

MINUTES  
CLEMSON UNIVERSITY  
FACULTY SENATE MEETING  
May 14, 2019

1. Free Speech: Faculty Petition on Salaries – Walt Hunter, Assistant Professor of World Literature; Matt Hooley, Assistant Professor of English; David Coombs, Assistant Professor of Literature and History of Technology; Angela Naimou, Professor of English

Several faculty from the department of English presented a brief free speech about faculty salaries. The text of their remarks follows below:

Faculty Petition on Salaries

*Walt Hunter, Assistant Professor of World Literature; Matt Hooley, Assistant Professor of English; David Coombs, Assistant Professor, Literature and History of Technology; Angela Naimou, Associate Professor of English*

The recent COACHE survey inarguably demonstrated that the faculty here at Clemson University are deeply demoralized, and the single highest-ranked source of discontent is the University's practices and policies of faculty compensation. Clemson has been undergoing a moment of unparalleled growth, during which the athletic teams have new state-of-the art facilities, and key administrators and football coaches recently received significant pay raises of between seven and twenty-five percent. The university has undertaken major fundraising efforts (bringing in \$109 million last year, according to the Anderson-Independent) on the strength of faculty excellence. But the faculty itself has been largely excluded from the benefits of the university's current expansion and prosperity. Cost-of-living adjustments are rare, and meager, and the process by which merit in research and teaching translate into salary increases is disorganized, inconsistent, and opaque. Many extraordinary researchers and teachers go on year after year with no change in base salary to reflect their work. We believe that the issue needs to be addressed promptly, and by more than a token gesture.

What follows are 3 theses detailing the problems with the university administration's current approach to faculty compensation.

- 1) Faculty compensation increases should be distributed to address the deplorably low pay of lecturers, especially in CAAH, and the inequities in special faculty compensation between Clemson's colleges.
- 2) Salary increases should be clearly and consistently tied to merit, and cost of living increases should be awarded regularly. Most R1 universities of the type Clemson hopes to emulate distribute cost-of-living raises based on a consistent salary scale in addition to merit-based raises awarded by department chairs. Neither system exists at Clemson. Instead, university departments have spent the last two years creating specialized rubrics that would theoretically determine merit-based pay increases, but these rubrics have been so far used only for faculty evaluation without any connection to pay increases. The university currently adheres to a retention-based model of awarding raises with which there are two significant problems: a) faculty are rewarded for their efforts to leave the university, rather than improve it; and b) the inherently ad hoc nature of a retention-based approach leads to waste and wildly inconsistent salaries, increasing salary compression. It also leads to the appearance, if not the fact, of raises being distributed through shady backroom deals. We note here that in the event that the university begins distributing merit-raises under the newly approved specialized rubrics, such raises must be given regularly to meaningfully address these inconsistencies and inequalities.
- 3) Merit-based compensation should be distributed in a way that addresses salary compression and better gender equity. The current haphazard system of compensation has led to a situation in which faculty salaries are lopsided in ways that systematically disadvantage Clemson's women faculty. We have been told informally by the Provost that clear cases of gender discrimination are exceedingly low at Clemson: we look forward to seeing the results of the analysis of salary equity commissioned by Clemson from a private law firm. As yet those results and supporting data have not been released. In the experience of many colleagues is that gender bias affects salary at the Associate rank, even when it does not meet the threshold of gender discrimination as defined in the private study. Other universities have devised formulae by which merit-based raises can simultaneously be awarded to reduce compression. Clemson should adopt such a system.

We hope the administration will recognize the legitimacy of our concerns. Only by acting urgently to address them will Clemson make progress towards achieving its full potential as a university and a community.

2. Call to Order: The Faculty Senate Meeting was called to order at 2:30 p.m. by Vice President John Whitcomb, who lead the meeting while President Danny Weathers was in Europe, leading a student study abroad. Weathers did attend the meeting virtually. UPIC Intern Maddie Dunn introduced guests.
3. Approval of Minutes: The Faculty Senate Meeting Minutes dated April 9, 2019, were approved as distributed.

4. Special Orders of the Day:

a. State of the University – Jim Clements, President

- a. At the beginning of his remarks, President Clements acknowledged the ideas shared during the faculty Free Speech regarding salary and pointed out that Provost Robert H. Jones has been tasked with dealing with these concerns.
- b. Clements noted several highlights from Clemson’s record-breaking year:
  - i. The university received an all-time high number of applications (29,000, when just five years ago the university received only 19,000). The average SAT scores of the admitted students was 1330 and ACT was 30.1.
  - ii. Faculty received eight nationally competitive awards (such as Fullbrights)
  - iii. Clemson was one of 13 universities selected to receive a Beckman Scholars Program Award.
  - iv. Regarding diversity, the university’s PEER/Wise programs received Inspiring Program awards in STEM fields, and they were highlighted in national publication outlets.
  - v. The Brookings Institute examined multiple success indicators and reported that Clemson University alumni are in the 91<sup>st</sup> percentile for salary rates 10 years after graduation, Clemson ranks in the 92<sup>nd</sup> percentile for its eight-year graduation rates, 91<sup>st</sup> percentile for the value of the curriculum, 90<sup>th</sup> percentile for retention, and 86<sup>th</sup> percentile for the value of alumni skills.
  - vi. The university’s status as an R1 was reaffirmed this year, which Clements noted will allow the university to tackle compensation differently in the future.
  - vii. Faculty have secured funding for research grants, 10 of which were over two million dollars each.
  - viii. Regarding Facilities projects, construction is ongoing on campus, which is remarkable considering that the last major building construction took place in the 1960s. The new College of Business building opens next calendar year. The Chapel will break ground two weeks after the senate meeting. The Snow Outdoor Facility is making progress. The new Child Development Center broke ground this past spring, capable of housing 130 children in its 13,000 square foot facility, which will open in 2020. Energy upgrades are being addressed. Construction on Highway 93 is continuing after some spring weather delays.
  - ix. Clemson continues to perform at a high level in USNWR academic rankings.
- c. Clements also noted how he met with the Faculty Senate Executive Committee prior to the meeting, where they discussed a range of topics including HR issues related to spousal support for faculty, air quality in buildings, scheduling for classrooms, the university club, compensation, and the university’s liveable environment.
- d. Clements responded to questions from senators on topics ranging from summer school enrollment to town-gown relationships, fundraising plans, and construction priorities.

5. Reports:

- a. Executive Vice President of Academic Affairs and Provost – Robert H. Jones
  - a. Robert Jones spoke about compensation, noting that in 2016 the university engaged a law firm, Jackson Lewis, who conducted an EEO study as part of risk management, which included the analysis of faculty salary structures. Jones just reviewed the information again with the law firm, and the university is planning to re-engage in an updated study. He expects healthy merit distribution to be available this fall.
  - b. Jones also noted that the state provided a 1% budget cut and a 2% budget cut over the past two years, which forced the university to either hire new employees or address salary compensation issues. The university chose to hire new employees.
  - c. Jones touched upon university enrollment growth and noted that leadership expects that the university will grow by 2% over the next 10 years, reaching 22,000 undergraduates across all Clemson locations. There have been no enrollment commitments made to the Board of Trustees about graduate students. He also noted that the university plans to better utilize summer enrollment to expedite student persistence and alleviate pressures on fall and spring semesters.

b. Standing Committees:

Finance – Committee Chair Elliot Jesch

- 1. Jesch did not provide any report

Policy – Committee members Thompson Mefford and Krista Oldham reported in Committee Chair Paul's absence)

- 1. The Policy Committee presented three resolutions (see appendix for language in the resolutions):
  - a. #1: a Resolution regarding the Faculty Manual Editorial Consultant, which inserted new language about the consultant in the appendix of the manual and changed references to the consultant to be Faculty Manual Consultant exclusively. There was no debate and after a vote there was no opposition to the motion. This item will be considered as resolution 2019-07 during new business of the June meeting.
  - b. #2: a Resolution to amend the grievance consultant supplement. There was no debate and after a vote there was no opposition to the motion. This item will be considered as resolution 2019-08 during new business of the June meeting.
  - c. #3: a Resolution amending the senior lecturer service requirement. There was no debate and after a vote there was no opposition to the motion. This item will be considered as resolution 2019-09 during new business of the June meeting.

Research – Committee Chair Patrick Warren

- 1. Chair Warren updated the senate on the Research Committee's standing agenda items:
  - a. Considering the classification of postdocs

- b. Research uses of the Experimental Forest
- c. Clarifying criteria for evaluating special rank faculty
- d. Academic Analytics feedback
- e. Rewarding accomplishments in research
- f. Evaluating Buyways for research procurement
- g. Analyzing and reporting on how departments should address predatory journals

Scholastic Policies – Committee Chair Peter Laurence

- 1. Chair Laurence updated the senate on the Scholastic Policy Committee’s standing agenda items:
  - a. Student evaluations of teaching
  - b. Grade distribution availability
  - c. Bookstore contract
  - d. Faculty advisors to student clubs
  - e. SCALE-UP classrooms
  - f. Undergraduate grading policy
  - g. Naming of the university Honors College
  - h. Graduate School academic appeals process
  - i. Military transfer credit
  - j. Wait times for students seeking CAPS resources

Welfare – Committee Chair Betty Baldwin

- 1. Chair Baldwin noted that the committee is gathering the week after the meeting and had no report to share with the senate.

c. University Commissions and Committees:

Committee on Committees – Chair Mary Beth Kurz

- 1. Chair Kurz noted that the Committee on Committees had plans to meet once in the summer to review all current committees and reach out to the committees’ points of contact to determine the relevance of the information posted on the Shared Governance website.

d. Special Reports:

Faculty Representative to the Board of Trustees – Joseph Ryan

- 1. See the attached PowerPoint for the presentation Joseph Ryan delivered to the Board of Trustees and the Faculty Senate.

Immediate Past Faculty Senate President – Jan Holmevik

- 1. See the attached written report from 2018-2019 President Jan Holmevik.

President’s Report – Danny Weathers

- 1. Weathers recorded a video report, which can be accessed here: <https://ensemble.clemson.edu/hapi/v1/contents/permalinks/n6S9Ede4/view>.

The text of that presidential report follows below:

#### President's Report – May 2019 Senate meeting

Good afternoon. I am sorry that I can't be with you in person today. I am leading a study-abroad program, and the program's logistics necessitated my absence. I hope that technology enables me to be with you virtually, and I have no doubt that you are in capable hands.

I am truly honored to hold this position. I offer my sincere thanks to the Senate for putting your trust in me. I am also grateful for your willingness to serve on Senate. No one is required to do so. You're here out of a desire to improve the university. That's very noble, and I appreciate your service.

My role as president is to serve the Senate and the larger body of faculty. As you know, the work of the Senate is accomplished by its committees. I trust the committees to thoroughly address the issues that they deem to be important, and I will facilitate these efforts in any way I can.

I do not pretend to know the answers to the many issues that Senate will address. I have opinions and feelings about the issues, but opinions and feelings are not good answers. As a body, we can, and we will, find answers that will make Clemson a better university. Again, I will facilitate these efforts to the best of my ability.

You should know that my door is always open. Feel free to reach out to me at any time, by phone, email, or in person.

People have asked what "my" agenda is for the coming year. To be clear, it is not "my" agenda. It is the Senate's agenda. It is the faculty's agenda. The committee chairs and I have worked together to finalize their agendas. You will hear more about these items as the committees begin their work, issuing updates and reports. The standing agenda for each committee is available in the Faculty Senate Box folders. If there are specific items that you feel should be added to an agenda, please let me know.

A recent email from a constituent concluded with "I do not understand why Faculty Senate continues to work so hard to make life so difficult for everyone else." Further, recent COACHE survey results revealed that about 60% of Clemson faculty view shared governance as something less than effective. This is the bad news. The good news, and perhaps speaking to the efforts of the past several faculty senates, COACHE survey results indicate that Clemson faculty viewed shared governance more positively in 2018 than in 2015. This prompted a recent Senate president to tell me, "Don't screw it up."

To be clear, shared governance is larger than Faculty Senate. But what should I, and we as a body, do to ensure that we don't screw it up, that we do our part to continue to increase the effectiveness of Clemson's shared governance? To answer this question, I did what perhaps most academics do – I

searched for research on what makes for effective faculty governance. Yes, such research does exist. Before you rush home to read it, I will save you some time. Faculty view shared governance as important. Administrators believe that faculty have more influence in institutional governance than faculty perceive they have. Faculty have greater influence in some areas – such as curriculum – than in others – such as budgeting, but faculty believe they should be involved in all aspects of governance. Faculty also believe that they are not adequately compensated or recognized for their service and roles in governance.

Other, perhaps more interesting and relevant, research findings align nicely with an article from the Chronicle of Higher Education. Author Gary Olson wrote about dissolving faculty senates. My first thought, I must admit, was “I had never considered that possibility,” and while I believe Clemson’s senate is relatively strong and effective, I immediately penciled in “Do not allow the senate to dissolve” as my number one priority. Faculty senates have been dissolved by university boards, by administrators, and in a few cases, by the senate itself. For those of you who would like to reclaim your Tuesday afternoons, do not get any ideas. As I continued reading, it became clear why our senate has been effective. Effective senates work closely with the chief academic officer and other administrators to deliberate policies and procedures. I call your attention to the multiple administrators who regularly attend our senate meetings and meet with senators outside of senate. Effective senates are not obstructionist, adversarial, gripe sessions, but instead work toward solutions to the challenges faced by the university. Note the many recent senate accomplishments, accomplishments that would not occur if the senate were not solution-oriented. Effective senates communicate with those around the university. Note the senate’s recent efforts to be more intentional about communicating with deans, department chairs, and constituents. Effective senates recognize that faculty time is valuable and avoid duplication of efforts and functions. Note our recent efforts to better implement parliamentary procedure, which has resulted in a much more efficient and transparent senate. Effective governance is inclusive and democratic. Recall that over 600 faculty members turned out last fall to vote on constitutional changes. More generally, the key to establishing efficient, productive faculty governance is mutual trust and understanding, recognizing that we are all partners in moving the university forward.

I offer these points as a reminder to all of us, including myself, of what it takes to have strong, effective faculty governance. Communication and the resulting transparency, efficiency, finding solutions, being democratic, establishing trust, these all take time and effort. They may not be the easiest way to govern, but they’re the right way.

And while I believe we generally do shared governance well, there is always room for improvement. I ask you to consider the possibility that our system of shared governance, created for an undergraduate, teaching-focused university, may not be the best system for an R1 research university. If so, let us begin making changes now that promote the long-term viability of shared governance at a university that also seeks to enhance its research reputation and rankings.

I look forward to working with you over the coming year to address the many challenges Clemson University faces. Again, I sincerely thank you for your service, and I wish you all a wonderful summer.

6. Unfinished Business:

Text

7. New Business

- a. Approval of non-Senate members to Faculty Senate Committees for the remainder of the 2018-2019 term:
  - a. Finance Committee
    - i. Jim Liddle, Delegate
      - 1. Following a vote, the senate approved Liddle to serve on the Finance Committee.
  - b. Policy Committee
    - i. Tania Houjeiry, Delegate
      - 1. Following a vote, the senate approved Houjeiry to serve on the Policy Committee
  - c. Scholastic Policies Committee
    - i. Jonathan Maier, Delegate
    - ii. Richelle Miller, Delegate
      - 1. Following a vote the senate approved both Maier and Miller to serve on the Scholastic Policies Committee
  - d. Welfare Committee
    - i. Terri Teramano, Delegate
      - 1. Following a vote the senate approved Teramano to serve on the Welfare Committee

8. Adjournment: Vice President Whitcomb adjourned the meeting at 4:06 p.m..

9. Announcements:

**b. Faculty Senate Advisory Committee Meeting**

May 28, 2019 2:30 p.m.

Location: Cooper Library, 416 (Brown Room)

**c. Faculty Senate Executive Committee**

June 4, 2019 2:30 p.m.

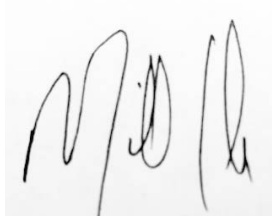
Location: Cooper Library 201A



**d. June Full Senate Meeting**

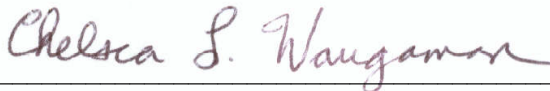
June 11, 2018 2:30 p.m.

Location: ASC Room 118



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Mikel Cole, Secretary



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Chelsea Waugaman, University Faculty Governance Coordinator

Guests: Amy Lawton-Rauh, Associate Provost for Faculty Affairs; Bridget Trogden, Associate Dean of Undergraduate Studies; Cole Smith, Associate Provost for Academic Initiatives; Dan Warner, Faculty Senate Representative to the Emeritus College; Gordon Halfacre, University Ombudsman for Faculty and Students; Jackie Todd, Internal Communications; Joe Ryan, Faculty Representative to the Board of Trustees; John Griffin, Associate Provost and Dean of Undergraduate Studies; Mary Beth Kurz, Faculty Manual Editorial Consultant; Robert Jones, Executive Vice President for Academic Affairs and Provost; Megan MacAlystre, Senior Lecturer of English; David Coombs, Assistant Professor of English; Walt Hunter, Assistant Professor of English; Matt Hooley, Assistant Professor of English; Angela Naimon, Associate Professor of English; Karen Kettnickle, Lecturer of English; Lucian Ghita, Lecturer of English; Karen Kettnich, Lecturer of English;

Alternates Representing Senators: Robert Hewitt (for Todd Anderson); Lukasz Kozubowski (for Kimberly Paul), Brandon Lockhart (for Scott Swain), Feng Luo (for Karen High), Sarah White (for Dara Park)

Absent Senators: Dara Park, CAFLS; Puskar Khanal, (CAFLS); Todd Anderson (AAH); David Blakesley (AAH); Linda Li-Bleuel (AAH); Aga Skrodzka (AAH); Sharon Holder (BSHS); Andrew Pyle (BSHS), Scott Swain (Business), Josh Summers (CECAS), Eric Davis (CECAS), Karen High (CECAS), Hai Xiao (CECAS); Kimberly Paul (COS), Jen Oberheide (COS)

# Addressing Indoor Air Quality (IAQ) Issues

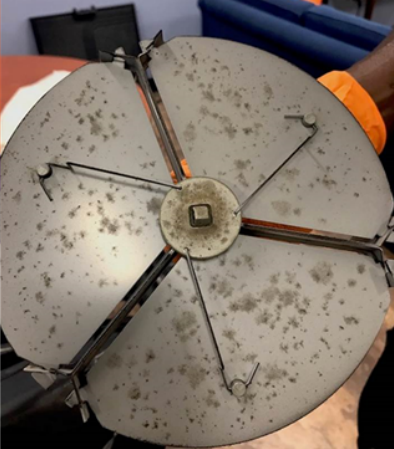
**Joseph B. Ryan, Ph.D.**

**Faculty Representative to the Board of Trustees**

**[Jbryan@clemson.edu](mailto:Jbryan@clemson.edu)**

# Importance of Indoor Air Quality (IAQ)

- **Maintaining good IAQ is critical to maintaining the health and performance of everyone (Students, Faculty, Staff) on campus.**
- **Poor IAQ can result in health problems ranging from**
  - **Temporary (e.g., cough, eye irritation, headache)**
  - **Chronic or more serious conditions (e.g., allergic reactions),**
  - **Rare cases, result in life-threatening conditions (EPA, 2018).**
- **Poor IAQ reduces employee productivity and morale, while increasing absenteeism.**



# Current IAQ Issues



1. **Facilities received 73 work orders to perform IAQ analysis over last three years for 36 campus buildings.**
2. **Addressing IAQ issues is largely a “complaint-driven process”.**
3. **University lacks centralized database to track status of IAQ for buildings.**
4. **Lack of feedback to faculty & staff once work orders are placed.**
5. **Not all faculty/staff/students have access to track facilities work orders.**
6. **Lack well-publicized protocol for how faculty/staff should report poor IAQ.**
7. **Not all faculty & staff know who Building Security Coordinator (BSC) is.**

# Areas to be Addressed

1. Can we collect baseline data on buildings for average pollen/mold count?
2. Is it possible to monitor “Hot Spots” within buildings where poor IAQ is more commonly reported on a regular basis?
3. Can we provide more detailed feedback on corrective actions taken by Facilities to resolve work orders related to IAQ?
4. Can Facilities review additional campus buildings during each Building Conditions Assessment (BCA) Meeting?
  - CU has approximately 128 buildings, but only reviews 4 or 5 buildings per month?
5. When there is an IAQ issue, what happens for an employee in a space?
  - Does university provide guidance on suitable workspace until remediation occurs)?
6. Does CU have sufficient manpower & funding to support 128 bldgs?
  - What is current staffing for maintenance technicians per building/square foot?
  - What is the industry standard?

