

CALL TO MEETING AND AGENDA

Date: November 13, 2018

Time: 2:30 p.m.

Location: 118 Academic Success Center

CALL TO ORDER – Welcome, Introduction and Recognition of Guests

1. SPECIAL ORDERS

- a. Robert H. Jones, Executive Vice President for Academic Affairs & Provost
- b. Vision for Clemson Libraries, Christopher Cox, Dean of University Libraries

2. APPROVAL OF MINUTES: Faculty Senate Meeting Tuesday, October 9, 2018

3. COMMITTEE REPORTS

a. Standing Committees

- i. Finance and Infrastructure Committee – Chair Neil Calkin
- ii. Policy Committee – Chair John Whitcomb
- iii. Research and Scholarship Committee – Chair Peter Laurence
- iv. Scholastic Policies Committee – Chair Kristine Vernon
- v. Welfare Committee – Chair Betty Baldwin
- vi. Adhoc Committee on the Status of Women – Chair Karen High

b. University Committees/Commissions

- i. Committee on Committees – Chair Mary Beth Kurz

4. FACULTY SENATE PRESIDENT’S REPORT

5. UNFINISHED BUSINESS

6. NEW BUSINESS

- a. VOTE: Class of '39 Award for Excellence
- b. Faculty Senate Resolution 2018-04 (Restructure of the Academic Technology Council)
- c. Faculty Senate Resolution 2018-05 (Establishment of Additional Lecturer Rank to Follow Senior Lecturer)

ADJOURN

ANNOUNCEMENTS:

1. Fall 2018 General Faculty Meeting: November 16, 2018, 9 a.m., Various Departmental Locations
2. Faculty Senate Advisory Committee Meeting: November 27, 2018, 2:30 p.m., Vickery Hall 104.
3. Faculty Senate Joint Executive/Advisory Committee Meeting: December 4, 2018, 2:30 p.m., Vickery Hall 104.
4. Faculty Senate Meeting: December 11, 2018, 2:30 p.m., ASC 118.



Class of 1939 Award for Excellence Nomination Form

Name of Nominee: Lisa C. Benson

Colleges and Degrees (omit years): PhD Clemson University, MS Clemson University, BS University of Vermont

Present Position: Professor, Engineering and Science Education

Prior Positions:

At Clemson: Assistant Professor, Engineering and Science Education and Bioengineering, Associate Professor, Engineering and Science Education and Bioengineering, Research Assistant Professor, Bioengineering, Education Director, Center for Advanced Engineering Fibers and Films

Other: Adjunct Assistant Professor of Medical University of SC, Adjunct Assistant Professor Greenville Hospital System University Medical Center

Certification:

I certify that the job performance of this nominee has been above the average of his or her immediate peers during all (but not necessarily each) of the past five years.

Cindy M. Lee

Digitally signed by Cindy M. Lee
Date: 2018.10.16 19:25:59 -04'00'

(Person Responsible for Performance Review)

Academic Administrative Channels:

Cindy M. Lee

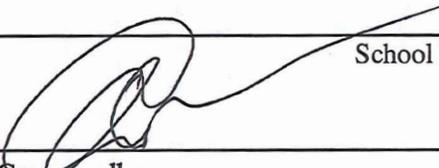
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Nominator

Cindy M. Lee

Digitally signed by Cindy M. Lee
Date: 2018.10.16 19:27:27 -04'00'

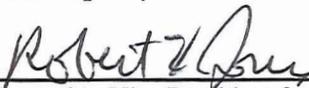
Department Chair



School Director (If applicable)

Anand Grassopadhye

Dean



Executive Vice President for Academic Affairs & Provost

10-24-18

Description (no more than three pages) of outstanding contributions by nominee during the past five years at Clemson University, in the areas of: (1) assigned responsibility, (2) interrelations with the Student Body, (3) activities in behalf of the University, and (4) activities benefiting the local community, state or nation.

