizes that effective mentoring should be intentional, institutionally supported, recognized, and evaluated. Recent systematic reviews of the higher-education literature identify excessive workload and insufficient institutional support as important threats to work-life balance and faculty well-being⁴; conversely, collegial support, participative leadership, job satisfaction, and institutional support can serve as protective factors.⁵

As Clemson pursues its second strategic pillar, the Faculty Senate encourages the administration and Board to view investment in faculty as investment in research infrastructure. Stable internal research funding, multidimensional measures of impact, meaningful shared governance in modernization, and deliberate attention to recognition, mentoring, workload, and well-being are parts of one integrated strategy.

Clemson will not double research simply by asking the same people to absorb twice the work. We will do it by expanding capacity, removing unnecessary friction, developing talent, supporting collaboration, and building an institutional culture in which excellent research, scholarship, and creative endeavor can be both ambitious and sustainable.

¹ Collaborative on Academic Careers in Higher Education. (2014). *Benchmark best practices: Appreciation & recognition*. Harvard Graduate School of Education.

https://coache.gse.harvard.edu/sites/g/files/omnuum6791/files/gse-coache/files/coache_appreciation-and-recognition.pdf

² Collaborative on Academic Careers in Higher Education. (2014). *Benchmark best practices: Mentoring*. Harvard Graduate School of Education. <https://coache.gse.harvard.edu/sites/g/files/omnuum6791/files/gse-coache/files/coache-mentoring.pdf>

³ National Academies of Sciences, Engineering, and Medicine. (2019). *The science of effective mentorship in STEMM*. The National Academies Press. <https://doi.org/10.17226/25568>

⁴ Chibhoyi, D., Dale, G. J., & Kiley, J. (2026). Work–life balance in the higher education sector: A systematic literature review. *SA Journal of Human Resource Management*, 24, a3380. <https://doi.org/10.4102/sajhrm.v24i0.3380>

⁵ Cadena-Povea, H., Hernández-Martínez, M., Bastidas-Amador, G., & Torres-Andrade, H. (2025). What pushes university professors to burnout? A systematic review of sociodemographic and psychosocial determinants. *International Journal of Environmental Research and Public Health*, 22(8), 1214. <https://doi.org/10.3390/ijerph22081214>.