# Recommendations

- 1. Facilities should develop a one-page education document to inform employees of how they can help/what they can do.**
  - Example: Do you have food/plants in your office? Include thermostat guidance for when employees out of office for extended periods of time (e.g., summer break).
- 2. Include HR rep in future state discussion to determine what to do with employees who may need to be displaced to suitable workspace until remediation occurs.**
- 3. Facilities will begin attending department meetings to inform faculty/staff of issues within buildings and receive feedback. Facilities may also consider attending faculty welfare committee meeting, and the monthly meeting for Department Chairs.**
- 4. Consider better utilizing BSC (and communicating who they are) to coordinate issues and feed into the work order system.**
- 5. Ensure BSC's receive proper training and in-turn train faculty & staff on reporting procedures.**
- 6. Recommend all IAQ work orders be processed through Building Security Coordinators.**
- 7. Request additional representation for future meetings from Human Resources, Risk management, Student Government, and Student Housing.**

# Air Quality Lean Committee Members

- **Mr. Todd Barnett - Director of Facilities**
- **Mr. Joe Deshon - Facilities Maintenance**
- **Mr. Robin Newberry - Director Environmental Health & Safety**
- **Dr. Jan Holmevik - Faculty Senate President**
- **Dr. Wayne Freimund - Faculty Rep & Chair of PRTM**
- **Ms. Gayla Bolt Luff - Building Security Manager**
- **Ms. Kerri Kwist - Biosafety Officer**
- **Anthony Harvey - Director of Housing & Dining Maintenance**
- **Ms. Linda Rice - Office of Risk Management**
- **Ms. Lisa Gagnon - Director H.R. Work Benefits & Well Being Team**
- **Dr. Joe Ryan - Faculty Representative to Board of Trustees**



2018-2019  
Faculty Senate President's Report

Prepared and submitted by  
Dr. Jan Rune Holmevik

With assistance from  
Dr. Chelsea Waugaman

May 28, 2019





May 28, 2019

To : Dr. Robert H. Jones, Executive Vice President and Provost  
: Dr. Danny Weathers, President of the Faculty Senate  
Cc : Faculty Senate Office

From : Dr. Jan Holmevik, Immediate Past President of the Faculty Senate

Subj. : Faculty Senate President's Report for AY 2018/2019

**Faculty Senate**

Clemson University  
R. M. Cooper Library  
Clemson University  
Clemson, SC  
29634-5104

☎ 864-656-2456  
senate@clemson.edu

Dear Provost Jones and Faculty Senate President Weathers:

I am pleased to present you with the final report from the 2018/2019 Faculty Senate. Please do not hesitate to reach out should you have any questions about this report. It has been an honor and a privilege to serve as the 2018/2019 President of the Clemson University Faculty Senate.

I wish Dr. Weathers and his Senate administration all the best in the coming year!

Respectfully,

Jan Rune Holmevik, Dr. Art.  
Immediate Past President of the Faculty Senate  
Clemson University

## INTRODUCTION

The 2018/2019 academic year was a productive one for the Faculty Senate. When I took over as President on April 10, 2018, I pledged that the Faculty Senate would continue to be a strong partner for the university in realizing the goals of the Clemson Forward Strategic Plan. I am pleased that we were able to deliver on that promise on several fronts this year.

In addition to the President's reports, this document contains two separate appendixes, the first consists of the detailed subcommittee reports for 2018/2019, and the second has the Senate's newly revised and updated bylaws.

A year is not a long time to get things done when the assembly meets only once per month. However, thanks to the hard work and dedication of our officers, committee chairs, lead senators, and staff, we were able to make policy and get business done quickly and efficiently.

## STRUCTURAL AND WORKFLOW CHANGES

**My top "behind the scenes" priority** this year was to improve faculty senate work flows and complete the reintroduction of parliamentary procedure in Senate. For many years a practice had been allowed to develop where the Senate's Executive and Advisory committees met jointly as the Executive & Advisory Committee (EAC). The reason for this practice may have been that the same people served on both committees, so a joint meeting was created for the sake of expediency. As the Senate's workload has increased, having one meeting for both bodies became increasingly impractical. In collaboration with the Director of Faculty Governance, Mr. William Everroad, we split EAC in two this year so that the Executive and Advisory committees now meet separately. This allows for more time to be devoted to each, and busy meetings can more easily be completed on time. Alongside this effort, we created a new Senate calendar where Executive committee meetings are now held on the first Tuesday of each month, Regular Senate meetings on the second Tuesday of the month, Standing committee meetings on the third Tuesday of the month, and Advisory committee meetings on the fourth Tuesday of the month. This new calendar allows for business items to flow efficiently from one committee the next before being heard by the full Senate. In addition, I created a special officer's meeting held on the first Monday of the month to discuss items of business, inform my officers on development of ongoing questions, and to approve the Senate agenda for the month.

**Full transparency** in the governance process was another of my top priorities this year, and the new workflow ensures that the Senate's business receives input from all relevant parties before policy is ultimately made. Another element to this was the reintroduction of parliamentary procedure in the Senate. This was something that had been ongoing since then President, Dr. Mary-Beth Kurz, appointed Mr. William Everroad to the position of parliamentarian in 2016. Strict adherence to Robert's Rules now allows the Senate to conduct its business more efficiently, and the added element of transparency and accountability helps to elevate the authority of Senate policy. For the same purpose, we reintroduced full use of resolutions this year and I am thankful to Mr. William Everroad for leading the implementation of that effort.

FACULTY SENATE PRESIDENT'S REPORT  
TO THE BOARD OF TRUSTEES  
JULY 2018

It is a pleasure to share my first report to you as the newly elected chair of the Faculty Senate. My colleagues and I are energized to consider many initiatives this upcoming academic year that will promote the wellbeing and mission-critical work of the instructional faculty at Clemson University. I am proud to lead this passionate group. In this report I will summarize the senate's key accomplishments since you last heard from my predecessor, Dr. Amy Lawton-Rauh, in April. Overall, the message I wish to convey is how important it is that senior leadership at this institution support and understand the essential role faculty play in the shared governance of the institution.

### Organizational Changes

When I took over the Senate back in April we instituted some organizational changes to better accommodate future growth in faculty governance. Most notably we split the Executive and Advisory Committee (EAC) into one Executive and one Advisory committee. The Executive Committee now consists of Senate officers plus the chairs of the five standing Senate committees; Finance, Research, Policy, Scholastic Policy, and Welfare. The new Advisory Committee now consists of the Senate officers, two senators from each college, the faculty representative to the Board of Trustees, the faculty manual consultant, and the immediate past president. In addition, we have added two monthly officer and staff meetings. The new Senate meeting schedule now looks as follows:

- First Monday of the month: Officer's meeting with staff
- First Tuesday of the month: Executive Committee meeting
- Second Tuesday of the month: Full Faculty Senate meeting
- Third Monday of the month: Officer's meeting with staff
- Third Tuesday of the month: Standing committee meetings, Research, Finance, Policy, Scholastic policy, Welfare.
- Fourth Tuesday of the month: Advisory committee meeting

With these changes in place we have significantly elevated and strengthened the lead senators and with that the College level interactions which were begun last year under President Lawton-Rauh. Our goal this year is to have every lead senator meet regularly (monthly preferred) with the Dean of their college to strengthen the communications that the intermediate level of the University governance.

### Staff Changes

After several years of service as Faculty Governance Coordinator, Destinee Wilson, stepped down in June to continue her studies in graduate school. A search committee led by William Everroad and consisting of Amy Lawton-Rauh, Mary-Beth Kurz and Jan R. Holmevik received a great number of applications for the position. We interviewed six candidates and, in the end, made an offer to Dr. Chelsea Waugaman, a graduate from Clemson University's College of

Education (2018). Chelsea's research interests are in the areas of faculty development and governance and as such she's a perfect fit for the position. We could not have made a better hire, and in just a few short weeks, Chelsea has already become an integral and highly valuable member of the team.

### New Senate Ad Hoc Initiative

When I took over as Senate president back in April I announced my intention to create a special Ad hoc committee on the status of women at Clemson University. The committee will collaborate with the ADVANCE project team and the Commission on Women. We will use data currently available from these groups, other entities on campus, as well as generating new results to examine the status of women faculty at Clemson.

Chelsea Waugaman, the University Faculty Governance Coordinator, has been engaged with research in this area and will continue to be a resource for our work. The important work of the committee will focus on four aspects:

- 1) Tenure and promotion status of women
- 2) Salary status of women faculty
- 3) Retention of women faculty
- 4) Overall climate for women faculty

The initial plan is to develop a report by April 2019 that summarizes our findings and recommendations. The work of this committee could also extend into future years. The Senate Advisory Committee approved the following slate of members for the new ad hoc committee. The committee will begin its work in August of 2018.

1. Karen High (Chair)
2. Neil Calkin
3. Walt Hunter
4. Jennifer Ogle
5. Sapna Sarupria
6. Matt Macaulay
7. Saara Dewalt
8. Mary Beth Kurz
9. Natasha Croom

### Third-Level Rank Advancement For Lecturers

Over several recent academic years, ad hoc committees here at Clemson have consistently provided recommendations to the Faculty Senate and to the academic administration about the need to provide an additional, optional rank advancement for the campus lecturer faculty. These faculty are teaching-focused and oftentimes work with our general education students and other early year college students. They are essential in ensuring that Clemson maintains its strong academic reputation, which is critical to our university operations. This new rank advancement effort will allow the university to further scaffold a career path for these educators and retain the best, most qualified, highest quality lecturers. What the Policy Committee of the Faculty Senate

has proposed is the adoption of a third rank status of Principal Lecturer, which a senior lecturer will achieve after completing four full academic years of service. Once faculty reach that level they will be offered a five-year, renewable contract, with the expectation that these contracts will provide professional stability and an environment that promotes further student learning and academic growth.

Each college at the university will determine its own criteria for promotion and tenure, however what will be consistent across the university is this ranking system will recognize the high-quality efforts and academic contributions of lecturers who have made a long-term commitment to supporting the mission of the university through effective teaching and instruction. The Faculty Senate has been fortunate to receive positive encouragement and financial support commitments from our Executive Vice President for Academic Affairs and Provost Dr. Robert Jones. The senate looks forward to discussing this issue in further detail and voting to approve it at an upcoming full senate meeting, after which time it will be actualized by academic leaders over the next academic year.

#### Faculty Representative To The Board Of Trustees

At the time of my crafting this report, a Faculty Senate selection committee has been reviewing nominations for a new faculty representative to this Board of Trustees. We have been fortunate to have Dr. Thompson Mefford as the faculty liaison to the board, as he has fostered relationships with key institutional leaders and fostered two-way communication between the faculty here and executive leadership. We look forward to the next representative to continue those efforts and further advance these partnerships.

#### Proposal For Shared Governance Space In Soon-To-Be-Vacant Basement Of Hendrix

Faculty Senate Program Director William Everroad and Immediate Past President of the Faculty Senate Amy Lawton-Rauh recently submitted a proposal to university administrators that Clemson re-engineer the space previously occupied by the campus bookstore in the lowest level of the Union into a Shared Governance facility. This facility would house the Faculty Senate, Staff Senate, and Undergraduate and Graduate Student Government administrative entities and provide a collaborative area where best practices in governance operations and collective decision-making may take place. Proposals for that vacant space are currently under review, so I mention it here to you to reinforce the university-wide need to support shared governance with this effort. Our representative bodies conduct impressive work and allow for a collective voice in university operations.

All of those elements are essential ingredients to a healthy, thriving academic community, and we hope that this proposal will be accepted.

#### Significant Policy Changes

Over the last several Faculty Senate meetings we proposed key policy changes to our bylaws and to faculty policy manuals. At our June Faculty Senate meeting, The Policy Committee presented minor changes to our university grievance policy. These changes ensure that the university

practice aligns with the State of South Carolina's Human Resources requirements. References to the term faculty member have been replaced with the term grievant. Timelines and processing were also updated.

In our April Senate meeting, the senate approved changes to the tenure probationary period in the Faculty Manual. Specifically, if a faculty member chooses to reduce his or her probationary period (which is often referred to throughout academia as "early tenure") and formally submits materials in the tenure and promotion system, the faculty member does not have the ability to withdraw the review. Essentially, this faculty member forfeits any remaining years of the probationary period and is evaluated for tenure with their current dossier credentials. As with a penultimate year evaluation, the faculty member cannot be reconsidered for tenure at a later date if he or she receives a negative outcome.

At that same senate meeting, we voted to charge a Bylaw Committee with revising bylaw policy, and the work of that committee will begin at the start of the upcoming academic year.

#### Preview General Faculty Meeting In The Fall

This fall, the Faculty Senate will work with the Provost office to convene a special General Faculty Meeting to vote on amending the Senate Constitution. The senate is looking forward to a robust conversation with many members of the faculty community to make this happen.

FACULTY SENATE PRESIDENT'S ADDRESS  
TO THE CLEMSON UNIVERSITY GENERAL FACULTY MEETING  
AND CONVOCATION  
AUGUST 20, 2018

Dear Colleagues,

I am honored to stand before you today as the Clemson University Faculty Senate President for the 2018/2019 Academic Year. For 62 years, the Faculty Senate has represented faculty voices and faculty concerns in our capacity as the official representative body of the faculty and the link between faculty and administration.

The Senate's chief responsibility is to create, review and recommend policies and procedures, which are then compiled in the Faculty Manual. I want to thank our faculty manual consultant, Dr. Mary Beth Kurz, and Director of Faculty Governance, William Everroad, for their work on producing and publishing this year's edition of the manual. You can download the Faculty Manual from our website, and I encourage everyone to review the new changes and additions. Questions you have concerning your faculty role at the university should be answered there, but if you cannot find an answer to your question, please do not hesitate to reach out to us and we'll be happy to help you. As your President I want to specifically invite you to reach out to me at any time. My door is always open to you. We cannot address or solve every question that is brought before us, but I will make it my priority to meet with you and listen to what you have to say.

For many years now the Faculty Senate's Executive and Advisory Committees have met as one. However, in response to the growing workload taken on by the Senate, this year we have split the committees into separate bodies the way it was originally written in the constitution.

The Executive Committee, which is responsible for conducting the Senate's business, now consists of the Senate Officers plus the chairs of our five standing sub committees; Policy, Research, Scholastic Policies, Welfare, and Finance. Just as the Senate Vice President and I meet monthly with the University's Provost, the chairs of our subcommittees now meet regularly with the executive leaders in their respective areas, which allows for important communication to flow between faculty and administration.

The Advisory Committee now focuses wholly on the University's business and is comprised of Senate Officers, two Senators from each College and the Library as well as a few other representatives such as the Faculty Manual Consultant, and the Faculty Representative to the Board of Trustees. I am pleased to welcome and acknowledge the Faculty's new Board of Trustees representative, Dr. Joseph Ryan from the College of Education. He and I will work closely this year to represent your interests with the University's Board of Trustees.

I want to take this opportunity to thank our officers, committee chairs, lead senators, senators, delegates, and alternates for all the hard and important work you do on behalf of all the Faculty at Clemson University.

In the same vein I also want to acknowledge the work that our Senate Office staff do on a daily basis. Without their dedication, professionalism, and hard work we would not be able to do what we do.

A heartfelt Thank You to all!

As a University we are all concerned with student success, but it is important to acknowledge that student success begins with Faculty success. As the Faculty, you represent a core asset of this University, and you have played a pivotal role in advancing Clemson University into the coveted Carnegie R1 Highest Research classification. Clemson's strategic plan is a bold and ambitious endeavor that must have active Faculty participation and involvement behind it. I am grateful that we have academic leaders who take a keen interest in shared governance, and when I took over the Faculty Senate in April, I pledged that we would continue to work closely with them to deliver on these ambitious goals.

I want to take a few minutes now to talk about some of the other priorities that the Faculty Senate will focus on this academic year.

A top priority for me as President is to ensure that all our faculty have equal opportunities to be successful, contribute productively, and realize their career goals at an inclusive Clemson University. To this end I have charged a special Ad Hoc committee on the Status of Women Faculty. This committee is chaired by Dr. Karen High. The committee will work with the ADVANCE project, the President's Women's Commission and other relevant groups and initiatives to investigate how we are doing in the areas of Tenure and Promotion for women, Salary equality for women, Retention of women faculty, and the Climate for Women Faculty at this institution. I want to thank Dr. High and the members of this committee for taking on this important work and I look forward to presenting the committee's findings and recommendations to the leadership of the University next April.

The Senate is currently preparing two resolutions for amendments to our constitution. The first proposes to reduce the number of general faculty meetings from three to one per year, and the other proposes new measures to allow for absentee and remote balloting. When the Constitution was first written the University had one campus and the number of faculty was much smaller than it is today. Today we have over 1200 faculty working at many locations around the state. We aim to bring these proposed amendments before the general faculty later this year so please keep an eye out for more information about this.

Two years ago, then Faculty Senate President Dr. Mary Beth Kurz charged another ad hoc committee on the status of Lecturers and Senior Lecturers. Among the committee's recommendations was a call for improved long term career opportunities for this group of faculty. Last year the question of adding a third lecturer rank worked its way through several of our sub committees and a resolution asking for this to be implemented will be on our agenda this fall. When we retain and support our best teaching faculty we also have an opportunity to improve the productivity of our tenure track research faculty, which is going to be necessary to remain an R1 University going forward.



Last year Senate President Dr. Amy Lawton-Rauh initiated efforts to secure a permanent shared-governance space for both Faculty, Staff and Student Senates. Currently we do not have facilities that can adequately support these organizations under one roof. I will be reaching out to the leadership of the Staff and Student Senates this Fall to begin coordinating our efforts. I firmly believe that a joint office and meeting space, as well as senate chambers, will further strengthen our shared-governance bodies so that we might become even stronger partners in the University's future endeavors.

Another issue that I am making a priority this year is the question of a Faculty Club. Those of you who have been faculty at Clemson University for more than a few years will remember that this question has come up many times before, but nothing permanent has ever been created. Many of our peer institutions have spaces like this for their faculty, and I believe it is high time we do, too. I see it not only as a general space for faculty welfare, social events and activities, but even more importantly, I believe such a space can play an important role as a collision space for researchers, and as a place to meet colleagues from departments and colleges that you don't normally have interactions with. In our mission to firmly establish Clemson as an R1 university, a multipurpose facility such as this can also help with the all-important recruitment and retention of faculty. Thus, I have specifically charged the chairs of the Senate's Finance, Research, Welfare committees to lead the efforts this year to work toward the establishment of a permanent University Faculty Club.

These are just a few of the initiatives that the Faculty Senate will be working on this coming academic year. Each of our sub committees have many more priorities that they will be focusing on, as well as taking up and handling new questions as they come up throughout the year. Again, if you have concerns or issues that you wish to bring to our attention, do not hesitate to contact your College Senators, or anyone in the Senate Leadership directly. We're here for you.

In closing I want to wish all of you a great and fulfilling academic year. I do believe that we as faculty are indeed fortunate to have the best job in the world. When you work with your students you get to influence lives, realize dreams and help launch successful careers. Through your research you get to create or discover new knowledge and new ways of looking at the world and its problems and opportunities. All of this amazing work that you do every day comes together to make Clemson the top university in the state, an institution that more than delivers on its land grant mission, and is now taking its place among the top Universities in the Nation, and indeed the world. You are change agents in the truest sense of the word! I hope you will make everything of your talents and skills as educators and researchers this year.

FACULTY SENATE PRESIDENT'S REPORT  
TO THE BOARD OF TRUSTEES  
OCTOBER, 2018

Mr. Chairman, Distinguished Members of the Board,

There are 115 institutions that are classified as R1: Doctoral Universities – Highest research activity in the country. Clemson is one of them. I could not be more honored to stand before you today as an elected representative for the faculty that produces research at this highest level.

The Clemson Forward strategic plan states that the goal is to “consistently rank among among the Carnegie tier-one research institutions.” As a representative of the faculty whose job it is to conduct research and discover new knowledge, I applaud this ambition. I am also intensely aware that in order to deliver on it, it is going to take active and sustained faculty involvement. When I took over as Faculty Senate President in April I pledged that we would be an active and engaged partner in this effort, and I renew that commitment to the Board here today. What we’re going to need from you is the support to enable us to do our part of this job.

To put this into context I want to use an analogy from the athletics side of the house. The fact that our football team is enjoying unprecedented success today can be understood as a combination of several interlocking factors. The foresight to invest in a stadium, training facilities and related infrastructure is a key enabler. Strong and visionary leadership sets the course and keeps the effort on track. A world-class coaching and support staff along with focused and sustained recruitment of the best talent anywhere produces the results. Any one of these elements would not be enough by themselves. It is the combination of all three that results in the incredible success we have seen these past few years.

The same will be true if we want to play in the R1 league. To firmly establish ourselves on that playing field we’re going to need world-class research facilities powered by leading edge technologies. A researcher looking to further their career will always look at how well a research institution can facilitate their work and help them succeed.

Whether it is MIT, Stanford or Clemson, they’re going to want to see facilities and labs that enable and empower their research. We must be prepared to actively recruit the best talent from wherever in the world they may come from, and yes, we must also be prepared to compensate them competitively.

Student success must always be foremost on our minds and when it comes to research, that means the success of our doctoral students and post docs. Not only are R1 universities measured on the number of graduate students they produce each year, but these researchers-in-training are also key factors in the production and communication of the research itself. Having highly talented graduate students to work with is maybe one of the best ways to boost research productivity in the faculty. An important side benefit to this is that many of those graduate students will bring research-informed quality teaching to the undergraduate students thereby helping to make them more competitive for jobs.

From a leadership perspective we must devote ourselves to continue to build and foster a true research culture at this university. The Faculty Senate has an important leadership role to play in this regard, and we have several initiatives underway this year to that end.

We are working on a resolution to introduce an improved career trajectory for our teaching faculty, which we believe will enable our tenure-track faculty to become more research productive.

We are spearheading a new effort to establish a faculty club that we think will have a significant and positive impact on research collaboration and productivity across colleges and departments at the University.

We are connecting with the University's Inclusive Excellence initiatives as well as the ADVANCE project and other groups to help improve recruitment and retention of top tier research faculty from under-represented groups and women faculty.

We have several other initiatives ongoing as well, so let me be clear; The Faculty Senate will be a strong and dedicated partner in creating the conditions of possibility that allow us to perform at the highest level of research.

I believe we should devote ourselves now to produce a Nobel Prize winner from the faculty of Clemson University by 2030. It is only impossible if we don't try.

FACULTY SENATE PRESIDENT'S REPORT  
TO THE BOARD OF TRUSTEES  
FEBRUARY, 2019

This report details the work done by the Faculty Senate during the Fall Semester of 2018. It focuses on the two major achievements this term, the adoption of a third rank for teaching faculty, and adoption of amendments to the Faculty Constitution. This document also reports on other ongoing Senate projects as well as some highlights of the work done by our standing and ad-hoc committees.

#### Historic Academic Affairs Governance Resolutions

In November, the Faculty Senate approved several resolutions that established historic, transformative policies for Clemson's academic affairs unit.

At the November 13 meeting of the Faculty Senate, the senate body voted in favor of a resolution calling for the establishment of a third rank for non-tenure track faculty, titled principal lecturer. Upon approval of the executive vice president for academic affairs and provost, who endorsed this resolution in its final draft stage, senior lecturers with at least four years in rank, will be eligible for promotion to a five-year renewable contract and a one-time 8-10% increase in base salary. The new rank will go into the faculty manual in August of 2019, but will not be implemented until August of 2021 in order to give the academic departments time to develop the appropriate promotion criteria and update their tenure and promotion documents.