October 16, 2018

Dear Selection Committee:

Lisa Benson is a worthy recipient of the Class of '39 Award because of her remarkable service to Clemson University, the student body, the College of Engineering, Computing and Applied Sciences (CECAS) and the Department of Engineering and Science Education (ESED). She was the first faculty member hired for ESED when it was founded in 2006 and has been steadfast in her dedication to the students and faculty. She has also devoted countless hours to advancing the interests of students by developing several programs that are now integral parts of the university community.

Engineering and
Science Education
Department

M09 Holtzendorff Hall
Clemson, SC
29634-0956

(864) 656-7148

The most far-reaching of her efforts in building community is the Science as Art program. Lisa founded Science as Art in 2006, which has been featured at the Artisphere Festival in Greenville over the last few years as part of Clemson University's Science, Technology, Engineering, Arts, and Mathematics (STEAM) Exhibit. Annually she and her team challenge Clemson students and faculty and school children across South Carolina to celebrate the beauty of the complexities of our world by sharing their excitement about STEAM with our campus and beyond. Lisa had the vision to bring science and engineering to the public through the visual arts. Martin Beagley of the Media, Publication, and Graphics for CECAS, writes, "I have worked with Lisa Benson with Science as Art for the past 12 years, and in that time she has been a true inspiration to me. She has worked tirelessly and without complaint on everything from editing the entries, setting up the web page, coordinating the receptions, setting up the displays, organizing and recruiting judges and just being the general force that keeps Science as Art going for those twelve years. The whole program was her idea and it would not have been successful or kept going this long without her hard work and dedication. I can't speak highly enough of Lisa, and her leadership is a true gift to all of us here at Clemson University."

She also founded the Graduate Research Fellowship (GRF) Preparation Workshop Series along with Julia Frugoli, associate dean of the College of Science, and Ricki Shine, formerly of the Calhoun Honors College. The workshop series, which they ran from 2009 to 2017, provided support for many successful student proposals to the National Science Foundation program. The workshops met in the evenings weekly for three to four weeks in the early fall and provided coaching and support for students writing their personal essays and proposals. The number of awards for Clemson students significantly increased thanks to the efforts of Lisa and her colleagues. In 2016 and 2017, seven and eight students, respectively, won the prestigious fellowship in support of graduate work in their chosen fields. Typically more than 12,000 applications are submitted and only 2,000 fellowships are awarded.

Graduate teaching assistants in the College of Engineering and Science and more recently in CECAS and the new College of Science have benefited from her training sessions at the beginning of the academic year. Lisa has coordinated and taught the sessions along with colleagues and her graduate students. She designed the workshops to promote active learning and encourage the GTAs to engage their students in the process. She built up

resources for the GTAs to access on-line as they encountered challenges in the lab classes that they taught. In Fall 2018, one of Lisa's former graduate students and now tenure-track assistant professor assumed the leadership. Lisa has ensured the sustainability of the program that she started.

As a faculty member of ESED, Lisa is an outstanding teacher who brings innovative, evidence-based practices to the classroom to enhance the learning experiences of her students. In the last five years, she has taught junior level bioengineering classes in biomechanics and graduate level classes that prepare future faculty in the sciences, engineering, and mathematics. In the exit interview that I conduct with graduating PhD students, Lisa's name is often invoked because she served as an inspiration, provided guidance, or asked the challenging but appreciated questions during a defense. Three graduates wrote their first successful grant proposals as new faculty members while they were working with Lisa as a student. They were able to use their dissertation proposals as the basis for grant proposals to NSF. Since 2013, she has advised two NSF Graduate Research Fellows. One of the awardees worked with Lisa as an undergraduate researcher. Another undergraduate researcher in her research group wrote a successful GRF proposal in 2016 and is now a PhD student at Purdue University as the advisee of an ESED alum for whom Lisa served as a committee member.

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Her research in engineering education is internationally recognized from Europe to Asia where she has led workshops for aspiring education researchers. Lisa is a former NSF CAREER awardee who has used it as a foundation to launch a number of other funded projects. In the last five years, she is responsible for \$1.4 million in external funding to support her research and overall through her collaborative efforts more than \$6 million to support research at Clemson. She has played an important supporting role in the recent NSF award to Civil Engineering for Revolutionizing Engineering Departments (RED). She is a member of the NSF ADVANCE team, supported the Graduate Assistance in Areas of National Need (GAANN) award to Civil Engineering, and instrumental in the Tigers Teach Noyce Scholarship Initiative, which has provided financial support to students who are planning to be future educators. All of these efforts benefit the institution by supporting students and innovations in the Clemson academic culture.

Lisa is a mentor for other faculty here at Clemson and across the world. Lisa founded the Engineering Education Research Leader NetWorkshop to bring researchers from across the nation together in a mentoring relationship. Often engineering education researchers are isolated due to their being the only education researcher in their department, college or university and the on-line mentoring network provided much needed support. She organized and led workshops in Indonesia (2015 and 2013) and Malaysia (2016) for engineering faculty who want to become engineering education researchers. Her partnerships with Clemson faculty was recognized in 2015 with the College of Engineering and Science Faculty Collaboration Award.

Her profession honored her by soliciting her application to serve as editor-in-chief of its top journal, Journal of Engineering Education in 2016. She assumed the editorship in July 2017 for the American Society of Engineering Education (ASEE) flagship research journal. Lisa

has already introduced innovative ideas to the journal by developing mentoring for reviewers and prospective authors. Lisa has also served her profession in other leadership roles in the last five years. She was the program chair and a director for the Education Research and Methods division of ASEE for a total of six years. She has also held leadership positions with the Society of Biomaterials.

She and her graduate students (or former students) have four best paper awards in the last five years. In 2018, one of her former students who is now a faculty member at the University of Tennessee and Lisa received the ASEE Southeastern Section Thomas C. Evans Engineering Education Paper Award. In 2017, Lisa and her co-authors received the Ben Dasher Award for Best Paper presented at the Frontiers of Education Conference. In 2016, Lisa was a co-author for a Best Paper award from the Mathematics Division of the ASEE and in 2015 from the Industrial Engineering Division. She was honored with the Helen Plants Award for Best Non-traditional Workshop at the 2014 Frontiers in Education Conference. It was the second time that Lisa received the Helen Plants Award.

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Lisa has served ESED as chair of the Tenure, Promotion, and Reappointment (TPR) Committee, graduate coordinator, and member of the Graduate Academic Affairs committee. She served as chair of the General Engineering TPR Committee. At the college level, she has been a member of the Dean's Advisory Council. At the university level, she has been the CECAS representative to the Graduate Advisory Committee, the Academic Council, and the search committee for the Vice Provost and Dean of Undergraduate Studies.

Most importantly, Lisa has set the tone for the culture of community in ESED. She has done so by providing long-term support for the student-led Friday lunch discussion of research and urging her colleagues to continue setting high standards and then helping students reach them. She also operates on a very compassionate level. In just one example, she organized a campus-wide campaign for the national bone marrow registry in support of an ESED graduate student diagnosed with leukemia.

Lisa is a passionate educator and researcher who is making the world a better place for many Clemson students and faculty and her colleagues across the US and the world. She has voluntarily taken on large projects such as Science as Art, NSF-GRF workshops, and more because she sees these as ways to promote STEM, students, and her colleagues. I encourage you to recognize her outstanding service with the Class of 1939 Award for Excellence and confirm that she meets all the eligibility requirements.