This piece of signature legislation further supports the important instructional services provided by our teaching faculty, something that we will depend on all the more as Clemson further solidifies its R1 research status. This resolution would not have been possible without the leadership of 2016-2017 Faculty Senate President Dr. Mary Beth Kurz and College of Business Senior Lecturer Edward De Lulio. Both of these individuals initiated the research for this resolution almost three years ago. I thank them for their efforts and I thank all of the Faculty Senators and Delegates who worked hard to make this important initiative a reality.

Secondly, at a special General Faculty meeting held on November 16, the regular faculty of Clemson University had an opportunity to meet via web-based video conferencing – our first time utilizing this software system in this manner – to vote on amendments to the Faculty Constitution proposed by the Faculty Senate. A total of 504 faculty members was required to achieve a quorum, and by the time voting commenced, we had a total of 604 faculty in attendance.

The first resolution, to reduce the number of general faculty meetings from three to one at the beginning of the academic year passed with 583 yes, and 21 no votes, for a total of 604 votes. The second resolution, to introduce telepresence and digital voting, passed with 506 yes, and 37 no votes for a total of 543 votes cast. The Faculty of Clemson University look forward to the approval of these proposed policies at this February Board of Trustees meeting. When

implemented, the resolution practices will result in greater strategic faculty participation and engagement in university governance.

### University Club Progress

Since the start of the fall semester the Faculty Senate has researched and discussed the feasibility of establishing a University Club where faculty, staff, and administrators can meet on campus to socialize and network about their research and professional endeavors. A dedicated taskforce of Faculty Senate officers and senate program staff, administrators and staff from the university Libraries, and faculty from a number of divisions have made great strides on this effort. With the support of Wendy York, dean of the College of Business, and Chris Cox, dean of the Libraries, space in Sistine Hall and the Cooper Library may be utilized in the spring 2019 semester for these employee programs. The Faculty Senate also hopes to establish a larger, permanent space as part of the university's Facilities master plan. We hope that this effort will support the advancement of research collaborations and serve as a recruitment tool for future employee hires at the university.

### Class of '39 Award for Excellence

At our December Faculty Senate meeting I was honored to announce together with Provost Jones, that Dr. Lisa Benson, professor of engineering and science education, is the 2018 recipient of Clemson University's Class of '39 Award for Excellence. This peer-bestowed award recognizes a faculty member's recent significant accomplishments in research, teaching, and institutional/local/national/disciplinary service. Dr. Benson is well-deserving of this acknowledgement and embodies the qualities we look for in Clemson's finest faculty. Due to the College Football National Championship game the special ceremony to honor Dr. Benson will take place in the campus Carillon Gardens on February 12, with a reception to follow in the President's Suite in the Memorial Stadium's West End Zone.

### Gender Diversity and Inclusion Efforts

An important piece of my platform and agenda as Faculty Senate president has been to foster areas of inquiry which produce actionable recommendations on how the university can support diversity and inclusion efforts for faculty. As a result, I have charged a special Ad Hoc Committee on the Status of Women Faculty to collaborate with faculty involved in Clemson's National Science Foundation ADVANCE Grant and the university's President's Commission on Women to investigate Clemson women faculty's tenure and promotion, salary equity, retention, and perceptions of campus climate. A taskforce of committed, energetic faculty from across the university has reviewed published literature on gendered issues in the academy and benchmarked campus-based inquiry work already completed by peer institutions. They have been collecting and analyzing Clemson faculty data on all of these areas and expect to compile a report later this spring with findings and recommendations for academic leadership. The Faculty Senate will review this report and vote whether or not to support its recommendations at an upcoming senate meeting. I commend this group for advancing our equity efforts, which will strengthen and improve campus culture now and in the future. Furthermore, I have worked closely with Vice

President Lee Gill to follow up on Faculty Senate recommendations regarding inclusive excellence.

### Grade distribution Question

In the summer of 2018 I was made aware that Clemson grade distribution data was being made available on the external website <http://Clemson.urbad.net>. After some investigation I was able to track the data back to a site maintained by Clemson's Office for Institutional Research. While the website listed the grade distribution data as an administrative resource for authorized users only, it became clear that, in fact, anyone with a valid Clemson ID had access to it, including students. A little more investigation further revealed that students have had access for many years and were generally well aware of the site. Many of them have been using it to select classes with a higher percentage chance of obtaining A grades. Since I don't believe that students should select classes based on grade distributions, and due to serious concerns about instructor privacy and the potential for uninformed scrutiny of instructors' grading practices, I reported the problem to the Provost's Office and Chief Data Officer, Ben Wiles.

In my report to the Provost dated October 4, 2018 I noted the following:

“The Faculty Senate's various leadership teams and sub-committees have engaged in multiple conversations recently regarding Clemson University's collection and dissemination of individual course grade distribution data. It is our understanding the university registrar maintained this information, without distributing it publicly to students. For the last eight to ten years, however, Institutional Research has published this information online, making it accessible to all members of the university community. In addition, outside entities have been able to access the grade data and publish it on sites such as Tiger Grader ([Clemson.urbad.net](http://Clemson.urbad.net)). We have recently been made aware that students have consistently utilized this information to make enrollment decisions. The consensus in our senate conversations has been that students should not have access to this data in its current form.

We realize that this grade distribution report is a useful tool for a variety of legitimate purposes, such as advising students in academic jeopardy or athletes seeking course recommendations to maintain their NCAA compliance. Academic administrators or peer faculty members have also made use of this data when evaluating faculty for the promotion and tenure review and in maintaining academic rigor and instructional excellence across multiple sections of the same course. In these cases, deans, department chairs, and other academic administrators should have access to this information.

With that said, providing this data to students and external entities is problematic on a number of levels. First, senators question if the dissemination of this data constitutes a FERPA violation, especially when we consider data from small classes where individual grades may be identified, given context clues about the course, or in sections where 100% As are reported. In addition, students can also “game the system,” to use term someone in Faculty Senate used, to determine the easiest sections and professors. We don't believe that students should choose classes based

on who they believe to be the easiest professors, but rather, based on which courses will give them the highest degree of success.

In addition to discontinuing the practice of publishing this data, there is a strong sentiment that the university consider developing a policy for data governance for instances like this. Also, if the university does decide to share this information with students and other external stakeholders, we ask that the data be aggregated such that all professors and all sections of specific course are combined.”

Throughout the Fall of 2018 I worked closely with both of those parties as well as the Senate’s Scholastic Policy Committee to bring the publication of the grade distributions to an end. I am pleased to note that the Provost has now halted future publication of this data, and I am working with the stakeholders to help develop new policies and guidelines to govern how Clemson collects and uses grade distribution data going forward.

### CUPD Advisory and Hotline

In early Fall there were some faculty and student concerns voiced regarding confederate flagging instances on campus. I invited Chief Greg Mullen and Dean of Student Chris Miller to Faculty Senate to inform about what steps the University was taking to keep the campus safe. Afterwards I met with Chief Mullen and I proposed the establishment of an information hotline between the CUPD and representatives of the Faculty, Student, and Staff senates. When incidents happen, our constituents look to us for leadership and information, and it is important that we are well informed about ongoing events. The Chief agreed that this would be a good idea, and we subsequently established an advisory group for the Chief consisting of representatives from all four senates. As part of that initiative a hotline was also established that the Chief can use to reach and inform the leadership of the Senates. I believe this was a very important initiative that will reap great benefits for everybody in the years to come.

### Committee Progress Updates

In addition to what I have mentioned about the Faculty Senate’s university and senate-wide initiatives, five standing committees of the senate have worked tirelessly to address a host of issues related to academic affairs and faculty work conditions. To highlight just a few, our Finance Committee has been in constant communication with Clemson’s executive vice president for finance and operations and the executive vice president for academic affairs and provost about concerns over faculty compensation. As university leaders construct budgetary plans for the upcoming and future fiscal years, we have strongly urged them to prioritize addressing salary compression concerns where faculty, especially lecturers and tenured or senior-level faculty, have salaries that are below market value. Staff from the chief financial officer’s office have shared data revealing a significant number of faculty at the associate and full professor make far below market value when compared to their Research I faculty peers. This trend is troubling as Clemson seeks to attract and, more importantly, retain world-class research faculty to support our Research I focus. The same is also true for attracting and retaining world class teaching faculty that support undergraduate and graduate learning.

In addition, the Faculty Senate is collaborating with the city of Clemson to develop improved practices for campus construction and campus-based transportation/mobility. Faculty have also been gathering data on deferred maintenance concerns. The university's deferred maintenance practices may have resulted in mold and leaking facilities present in academic buildings, affecting air quality and building equipment operations, which may have resulted in some faculty and staff health issues. A task force of faculty and Dr. Joseph Ryan, our university faculty representative to the board of trustees is gathering data on this effort and the senate expects to share more information with the campus community as this effort unfolds.

The senate is also looking into ways to further support and strengthen the university's Human Resources dual career support structures for spouses of faculty and staff. Currently, the university has established and is actively promoting a Tiger Partners Program, focused primarily on the spousal employment needs of prospective hires. The senate would like to see that support expanded for long-serving faculty and staff with similar spousal employment concerns.

Senate faculty have also drafted policy language for how the university will address make-up work and exam offerings whenever the university is unexpectedly closed. That policy was approved for implementation earlier last fall by the Council on Undergraduate Studies and immediately utilized during weather delays in our Fall 2018 Final Exam week. One more example of how faculty shared governance has immediate, short-term effectiveness.

Our research-focused faculty are examining and possibly recommending changes to the status of postdoctoral research faculty. Their initial inquiry is still in its early stages, but the Office of Clemson's Vice President for Research, offices of sponsored programs, and Clemson's office of postdoctoral affairs has expressed support for the models used at other institutions. I expect to see some interesting results from those conversations. The senate is also looking into best practices for supporting and encouraging faculty participation in national, discipline-specific research awards and fellowships.



FACULTY SENATE PRESIDENT'S REPORT  
TO THE BOARD OF TRUSTEES  
APRIL, 2019

Mr. Chairman, Distinguished Members of the Board,

**Relevance** is something that we must aspire to every day. Research must be **relevant** in order to further humanity and help solve the world's pressing problems. In my address to this Board last fall, I talked about how Clemson University's faculty now produces the highest quality of research anywhere. The recent renewal of Clemson's status as a top-tier R1 research University speaks volumes about the **relevance** of the work our research faculty are doing.

In recognizing the **relevance** and value of this work, the Faculty Senate gave out three major awards this year. The Class of '39 award went to Professor Lisa Benson, the Centennial Professorship award went to Professor Robin Kowalski, and the Allan Shaeffer award went to Professor Thompson Mefford.

Today I want to turn your attention to the outstanding work that our teaching faculty are also doing. **Relevance** in teaching is no less important than **relevance** in research. As professors, our job is to educate and prepare students so that they may go on to live rich and fulfilling lives as successful and productive members of our society. They are the stewards of tomorrow, and what we do in our classrooms today have ramifications far into the future.

In recognizing the importance of quality and **relevance** in teaching, the Faculty Senate, in the fall of 2018, passed a resolution calling for the establishment of a third rank for non-tenure track faculty called *Principal Lecturer*. This was a signature piece of legislation from my administration that truly speaks to the **efficacy** of faculty governance in helping to realize the goals and ambitions of the Clemson Forward strategic plan and the mission of our University.

To commemorate this accomplishment, I have brought with me here today three members of our outstanding teaching faculty who continue to represent the excellence in teaching that has always been the hallmark of a Clemson education.

**Mr. Andrew Mathas** is a lecturer in the English Department where he teaches Sophomore Literature courses and First-Year Composition. He says:

*[quote "My approach to teaching literature in undergraduate education is focused on the art of widening students' perceptions of themselves and the world around them. To open one's eyes to other philosophies, beliefs, and experiences is to also open one's mind to the massive diversity within the human condition." End quote]*

One of his students, said the following about Mr. Mathas:

*[quote "Thank you for going above and beyond for me to help me succeed. Your impact is deeper than academics and I am forever grateful. Thank you for treating your students like*

*humans and thank you for always seeing the best in me. You'll be the teacher I tell my family about!"*  
*End quote]*

Mr. Mathas is up for promotion to Senior Lecturer this spring.

**Dr. Tania Houjeiry** is a Senior Lecturer in the Chemistry Department where she teaches General Chemistry, Organic Chemistry, and upper division Chemistry Capstone seminars.”

One of her students said the following about Dr. Houjeiry:

*[quote “I want to thank you for an incredible school year. I am in awe of the hard work and time you invest in your students. It is not a coincidence that your class has the highest averages. That is a direct result of your investment into us students.” End quote]*

Dr. Houjeiry’s dedication to Clemson and her profession is further evidenced by her service as a Delegate to the Faculty Senate and several of our subcommittees this year. Service is not a required part of a lecturer’s job responsibilities, and as such, Dr. Houjeiry is a great example of the many non-tenure track faculty who go above and beyond the call of duty every day to help with important faculty governance matters at all levels of the University.

**Dr. Edward De Iulio** is a retired US Air Force Colonel. He is Assistant Director and Senior Lecturer in the College of Business’ Advising Office. Dr. De Iulio states:

*[Quote “I have many occasions to help students plan their academic path that allows them to take advantage of the many opportunities and tools to succeed at Clemson and the business world. It is especially rewarding to see students take to heart what I have told them and do great things for themselves at Clemson and in business.” End quote]*

His students had the following to say about Dr. De Iulio:

*[Quote*

*“He is an incredibly effective teacher”*

*“A very communicative professor who clearly explains what we will need to do and how it will pertain to us years later in our life outside of college”*

*“He is very good about getting to know his students ... always available, extremely knowledgeable, personable, and invested in the students he taught.”*

*[end Quote]*

Dr. De Iulio served as a Delegate to the Faculty Senate where he, among other things, co-chaired the ad hoc committee that eventually led to the third-rank resolution that I am featuring here today.

It is my sincere hope that Dr. De Iulio becomes Clemson’s first **Principal Lecturer** when the new rank goes into effect.

Please help me thank these outstanding faculty members for their service to Clemson and our students.

The **efficacy** of the Faculty Senate is evidenced by our ability to make policy and effect change for the good of the faculty and the University. This year we have passed over 10 significant resolutions that include the aforementioned third-rank for lecturers. In addition I wish to highlight that for the first time since the 1980s, in close collaboration with the Provost's Office, we've been able to make two important amendments to the Faculty Constitution, designed to set up faculty governance for future success in a world where Clemson's footprint extends further and further beyond our core campus. We have made significant progress on a 42-year old dream of establishing a University Club for faculty and staff, and a joint resolution by the Faculty and Staff Senates calling for its creation was passed last month. The special Ad Hoc Committee on the Status of Women Faculty that I created last Spring has made significant contributions to our understanding of the work conditions for women faculty at the University. Furthermore, this past year the Faculty Senate also revised and completely updated our bylaws, which were subsequently adopted at the March Senate meeting. I could mention several other significant initiatives and projects that the Faculty Senate has worked on this year, but in the interest of time I will leave it there.

The Faculty Senate may never have been more **relevant** to the faculty governance at this University than it is today. I want to extend a very special thanks to all those who have helped make that happen. From past Faculty Senate Presidents and administrations to current Senators, Delegates, Committee Chairs and Lead Senators, none of these accomplishments would have been possible without their dogged persistence and hard work. Finally, to our incredible Faculty Senate Staff, Mr. William Everroad, Dr. Chelsea Waugaman, and our interns, my deepest gratitude and appreciation goes out to them.

And now, it is my great pleasure to introduce to you the new President of the Faculty Senate, Dr. Danny Weathers. Dr. Weathers is an Associate Professor in the Marketing Department in the College of Business. He holds a Ph.D. in Business Administration from the University of South Carolina, 2002. His research interests focus on methodological and measurement issues, pricing, consumer behavior, e-commerce, and digital marketing. Dr. Weathers has served on the Faculty Senate for many years as Chair of the Policy Committee and most recently as Vice President. I could not leave the Faculty Senate Presidency in better and more capable hands.

Mr. Chairman, with that I conclude my final report to the Board. Serving as the 2018/2019 President of the Clemson University Faculty Senate has been a true honor and a highlight of my career.

## FACULTY SENATE RESOLUTION SUMMARY, 2018-2019

### **Faculty Senate Resolution 2018-01** - "Amendment of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY General Faculty Meeting Requirements"

Resolution 2018-01 amended the Constitution of the Faculty of Clemson University by reducing the number of required regular meetings of the faculty. This approved resolution was forwarded to the Office of the Executive Vice President for Academic Affairs and Provost for consideration and eventual approval at the November General Faculty Meeting.

### **Faculty Senate Resolution 2018-02** - "Amendment of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY in regards to Voting and Quorum"

Resolution 2018-02 amended the Constitution of the Faculty of Clemson University with regards to voting and quorum procedures during General Faculty Meetings. This approved resolution was forwarded to the Office of the Executive Vice President for Academic Affairs and Provost for consideration and eventual approval at the November General Faculty Meeting.

### **Faculty Senate Resolution 2018-03** - "Joint Meeting of the Faculty Senate Executive and Advisory Committees"

Resolution 2018-03 noted that all requirements in the Faculty Manual for joint meetings of the Executive and Advisory Committees be removed with the exception of a joint meeting of the Executive and Advisory Committees of the Faculty Senate in which the pool of nominees for the members of the Grievance Board are named. With the exception of Grievance Board appointments, the Advisory Committee would handle Faculty Senate nominations exclusively.

### **Faculty Senate Resolution 2018-04:** "Restructure of the Academic Technology Council"

Resolution 2018-04 introduced procedural changes to the charge and membership of the university's Academic Technology Council.

### **Faculty Senate Resolution 2018-05:** "Establishment of Additional Lecturer Rank to Follow Senior Lecturer"

The senate reviewed Resolution 2018-05, which established a third, principal lecturer rank advancement for faculty who have completed at least four years of service at the rank of senior lecturer, which will be implemented in August of 2021. Faculty holding the rank of principal lecturer will be entitled to a five-year renewable contract and an increase in base salary.

### **Faculty Senate Resolution 2018-06:** "30-day extension of appointments for Acting Associate Provost for Academic Initiatives and Acting Associate Provost for Academic Affairs"

Last fall, the Faculty Senate approved a resolution request that the search committees for the acting associate provost for academic initiatives and the acting associate provost for academic affairs be granted a 30-day extension of their recruitment work.

### **Faculty Senate Resolution 2019-01** - "Removal of description of advisory committee to the Ombuds from the Faculty 5 Manual"

Resolution 2019-01 removed the description of the Advisory Committee to the Ombuds from the Faculty Manual.

**Faculty Senate Resolution 2019-02 - "Composition of Departmental Tenure, Promotion and Reappointment Committees**

Resolution 2019-02 removed the requirement that Tenure, Promotion and Reappointment (TPR) Committees be composed of elected members instead of composed of members as defined by the TPR documents. The resolution also added a restriction that TPR committee members shall not be appointed by the department chair.

**Faculty Senate Resolution 2019-03 - "Composition of the requirements for departmental bylaws and departmental tenure, promotion and reappointment and post-tenure review documents".**

Resolution 2019-03 resolved redundancies and inconsistencies in the Faculty Manual as related to requirements for bylaws and TPR documents.

**Faculty Senate Resolution 2019-04 – “Creation of Principal Lecturer Special Rank”**

Resolution 2019-04 updated the Faculty Manual to align all of its references to lecturer rank advancement with the provisions voted upon earlier that academic year by the full Faculty when they established a third principal lecturer special rank.

**Joint Faculty and Staff Senate Resolution 2019-05 - "Creation of Clemson University Club, for Faculty and Staff"**

The Faculty Senate and Staff Senate proposed joint resolutions that supported the establishment of a university club for Clemson employees.

Appendix A  
Faculty Senate  
Committee Reports

# Faculty Senate Finance and Infrastructure Committee 2018-2019

April 30, 2019

1. Finance and Infrastructure Committee Members:

<b>Name (Last, First)</b>	<b>ID</b>	<b>College</b>	<b>Position</b>
Calkin, Neil (Chair)	calkin	CoS	Senator
Anido, Raquel	ranido	AAH	Delegate
Falta, Ron	faltar	CECAS	Senator
Liddle, James	jwliddl	CoB	Delegate
Sarupria, Sapna	ssarupr	CECAS	Alternate
Toole, Ryan	rtoole	CoB	Delegate
van den Hurk, Peter	pvdhurk	CoS	Senator
Wagner, John	jwagner	CECAS	Senator

The Faculty Senate Finance and Infrastructure Committee advocates for shared governance in matters associated with university budgeting and financial decisions. Recently, infrastructure was also incorporated into the purview of this committee, as many decisions about campus infrastructure have long-standing financial and sustainability implications.

During the 2018-2019 academic year, the Finance and Infrastructure Committee addressed a number of topics. The Finance and Infrastructure Committee (FIC) set the agenda for the academic year at the first meeting on May 15, 2018. However, this agenda was almost immediately upended by the resignation of the Chief Financial Officer shortly afterwards. The lack of a permanent CFO pushed back some of the long-term issues.

The issues considered by the Finance and Infrastructure Committee during the year were the following:

- Compensation, raises, salary compression, retention
- University Club
- Child care center
- Lab fees
- Faculty/Staff children tuition
- Scholarships 4
- Research culture at Clemson
- Salary reports
- Strategic hiring vs strategic retention (especially pre- vs post-offer)
- Merit raises
- Short term fixes versus long term systemic solutions
- ARAMARK, Bookstore contracts
- Uncompensated activities
- Volunteer background checks
- Budget report format
- CFO office's visualization tool
- Ensuring salary range comparisons are appropriate (e.g. Stats vs Math Sciences)
- Salary comparisons between Clemson and other R1 and R1/R2 matrix schools
- Space for shared governance
- Copy of long range plan
- Space for offices, labs



Issues on which substantial progress was made:

- University Club: through the hard work of President Holmevik, and with the encouragement and support of Provost Jones, President Clements, and the interim and permanent CFO's, Clemson now has a University Club, open to faculty and staff.
- Child care center: Through the hard work of other committees (especially the Womens' Commission and the Senate Welfare Committee) over the past several years, Clemson is finally breaking ground (after scores of years!) on a child care center. The Finance Committee is continuing to focus on issues relating to funding, sustainability and expansion of this facility.
- Salary reports: In recent years, salary reports have come out late: the committee has worked this year with HR and the CFO to address this.
- Volunteer background checks: many groups across campus are now mandated to put all volunteers through background checks: the fees for the background checks were being charged to the volunteers. The university will now cover these charges.