Sincerely,



Cindy M. Lee, Chair



Class of 1939 Award for Excellence Nomination Form

Name of Nominee: Lesly A. Temesvari

Colleges and Degrees (omit years): PhD, University of Windsor (Windsor, ON, CANADA); Biology
BS, McGill University (Montreal, PQ, CANADA); Microbiology & Immunology (major)/Biotechnology (minor)

Present Position: Alumni Distinguished Professor of Biological Sciences

Prior Positions:

At Clemson: Assistant Professor, Associate Professor and Professor in Biological Sciences; Interim Associate Dean
for Research in the College of Science

Other: Postdoctoral Fellow, Research Associate and Lecturer at LSU Health Sciences Center; Fulbright Chair
in Research Methodology at the University of Siena, Italy

Certification:

I certify that the job performance of this nominee has been above the average of his or her immediate peers during all (but not necessarily each) of the past five years.

Robert Cohen
Robert Cohen (Person Responsible for Performance Review)

Academic Administrative Channels:

Robert Anholt Nominator

Robert Cohen Department Chair

Robert St. Jones School Director (If applicable)

Cynthia Young Dean

Robert St. Jones Executive Vice President for Academic Affairs & Provost

Description (no more than three pages) of outstanding contributions by nominee during the past five years at Clemson University, in the areas of: (1) assigned responsibility, (2) interrelations with the Student Body, (3) activities in behalf of the University, and (4) activities benefiting the local community, state or nation.

Nominee Contributions:

(1) Assigned Responsibility

Dr. Temesvari's academic appointment is 40% research/40% teaching/20% service. Here, her achievements in research are outlined. Other sections address her contributions in teaching and service.

Dr. Temesvari is a trained cell biologist and has spent her career (>25 years) as an active researcher. Since joining Clemson, she has focused on understanding virulence in the human pathogen, *Entamoeba histolytica*. This is the causative agent of amoebic dysentery and liver abscess and ranks 3rd in the world for deaths due to parasitic disease. Her lab was the first to identify lipid rafts in *E. histolytica*, small cholesterol rich patches on the membrane that facilitate the attachment of the parasite to the host. The seminal finding was published in a high impact journal, *Infection and Immunity* and highlighted in *Nature Reviews Microbiology*. She has published 35 peer-reviewed papers; in the last 5 years she published 7 papers in high impact journals (*PLoS Pathogens*, *PLoS ONE*, *Eukaryotic Cell*, *Molecular and Biochemical Parasitology*, *Infection and Immunity*). As a testament to Dr. Temesvari's contributions to her field, three of her papers were featured as covers and two of her publications, including a 2014 publication in *Eukaryotic Cell*, were featured as an Editors' Choice Articles of Significance. Although longer than 5 years ago, it cannot go unmentioned that in 2010, Dr. Temesvari held the Fulbright Chair in Research Methodology at the University of Siena (Italy). This is further evidence of her success and international recognition as a researcher. Currently, she has two active NIH grants, including a Center of Biomedical Research Excellent (COBRE) grant (see below). Since joining Clemson University 19 years ago, she has enjoyed near-uninterrupted funding mostly from federal agencies including NIH, NSF, and DARPA. As *PI*, she has been awarded >\$10.5 million in *direct* dollars.

While Dr. Temesvari focuses on amoebic dysentery in her research, it is important to note that this infection is one of many devastating and intractable infectious diseases of humans that are caused by eukaryotic pathogens. These diseases are mostly found in developing nations; however, globalization has resulted in an increase in such infections in the US. Motivated by the global importance of these diseases, Dr. Temesvari was part of the team that founded the Eukaryotic Pathogens Innovation Center (EPIC) (January 2013). EPIC is an interdisciplinary research cooperative that stands at the forefront of biomedical research on eukaryotic pathogens. Diseases studied in the center include malaria, African sleeping sickness, amoebic dysentery, primary amoebic meningoencephalitis ("brain-eating amoeba"), toxoplasmosis, aspergillosis, and cryptococcal fungal meningitis. In March 2016, Dr. Temesvari was awarded a Center of Biomedical Research Excellence (COBRE) grant for EPIC. The grant, valued at \$7.5 million *direct*, comes from a highly competitive program at the NIH, which has the goal of both rewarding success and seeding further growth—and growth has happened indeed! The center has grown from 7 faculty members from 2 departments to 12 faculty members from 4 departments. Including the COBRE funds, EPIC now enjoys ~\$20 million in external funding.