Other issues:

- Lab fees: revenues from lab fees should not be used as general revenue, but should be used to benefit the students in the labs in question.
- There are multiple issues regarding salaries and compensation:
  - Compression of salaries: as existing salaries have stayed flat, and income salaries have risen we have situations in which Associate and Full Professor salaries are approached or even exceeded by salaries for new faculty.
  - Salary ranges for new faculty are sometimes missing information: for example, Statistics hires in the School of Mathematical and Statistical Sciences are being compared to hires in Math Sciences, not in Statistics (in which field the starting salaries are more competitive).
  - When reporting salary comparisons (e.g. to the Board of Trustees) salary comparisons are sometimes made to R1/R2 schools: since we are categorized as (and aspiring to be) an R1 school, we should be comparing to R1 schools.
  - Uncompensated activities: faculty are often asked to participate in activities for which they are not compensated: for example, working with graduate students, serving on search committees, etc, during the summer. We should work to ensure that uncompensated activities are not expected.
  - Raises: for several years, there have been little or no raises: this leads to salary depression.
- Clemson is now recognized as an R1 university: however, we don't yet have a research culture to match this designation: particularly in departments which can obtain large research grants, we need to ensure that we are funding research activities such as colloquia, travel, etc.
- Budget report format: the committee is working with the Provost's office and with the CFO to ensure that the budget reports are clear and understandable

One overarching theme seems to be fixing both long range and short term problems: for example, regarding salaries, we have a short term problem (compression, depression, retention) and a long term problem: ensuring that if we fix the short term problem we don't allow it to recur in a few years. Similarly several of our buildings are in critical condition, and we several departments are so short of lab space that it is impacting when students will graduate. When we manage to fix some of these short term problems, it is important to put policies in place so that we don't gradually recreate the issues all over.

**Faculty Senate Policy Committee  
2018-2019 Final Report**

**Committee members:** Shirley Timmons (CBSHS), Jens Oberhiede (Science), Paula Agudelo (), Karen High (CECAS), Puskar Khanal (CAFLS), Dara Park (CAFLS), Todd Schweisinger (Del, CECAS), John Whitcomb (Chair, CBSHS)

**Ex officio committee members:** Mary Beth Kurz (Faculty Manual consultant)

**Others in attendance:** William Everroad (Faculty Senate office), Chelsea Waugaman (Faculty Senate office)

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Report prepared for transition to 2018-2019 Senate

**The primary committee discussion topics for 2018-2019 are listed below. All of these revisions to the Faculty Manual were approved by the Senate:**

Reviewed best practice for policy revisions so the committee was familiar with process heading into the upcoming year.

Amendment of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY  
General Faculty Meeting Requirements-Outcome: Faculty Senate Resolution **(FSR 2018-01)**

Amendment of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY in  
regard to Voting and Quorum-Outcome: Faculty Senate Resolution **(FSR 2018-02)**

Joint Meeting of the Faculty Senate Executive and Advisory Committees Outcome: Faculty  
Senate Resolution **(FSR 2018-04)**

Grievance Policy Timeline changes as mandated by state law §8-176-380b

Professor of Practice (PoP) reviewed topic and guest presenter Dr. Bruce Rafert provided a review and provided suggestions to the committee. The committee discussed a recommendation to review the current language and definition of Professor of Practice (PoP) as presented by Bruce Rafert via email. He suggests that the *Faculty Manual*'s definition of PoP is "generic and lacking in relevant details" and his recommendation seems to be to adjust the *Faculty Manual*'s definition to "be at least as good as [Georgia Tech's]". Upon review of Georgia Tech's definition of PoP, it does appear they have more details regarding the faculty rank, however, the Faculty Manual Consultant noted that it appears to still require a departmental academic home for TPR review. The committee agrees that in order to maintain the quality of faculty and standards of the University, the practice of faculty being associated with an academic department must be continued. The committee felt that if a research group or institute has a program and the associated faculty that is high quality, a department would be eager to claim the program within its department to gain the research funding associated with it and the accolades of its achievements. Outcome- The committee agreed to entertain conversations on some of the topics

once they receive more information from Dr. Rafert at the regular meeting. **No further meeting occurred.**

The committee considered the resolution presented by the CIO to amend portions of the Academic Technology Council listed in the Faculty Manual. The committee agreed that terms limits should be set and the chairs term start be set by the policy. The committee agreed that the modification of the ATC's charge is sound and does not conflict with the role of the Council in shared governance. Outcome: Restructure of the Academic Technology Council Faculty Senate Resolution **(FSR 2018-0)**

The committee finalized a resolution to add an additional lecturer rank in conjunction with the receipt of the Chief of Human Resources commitment letter. Outcome: Faculty Senate Resolution Creation of Principal lecturer Special Rank **(FSR-2019-04)**

The Chair led the meeting with a discussion of expanding representation on the Policy Committee. He mentioned that he felt there should be more perspectives at the table when discussing some policy matters. Vice-President Weathers volunteered to become a regular attendee to help provide input through the April meeting of the Faculty Senate when he will assume the duties of President.

The committee considered a suggested revision to the Faculty Manual involving the removal of the Ombuds Advisory Committee. The Ombuds Advisory Committee has been accepted by the Committee on Committees and has been added to the shared governance website. Outcome: Faculty Senate Resolution Removal of description of advisory committee to the Ombuds from the Faculty Manual **(FSR-2019-01)**

The committee considered a suggestion to revise the requirements for departmental bylaws and departmental tenure, promotion and reappointment and post-tenure review documents listed throughout the *Faculty Manual*. The matter concerns the appearance of requirements listed in one document that would be more appropriately placed in the requirements for the other. Outcome: Faculty Senate Resolution Composition of Departmental Tenure, Promotion and Reappointment Committees **(FSR-2019-02)**

The committee considered a suggestion to add a paragraph to the Faculty Manual that would enable departments to appoint a departmental TPR committee based on rank that consist of all faculty of said rank. This is similar to the "body of the whole" concept where every member of the body is an appointed member of a committee. The committee discussed the intent of the TPR committee requirements is to be elected by the members and felt that a "body of the whole" would satisfy that intent. Outcome: Faculty Senate Resolution Composition of the requirements for departmental bylaws and departmental tenure, promotion and reappointment and post tenure review documents **(FSR-2019-03)**

Clarification of the service requirement for promotion to Senior Lecturer Outcome: Faculty Senate Resolution **(FSR 2019-07)**

**Attachments:**

Minutes from each Policy Committee meeting are attached. Not attached are changes to the Faculty Manual approved by the Senate and listed above. These changes can be found in the Faculty Senate meeting agendas, meeting minutes, or the Faculty Senate office.

**Unfinished business for possible carry-over to 2019-2020:**

Research and Extension faculty funding. "up to 100%"

Code of Ethics for Faculty and Staff

:

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# CLEMSON

FACULTY SENATE

P O L I C Y   C O M M I T T E E

CHAIR: John Whitcomb

## MEETING Minutes

**Date:** 21 August 2018

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

**Location:** Edwards Hall

Restructure of policy change processes.

Senate Sponsored resolutions rather than Policy Committee Chair.

Submitted policy change consideration submitted to policy for review and feedback.

Committee will review policy recommendations or questions before next meeting to discuss during committee meeting.

Policy Committee writes recommendations.

Create Agenda and Policy Committee ruling template.

Member	College	Present
Shirley Timmons	Behavioral, Social and Health Sciences	
Jens Oberhiede	Science	X
Paula Agudelo	Agriculture, Forestry and Life Sciences	
Karen High	Engineering, Computing and Applied Sciences	
Puskar Khanal	Agriculture, Forestry and Life Sciences	
Dara Park	Agriculture, Forestry and Life Sciences	X
Todd Schweisinger	Engineering, Computing and Applied Sciences	X

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**CLEMSON**

**FACULTY SENATE**

**P O L I C Y   C O M M I T T E E**

CHAIR: John Whitcomb

## **MEETING Minutes**

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**Date:** 18 October 2018

**Time:** 3:00 p.m.

**Location:** Edwards Hall

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The Chair led the meeting with a discussion of expanding representation on the Policy Committee. He mentioned that he felt there should be more perspectives at the table when discussing some policy matters. Vice-President Weathers volunteered to become a regular attendee to help provide input through the April meeting of the Faculty Senate when he will assume the duties of President. The minutes were reviewed to catch up committee members who were not present during September's meeting.

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FSR 2018-05 will be presented by the Chair at the next Faculty Senate meeting for debate. The committee discussed some of the feedback from faculty since the committee's report to the Faculty Senate in September:

There were concerns about the Provost committing to an 8% raise and the CHRO suggesting in her commitment letter an 8 – 10% raise. The Chair assured the committee that the letters were discussed and submitted independently of each other, and the discrepancy was relating to the Provost desiring 8% and the CHRO suggesting that 10% was in line with the State's normal salary increase for promotions.

The committee discusses the implementation timeline. It was made clear that the 3-year delay for implementation was not just the approval of TPR documents, but also a budgeting issue. Funding promotions for senior lecturers is currently not in HR's current budget forecast and the implementation timeline will give HR and the Provost's office time to allocate funding for such an expense.

The Chair closed the conversation seeking consensus from the committee on supporting the resolution during the debate. While the committee has consensus to support the resolution, it is not unanimous.

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The committee discussed the language needed to add principal lecturer to the Faculty Manual and adjust references to Senior Lecturer throughout. It was agreed to postpone work until after the resolution was passed.

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The committee engaged in a brief discussion concerning a matter involving non-tenured department chairs and/or Deans participating in the TPR process of tenure or promotion to Professor. While the majority of the committee felt such involvement may be inappropriate, no consensus was reached on substantial courses of action to rectify the problem. One recommendation was the untenured department chair or dean would recuse themselves from the process, another was that it was acceptable as long as the review was objective and based on input from colleagues on the evaluation. The committee anticipates exploring this topic more in the future.

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The committee discussed a recommendation to review the current language and definition of Professor of Practice (PoP) as presented by Bruce Rafert via email. He suggests that the *Faculty Manual's* definition of PoP is “generic and lacking in relevant details” and his recommendation seems to be to adjust the *Faculty Manual's* definition to “be at least as good as [Georgia Tech's]”. Upon review of Georgia Tech's definition of PoP, it does appear they have more details regarding the faculty rank, however, the Faculty Manual Consultant noted that it appears to still require a departmental academic home for TPR review. The committee agrees that in order to maintain the quality of faculty and standards of the University, the practice of faculty being associated with an academic department must be continued. The committee felt that if a research group or institute has a program and the associated faculty that is high quality, a department would be eager to claim the program within its department to gain the research funding associated with it and the accolades of its achievements. The Chair offered to bring Bruce Rafert in to present to the committee in person since there was no specific request. The committee did not think the suggestion seemed to center around an institute's desire to hire PoP's outside of an academic home and construct an external TPR committee to facilitate review.

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The committee briefly discussed lecturers and senior lecturers serving on college and University curriculum committees. The discussion ended with the need for more background information, particularly related to the 2011-2012 timeframe.

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The committee stands adjourned until November 20<sup>th</sup>, 2018.

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Member	College	Present
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Shirley Timmons	Behavioral, Social and Health Sciences	
Jens Oberhiede	Science	X
Paula Agudelo	Agriculture, Forestry and Life Sciences	
Karen High	Engineering, Computing and Applied Sciences	
Puskar Khanal	Agriculture, Forestry and Life Sciences	
Dara Park	Agriculture, Forestry and Life Sciences	X
Todd Schweisinger	Engineering, Computing and Applied Sciences	X



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POLICY COMMITTEE

CHAIR: John Whitcomb

## MEETING Minutes

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**Date:** November 30<sup>th</sup>, 2018

**Time:** 3:30 p.m.

**Location:** Edwards Hall

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The committee considered a suggested revision to the *Faculty Manual* involving the removal of the Ombuds Advisory Committee. The Ombuds Advisory Committee has been accepted by the Committee on Committees and has been added to the shared governance website. The committee recommends considering the change and the chair will forward the request to the President at the Joint Meeting of Executive and Advisory Committees next Tuesday. The committee expects to consider the changes and the impact at the January meeting of the Policy Committee.

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The committee considered a suggestion to revise the requirements for departmental bylaws and departmental tenure, promotion and reappointment and post-tenure review documents listed throughout the *Faculty Manual*. The matter concerns the appearance of requirements listed in one document that would be more appropriately placed in the requirements for the other. There appear to be about 15 recommended changes that are spread throughout the *Faculty Manual*. The committee recommends considering the change and the chair will forward the request to the President at the Joint Meeting of Executive and Advisory Committees next Tuesday. The committee expects to consider the changes and their impact at the January meeting of the Policy Committee.

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The committee considered a suggestion to add a paragraph to the Faculty Manual that would enable departments to appoint a departmental TPR committee based on rank that consist of all faculty of said rank. This is similar to the “body of the whole” concept where every member of the body is an appointed member of a committee. The committee discussed the intent of the TPR committee requirements is to be elected by the members and felt that a “body of the whole” would satisfy that intent. The committee recommends considering the change and the chair will forward the request to the President at the Joint Meeting of Executive and Advisory Committees next Tuesday. The committee expects to consider the changes and their impact at the January meeting of the Policy Committee.

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The Vice president forwarded a topic for consideration and has asked the Policy Committee for feedback regarding the idea of Department Chairs who hold the rank of associate professor and their participation on departmental TPR committees for consideration of promotion to the rank of professor. The Chair has added the topic to the agenda and the committee expects to consider the topic at its earliest opportunity.

The committee stands adjourned until January 2019.

<b>Member</b>	<b>College</b>	<b>Present</b>
Shirley Timmons	Behavioral, Social and Health Sciences	
Jens Oberhiede	Science	
Paula Agudelo	Agriculture, Forestry and Life Sciences	
Karen High	Engineering, Computing and Applied Sciences	
Puskar Khanal	Agriculture, Forestry and Life Sciences	
Dara Park	Agriculture, Forestry and Life Sciences	X
Todd Schweisinger	Engineering, Computing and Applied Sciences	X

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P O L I C Y   C O M M I T T E E

CHAIR: John Whitcomb

## MEETING Minutes

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**Date:** 15 January 2019

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

**Location:** 538 Edwards Hall

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The meeting opened with the introduction of Bruce Rafert, CU-IGRSS Fellows Program faculty member and Professor Emeritus. His concerns stem from the recent hire of two faculty members hires as clinical professors in PRTM for appointments in the MTSA program that offers a Master's degree primary managed by the Graduate School. Dr. Rafert suggested that there is much confusion surrounding the hire of faculty and the appointment as either Clinical Professor or Professor of Practice (PoP). He is interested in having the Policy Committee discuss revisions to the PoP section of the *Faculty Manual*(CUFM). His presentation highlighted that the description of PoP, in comparison to universities like GA Tech, is inadequate. For example, the suggested description includes requirements for the appointment of PoP to include start date, max years, renewal procedures, renewal and review process for each special rank faculty). The Faculty Manual Consultant pointed out that this information is included in the section for special rank faculty in the CUFM. Some of his other concerns included:

- Other universities have graduated ranks for PoP (associate and assistant);
- Academic freedom should be available to PoP;
- There is no reference to a definition of the term department; and
- There is no standard at Clemson for the delivery and management of interdisciplinary programs.

His questions for the committee to consider were:

- Is the university's climate and policies supportive of the success of interdisciplinary programs?
- Should there be a less formal version of (d)epartment that is not structured like an academic unit, i.e. interdisciplinary program housed in institutes or the graduate school?
- Should there be a mechanism for interdisciplinary programs to have their own set of governing bylaws (institute vs program level)?
- Should tenure credit be allowed for special rank faculty who make the transition to tenure track?

- Should there be a review of the graduate school programs that includes how students are admitted and graduated?

It was briefly discussed that some of the topics may stem from the concept that faculty must have an appointment in an academic unit and interdisciplinary programs that are not housed in an academic unit may have difficulty hiring faculty solely for work in the interdisciplinary program. It was also considered that PoP was created with the intention that the faculty member receiving an appointment as PoP have the qualifications for the rank of Professor so no such delineation of rank was desired at the time. The committee agreed to entertain conversations on some of the topics once they receive more information from Dr. Rafert at the regular meeting in February.

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The committee has decided to consider the final version of the changes to the Ombud's Advisory Committee in the CUFM as an item of unfinished business during a special meeting of the Policy Committee in January.

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The committee reviewed revisions to the CUFM regarding the composition of departmental TPR committees. Currently the CUFM requires that departments elect all members of the TPR committee. The changes suggested were to enable departments to either elect members to the committee or appointment all members of a certain rank to the committee. Additional changes were intended to retain the structure of same rank review of TPR documents. The committee considered the question, "What if we leave it up to the departments?". The committee reached a consensus to remove all changes, delete the requirement to elect a TPR committee, and insert: "Departmental TPR documents will specify how TPR committees are composed." There was further discussion on how to maintain the requirement of same rank review of TPR documents. The changes as accepted would allow departments to establish mixed ranks on the TPR committee. Some of the drawbacks discussed were that junior faculty may not be able to have a frank and open conversation for fear of reprisal later on in their career when being considered for tenure or promotion and that the change could create ethics issues for faculty being reviewed for promotion to Professor. This presented a unique scenario as some departments accept input from all faculty when reviewing TPR documents. The committee briefly discussed that scenario culminating with the question of "who would want junior faculty providing input into the promotion of Professor's?" as their experience is not necessarily as comprehensive. A suggested addition would be to rewrite the voting rights in sections i. and ii. To include "voting and membership rights are limited to...." to maintain the requirement of same rank review of TPR documents. This suggested revision and future consideration of the topic may need to include a discussion of what does it mean to be a "member" of the committee. The committee reached a consensus that the suggested changes need to be made and incorporated into a final version for further discussion at a special meeting of the committee at the end of January.

The committee agreed to consider final language for the addition of the Principal Lecturer rank to the CUFM during the regular meeting of the committee in February.

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The committee considered some questions regarding fine tuning the final language for the Disambiguation of TPR documents and Departmental Bylaws to be considered during a special meeting at the end of January:

- How do we feel about PTR committees?
  - They should be composed as listed in the departmental TPR guidelines utilizing the same general process as TPR committee composition.
- Should special faculty appointments be reviewed approved by the TPR committee?
  - Yes
- There is a passage in the CUFM that restricts the limiting of regular faculty to a list of committees however this conflicts with another passage that limits the departmental advisory committee to only regular faculty but is not included in the previous list of committees.
  - The committee suggested to remove the restriction, however, the change was met with opposition because this would put junior faculty in a position to be influenced by the department chair and this committee has the power to approve the waiver of search and screening procedures. To compromise it was suggested to retain a 50% regular faculty requirement.
- PoP has a requirement to be annually reviewed, but no mention of reappointment procedures. It was discussed that the issue is complicated because PoP could have varying contracts and no standard timeline for review/ appointment could accommodate all contract lengths. The committee reached a consensus that PoP should not be reviewed by TPR committees. The suggestions for adding a process were removed from the final language, but the FMC suggested that the committee have the discussion in the future.

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The Chair has issued a Call to a Special Meeting of the Policy Committee for 12:30 p.m. on January 22<sup>nd</sup>, 2019. The committee accepted the call and set the agenda as follows:

Unfinished Business:

Ombuds Advisory Committee

TPR committee composition

New Business:

Disambiguation of TPR documents and Departmental Bylaws

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The committee stands adjourned until January 22<sup>nd</sup>, 2019.

<b>Member</b>	<b>College</b>	<b>Present</b>
Shirley Timmons	Behavioral, Social and Health Sciences	X
Jens Oberhiede	Science	X
Paula Agudelo	Agriculture, Forestry and Life Sciences	
Karen High	Engineering, Computing and Applied Sciences	
Puskar Khanal	Agriculture, Forestry and Life Sciences	X
Dara Park	Agriculture, Forestry and Life Sciences	X
Todd Schweisinger	Engineering, Computing and Applied Sciences	X
Kim Paul	Science	X
Mary Beth Kurz	Faculty Manual Consultant	X

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**CLEMSON**

**FACULTY SENATE**

**P O L I C Y   C O M M I T T E E**

CHAIR: John Whitcomb

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## **MEETING MINUTES**

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**Date:** 22 January 2019

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

**Location:** Edwards Hall

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### CALL TO ORDER

#### 1. APPROVAL OF MINUTES

1. 15 January 2019 – postponed approval until February meeting

#### 2. REPORTS

#### 3. UNFINISHED BUSINESS

1. Ombuds Advisory Committee

- Need more specific language on the whereas prior to presentation, policy committee will approve final version by email.

2. TPR committee composition

- Discussion on statement “TPR committees shall be composed as defined in the Department TPR document, subject to the restriction that the committee members may not be appointed by the department chair” to further restrict the original statement “TPR committees shall be composed as defined in the Department TPR document”. Alternative language was considered regarding the appointing concept. Alternative methods of writing the restriction were considered. Committee reached a consensus on the final language: “TPR committees shall be composed as defined in the Department TPR document, subject to the restriction that the committee members may not be appointed by the department chair”

#### 4. NEW BUSINESS

1. Disambiguation of TPR documents and Departmental Bylaws

- Change 1: How do faculty decide which special faculty rank to hire someone in at? General qualifications for tenure, promotion, and reappointment are set forth in department’s TPR guidelines. The words “Specific qualifications” was considered, but consensus could not be reached as there is contradictory language later in change 1.

- Change 2: only discuss appointment of special ranks in Chapter IV (Personnel Practices).
- Change 3: Clarify when search and screening committees for special faculty are required (pg 24). Using a process defined in department bylaws and adding recruitment and evaluation of candidates for special faculty in departmental bylaws. It was suggested to remove “If required by departmental bylaws” in order to ensure that search and screening for special faculty is a process defined in the bylaws as required by the CUFM. No objection from the committee.
- Change 4: (pg 19) reappointment and promotion and continuous employment are based on TPR guidelines, but initial terms of appointment are listed in the departmental bylaws. Final consensus is continuous employment will be based on the departmental TPR document. Initial appointment criteria to be removed from this change.
- A side conversation involved the idea that faculty should not be involved in the appointment letter or the construction of restrictions.
- Change 5: redundant section, remove tenure allocation restriction for special faculty. CH3D2b.
- Change 6: distribution of overhead and indirect costs is owned by the VPR office not the Faculty Senate, restricting distribution, it is felt, is not in the purview of the Faculty Senate
- Change 7: Chapter 4 already requires annual review, remove redundant sentence.
- Change 8: (pg 23) regular faculty will be recruited by search and screening committee.
- Change 9: (pg 26) PTR guidelines approval by the department and incorporate into the TPR document.
- Change 11: PTR need not be elected but composed in accordance with the departmental PTR guidelines. Remove the restriction that the PTR committee be separate from the TPR committee. Only tenured regular faculty may be members of the PTR committee (b).
- Change 12: (pg 29) do not add the restriction of regular faculty to the departmental advisory committee.
- Change 13: (pg 31) All standing committees must be in the department bylaws.

ADJOURN

<b>Member</b>	<b>College</b>	<b>Present</b>
Shirley Timmons	Behavioral, Social and Health Sciences	X
Jens Oberhiede	Science	X
Paula Agudelo	Agriculture, Forestry and Life Sciences	



Karen High	Engineering, Computing and Applied Sciences	
Puskar Khanal	Agriculture, Forestry and Life Sciences	
Dara Park	Agriculture, Forestry and Life Sciences	X
Kim Paul	Science	
Todd Schweisinger	Engineering, Computing and Applied Sciences	X
Mary Beth Kurz	Faculty Manual Consultant	X

*The Policy Committee: shall 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.*



**CLEMSON**

**FACULTY SENATE**

**P O L I C Y   C O M M I T T E E**

CHAIR: John Whitcomb

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## **MEETING MINUTES**

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**Date:** 19 February 2019

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

**Location:** Edwards Hall

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### CALL TO ORDER

#### 1. APPROVAL OF MINUTES

1. January 15, 2019 minutes approved as disseminated
2. January 22, 2019 minutes approved as corrected

#### 2. REPORTS

#### 3. UNFINISHED BUSINESS

#### 4. NEW BUSINESS

1. An item was brought to the committee for consideration regarding the language of special faculty, specifically research and extension, concerning the phrase “up to 100%”. The discussion will be to consider a proposal to amend the language. This item was postponed for discussion until March’s regular meeting of the committee.
2. An item was brought to the committee for consideration regarding establishing a code of ethics for faculty and staff. This would aid chairs with tools for conflict resolution. The committee will be provided any applicable background prior to discussions. This item was postponed for discussion until March’s regular meeting of the committee.
3. FSR 2019-05 Principal Lecturer. The resolution was reviewed and received consensus on all sections by the committee. #2 regarding the Principal Lecturer’s inclusion in the Emeritus College was struck from the resolution. All other sections received no objections from the committee. The chair will present the resolution to amend to the Faculty Senate at the next regular meeting of the Faculty Senate in March for possible consideration in April.
4. It was proposed to add an agenda item to review the draft resolution for amending the language of Senior Lecturer to match what is proposed in FSR 2019-05. The committee has consensus to match the language proposed in FSR 2019-05. This will be an item of unfinished business for March’s regular meeting of the committee.

5. The agenda item “COACHE Survey Results” was briefly discussed. The committee felt that the only actionable item from the survey would be any method to strengthen the language of the TPR process, specifically the potential surrounding the appointment letter, a mid-review process prior to tenure, and a periodic cycle of reviews of TPR documents by the department. This item was not concluded by the committee and will be an item of unfinished business for March’s regular meeting of the committee.

ADJOURN

<b>Member</b>	<b>College</b>	<b>Present</b>
Shirley Timmons	Behavioral, Social and Health Sciences	
Jens Oberhiede	Science	X
Paula Agudelo	Agriculture, Forestry and Life Sciences	
Karen High	Engineering, Computing and Applied Sciences	
Puskar Khanal	Agriculture, Forestry and Life Sciences	
Dara Park	Agriculture, Forestry and Life Sciences	X
Kim Paul	Science	X
Todd Schweisinger	Engineering, Computing and Applied Sciences	X
Mary Beth Kurz	Faculty Manual Consultant	

*The Policy Committee: shall 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.*



**CLEMSON**

**FACULTY SENATE**

**P O L I C Y   C O M M I T T E E**

CHAIR: Kimberly Paul

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## **MEETING MINUTES**

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**Date:** 9 April 2019

**Time:** 12:30 p.m.

**Location:** Watt Center 207

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### CALL TO ORDER

#### 1. APPROVAL OF MINUTES

1. Approval of Policy Committee minutes from February 19, 2019 **postponed** until April 16<sup>th</sup> meeting of the committee.

#### 2. REPORTS

#### 3. UNFINISHED BUSINESS

1. Discussion of the COACHE Survey Results **postponed** until April 16<sup>th</sup> meeting of the committee.

#### 4. NEW BUSINESS

1. Policy Committee Standing Agenda
  - 201901: to be considered as new business during April 16<sup>th</sup> meeting of the committee.
  - 201903: Committee requests presentation from Provost's office for clarification and a copy of the gift agreement
  - 201904: Committee requests excerpt added to standing agenda and schedule presentation by UAC chair to clarify request.
  - 201905: clarify questions to ask: is there an appropriate place in the FM for such a policy; include formation and dissolution in the conversation; look at documented best practices at peer institutions; is this tied to tenure?
  - 201909: Committee requests excerpts added to standing agenda; add 9-month faculty perspective; does the "no later than" language make the Provost's deadline in compliance?
  - 201912: committee postponed consideration of this agenda item until receipt of Research Committee's report.
2. Consideration of FSR 2019-XX Senior Lecturer Amendment **postponed** until April 16<sup>th</sup> meeting of the committee.

3. Consideration of Research and Extension faculty funding “up to 100%” **postponed** until April 16<sup>th</sup> meeting of the committee.
4. Consideration of Code of Ethics for Faculty and Staff **postponed** until April 16<sup>th</sup> meeting of the committee.
5. Consideration of Grievance Consultant Pay **postponed** until April 16<sup>th</sup> meeting of the committee.

ADJOURN

<b>Member</b>	<b>College</b>	<b>Present</b>
Shirley Timmons	Behavioral, Social and Health Sciences	X
Jens Oberheide	Science	X
Thompson Mefford	Engineering, Computing and Applied Sciences	X
Krista Oldham	Libraries	X
Luke Rapa	Education	X
Dara Park	Agriculture, Forestry and Life Sciences	X
Kim Paul	Science	X
Daniel Whitehead	Science	
Mary Beth Kurz	Faculty Manual Consultant	

FACULTY SENATE RESOLUTION 2018-0

Faculty Senate consideration: September 11<sup>th</sup>, 2018

**Sponsors:** Faculty Senate Policy Committee

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

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

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

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

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

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

**Resolved,** that Chapter VII§J1a of the Faculty Manual be amended to **Insert** the sentence at the end of the paragraph: “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.”; and it is

Final proposed language:

“a. The Academic Technology Council reviews and recommends policies to the Vice President 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.”; and it is

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

Final Proposed language:

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

(continued)

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 President*  
7 *or designee;*”

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

11  
12 Final Proposed language:

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

15  
16 **Resolved**, that Chapter VII§J1v of the Faculty Manual be amended to **Insert** the word: “annually” between the  
17 words “appointed” and “by” and **Strike out** the words: “(such as Public Service Activities (PSA) and Distance  
18 Education faculty); and it is

19  
20 Final Proposed language:

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

24  
25 **Resolved**, that that Chapter VII§J1b of the Faculty Manual be amended to **Insert** the sentence: “vi. The Dean of  
26 each college and all other entities who hold a voting membership on the ATC will appoint annually an alternate  
27 member to serve in the event the primary voting member cannot attend a Council meeting in order that the  
28 college or entity may have full representation at each meeting.”; and it is

29  
30 **Resolved**, that that Chapter VII§J1c of the Faculty Manual be amended to **Insert** the words: “with a term  
31 beginning August 15th” at the end of the sentence; and it is

32  
33 Final Proposed language:

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

36  
37 **Resolved**, that that Chapter VII§J1d of the Faculty Manual be amended to **Strike out** the paragraph:  
38 “Subcommittees are chartered by the Council as needed, concerning topics such as technology in the classroom,  
39 high performance computing and learning technologies. Each of these subcommittees will have at least one  
40 member selected from the voting membership of the Council.” and **Insert** the paragraph: “The Council can also  
41 form subcommittees as needed where each subcommittee will have at least one member selected from the  
42 voting membership of the Council.”

43  
44 *This resolution will become effective approval by the Clemson University Executive Vice President for*  
45 *Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual. As of August 1, 2019, the*  
46 *Academic Technology Council’s membership, charge, and procedures will be amended to reflect these changes.*

47  
48  
49



## **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 15<sup>th</sup>.*

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 2018-1

Faculty Senate approved v1: February 13<sup>th</sup>, 2018

Faculty Senate Advisory Committee approved revisions: August 28<sup>th</sup>, 2018

Faculty Senate consideration of v2: September 11<sup>th</sup>, 2018

Faculty consideration: November 16<sup>th</sup>, 2018

**Sponsors:** Kelly Smith, Philosophy and Religion; John Whitcomb, Nursing; Denise Anderson Parks, Recreation and Tourism Management and Associate Dean of CBHS; Sarah Winslow Sociology and Anthropology; Bridget Trogden, Engineering and Science Education and Associate Dean of Undergraduate Studies; J. Cole Smith, Industrial Engineering; Laura Stanley, Industrial Engineering; Mary E. Kurz, Industrial Engineering; Joshua Summers, Mechanical Engineering; Mark Smotherman, School of Computing; Cassie Quigley, Teaching and Learning; Amy Lawton-Rauh, Genetics and Biochemistry.

**Signatories:** Robert Jones, Provost; Ellen Granberg, Associate Provost for Faculty Affairs

**Topic:** “Amendment of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY General Faculty Meeting Requirements”

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

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

**Whereas,** the encumbrances of requiring three meetings of the faculty each year outweigh the efficacy; and

**Whereas,** Articles I, II, and V of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY contain references to multiple regular meetings of the faculty; and

**Whereas,** ten days is the amount of notice that is customary for public bodies and for which members can identify additional legal and administrative guidance, which indicates that such notice period is likely reasonable; and

**Whereas,** there remains a provision within THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY for the Chairperson, the Faculty Senate, or ten percent of the faculty to call special meetings of the faculty as needed; it is

**Resolved,** That the first paragraph of Article I§4 of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY, is **struck out:** “Regular meetings of the faculty shall be held at the beginning of the academic year and at the end of each long semester. Special meetings of the faculty may be called by the Chairperson, by the Faculty Senate, or by written petition of at least ten percent of the faculty. A notice of the meeting and the agenda shall be distributed to the faculty at least five days in advance of the meeting.”, and **substitute:** “A Regular meeting of the faculty shall be held at the beginning of the academic year. Special meetings of the faculty may be called by the Chairperson, by the Faculty Senate, or by written petition of at least ten percent of the faculty. A notice of the meeting and the agenda shall be distributed to the faculty at least ten days in advance of the meeting.”; and it is

(continued)

**Resolved**, That the last paragraph of Article II§1 of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY is **struck out**: “The Faculty Senate President shall report annually at the meeting of the faculty held prior to Spring Commencement. To keep the faculty adequately informed, special reports shall be made as necessary.”, and **substitute**: “The Faculty Senate President shall report annually at the meeting of the faculty held at the beginning of the academic year. To keep the faculty adequately informed, special reports shall be made as necessary.”; and it is

**Resolved**, To **strike out** the words “at either of the regular faculty meetings held at the conclusion of the long semesters” in the second sentence of the last paragraph of Article V of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY, and **insert** the words: “at any duly called meeting of the Faculty where the required quorum is present.”

*This resolution, if adopted by the Faculty Senate will be presented by the Provost three weeks prior to the General Faculty Meeting held at the end of the Fall 2018 semester for presentation and consideration by the regular faculty. A two-thirds majority vote of the members present, with a quorum defined as at least one-half of the faculty, is required for passage. The Constitutional amendment listed in the resolution will become effective upon approval by the Clemson University Board of Trustees.*

## FACULTY SENATE RESOLUTION 2018-2

Faculty Senate approved v1: February 13<sup>th</sup>, 2018

Faculty Senate Advisory Committee approved revisions: August 28<sup>th</sup>, 2018

Faculty Senate consideration of v2: September 11<sup>th</sup>, 2018

Faculty consideration: November 16<sup>th</sup>, 2018

**Sponsors:** Kelly Smith, Philosophy and Religion; John Whitcomb, Nursing; Denise Anderson Parks, Recreation and Tourism Management and Associate Dean of CBHS; Sarah Winslow Sociology and Anthropology; Bridget Trogden, Engineering and Science Education and Associate Dean of Undergraduate Studies; J. Cole Smith, Industrial Engineering; Laura Stanley, Industrial Engineering; Mary E. Kurz, Industrial Engineering; Joshua Summers, Mechanical Engineering; Mark Smotherman, School of Computing; Danny Weathers, Marketing; Cassie Quigley, Teaching and Learning; Amy Lawton-Rauh, Genetics and Biochemistry.

**Signatories:** Ellen Granberg, Associate Provost for Faculty Affairs

**Topic:** “Amendment of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY in regards to Voting and Quorum”

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

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

**Whereas,** THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY establishes that: “The Faculty shall conduct all parliamentary procedure in accordance with the most recent edition of *Robert’s Rules of Order.*”; and

**Whereas,** further defining the phrase “present” allows the use of technology for attendance and voting as outlined in the most recent edition of *Robert’s Rules of Order*; and

**Whereas,** the encumbrances of requiring voting membership to be physically present at meetings and voting with exclusively visual and audio methods outweigh the efficacy; and

**Whereas,** there remains a provision within THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY defining Quorum for amendment of the constitution of at least one-half of the faculty; it is

(continued)

**Resolved**, That the last paragraph of Article V of THE CONSTITUTION OF THE FACULTY OF CLEMSON UNIVERSITY be **struck out**: “The Provost shall publicize a proposed amendment at least three weeks prior to the meeting at which action is to be taken. Amendments may be considered at either of the regular faculty meetings held at the conclusion of the long semesters. A two-thirds majority vote of the members present is required for passage with a quorum defined as at least one-half of the faculty, exclusive of emeritus faculty. Any amendment passed by the faculty shall become effective upon approval by the Clemson University Board of Trustees” and **substitute** “The Provost shall publicize a proposed amendment at least three weeks prior to the meeting at which action is to be taken. Amendments may be considered at any duly called meeting of the Faculty where the required quorum is present. A two-thirds majority vote is required of the members who are present at a duly called meeting, where a quorum exists of at least one-half of the faculty (exclusive of emeritus faculty). The vote may be taken by voice or by ballot (the form of the ballot to be approved by the Faculty Senate); however, only one methodology may be utilized for all members voting at the meeting. Participation in the meeting, whether corporal or by means of conference telephone, video conferencing equipment, or similar communications equipment shall constitute presence at such meeting so long as all members participating in the meeting can hear each other. Any amendment passed by the faculty shall become effective upon approval by the Clemson University Board of Trustees.”

*This resolution, if adopted by the Faculty Senate will be presented by the Provost three weeks prior to the General Faculty Meeting held at the end of the Fall 2018 semester for presentation and consideration by the regular faculty. A two-thirds majority vote of the members present, with a quorum defined as at least one-half of the faculty, is required for passage. The amendment listed in the resolution will become effective upon approval by the Clemson University Board of Trustees.*

## FACULTY SENATE RESOLUTION 2018-04

Faculty Senate consideration: September 11<sup>th</sup>, 2018

**Sponsor:**

**Signatories:**

**Topic:** “Joint Meeting of the Faculty Senate Executive and Advisory Committees”

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

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

**Whereas**, the functions and purposes of the Executive and Advisory Committees of the Faculty Senate are separate and distinct; and

**Whereas**, the Constitution of the Faculty of Clemson University indicates that the Advisory Committee advises the President of the Faculty Senate and is the primary nominating committee for the Faculty Senate; and

**Whereas**, the 2018-2019 *Faculty Manual* indicates that advisory and nominating functions be conducted during joint meetings of the Executive and Advisory Committees of the Faculty Senate; and

**Whereas**, joint meetings of the Executive and Advisory Committees are cumbersome and inefficient for both groups; and

**Whereas**, the Constitution of the Faculty of Clemson University mandates that the pool of nominees for the members of the Grievance Board be named in a joint meeting of the Executive and Advisory Committees of the Faculty Senate; it is

**Resolved**, that all requirements in the Faculty Manual for joint meetings of the Executive and Advisory Committees be removed with the exception of a joint meeting of the Executive and Advisory Committees of the Faculty Senate in which the pool of nominees for the members of the Grievance Board are named; and it is

**Resolved**, that Chapter II, C3b, concerning immediate inclusion of revisions to the Faculty Manual, be amended to:

**Strike out** “Executive and”:

Immediate inclusion of specific revisions must first be approved, on a case-by-case basis, during a joint meeting of the Faculty Senate ~~Executive and~~ Advisory Committees

Resulting in the proposed language:

Immediate inclusion of specific revisions must first be approved, on a case-by-case basis, during a meeting of the Faculty Senate Advisory Committee; and it is

**Resolved**, that Chapter VI, E3e, ii, concerning the formation of search committees for University-level academic administrators, be amended to:

**Strike out** “Executive and”; and **insert** “a”:

At least four regular faculty members shall be selected during ~~joint a~~ meeting of the Faculty Senate ~~Executive and~~ Advisory Committees

Resulting in the proposed language:

At least four regular faculty members shall be selected during a meeting of the Faculty Senate Advisory Committee; and it is

**Resolved**, that Chapter VI, E3e, iii, concerning the formation of search committees for University-level academic administrators, be amended to:

**Strike out** “Executive and”; and **insert** “a”:

At least one special faculty member shall be selected during ~~joint~~ a meeting of the Faculty Senate ~~Executive and~~ Advisory Committees in consultation with members of the special faculty.

Resulting in the proposed language:

At least one special faculty member shall be selected during a meeting of the Faculty Senate Advisory Committee in consultation with members of the special faculty; and it is

**Resolved**, that Chapter VI, E4b, iv, concerning the formation of review committees for University-level academic administrators, be amended to:

**Strike out** “Executive and”; and **insert** “a”:

At least four regular faculty members shall be selected during ~~joint~~ a meeting of the Faculty Senate ~~Executive and~~ Advisory Committees.

Resulting in the proposed language:

At least four regular faculty members shall be selected during a meeting of the Faculty Senate Advisory Committee; and it is

**Resolved**, that Chapter VI, E4b, v, concerning the formation of review committees for University-level academic administrators, be amended to:

**Strike out** “Executive and”; and **insert** “a”:

At least one special faculty member shall be selected during ~~joint~~ a meeting of the Faculty Senate ~~Executive and~~ Advisory Committees in consultation with members of the special faculty.

Resulting in the proposed language:

At least one special faculty member shall be selected during a meeting of the Faculty Senate Advisory Committee in consultation with members of the special faculty; and it is

**Resolved**, that Chapter VI, E5b, ii(3), concerning the selection of interim University-level academic administrators, be amended to:

**Strike out** “Executive and”; and **insert** “a”:

For university-level interim appointments: a committee consisting of at least four regular faculty members shall be selected during ~~joint~~ a meeting of the Faculty Senate ~~Executive and~~ Advisory Committees.

Resulting in the proposed language:

For university-level interim appointments: a committee consisting of at least four regular faculty members shall be selected during a meeting of the Faculty Senate Advisory Committee; and it is

**Resolved**, that Chapter VI, F2b concerning the selection of Associate Provosts, be amended to:

**Strike out** “Executive and”:

The Provost shall consult with the Faculty Senate ~~Executive and~~ Advisory Committees during the selection process.

Resulting in the proposed language:

The Provost shall consult with the Faculty Senate Advisory Committee during the selection process; and it is

**Resolved**, that Chapter VI, F4b concerning the selection of Associate Provosts, be amended to:

**Strike out** “Executive and”:

The Provost shall consult with the Faculty Senate ~~Executive and~~ Advisory Committees.

Resulting in the proposed language:

The Provost shall consult with the Faculty Senate Advisory Committee.

*This resolution will become effective upon its inclusion in the 2019-2020 Faculty Manual. As of August 1, 2019, the Faculty Senate Executive and Advisory Committees will only be required to meet jointly to nominate members of the University Grievance Board or as needed by the Faculty Senate.*



Faculty Senate Resolution 2019-01

Policy Committee consensus: February 2019

Faculty Senate consideration: March 12, 2019

**Topic:** “Removal of description of advisory committee to the Ombuds from the *Faculty Manual*”

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

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

**Whereas,** the Committee on Committees is charged in the *Faculty Manual* as the facilitating body for the documentation of University bodies not documented in the *Faculty Manual*; and

**Whereas,** those University councils, commissions and committees that bear upon the prerogatives of the faculty of peer evaluation, curriculum and admissions are documented in the *Faculty Manual*; and

**Whereas,** in October 2018, the Committee of Committees approved the Faculty and Student Ombuds Advisory Committee that is documented on the Shared Governance website; it is

**Resolved,** that the redundant reference in the *Faculty Manual* be removed; and it is

**Resolved,** that Chapter V, C3c be amended to *strike out* the words “a subcommittee of the Faculty Senate Executive/Advisory Committee” and to *replace* with the words “the Faculty and Student Ombuds Advisory Committee”; and it is

**Resolved,** that Chapter V, C3c be amended to *strike out* the sentences “This sub-committee of the Faculty Senate Executive/Advisory Committee is composed of the immediate past president and the president of the Faculty Senate; the faculty representative to the Board of Trustees; one faculty member appointed annually by the Faculty Senate Advisory Committee; and one faculty member appointed annually by the Professional Ombuds. Members of this committee may not simultaneously serve on the Grievance Board.”