It is noteworthy that Dr. Temesvari's research goes beyond science. In the past, she collaborated with faculty and graduate students in the Rhetoric, Communication, and Information Design Program (RCID; Dept. of English) to analyze how scientists communicate through microscopy

images. This study was published in the *Journal of Technical Communication* and was nominated for “Paper of the Year” by the National Association of Teachers of English. She assembled a team from Clemson’s departments of Biological Sciences, English, and Education to assess the impact of inquiry-based learning on student critical thinking and *science communication* skills. This project was funded by a grant from the NSF (Division of Undergraduate Education). Indeed, these additional research and education activities demonstrate her ability to carry out cross-disciplinary research. In addition to research, Dr. Temesvari has applied her interest of science communication to her interrelations with the student body. This activity is described in the next section.

(2) Interrelations with the Student Body

One of Dr. Temesvari’s most significant interactions with the student body is through the Creative Inquiry (CI) program. For *16 semesters*, she has served as faculty leader for a CI group of undergraduate students, who write the science column (*Tigra scientifica*), which appears weekly in the student body newspaper, *The Tiger*. In addition to appearing in *The Tiger*, the articles are assembled into a science news magazine that is published each semester. Through this CI project, she is training students to read the primary scientific/academic literature and to distill the information for a general audience. This is one of the longest running and most diverse CI projects on campus. To date, she has mentored 66 student reporters, who have written a total of 423 articles. Student participants have come from 13 different majors (Biological Sciences, Genetics, Biochemistry, Microbiology, Bioengineering, Nursing, Mechanical Engineering, Packaging Science, Food Science & Human Nutrition, Philosophy, English, Health Science, Psychology) in five of Clemson’s Colleges (SCIENCE, CECAS, CAFLS, CAAH, CBSHS). Such diversity in majors is in the true spirit of the CI program, which has always sought to bring together students from different programs. Given that these articles are published in print and online, Dr. Temesvari is having an impact beyond the 66 students she has mentored directly—she is impacting the whole student body. Always the scholar, she published a study about this successful journalism project in the *Journal of College Science Teaching* (2013). Overall, her work with this project illustrates her dedication to improving science communication and science literacy.

(3) Activities in Behalf of the University

Dr. Temesvari has a strong commitment to the success of the university as exemplified by her service activities in behalf of Clemson. One of her principal contributions was provided in her role as Interim Associate Dean for Research (iADR) in the newly formed College of Science. She served in this role from March 2016 to December of 2017 (20 months). She accepted this “inaugural” deanship because she saw it as something very special—a “clean slate” and an opportunity to *define* a new leadership position. Most importantly, it appealed to her sense of challenge. Prior to the launch of the college on July 1, 2016, she was one of only 4 employees of the college—a Dean, an Associate Dean for Academic Affairs, an ADR and an Administrative Assistant. This team was charged with building the college from “scratch.” As such, Dr. Temesvari spent numerous hours helping to develop the infrastructure for the college.

One of Dr. Temesvari’s most important tasks as iADR was to build the enterprise that would allow faculty in the college to submit proposals. As iADR she led the effort to construct an independent pre-award office and was a major player in the effort to create the post-award office

in the college. This activity involved developing intake procedures for grant proposals, chairing/serving on search committees that hired the staff and working with university facilities to renovate space for these offices. As iADR she also reviewed and routed >250 proposals and managed the colleges matching fund requests. To further enable the faculty in grantsmanship, she created a searchable online database of funded grants in the college. This required soliciting artifacts from faculty, developing disclaimers and security measures to protect proprietary material, and working with CCIT to refine the program. She also established a digest of grant opportunities that was shared with the faculty in a weekly email communication. On average, 30-50 opportunities were shared each week with the faculty. This activity has been continued by the current leadership in the College of Science and has also been adopted by CECAS. She also organized orientation meetings on grant submissions for new assistant professors and hosted two collaboration cafés that focused on specific topics (microbiome, structural biology).