*This resolution will become effective upon approval by the Clemson University Executive Vice President for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual. As of August 1, 2019, the description of the Advisory Committee to the Faculty and Student Ombuds will be in the Faculty Manual will be edited in accordance with this resolution.*

1 Proposed language

2 The Ombuds reports to the Provost for administrative purposes and, without breaching  
3 confidentiality, provides both the Provost and a subcommittee of the Faculty Senate  
4 ~~Executive/Advisory Committee~~ **the Faculty and Student Ombuds Advisory Committee** with  
5 summary reports of the types of issues handled by his/her office. ~~This sub-committee of the~~  
6 ~~Faculty Senate Executive/Advisory Committee is composed of the immediate past president and~~  
7 ~~the president of the Faculty Senate; the faculty representative to the Board of Trustees; one~~  
8 ~~faculty member appointed annually by the Faculty Senate Advisory Committee; and one faculty~~  
9 ~~member appointed annually by the Professional Ombuds. Members of this committee may not~~  
10 ~~simultaneously serve on the Grievance Board.~~ In conducting the affairs of this office, the  
11 Professional Ombuds will be independent and free from any and all improper restraint,  
12 interference, coercion or reprisal. The Professional Ombuds will be protected from retaliation.  
13 Should these principles be violated, the violations should be brought to the attention of the  
14 Provost and, if necessary, to the President of the University.

15  
16 Final language

17 The Ombuds reports to the Provost for administrative purposes and, without breaching  
18 confidentiality, provides both the Provost and the Faculty and Student Ombuds Advisory  
19 Committee with summary reports of the types of issues handled by his/her office. In conducting  
20 the affairs of this office, the Professional Ombuds will be independent and free from any and all  
21 improper restraint, interference, coercion or reprisal. The Professional Ombuds will be protected  
22 from retaliation. Should these principles be violated, the violations should be brought to the  
23 attention of the Provost and, if necessary, to the President of the University.

Faculty Senate Resolution 2019-02

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**Policy Committee consideration: Feburary 2019**

**Faculty Senate Consideration: March 12, 2019**

**Topic:** “Composition of Departmental Tenure, Promotion and Reappointment Committees”

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

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

**Whereas,** individual departments at Clemson University must establish and utilize written procedures and committee structures with defined membership in order to facilitate peer evaluation in accordance with the *Faculty Manual*; and

**Whereas,** each department must document the composition of their tenure, promotion and reappointment committees in the departmental tenure, promotion and reappointment document that must be approved by the departmental regular faculty, the department chair, the dean and the Provost, and

**Whereas,** providing each department with the freedom to define the composition of their tenure, promotion and reappointment committees is consistent with the principals of shared governance; and

**Whereas,** it is consistent with Clemson University’s current tenure, promotion and reappointment policies in the *Faculty Manual* that the department chair and the tenure, promotion and reappointment committees provide separate and independent reviews; it is

**Resolved,** that the *Faculty Manual* be amended to allow departments to define their own departmental tenure, promotion and reappointment committee structures subject to the restriction that committee members not be appointed by the department chair; and it is

**Resolved,** that Chapter IVD1 be amended to *insert* the words “, policies and procedures” at the end of the sentence; and it is

**Resolved,** that Chapter IVD1a be amended to *insert* the word “policies,” between written and procedures; and it is

**Resolved,** that Chapter IVD1e be amended to *insert* the words “for TPR committee structure:” at the end of the sentence; and it is

**Resolved,** that Chapter IVD1e be amended to *insert* the sentence “TPR committees shall be composed as defined in the Department TPR document, subject to the restriction that committee members shall not be appointed by the department chair.” As subparagraph “i”; and it is

1 **Resolved**, that Chapter IVD1fi be amended to *insert* the words “in the TPR document” between  
2 “writing” and “and”; and it is

3  
4 **Resolved**, that Chapter IVD1g be amended to *strike out* the words “unit’s bylaws and”.

5  
6 *This resolution will become effective upon approval by the Clemson University Executive Vice*  
7 *President for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual.*  
8 *As of August 1, 2019, departments may revise their Tenure, Promotion and Reappointment*  
9 *documents to specify the TPR committee composition.*

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10  
11 **Proposed changes**

- 12 1. Guidelines for Department TPR documents, **policies and procedures**
- 13 a. Individual departments at Clemson University must establish and utilize written **policies,**  
14 **procedures** and committee structures with defined membership in order to facilitate peer  
15 evaluation.
- 16 i. These written procedures must incorporate attention to “Best Practices for a Performance  
17 Review System for Faculty” in Appendix D.
- 18 b. Departmental regular faculty determine the tenure, promotion and reappointment standards  
19 and the procedures the committee must follow beyond those stipulated in the Faculty Manual.
- 20 c. These standards and procedures will be stipulated in a department’s TPR document that is  
21 distinct from department or unit bylaws.
- 22 d. The TPR document containing written policies, procedures, and committee structures must  
23 be approved by the regular departmental faculty, department chair, college dean, and Provost.
- 24 e. Departmental policies must include the following requirements **for TPR committee**  
25 **structure:**
- 26 **i. TPR committees shall be composed as defined in the Department TPR document, subject**  
27 **to the restriction that committee members shall not be appointed by the department chair.**
- 28 ii. Limiting voting rights on a TPR committee making recommendations concerning tenure to  
29 tenured regular faculty members excluding individuals who, as administrators, have input  
30 into faculty personnel decisions such as appointment, tenure, and promotion.
- 31 iii. Limiting voting rights on a TPR committee making a recommendation concerning  
32 promotion to rank or appointment at a rank to regular faculty with equivalent or higher  
33 rank.
- 34 iv. The TPR committee must have a minimum of three members  
35 (1) When three-member composition is not possible given the size of a department use the  
36 procedures outlined in CHAPTER IV D. 2. a.ii.
- 37 f. Departmental procedures for peer evaluation
- 38 i. Departmental procedures for peer evaluation shall be in writing **in the TPR document** and  
39 shall be available to the faculty, the chair, the dean, and the Provost.
- 40 ii. To the maximum extent possible, the procedures followed and criteria used shall be  
41 explicit.
- 42 g. TPR committees shall solicit recommendations from senior lecturer(s) in a manner  
43 consistent with the ~~unit’s bylaws and~~ TPR documents in the reappointment review of  
44 lecturers, the promotion review of lecturers to senior lecturers, and the reappointment review of  
45 senior lecturers.

FACULTY SENATE RESOLUTION 2018-0

1 Faculty Senate consideration: September 11<sup>th</sup>, 2018

2  
3 **Sponsors:** Faculty Senate Policy Committee

4  
5  
6 **Topic:** “Restructure of the Academic Technology Council”

7  
8 **Whereas,** Clemson University makes provision for faculty participation in planning, policy-making, and  
9 decision-making with regard to academic matters; and

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

12  
13 **Whereas,** the current responsibilities of the Academic Technology Council limit its scope and ability to provide  
14 more effective input and advice to CCIT in line with the desire to increase faculty engagement from the Vice  
15 President and Chief Information Officer; and

16  
17 **Whereas,** the current composition of the Academic Technology Council does not promote accountability of  
18 member engagement with their college leadership and their colleagues and responsibility for coordinating  
19 strategic input to the current and future state of technologies; and

20  
21 **Whereas,** the Academic Technology Council is limited to specific types of technology, and should be expanded  
22 to include all technology that intersects with teaching, learning, research, and service activities at Clemson  
23 University

24  
25 **Resolved,** that Chapter VII§J1a of the Faculty Manual be amended to **Insert** the sentence at the end of the  
26 paragraph: “The Council also provides advice and feedback to the VP/CIO on IT projects, initiatives, and other  
27 programs that have an impact on faculty at the University. The Council plays a critical role in facilitating  
28 faculty input on future directions in education technologies.”; and it is

29  
30 Final proposed language:

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

37  
38 **Resolved,** that that Chapter VII§J1bi of the Faculty Manual be amended to **Strike out** the word: “two”, and  
39 **Insert** the word: “one” before faculty member; and it is

40  
41 Final Proposed language:

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

44  
45 (continued)  
46

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 President*  
7 *or designee;*”

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

11  
12 Final Proposed language:

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

15  
16 **Resolved**, that Chapter VII§J1v of the Faculty Manual be amended to **Insert** the word: “annually” between the  
17 words “appointed” and “by” and **Strike out** the words: “(such as Public Service Activities (PSA) and Distance  
18 Education faculty); and it is

19  
20 Final Proposed language:

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

24  
25 **Resolved**, that that Chapter VII§J1b of the Faculty Manual be amended to **Insert** the sentence: “vi. The Dean of  
26 each college and all other entities who hold a voting membership on the ATC will appoint annually an alternate  
27 member to serve in the event the primary voting member cannot attend a Council meeting in order that the  
28 college or entity may have full representation at each meeting.”; and it is

29  
30 **Resolved**, that that Chapter VII§J1c of the Faculty Manual be amended to **Insert** the words: “with a term  
31 beginning August 15th” at the end of the sentence; and it is

32  
33 Final Proposed language:

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

36  
37 **Resolved**, that that Chapter VII§J1d of the Faculty Manual be amended to **Strike out** the paragraph:

38 “Subcommittees are chartered by the Council as needed, concerning topics such as technology in the classroom,  
39 high performance computing and learning technologies. Each of these subcommittees will have at least one  
40 member selected from the voting membership of the Council.” and **Insert** the paragraph: “The Council can also  
41 form subcommittees as needed where each subcommittee will have at least one member selected from the  
42 voting membership of the Council.”

43  
44 *This resolution will become effective approval by the Clemson University Executive Vice President for*  
45 *Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual. As of August 1, 2019, the*  
46 *Academic Technology Council’s membership, charge, and procedures will be amended to reflect these changes.*  
47  
48  
49

## **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 15<sup>th</sup>.**

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.

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**Policy Committee consensus: February 2019**  
**Faculty Senate consideration: March 12<sup>th</sup> 2019**

**Topic:** “Composition of the requirements for departmental bylaws and departmental tenure, promotion and reappointment and post-tenure review documents”

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

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

**Whereas,** the *Faculty Manual* contains several requirements for departmental bylaws and departmental tenure, promotion and reappointment and post-tenure review documents; and

**Whereas,** the *Faculty Manual* requires that departmental bylaws be approved by faculty who are accorded voting rights in accordance with departmental bylaws; and

**Whereas,** the *Faculty Manual* requires that departmental bylaws be reviewed by the Provost or designee for consistency with the Faculty Manual; and

**Whereas,** the *Faculty Manual* requires that departmental tenure, promotion and reappointment document be approved by the departmental regular faculty, the department chair, the dean and the Provost; and

**Whereas,** the *Faculty Manual* requires that departmental bylaws be distinct from departmental tenure, promotion and reappointment and post-tenure review documents; and

**Whereas,** the current set of requirements for departmental bylaws and Departmental Tenure, Promotion and Reappointment and Post-Tenure Review documents are inconsistent and confusing; and

**Whereas,** the *Faculty Manual* repeats many sets of requirements for departmental bylaws; and

**Whereas,** the current set of requirements for departmental bylaws contain some items that are related to Tenure, Promotion and Reappointment and Post-Tenure Review; and

**Whereas,** the current set of requirements for departmental bylaws contain some items that are related to search and screening of faculty candidates for appointment; and

**Whereas,** the *Faculty Manual* has redundancies related to requirements for bylaws, TPR documents and PTR documents; and

**Whereas,** the *Faculty Manual* has inconsistencies related to requirements for bylaws, TPR documents and PTR documents; it is

**Resolved,** that Chapter IIIC2c be amended to *strike out* the sentence “Specific qualifications are set forth in each department’s guidelines.” and to *insert* the sentences “General qualifications for faculty appointment are set forth in each position’s description in this Chapter. Search and screening committees are charged with evaluating candidates for appointments to faculty positions. Specific qualifications for tenure, promotion and reappointment are set forth in each department’s tenure, promotion and



1 reappointment guidelines.” at the beginning of the paragraph; and it is

2 Proposed Language

3 IIIC2. Rank at initial appointment and promotion in rank is based on education, relevant experience,  
4 accomplishments, and effectiveness of performance in the areas listed in the preceding paragraph.

5 a. The term “relevant experience” used below is broadly interpreted to include professional experience  
6 judged to be pertinent to the position to which the faculty member is appointed.

7 b. Degree requirements refer to earned degrees from institutions of recognized standing in subject fields  
8 relevant to the field of appointment.

9 c. ~~Specific qualifications are set forth in each department’s guidelines.~~ *General qualifications for*  
10 *faculty appointment are set forth in each position’s description in this Chapter. Search and screening*  
11 *committees are charged with evaluating candidates for appointments to faculty positions. Specific*  
12 *qualifications for tenure, promotion and reappointment are set forth in each department’s tenure,*  
13 *promotion and reappointment guidelines.* The department, through a peer review process, is the  
14 primary judge of these qualifications.

15 i. These standards are not imposed rigidly, however, since illustrious achievements and national or  
16 international recognition may overshadow any requirements as to educational level and length of  
17 experience.  
18

19 **Resolved**, that Chapter IIID2 be amended to *strike out* the paragraph “a. Candidates for appointment to  
20 the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws. If required  
21 by department bylaws, such search and screening committees are selected in accordance with  
22 departmental bylaws or, in the absence of relevant bylaws, by the departmental faculty Advisory  
23 Committee”; and it is

24 **Resolved**, that Chapter IIID2 be amended to *insert* the sentence “Specific procedures and standards for  
25 promotion and reappointment are set forth in each department’s tenure, promotion and reappointment  
26 document” as subparagraph “e”; and it is

27 **Resolved**, that Chapter IIID2i be amended to *strike out* the sentence “(2) Such appointments must be  
28 initiated by the host department(s) in accordance with departmental bylaws and approved by the dean and  
29 the Provost.” and to *strike out* the sentence “(4) Individuals holding these positions will be subject to  
30 annual review utilizing the faculty activity system for faculty continuance.” and to *strike out* the sentence  
31 “(6) Distribution of indirect costs or overhead generated shall follow university policy.” and to *strike out*  
32 the sentence “(7) These positions are not tenurable, nor shall time spent in such a position count toward  
33 tenure automatically”; and it is  
34

35 **Resolved**, that Chapter IIID2i(5) be amended to *strike out* the sentence “Initial terms of appointment,  
36 reappointment, promotion, and continuous employment when external funding is less than 100% will be  
37 based on departmental bylaws and will be contingent upon plans for and contributions to the department’s  
38 undergraduate, graduate, and public service programs that interface with their research or public service  
39 activities.” and to *insert* the sentence “Terms of continuous employment when external funding is less  
40 than 100% will be based on departmental promotion and reappointment criteria, documented in the  
41 departmental tenure, promotion and reappointment document, and will be contingent upon plans for and  
42 contributions to the department’s undergraduate, graduate, and public service programs that interface with  
43 their research or public service activities” at the beginning of paragraph; and it is  
44

45 **Resolved**, that Chapter IIID2iii be amended to *strike out* the sentence “(2) The duties, terms of  
46 appointment, and salaries (if any) of such persons are specified in the appointment letter.” and to *strike*

1 *out* the sentence “(3) Such appointments must be initiated by the host department(s) in accordance with  
2 departmental bylaws and approved by the dean and the Provost.” and to *strike out* the sentence “(5)  
3 Individuals holding these positions will be subject to annual review utilizing the faculty activity system  
4 for faculty continuance.” and to *strike out* the sentence “(7) Distribution of indirect costs or overhead  
5 generated shall follow University policy.” and to *strike out* the sentence “(7)(a) These positions are not  
6 tenurable, nor shall time spent in such a position count toward tenure”; and it is

7  
8 **Resolved**, that Chapter IIID2iii(6) be amended to *strike out* the words “Initial appointment,  
9 reappointment, and promotion” and to *insert the words* “Continuous employment” at the beginning of  
10 the paragraph and to *strike out the words* “department bylaws” and to *insert* the words “departmental  
11 promotion and reappointment criteria, documented in the departmental tenure, promotion and  
12 reappointment document” between the words “on” and “will”; and it is

13  
14 **Resolved**, that Chapter IIID2iii be amended to *strike out* the sentence “(1) The duties, terms of  
15 appointment, and salaries (if any) of such persons are specific in the letter of appointment.” and to *strike*  
16 *out* the sentence “(2) Such appointments must be initiated by the host department(s) in accordance with  
17 departmental bylaws and approved by the Dean and Provost.” and to *strike out* the sentence “(3)  
18 Procedures and standards for promotion shall be specified by the unit’s Tenure, Promotion, and  
19 Reappointment document.” and to *strike out* the sentence “(4) These positions are not tenurable”; and it is

20  
21 **Resolved**, that Chapter IIID2iv(2) be amended to *strike out* the words “non-tenurable, non-permanent”;  
22 and it is

23 **Resolved**, that Chapter IIID2iv be amended to *strike out* the sentence “(4) The duties, terms of  
24 appointment, and salaries of such persons will be specified in the letter of appointment, and such  
25 appointments must be initiated by the host department(s) in accordance with departmental bylaws and  
26 approved by the Dean and Provost”; and it is

27  
28 **Proposed Language**

29 IIID2. Special Faculty Ranks

30 ~~a. Candidates for appointment to the special faculty ranks shall be recruited and evaluated as~~  
31 ~~specified in departmental bylaws. If required by department bylaws, such search and screening~~  
32 ~~committees are selected in accordance with departmental bylaws or, in the absence of relevant~~  
33 ~~bylaws, by the departmental faculty Advisory Committee.~~

34 b. Prior to making an offer of appointment, the department chair must receive verification of the  
35 existence and sufficiency of the funding supporting the appointment from the appropriate dean or the  
36 Provost.

37 c. Conditions of appointment shall be fully detailed in the letter of appointment, including at a  
38 minimum:

39 *i.* The appointment rank;

40 *ii.* The department, school, center, or institute to which the academic appointment applies;

41 *iii.* Any remuneration to be paid to the special faculty member.

42 d. Special faculty appointments are not tenurable and do not carry any expectation of renewal, although  
43 appointments may be renewed.

44 e. Service in special faculty ranks normally does not count towards a regular faculty rank tenure  
45 probationary period.

46 **e. Specific procedures and standards for promotion and reappointment are set forth in each**  
47 **department’s tenure, promotion and reappointment document.**

48 f. Appointment of an individual with a special faculty rank to a regular faculty rank must follow the  
49 personnel practices and procedures for appointment described in CHAPTER IV B.

1 g. If the approved bylaws of the applicable unit or college specifically provide such privileges, special  
2 faculty ranks have voting and membership privileges in unit and college meetings and on unit and  
3 college committees except those restricted to regular faculty in CHAPTER VII D. 3.

4 h. Special faculty ranks have voting membership privileges on university committees except those  
5 restricted to regular faculty in CHAPTER VII D. 3.

6 i. The Special Faculty Ranks:

7 i. Research Faculty which include the titles of research professor, research associate professor, and  
8 research assistant professor (depending upon professional qualifications) may be granted to persons  
9 engaged in full time research who have research as their principal assignment and are supported by  
10 a variety of mechanisms (internal and external sources).

11 (1) The expectation is that 100% of salary support (including fringe benefits) is derived from  
12 grant and contract funds obtained by the research faculty member consistent with the terms of  
13 appointment.

14 ~~(2) Such appointments must be initiated by the host department(s) in accordance with  
15 departmental bylaws and approved by the dean and the Provost.~~

16 (3) These positions are contingent upon the availability of external funds and adequate space;  
17 positions may be terminated upon expiration of external funding per the terms of the appointment  
18 letter.

19 ~~(4) Individuals holding these positions will be subject to annual review utilizing the faculty  
20 activity system for faculty continuance.~~

21 ~~(5) Initial terms of appointment, reappointment, promotion, and continuous employment  
22 when external funding is less than 100% will be based on departmental bylaws and will be  
23 contingent upon plans for and contributions to the department's undergraduate, graduate,  
24 and public service programs that interface with their research or public service activities.~~

25 *Terms of continuous employment when external funding is less than 100% will be based on  
26 departmental promotion and reappointment criteria, documented in the departmental tenure,  
27 promotion and reappointment document, and will be contingent upon plans for and  
28 contributions to the department's undergraduate, graduate, and public service programs that  
29 interface with their research or public service activities.* Examples are participation in  
30 departmental seminars, research exposure with undergraduate and graduate students, provision  
31 for funding of graduate students, service on the graduate advisory committee, and public service  
32 activities related to the department's mission.

33 ~~(6) Distribution of indirect costs or overhead generated shall follow university policy.~~

34 ~~(7) These positions are not tenurable, nor shall time spent in such a position count toward  
35 tenure automatically.~~

36 ii. Extension Faculty which include the titles of extension professor, extension associate professor,  
37 and extension assistant professor (depending upon professional qualifications) may be granted to  
38 persons who have extension as their assignment and are supported by a variety of internal and  
39 external sources (including PSA funding);

40 (1) The expectation is that 100% of salary support (including fringe benefits) is derived from  
41 grants and external funds obtained by the extension faculty member.

42 ~~(2) The duties, terms of appointment, and salaries (if any) of such persons are specified in  
43 the appointment letter.~~

44 ~~(3) Such appointments must be initiated by the host department(s) in accordance with  
45 departmental bylaws and approved by the dean and the Provost.~~

46 (4) These positions are contingent upon the availability of external funds and adequate space;  
47 positions may be terminated upon expiration of external funding per the terms of the appointment  
48 letter.

49 (5) Individuals holding these positions will be subject to annual review utilizing the faculty  
50 activity system for faculty continuance.