In addition to empowering science faculty in their ability to submit grants, Dr. Temesvari was also strong promoter of research both inside and outside the college. She was an advocate for the college's research talent, centers, and cores at the SC Bio Conference (November 2016) and worked with public information officers across campus to develop news releases about discoveries coming out of the college. She met with every faculty candidate (all 5 departments, >30 candidate meetings) that interviewed in the college in the 2016-2017 academic year and provided information about the research operation in the college and on campus. She founded a number of events that are still ongoing including the Discover Science Lecture, which takes place each spring and brings to campus an internationally-renowned scientist, and the Science Undergraduate Research Showcase, which takes place each fall and allows undergraduate researchers to display their research in a poster forum during family weekend. Even after leaving the position of iADR, Dr. Temesvari continues to promote the college and participate in important college events such as donor affairs or hosting the Board of Trustees. Importantly, Dr. Temesvari's contributions go beyond the College of Science. She is a member of the VPR's Post-Doc Advisory group and the President's Advisory group for honorary degrees. She recently (2018) served on a University level search committee to select the faculty representative to the Board of Trustees. She has also recently served on a search committee in the Dept. of English (CAAH) to select the Calhoun Lemon Professorship of Literature (2018), a search committee in the Dept. of Management (College of Business) to select the Gressette Chair in Strategy (2015), and a committee in CECAS (2015) to review the accomplishments of the Duke Energy Distinguished Professorship of Power Engineering. Her service across multiple colleges and departments shows her collegiality and demonstrates that her judgement is valued across the entire campus.

(4) Activities benefitting the local community, state, or nation

Dr. Temesvari serves in many roles that provide benefits beyond Clemson. She serves as an *ad hoc* reviewer for numerous journals. Every year, she participates on numerous national and international grant review panels at agencies such as the State of South Carolina EPSCoR, NIH (at least 2 panels per year), US/Israel Binational Fund, Germany/Israel Binational Fund, China/Israel Binational Fund, and the India Alliance Fund. In 2017, she was invited to serve as an external reviewer of graduate programs in the Dept. of Biology at Middle Tennessee State University. These activities demonstrate that Dr. Temesvari's expertise is recognized and esteemed at the state level as well as nationally and internationally.

1 Faculty Senate Special Order: September 11th, 2018
2 Policy Committee revision: September 18th, 2018
3 Policy Committee report: October 9th, 2018
4 Faculty Senate consideration: November 13th, 2018
5

6
7 **Sponsors:** Faculty Senate Policy Committee
8

9 **Topic:** “Restructure of the Academic Technology Council”
0

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

3 **Whereas,** the University also provides for such participation in matters of faculty welfare and general
4 university concern; and
5

6 **Whereas,** the current responsibilities of the Academic Technology Council limit its scope and ability to provide
7 more effective input and advice to CCIT in line with the desire to increase faculty engagement from the Vice
8 President and Chief Information Officer; and
9

0 **Whereas,** the current composition of the Academic Technology Council does not promote accountability of
1 member engagement with their college leadership and their colleagues and responsibility for coordinating
2 strategic input to the current and future state of technologies; and
3

4 **Whereas,** the Academic Technology Council is limited to specific types of technology, and should be expanded
5 to include all technology that intersects with teaching, learning, research, and service activities at Clemson
6 University
7

8 **Resolved,** that Chapter VII§J1a of the Faculty Manual be amended to **Insert** the sentence at the end of the
9 paragraph: “The Council also provides advice and feedback to the VP/CIO on IT projects, initiatives, and other
0 programs that have an impact on faculty at the University. The Council plays a critical role in facilitating
1 faculty input on future directions in education technologies.”; and it is
2