1 (6) ~~Initial appointment, reappointment, and promotion~~ *Continuous employment* will be  
2 based on ~~departmental bylaws~~ *departmental promotion and reappointment criteria,*  
3 *documented in the departmental tenure, promotion and reappointment document* and will be  
4 contingent upon plans for and contributions to the department's extension and/or public service  
5 programs.

6 (7) ~~Distribution of indirect costs or overhead generated shall follow University policy.~~

7 (a) ~~These positions are not tenurable, nor shall time spent in such a position count toward~~  
8 ~~tenure.~~

9 *iii.* Clinical Faculty, which include the titles of clinical professor, clinical associate professor,  
10 clinical assistant professor, and instructor (depending upon professional qualifications) may be  
11 granted to persons of professional qualifications who perform teaching, research, service, or  
12 extension functions in a clinical environment and/or supervising students in an academic, clinical,  
13 or field settings in connection with an established program of the University.

14 (1) ~~The duties, terms of appointment, and salaries (if any) of such persons are specific in the~~  
15 ~~letter of appointment.~~

16 (2) ~~Such appointments must be initiated by the host department(s) in accordance with~~  
17 ~~departmental bylaws and approved by the Dean and Provost.~~

18 (3) ~~Procedures and standards for promotion shall be specified by the unit's Tenure,~~  
19 ~~Promotion, and Reappointment document.~~

20 (4) ~~These positions are not tenurable.~~

21  
22 *v.* The title of Professor of Practice (or "Professor of Practice of [discipline]") designates persons  
23 eminently qualified, experienced, and distinguished in their professions, but whose career paths and  
24 experiences have not been or are not primarily in the academy.

25 (1) A Professor of Practice will contribute to a department's, school's, or college's academic  
26 mission by sharing professional experiences through teaching or research activities.

27 (2) This ~~non-tenurable, non-permanent~~ appointment must be approved by the home  
28 department's TPR committee.

29 (3) The appointee's performance must be reviewed annually by the home department's TPR  
30 committee.

31 (4) ~~The duties, terms of appointment, and salaries of such persons will be specified in the~~  
32 ~~letter of appointment, and such appointments must be initiated by the host department(s) in~~  
33 ~~accordance with departmental bylaws and approved by the Dean and Provost.~~

34  
35 **Resolved**, that Chapter IVB5ai be amended to *insert* the words “; created as specified in departmental  
36 bylaws,” between the words “committee” and “composed”; and it is

37  
38 **Resolved**, that Chapter IVB5ai be amended to *strike out* the sentence “(1) Search and screening  
39 committees are selected in accordance with departmental bylaws or, in the absence of relevant bylaws, by  
40 the departmental faculty advisory committee.”; and it is

41  
42 **Resolved**, that Chapter IVB5bi be amended to *strike out* the word “as” and to *insert* the words “using a  
43 process” between the words “evaluated” and “specified”; and it is

44  
45 **Resolved**, that Chapter IVB5bi(1) be amended to *strike out* the sentence “If required by department  
46 bylaws, such search and screening committees are selected in accordance with departmental bylaws or, in  
47 the absence of relevant bylaws, by the departmental faculty Advisory Committee.” and to *insert* the  
48 sentence “Search and screening committees for the recruitment and evaluation of candidates for special  
49 faculty ranks are created in accordance with departmental bylaws.”; and it is

1 **Resolved**, that Chapter IVB5b be amended to *strike out* the sentence “Additional guidance for  
2 appointment to special ranks can be found in CHAPTER III D. 2”; and it is

3  
4 **Proposed Language**

5  
6 IVB. Policies and Procedures for the Recruitment and Appointment of Faculty

7 5. Procedures for Faculty Appointments

8 a. Regular Ranks

9 i. Candidates for appointment to the regular faculty shall be recruited and evaluated by a search and  
10 screening committee, *created as specified in departmental bylaws*, composed of members of the  
11 regular faculty and, if specified in departmental bylaws, other faculty.

12 ~~(1) Search and screening committees are selected in accordance with departmental bylaws~~  
13 ~~or, in the absence of relevant bylaws, by the departmental faculty advisory committee.~~

14 (2) Whenever feasible, the search and screening committee should include minority group  
15 members, women, and/or individuals with disabilities.

16  
17 b. Special Ranks

18 i. Candidates for appointment to the special faculty ranks shall be recruited and evaluated **as using**  
19 **a process** specified in departmental bylaws.

20 ~~(1) If required by department bylaws, such search and screening committees are selected in~~  
21 ~~accordance with departmental bylaws or, in the absence of relevant bylaws, by the~~  
22 ~~departmental faculty Advisory Committee~~ Search and screening committees for the  
23 recruitment and evaluation of candidates for special faculty ranks are created in accordance with  
24 departmental bylaws.

25 ~~ii. Additional guidance for appointment to special ranks can be found in CHAPTER III D. 2.~~

26  
27  
28 **Resolved**, that Chapter IVC4ai be amended to *insert* the words “in the Tenure, Promotion and  
29 Reappointment document” between the words “criteria” and “established”; and it is

30  
31 **Proposed Language**

32  
33 IVC4. Promotion Policies

34 a. Recommendations for promotion within the regular and special faculty ranks are based upon the  
35 evaluations of a faculty member’s performance and credentials by peers and administrators.

36 i. Promotion evaluations are based on written criteria *in the Tenure, Promotion and*  
37 *Reappointment document* established by each academic department. Nevertheless, some general  
38 attributes and experience requirements are associated with the various ranks CHAPTER III C.

39 b. Lecturers must document and provide evidence of their teaching performance and additional  
40 contributions/activities to the department chair/school director and department/school TPR committee  
41 for evaluation and consideration for promotion to senior lecturer.

42  
43 **Resolved**, that Chapter IVF3a be amended to *strike out* the sentence “Written Guidelines prepared by the  
44 faculty of each academic unit (approved by a majority of the faculty, the respective dean, and the Provost)  
45 shall provide details of the PTR process.” and to *insert* the sentences “Written Post-Tenure Review  
46 Guidelines prepared by the faculty of each academic unit (approved by a majority of the faculty, the  
47 department chair, the dean, and the Provost) shall provide details of the PTR process. These guidelines  
48 must be incorporated into the departmental TPR document” at the beginning of the paragraph; and it is  
49

1 **Resolved**, that Chapter IVF4a be amended to *strike out* the words “, separate from the regular Tenure,  
2 Promotion, and Reappointment committee,”; and to *strike out* the words “bylaws” and to *insert* the words  
3 “Post-Tenure Review Guidelines” between the words “departmental” and “whenever”; and it is

4  
5 **Resolved**, that Chapter IVF4b be amended to *strike out* the words “election to” and *inserting*  
6 “membership on” between the words “for” and “the”; and it is

7  
8 **Resolved**, that Chapter IVF6a be amended to *insert* the words “exactly” between the words “choose” and  
9 “ONE”; and it is

10  
11 **Resolved**, that Chapter IVF6a be amended to *strike out* the words “drafting departmental personnel  
12 policy procedures” and to *insert* the words “the departmental PTR guidelines” at the end of the sentence;  
13 and it is

14  
15 **Resolved**, that Chapter IVF6a*ii* be amended to *strike out* the words “nominated and elected” and to *insert*  
16 “selected” and to *strike out* the words “bylaws” and to *insert* the words “PTR guidelines”; and it is

17  
18 **Resolved**, that Chapter IVF6e be amended to *strike out* the words “If provided in departmental bylaws”  
19 and to *insert* the words “If the person subject to PTR Part II requires external reference letters” at the  
20 beginning of the sentence; and it is

21  
22 **Proposed Language**

23  
24 IVF. Post-Tenure Review

25 3. PTR Guidelines

26 a. ~~Written Guidelines prepared by the faculty of each academic unit (approved by a majority of~~  
27 ~~the faculty, the respective dean, and the Provost) shall provide details of the PTR process~~  
28 *Written Post-Tenure Review Guidelines prepared by the faculty of each academic unit (approved*  
29 *by a majority of the faculty, the department chair, the dean, and the Provost) shall provide details*  
30 *of the PTR process. These guidelines must be incorporated into the departmental TPR document.*

31 b. These guidelines must incorporate attention to “Best Practices for Post-Tenure Review,” Appendix  
32 F, numbers 1 through 12 of the Faculty Manual.

33 c. Although the details may vary from one academic unit to another or from one college to another  
34 within the university, such guidelines must be consistent with the following principles to ensure  
35 appropriate rigor:

36  
37 4. PTR Committee

38 a. A PTR committee, ~~separate from the regular Tenure, Promotion, and Reappointment~~  
39 ~~committee,~~ will be constituted in accordance with departmental ~~bylaws~~ *Post-Tenure Review*  
40 *Guidelines* whenever any faculty member is scheduled for regular review or in a period of PTR  
41 remediation.

42 b. Only tenured regular faculty members are eligible for ~~election to membership on~~ the PTR  
43 committee.

44 c. The size of the committee may vary from one academic unit to another; however, the committee  
45 must have a minimum of three members.

46 *i. In cases in which the department does not have enough tenured regular faculty members to*  
47 *constitute a PTR committee, the departmental Tenure, Promotion, and Reappointment committee*  
48 *will elect regular faculty members from other departments who are qualified to serve on the PTR*  
49 *committee.*

50  
51 6. Part II, Post-Tenure Review

- 1 a. In order to ensure adequate external representation in the Part II PTR process, departments must  
 2 choose *exactly* ONE of these options in ~~drafting departmental personnel policy procedures the~~  
 3 ~~departmental PTR guidelines~~:
- 4 i. Utilize reference letters submitted from outside the department on each individual under review;
  - 5 ii. Add to the PTR committee a faculty member or professional equivalent from outside the  
 6 department ~~nominated and elected~~ according to departmental ~~bylaws~~ *PTR guidelines*; or
  - 7 iii. Allow each faculty member under review the option of either having external letters solicited or  
 8 incorporating the external committee member in the review process.
- 9
- 10 c. ~~If provided in departmental bylaws~~ *If the person subject to PTR Part II requires external*  
 11 *reference letters*, the PTR committee is required to obtain a minimum of four reference letters of  
 12 which at least two must come from the list of six submitted by the faculty member.

13  
 14 **Resolved**, that Chapter VIII.5a be amended to *strike out* the sentence “Each department or equivalent unit  
 15 shall have a standing advisory committee of regular faculty members, chaired by the department chair, the  
 16 composition and membership of which shall be approved by the regular faculty of the department” and to  
 17 *insert* the sentence “Each department shall establish a standing advisory committee of faculty members,  
 18 chaired by the department chair, the composition and membership of which shall be specified in the  
 19 department bylaws”; and it is

20  
 21 **Resolved**, that Chapter VIII.6a be amended to *strike out* the words “approved by the department chair  
 22 and the departmental Faculty” and to *insert* the words “provided for in departmental bylaws” between the  
 23 words “If” and “other”.

24  
 25 **Proposed Language**

26  
 27 VIII. Faculty Participation in Departmental Governance

28 5. Standing faculty Advisory Committee

- 29 a. ~~Each department or equivalent unit shall have a standing advisory committee of regular~~  
 30 ~~faculty members, chaired by the department chair, the composition and membership of which~~  
 31 ~~shall be approved by the regular faculty of the department~~ *Each department shall establish a*  
 32 *standing advisory committee of faculty members, chaired by the department chair, the composition*  
 33 *and membership of which shall be specified in the department bylaws.*
- 34 b. In small departments, the faculty may elect to have the entire regular faculty serve as the advisory  
 35 committee.
- 36 c. This committee shall advise the chair on matters which the chair brings to it.

37 6. Other departmental committees

- 38 a. ~~If approved by the department chair and the departmental Faculty provided for in~~  
 39 ~~departmental bylaws~~, other standing committees may be established.
- 40 b. These committees shall forward recommendations to the chair and report to the departmental  
 41 faculty at regular intervals.
- 42 c. Ad Hoc committees may be established at the department chair’s discretion.
- 43 d. All departmental committees must be established in ways consistent with college bylaws and with  
 44 the *Faculty Manual*.

45  
 46 *This resolution will become effective upon approval by the Clemson University Executive Vice President*  
 47 *for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual. As of August 1,*  
 48 *2019, the guidelines for departmental bylaws and Tenure, Promotion and Reappointment documents will*  
 49 *be updated.*

**Section 2: 2018-2019 Faculty Manual Excerpts with Proposed Changes tracked and annotated**

- Change 1: Each department's search and screening committee is charged with evaluating candidates for appointment. These criteria should not in the departmental bylaws or TPR document.
- Change 2: Add reference to general section about special faculty regarding the requirement that procedures and standards for promotion and reappointment are in the TPR document.
- Change 3: The distribution of overhead policy is not under the control of Faculty Senate, so it should not be in the Faculty Manual (or at least not in sections for specific faculty descriptions)
- Change 4: Reappointment and promotion criteria should be in the TPR document, not the departmental bylaws. Change these references from bylaws to TPR document.
- Change 5: Remove redundancies throughout the Faculty Manual. Each deletion is annotated with the remaining information
  
- Change 6: Increase flexibility of departments to determine how to create committees in their bylaws, TPR or PTR documents
- Change 7: Clarify that TPR criteria are in the TPR document
- Change 8: Remove requirement for separate PTR and TPR committees because it is unclear what "separate" means.
- Change 9: Clarification of PTR guideline location
- Change 10: Remove inconsistencies. Each edit is annotated with the conflict.
- Change 11: Standing committees other than TPR and PTR should be in bylaws.
  
- Change 12: General editorial clarification

**CHAPTER III THE FACULTY**

*\*\* No changes in A or B \*\**

**C. General Qualifications for Faculty Appointments**

1. Individuals appointed to the faculty of Clemson University are expected to exhibit and maintain mastery of their fields, whether they are appointed primarily for teaching, research, public service, librarianship, or administration.
  - a. In judging the effectiveness of an individual's work, the quality of performance of assigned duties in teaching, research, public service, librarianship, and/or administration shall be considered, along with knowledge of subject matter, professional stature, contributions to professional societies, and contributions to the University through student counseling, committee work, assigned administrative duties, and public service activities.
  - b. It is the responsibility of academic administrators to keep faculty clearly informed as to the duties required or expected of them.
2. Rank at initial appointment and promotion in rank is based on education, relevant experience, accomplishments, and effectiveness of performance in the areas listed in the preceding paragraph.
  - a. The term "relevant experience" used below is broadly interpreted to include professional experience judged to be pertinent to the position to which the faculty member is appointed.
  - b. Degree requirements refer to earned degrees from institutions of recognized standing in subject fields relevant to the field of appointment.
  - c. ~~Specific~~ General qualifications for faculty appointment are set forth in each position's description in this Chapter-each department's guidelines. Search and screening committees are charged with evaluating candidates for appointments to faculty positions. Specific qualifications for tenure, promotion and reappointment are set forth in each department's tenure, promotion and reappointment guidelines. The department, through a peer review process, is the primary judge of these qualifications.

**Commented [MBK1]:** Change 1: Each department's search and screening committee is charged with evaluating candidates for appointment. These criteria should not in the departmental bylaws or TPR document.



- i. These standards are not imposed rigidly, however, since illustrious achievements and national or international recognition may overshadow any requirements as to educational level and length of experience.
- d. Satisfying the minimal educational and experiential requirements does not in itself necessarily justify advancement in rank or appointment, for such advancement or appointment is based upon evaluations of a faculty member's professional accomplishments in the context of departmental, school, college, and university needs and expectations.

D. Faculty Ranks

1. Regular Faculty Ranks

- a. Regular appointments are full-time appointments in an academic unit that is under the jurisdiction of the Provost for individuals expected to have a permanent association with the university.
- b. These are tenurable appointments, except for the rank of Instructor.
- c. Until tenure is granted, regular appointments are for one-year terms.
  - i. Non-renewal requires advance notice in accordance with CHAPTER IV D. 5.
- d. Regular appointments carry voting membership in the University Faculty.
- e. Some individuals are assigned regular faculty ranks without tenure in accordance with agreements between Clemson University and Governmental entities such as the U.S. Army and Air Force ROTC units and the South Carolina Cooperative Fish and Wildlife Research Unit.
- f. The Regular Faculty are:
  - i. Instructor rank normally requires the master's degree or equivalent, with preference given to those pursuing the terminal degree. Appointees should show promise for advancement to a higher rank. Instructors are eligible for promotion to assistant professor only if they have the qualifications for the rank of assistant professor, a position becomes available, and the department has conducted or conducts a national search for that position. Instructors not promoted by the end of the fourth year of service will receive a one-year terminal appointment. Instructor is not a tenurable rank, but three or fewer years of service in that rank may be credited toward tenure.
  - ii. Assistant Professor rank normally requires the terminal degree, but substantial progress toward the terminal degree may be acceptable. The persons appointed to this rank should show evidence of ability to meet the requirements for advancement in faculty rank.
  - iii. Associate Professor rank normally requires the terminal degree and relevant experience. Also expected is evidence of scholarly or creative accomplishment; fulfillment of service responsibilities to the department, the school, the college, and the university; and marked success in teaching, research, and/or public service, as specified in the department's TPR criteria.
  - iv. Professor rank requires the terminal degree, relevant experience, and significant scholarly or creative accomplishment. The rank of professor is granted on the basis of distinguished success in all areas of assigned responsibility in teaching, research, and/or public service, as specified in the department's TPR criteria.
  - v. Library Faculty ranks of General Librarian, Assistant Librarian, Associate Librarian, and Librarian correspond to the regular faculty ranks of Instructor, Assistant Professor, Associate Professor, and Professor. Provisions of this manual that refer to specific regular faculty ranks apply to the corresponding Library faculty ranks.

2. Special Faculty Ranks

- a. ~~Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws. If required by department bylaws, such search and screening committees are selected in accordance with departmental bylaws or, in the absence of relevant bylaws, by the departmental faculty Advisory Committee. Prior to making an offer of appointment, the department chair must receive verification of the existence and~~

**Commented [MBK2]:** Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

sufficiency of the funding supporting the appointment from the appropriate dean or the Provost.

- b. Conditions of appointment shall be fully detailed in the letter of appointment, including at a minimum:
  - i. The appointment rank;
  - ii. The department, school, center, or institute to which the academic appointment applies;
  - iii. Any remuneration to be paid to the special faculty member.
- c. Special faculty appointments are not tenurable and do not carry any expectation of renewal, although appointments may be renewed.
- d. Service in special faculty ranks normally does not count towards a regular faculty rank tenure probationary period.
- e. Specific procedures and standards for promotion and reappointment are set forth in each department's tenure, promotion and reappointment document.
- f. Appointment of an individual with a special faculty rank to a regular faculty rank must follow the personnel practices and procedures for appointment described in CHAPTER IV B.
- g. If the approved bylaws of the applicable unit or college specifically provide such privileges, special faculty ranks have voting and membership privileges in unit and college meetings and on unit and college committees except those restricted to regular faculty in CHAPTER VII D. 3.
- h. Special faculty ranks have voting membership privileges on university committees except those restricted to regular faculty in CHAPTER VII D. 3.
- i. The Special Faculty Ranks:
  - i. Research Faculty which include the titles of research professor, research associate professor, and research assistant professor (depending upon professional qualifications) may be granted to persons engaged in full time research who have research as their principal assignment and are supported by a variety of mechanisms (internal and external sources).
    - (1) The expectation is that 100% of salary support (including fringe benefits) is derived from grant and contract funds obtained by the research faculty member consistent with the terms of appointment.
    - (2) ~~Such appointments must be initiated by the host department(s) in accordance with departmental bylaws and approved by the dean and the Provost.~~ (3) These positions are contingent upon the availability of external funds and adequate space; positions may be terminated upon expiration of external funding per the terms of the appointment letter.
    - (4) ~~Individuals holding these positions will be subject to annual review utilizing the faculty activity system for faculty continuance.~~ (5) ~~Initial terms of appointment, reappointment, promotion, and continuous employment when external funding is less than 100% will be based on departmental bylaws and will be contingent upon plans for and contributions to the department's undergraduate, graduate, and public service programs that interface with their research or public service activities. Terms of continuous employment when external funding is less than 100% will be based on departmental promotion and reappointment criteria, documented in the departmental tenure, promotion and reappointment document, and will be contingent upon plans for and contributions to the department's undergraduate, graduate, and public service programs that interface with their research or public service activities. Examples are participation in departmental seminars, research exposure with undergraduate and graduate students, provision for funding of graduate students, service on the graduate advisory committee, and public service activities related to the department's mission.~~
    - (6) ~~Distribution of indirect costs or overhead generated shall follow university policy.~~ (7) ~~These positions are not tenurable, nor shall time spent in such a position count toward~~

**Commented [MBK3]:** Change 2: promotion and reappointment for all special ranks are described in departmental TPR document, so move this concept to the section that applies to all special faculty. This will mean several deletions in the following. (renumber the following items)

**Commented [MBK4]:** Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

**Commented [MBK5]:** Change 5: Redundant with Chapter IV, E1a (Every individual appointed to a regular or special faculty rank shall be evaluated in each year, regardless of tenure status.)

**Commented [MBK6]:** Change 1: Each department's search and screening committee is charged with evaluating candidates for appointment. These criteria should not be in the departmental bylaws or TPR document.

**Commented [MBK7]:** Change 4: Reappointment and promotion criteria should be in the TPR document, not the departmental bylaws.  
Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

**Commented [MBK8]:** Change 4: Reappointment and promotion criteria should be in the TPR document, not the departmental bylaws.

**Commented [MBK9]:** Change 3: The Faculty Senate is not charged with creating or implementing this policy.

~~tenure automatically.~~ ii. Extension Faculty which include the titles of extension professor, extension associate professor, and extension assistant professor (depending upon professional qualifications) may be granted to persons who have extension as their assignment and are supported by a variety of internal and external sources (including PSA funding);

(1) The expectation is that 100% of salary support (including fringe benefits) is derived from grants and external funds obtained by the extension faculty member.