3 Final proposed language:

4 “a. The Academic Technology Council reviews and recommends policies to the Vice President for
5 Computing and Information Technology related to academic computing, information technology, and
6 media supporting the teaching, learning, research, scholarship and advising activities of faculty and
7 students. The Council also provides advice and feedback to the VP/CIO on IT projects, initiatives, and
8 other programs that have an impact on faculty at the University. The Council plays a critical role in
9 facilitating faculty input on future directions in education technologies.”
0

1 **Resolved,** that that Chapter VII§J1bi of the Faculty Manual be amended to **Strike out** the word: “two”, and
2 **Insert** the word: “one” before faculty member; and it is
3

4 Final Proposed language:

5 “i. ~~Two~~ One faculty member from each college and the Library elected by the faculty accorded voting
6 rights in each college and the Library serving three-year terms;”
7

8 (continued)
9

1 **Resolved**, that that Chapter VII§J1bii of the Faculty Manual be amended to **Strike out** the words: “One
2 representative from the Faculty Senate elected annually by the Faculty Senate”, and **Insert** the words: “Faculty
3 Senate President or designee”; and it is

4
5 Final Proposed language:

6 “ii. ~~One representative from the Faculty Senate elected annually by the Faculty Senate~~ *Faculty Senate*
7 *President or designee;*”

8
9 **Resolved**, that that Chapter VII§J1biii of the Faculty Manual be amended to **Insert** the word: “annually”
0 between the words “nominated” and “by”; and it is

1
2 Final Proposed language:

3 “ii. One graduate student nominated annually by the President of GSG and appointed by the Dean of the
4 Graduate School;”

5
6 **Resolved**, that Chapter VII§J1v of the Faculty Manual be amended to **Insert** the word: “annually” between the
7 words “appointed” and “by” and **Strike out** the words: “(such as Public Service Activities (PSA) and Distance
8 Education faculty); and it is

9
0 Final Proposed language:

1 v. Up to two other faculty or staff members appointed annually by the Council membership for the
2 purpose of adding needed representation of area experts (~~such as Public Service Activities (PSA) and~~
3 ~~Distance Education faculty~~).

4
5 **Resolved**, that that Chapter VII§J1b of the Faculty Manual be amended to **Insert** the sentence: “vi. The Dean of
6 each college and all other entities who hold a voting membership on the ATC will appoint annually an alternate
7 member to serve in the event the primary voting member cannot attend a Council meeting in order that the
8 college or entity may have full representation at each meeting.”; and it is

9
0 **Resolved**, that that Chapter VII§J1c of the Faculty Manual be amended to **Insert** the words: “with a term
1 beginning August 15th” at the end of the sentence; and it is

2
3 Final Proposed language:

4 “c. The Council is chaired by a faculty member elected annually by the voting membership of the Council
5 with a term beginning August 15th.”

6
7 **Resolved**, that that Chapter VII§J1d of the Faculty Manual be amended to **Strike out** the paragraph:
8 “Subcommittees are chartered by the Council as needed, concerning topics such as technology in the classroom,
9 high performance computing and learning technologies. Each of these subcommittees will have at least one
0 member selected from the voting membership of the Council.” and **Insert** the paragraph: “The Council can also
1 form subcommittees as needed where each subcommittee will have at least one member selected from the
2 voting membership of the Council.”

3
4 *This resolution will become effective upon approval by the Clemson University Executive Vice President for*
5 *Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual. As of August 1, 2019, the*
6 *Academic Technology Council’s membership, charge, and procedures will be amended to reflect these changes.*
7
8
9

J. Committees and Councils Reporting to the Vice Provost for Computing and Information Technology

1. Academic Technology Council

a. Responsibilities

i. The Academic Technology Council reviews and recommends policies to the Vice Provost for Computing and Information Technology related to academic computing, information technology, and media supporting the teaching, learning, research, scholarship and advising activities of faculty and students. **The Council also provides advice and feedback to the VP/CIO on IT projects, initiatives, and other programs that have an impact on faculty at the University. The Council plays a critical role in facilitating faculty input on future directions in education technologies.**

b. Membership

i. ~~Two~~ **One** faculty members from each college and the Library elected by the faculty accorded voting rights in each college and the Library serving three-year terms;

ii. ~~One representative from the Faculty Senate elected annually by the Faculty Senate~~ **Faculty Senate President or designee;**

iii. One graduate student nominated **annually** by the President of GSG and appointed by the Dean of the Graduate School;

iv. One undergraduate student nominated annually by the President of the Undergraduate Student Senate and appointed by the Dean of the Undergraduate Studies;

v. Up to two other faculty or staff members appointed **annually** by the Council membership for the purpose of adding needed representation of area experts (~~such as Public Service Activities (PSA) and Distance Education faculty~~).

vi. **The Dean of each college and all other entities who hold a voting membership on the ATC will appoint annually an alternate member to serve in the event the primary voting member cannot attend a Council meeting in order that the college or entity may have full representation at each meeting.**

vii. Non-voting membership

(1) The Vice Provost for Computing and Information Technology;

(2) One representative from CCIT;

(3) One representative from Student Accessibility Services;

(4) Others as deemed necessary by the Council membership.

c. The Council is chaired by a faculty member elected annually by the voting membership of the Council **with a term beginning August 15th.**

d. Subcommittees are chartered by the Council as needed, ~~concerning topics such as technology in the classroom, high performance computing and learning technologies.~~ **where** each of these subcommittees will have at least one member selected from the voting membership of the Council.

e. The Academic Technology Council shall meet at least once per academic year.

FACULTY SENATE RESOLUTION 2018-05

1
2 Policy Committee revision: September 18th, 2018
3 Policy Committee report: October 9th, 2018
4 Faculty Senate consideration: November 13th, 2018
5

6 **Sponsor:** Faculty Senate Policy Committee
7

8 **Topic:** “Establishment of an additional Lecturer rank to follow Senior Lecturer”
9

0 **Whereas,** Clemson University makes provision for faculty participation in planning, policy-making, and
1 decision-making with regard to academic matters; and
2

3 **Whereas,** the University also provides for such participation in matters of faculty welfare and general
4 university concern; and
5

6 **Whereas,** creating an opportunity for Senior Lecturers to seek continued career progression can contribute to
7 higher educational outcomes and excellence in teaching at Clemson University; and
8

9 **Whereas,** the Executive Vice President for Academic Affairs and Provost has expressed his commitment that
0 promoted faculty members be entitled to a 5-year renewable contract and a one-time 8% increase in base salary;
1 and
2

3 **Whereas,** the Executive Vice President for Academic Affairs and Provost has expressed his support of a two-
4 year mandated review of TPR compliance for all departments; and
5

6 **Whereas,** the Chief Human Resources Officer has endorsed a 5-year contract for the proposed third rank with a
7 one-time salary increase of 8-10% pending approval by the Executive Vice President for Academic Affairs and
8 Provost and the Chief Financial Officer regarding available budget dollars; it is
9

0 **Resolved,** that a third rank of contingent faculty, to follow Senior Lecturer, be established in the *Faculty*
1 *Manual* and titled “Principal Lecturer”; and it is
2

3 **Resolved,** that effective August 15th, 2021, all Senior Lecturers eligible for promotion, in accordance with
4 departmental Tenure and Promotion Review Guidelines, who have completed at least 4 years of service as a
5 Senior Lecturer be permitted to apply for promotion to Principal Lecturer.
6

7 *This resolution, will become effective upon approval by the Clemson University Executive Vice President for*
8 *Academic Affairs and Provost. All departmental TPR Guidelines will have two years to become compliant with*
9 *the Clemson University Faculty Manual as of August 1st 2019.*