~~(2) The duties, terms of appointment, and salaries (if any) of such persons are specified in the appointment letter. (3) Such appointments must be initiated by the host department(s) in accordance with departmental bylaws and approved by the dean and the Provost. (4) These positions are contingent upon the availability of external funds and adequate space; positions may be terminated upon expiration of external funding per the terms of the appointment letter.~~

~~(5) Individuals holding these positions will be subject to annual review utilizing the faculty activity system for faculty continuance. (6) Initial appointment, reappointment, and promotion Continuous employment will be based on departmental promotion and reappointment criteria, documented in the departmental tenure, promotion and reappointment document, departmental bylaws and will be contingent upon plans for and contributions to the department's extension and/or public service programs.~~

~~(7) Distribution of indirect costs or overhead generated shall follow University policy.~~

~~(a) These positions are not tenurable, nor shall time spent in such a position count toward tenure.~~ iii. Clinical Faculty, which include the titles of clinical professor, clinical associate professor, clinical assistant professor, and instructor (depending upon professional qualifications) may be granted to persons of professional qualifications who perform teaching, research, service, or extension functions in a clinical environment and/or supervising students in an academic, clinical, or field settings in connection with an established program of the University.

~~(1) The duties, terms of appointment, and salaries (if any) of such persons are specific in the letter of appointment. (2) Such appointments must be initiated by the host department(s) in accordance with departmental bylaws and approved by the Dean and Provost. (3) Procedures and standards for promotion shall be specified by the unit's Tenure, Promotion, and Reappointment document. (4) These positions are not tenurable.~~ iv. Lecturers

(1) Lecturer, as of 15 May 2011, is assigned to persons who have teaching as their primary job assignment in cases where the assignment of regular faculty ranks is not appropriate. Individuals having initial lecturer appointments beginning after 15 May 2011 shall have no administrative duties inconsistent with those of regular faculty.

(2) Temporary Lecturer is assigned to individuals who receive limited duration appointments. These appointments shall be for one-year or less and may be renewed.

(3) Senior Lecturer may be attained after four full academic years of service, by a lecturer who applies for promotion to senior lecturer; equivalent experience at Clemson may be counted towards the four-year service requirement. Senior lecturers shall have no administrative duties inconsistent with those of regular faculty.

(a) The senior lecturer appointment is intended to recognize the efforts, contributions, and performance of lecturers who combine effective instruction with additional significant contributions to the mission of the University.

(b) Length of service as lecturer is, itself, not a sufficient criterion for promotion to senior lecturer. Instead, the process and criteria for promotion from lecturer to senior lecturer are determined by departments/ schools and shall be described in their TPR document.

**Commented [MBK10]:** Change 5: Redundant with Chapter III, D2d (Special faculty appointments are not tenurable and do not carry any expectation of renewal, although appointments may be renewed)

**Commented [MBK11]:** Change 5: Redundant with Chapter III, D2c (Conditions of appointment shall be fully detailed in the letter of appointment...)

**Commented [MBK12]:** Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

**Commented [MBK13]:** Change 5: Redundant with Chapter IV, E1a (Every individual appointed to a regular or special faculty rank shall be evaluated in each year, regardless of tenure status.)

**Commented [MBK14]:** Change 1: Each department's search and screening committee is charged with evaluating candidates for appointment. These criteria should not in the departmental bylaws or TPR document.

**Commented [MBK15]:** Change 4: Reappointment and promotion criteria should be in the TPR document, not the departmental bylaws.

Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

**Commented [MBK16]:** Change 4: Reappointment and promotion criteria should be in the TPR document, not the departmental bylaws.

**Commented [MBK17]:** Change 3: The Faculty Senate is not charged with creating or implementing this policy.

**Commented [MBK18]:** Change 5: Redundant with Chapter III, D2d (Special faculty appointments are not tenurable and do not carry any expectation of renewal, although appointments may be renewed)

**Commented [MBK19]:** Change 5: Redundant with Chapter III, D2c (Conditions of appointment shall be fully detailed in the letter of appointment...)

**Commented [MBK20]:** Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

**Commented [MBK21]:** Change 5: Redundant if Change 2 accepted

**Commented [MBK22]:** Change 5: Redundant with Chapter III, D2d (Special faculty appointments are not tenurable and do not carry any expectation of renewal, although appointments may be renewed)

- v. The title of Professor of Practice (or “Professor of Practice of [discipline]”) designates persons eminently qualified, experienced, and distinguished in their professions, but whose career paths and experiences have not been or are not primarily in the academy.
- (1) A Professor of Practice will contribute to a department’s, school’s, or college’s academic mission by sharing professional experiences through teaching or research activities.
  - (2) This ~~non-tenurable, non-permanent~~ appointment must be approved by the home department’s TPR committee.
  - (3) The appointee’s performance must be reviewed annually by the home department’s TPR committee.
  - 4) ~~The duties, terms of appointment, and salaries of such persons will be specified in the letter of appointment, and such appointments must be initiated by the host department(s) in accordance with departmental bylaws and approved by the Dean and Provost.~~
- vi. Post-Doctoral Research Fellow denotes an appointment for special research functions, typically in connection with externally funded research projects.
- (1) The individuals appointed shall have the general qualifications for regular faculty.
  - (2) These appointments are time-limited according to funding constraints, research program needs, satisfactory performance, and if funding sources and grant conditions allow.
- vii. Part-Time Faculty are assigned less than full normal workloads in teaching, research, and/or public service may be appointed to the ranks of Instructor, Assistant Professor, Associate Professor, or Professor with the suffix, “part-time.”
- (1) Such appointments are made for one semester or one year, and are renewable. Qualifications for rank at initial appointment and for promotion are the same as for regular faculty ranks.
  - (2) These employees participate in the state retirement system, but appointments for less than three-quarters time do not carry any insurance or related fringe benefits, nor do they allow for reduced fees for enrollment in university courses.
- viii. “Visiting” Faculty denotes a temporary appointment of an individual for a term of one year or less, subject to limited renewals.
- (1) Visiting appointments are appropriate only in cases in which the association with the university is meant to be temporary and brief.
  - (2) The qualifications for visiting faculty shall be comparable to those for appointment at corresponding regular faculty rank.
- ix. ROTC Faculty are Army and Air Force personnel, nominated by their respective services, who are approved by the University for appointment to the faculty of the Reserve Officer Training Corps program.
- (1) These appointments are generally for three-year terms.
  - (2) The appropriate faculty rank is determined by the qualifications of the individual.
- x. Adjunct Faculty denotes an advisory appointment. It may be assigned to individuals with no other Clemson University faculty appointment who bring needed expertise to the teaching, research, or public service programs of the University.
- (1) The qualifications for adjunct faculty rank shall be comparable to those for appointments at corresponding regular faculty ranks.
  - (2) Adjunct appointments generally do not involve remuneration from the University; are for up to five years; are individually negotiated as to terms; and may be renewable.
  - (3) Adjunct appointments shall be limited to those making active contributions to the teaching, research, or public service programs of the University, and must be approved and reviewed by the departmental TPR committee.

**Commented [MBK23]:** Change 5: Redundant with Chapter III, D2d (Special faculty appointments are not tenurable and do not carry any expectation of renewal, although appointments may be renewed)

**Commented [MBK24]:** Change 5: Redundant with Chapter III, D2c (Conditions of appointment shall be fully detailed in the letter of appointment...)

**Commented [MBK25]:** Change 5: Redundant with Chapter IV, Bi (Candidates for appointment to the special faculty ranks shall be recruited and evaluated as specified in departmental bylaws)

**\*\* No other changes in Ch III \*\***

## CHAPTER IV PERSONNEL PRACTICES

*\*\* No changes to A. Overview \*\**

### B. Policies and Procedures for the Recruitment and Appointment of Faculty

1. No appointment shall be made to a regular or special faculty rank not specified in this manual.
2. Each appointment shall be subject to a peer review of the individual's qualifications by the affected department.
3. All personnel matters are confidential and a matter of trust.
4. Because the regular faculty of a department or equivalent academic unit is the primary judge of the qualifications of its members, peer evaluation is essential in recommendations for appointment, renewal of appointment, tenure, and promotion. All peer recommendations regarding any individual holding regular or special faculty rank in a department shall, therefore, originate within the regular faculty of that department.

#### 5. Procedures for Faculty Appointments

##### a. Regular Ranks

- i. Candidates for appointment to the regular faculty shall be recruited and evaluated by a search and screening committee, created as specified in departmental bylaws, composed of members of the regular faculty and, if specified in departmental bylaws, other faculty.  
~~(1) Search and screening committees are selected in accordance with departmental bylaws or, in the absence of relevant bylaws, by the departmental faculty advisory committee.~~  
~~(2) Whenever feasible, the search and screening committee should include minority group members, women, and/or individuals with disabilities.~~
- ii. The credentials of each applicant shall be made available to all regular departmental faculty, from whom information and recommendations regarding selection shall be solicited.
- iii. The search and screening committee shall make nominations of suitable candidates to the department chair, including recommended rank and tenure status on appointment.
- iv. The department chair shall make recommendations to the dean from the candidates nominated by the search and screening committee, indicating the degree of support of the faculty for the recommended candidates, their suggested rank, and the candidates' suggested tenure status, where appropriate. If no appointment can be made from the list of candidates, additional nominations shall be sought from the committee.
- v. In the case of proposed new appointments of regular faculty, the primary peer evaluation of candidates' qualifications is made by the appropriate TPR committee. Proposals for appointment with immediate tenure, tenure probationary periods of two years or less, and appointment at a rank higher than assistant professor must be reviewed in accordance with the department's tenure and promotion process to the extent possible given time constraints in the hiring process. At a minimum, department criteria regarding teaching, research, and service must be applied; tenure and/ or promotion at another institution be considered; and the department TPR committee, chair, Dean, and Provost must all endorse the procedure.
- vi. Transfers of tenured faculty between departments shall be reviewed by the appropriate departmental committee and a recommendation forwarded to the appropriate administrator.

Commented [MBK26]: Change 6: Increase flexibility of department's to determine how to create committees in their bylaws, TPR or PTR documents

Commented [MBK27]: Change 5: Redundant with Change 6

##### b. Special Ranks

- i. Candidates for appointment to the special faculty ranks shall be recruited and evaluated as using a process specified in departmental bylaws.  
~~(1) If required by department bylaws, such as Search and screening committees for the recruitment and evaluation of candidates for special faculty ranks are selected created in accordance with departmental bylaws or, in the absence of relevant bylaws, by the departmental faculty Advisory Committee.~~

Commented [MBK28]: Change 12: General editorial clarification

Commented [MBK29]: Change 6: Increase flexibility of department's to determine how to create committees in their bylaws, TPR or PTR documents

ii. Additional guidance for appointment to special ranks can be found in CHAPTER III D. 2.

**\*\* No changes to 5c. Waiver of search and screening procedures \*\***

**\*\* No changes to 6. Affirmative Action Policies and Procedures for the Recruitment and Appointment of Faculty \*\***

**\*\* No changes to 7. Terms of Appointment \*\***

Commented [MBK30]: Change 5: No longer needed due to change 6

#### C. Policies for Reappointment, Tenure, and Promotion

**\*\* No changes to C1 – C3 \*\***

##### 4. Promotion Policies

a. Recommendations for promotion within the regular and special faculty ranks are based upon the evaluations of a faculty member's performance and credentials by peers and administrators.

i. Promotion evaluations are based on written criteria in the Tenure, Promotion and Reappointment document established by each academic department. Nevertheless, some general attributes and experience requirements are associated with the various ranks CHAPTER III C.

b. Lecturers must document and provide evidence of their teaching performance and additional contributions/activities to the department chair/school director and department/school TPR committee for evaluation and consideration for promotion to senior lecturer.

**\*\* No changes to D. Procedures for Reappointment, Tenure, and Promotion proposed here \*\***

**\*\* No changes in E. Annual Performance Evaluation and Salary Determination Procedures \*\***

Commented [MBK31]: Change 7: TPR criteria are in the TPR document

#### F. Post-Tenure Review

##### 1. Overview

a. The Purpose of Post-Tenure Review (PTR) is to evaluate rigorously a faculty member's professional contributions. The review should be used to ensure that all faculty serve the needs of the students and the institution and that excellent faculty are identified and rewarded.

b. Although the focus of PTR is on the performance of the individual since the individual's last tenure or post-tenure review, the overall contribution of the individual faculty member to Clemson University should not be neglected.

c. PTR extends to all faculty members holding a tenured faculty position except for a faculty member planning to retire by August 15th of the same academic year in which the PTR would occur, providing that a binding letter of intent to retire is signed thereby waiving the PTR.

##### 2. Coverage of PTR

a. PTR occurs every five years, and is coincident with the beginning of the next five-year cycle.

i. The first five-year period begins at the time that tenure is granted.

ii. Promotion during that period does not alter the schedule for review.

iii. PTRs are conducted during the fall semester when one or more faculty members in a department or equivalent unit are scheduled for review.

iv. Periods of sick leave, sabbatical leave, or leave without pay will be excluded from this five-year period.

v. Faculty who give birth, father, or adopt a child during any five-year period may, at their request, receive a one-year extension of the PTR.

(1) The request for an extension must come within two months of the birth or adoption.

(2) The extension will automatically be granted unless the chair or dean can document sufficient reason for denial.

vi. Extension of the Post-Tenure Review period of a faculty member for serious illness, family tragedy or other special circumstances may be granted with the approval of the department chair, dean and Provost.

- b. Review of tenured academic administrators is accomplished in accordance with CHAPTER VI E. 4.
3. PTR Guidelines
- a. ~~Written Post-Tenure Review Guidelines prepared by the faculty of each academic unit (approved by a majority of the faculty, the department chair, the respective dean, and the Provost) shall provide details of the PTR process. These guidelines must be incorporated into the departmental TPR document.]~~
- b. These guidelines must incorporate attention to “Best Practices for Post-Tenure Review,” Appendix F, numbers 1 through 12 of the Faculty Manual.
- c. Although the details may vary from one academic unit to another or from one college to another within the university, such guidelines must be consistent with the following principles to ensure appropriate rigor:
- i. The primary basis for PTR is the individual’s contributions in the areas of research and/or scholarship, teaching, and service.
  - ii. Guidelines must be flexible enough to accommodate faculty members with different professional responsibilities.
  - iii. PTR shall not infringe upon the accepted standards of academic freedom.
  - iv. Sex, age, ethnicity, and other factors unrelated to an individual’s professional qualifications shall not be considered in the review process.
- d. The chairperson of the academic department and the dean of the college must not be involved directly in the PTR process at the departmental level.
- e. The PTR must be linked to the annual reviews.
4. PTR Committee
- a. ~~A PTR committee, separate from the regular Tenure, Promotion, and Reappointment committee, will be constituted in accordance with departmental bylaws Post-Tenure Review Guidelines whenever any faculty member is scheduled for regular review or in a period of PTR remediation.~~
- b. Only tenured regular faculty members are eligible for election to membership on the PTR committee.
- c. The size of the committee may vary from one academic unit to another; however, the committee must have a minimum of three members.
- i. In cases in which the department does not have enough tenured regular faculty members to constitute a PTR committee, the departmental Tenure, Promotion, and Reappointment committee will elect regular faculty members from other departments who are qualified to serve on the PTR committee.
- d. Faculty members subject to Part II of PTR will be recused from participating in this second stage process.
- e. The PTR committee will elect its own chair.
5. Part I, Post-Tenure Review
- a. The PTR committee reviews the ratings received on the most recent available series of five years of annual performance reviews, as specified in the “Best Practices for Post-Tenure Review”. Merit salary increments are based on these annual performance reviews, as is consistent with the “Best Practices for Post-Tenure Review” located in Appendix E.
- i. All tenured faculty members receiving no more than one (of five) annual performance rating of “fair,” “marginal,” or “unsatisfactory” in Part I of the Post Tenure Review process receive a Post-Tenure Review rating of “satisfactory.” These faculty members are thereby exempt from Part II of Post-Tenure Review.
  - ii. All tenured faculty members receiving two or more annual performance ratings of “fair,” “marginal,” or “unsatisfactory” will be reviewed under Part II of PTR.
6. Part II, Post-Tenure Review

**Commented [MBK32]:** Change 9: PTR criteria are in the TPR document, so the approvals should be the same as the TPR document

**Commented [MBK33]:** Change 8: Remove requirement for separate PTR and TPR committees

**Commented [MBK34]:** Change 9: PTR guidelines are not in bylaws, but in the PTR document

**Commented [MBK35]:** Change 10: Inconsistent with sentence above

- a. In order to ensure adequate external representation in the Part II PTR process, departments must choose ~~exactly ONE of these options in drafting departmental personnel policy procedures the departmental PTR guidelines;~~
- i. Utilize reference letters submitted from outside the department on each individual under review,
  - ii. Add to the PTR committee a faculty member or professional equivalent from outside the department ~~nominated and elected~~ selected according to departmental bylaws PTR guidelines, or
  - iii. Allow each faculty member under review the option of either having external letters solicited or incorporating the external committee member in the review process.
- b. The faculty member undergoing Part II of PTR must provide, at a minimum, the following documents to the PTR committee and the department chair:
- i. A recent copy of the curriculum vita (paper or electronic);
  - ii. A summary of student assessment of instruction for the last 5 years including a summary of statistical ratings from student assessments of instruction (if appropriate to the individual's duties);
  - iii. A plan for continued professional growth;
  - iv. Detailed information about the outcomes of any sabbatical leave awarded during the preceding five years;
  - v. If required by departmental PTR documents, the names of six referees outside the department whom the PTR committee could contact for references.
- c. The chair of the academic unit must provide the PTR committee with copies of the faculty member's annual performance reviews covering the preceding five years.
- d. The role and function of each faculty member, as well as the strength of the overall record, will be examined by the PTR committee.
- e. ~~If provided in departmental bylaws~~ If the person subject to PTR Part II requires external reference letters, the PTR committee is required to obtain a minimum of four reference letters of which at least two must come from the list of six submitted by the faculty member.
- f. The PTR committee will provide a written report to the faculty member. The faculty member should be given at least two weeks to provide a response to the committee. Both the committee's initial report and the response of the faculty member will be given to the dean of the academic unit.
- g. The department chair will submit an independent written report to the faculty member who will then have two weeks to provide a response. The chair's original report and the faculty member's response will be forwarded to the college dean.
- h. The ratings of either Satisfactory or Unsatisfactory will be used in all stages of the review by the PTR committee and the chair.
- i. If both the PTR committee and the chair, or either the PTR committee or the chair, rates the candidate as satisfactory, the candidate's final rating shall be satisfactory.
    - (1) If the candidate's final rating is satisfactory, the dean will forward that information to the Provost in summary form without appending any candidate materials.
  - ii. If both the PTR Committee and the Chair rate the candidate as unsatisfactory, the candidate's final rating shall be unsatisfactory.
    - (1) If the candidate's final rating is unsatisfactory, the dean will forward all materials to the Provost.
    - (2) Remediation must occur when individuals receive a rating of Unsatisfactory so there is time to correct deficiencies detailed in the PTR reports.
    - (3) The chair in consultation with the PTR committee and the faculty member will provide a list of specific goals and measurable outcomes the faculty member should achieve in each of the next three calendar years following the date of formal notification of the unsatisfactory outcome.

**Commented [MBK36]:** Change 12: General editorial clarification

**Commented [MBK37]:** Change 9: PTR guidelines are not in departmental personnel policy, but in the PTR document

**Commented [MBK38]:** Change 6: Increase flexibility of department's to determine how to create committees in their bylaws or PTR or TPR documents, by allowing either election or appointment

**Commented [MBK39]:** Change 9: PTR procedures are not in bylaws, but in the PTR document

**Commented [MBK40]:** Change 9: PTR procedures are not in bylaws, but in the PTR document, so this statement was incorrect



- (4) The University will provide reasonable resources (as identified in the PTR reports and as approved by the chair and the dean) to meet the deficiencies.
- (5) The chair will meet at least twice annually with the faculty member to review progress.
- (6) The faculty member will be reviewed each year by the PTR committee and the chair, both of whom shall supply written evaluations.
- (7) At the end of the three-year period, another post-tenure review will be conducted.
- (8) If the outcome is again Unsatisfactory, the faculty member will be subject to dismissal for unsatisfactory performance.
  - (a) Dismissal for Unsatisfactory Professional Performance, when recommended, will be subject to the rules and regulations outlined in CHAPTER IV F. 6. h.ii(9)
- (9) If the review is Satisfactory, then the normal five-year annual performance review cycle will resume.

**\*\* No changes in G. Resignation, Termination, and Dismissal \*\***

## CHAPTER VII FACULTY PARTICIPATION IN UNIVERSITY GOVERNANCE

**\*\* No changes in A -K \*\***

### L. Faculty Participation in Departmental Governance

**\*\* No changes in L1-L4 \*\***

5. Standing faculty Advisory Committee
  - a. ~~Each department or equivalent unit shall have establish a standing advisory committee of regular faculty members, chaired by the department chair, the composition and membership of which shall be approved by the regular faculty of the departments specified in the department bylaws.~~
  - b. In small departments, the faculty may elect to have the entire regular faculty serve as the advisory committee.
  - c. This committee shall advise the chair on matters which the chair brings to it.
6. Other departmental committees
  - a. ~~If approved by the department chair and the departmental Faculty provided for in departmental bylaws, other standing committees may be established.~~
  - b. These committees shall forward recommendations to the chair and report to the departmental faculty at regular intervals.
  - c. Ad Hoc committees may be established at the department chair's discretion.
  - d. All departmental committees must be established in ways consistent with college bylaws and with the Faculty Manual.
7. Membership on departmental committees need not be confined to regular faculty except as noted in CHAPTER VII D. 3. of the Faculty Manual; Faculty, special faculty, student and/or staff representation shall be provided for wherever appropriate.
  - a. Each department shall elect representatives to the college curriculum and other committees in accordance with procedures established in the college bylaws.

**Commented [MBK41]:** Change 12: General editorial clarification

**Commented [MBK42]:** Change 10: Removing "regular" eliminates an inconsistency with Ch VII D3, which lists the university and college bodies which are restricted to regular faculty

**Commented [MBK43]:** Change 11: Standing committees other than TPR and PTR should be in bylaws.

**Commented [MBK44]:** Change 6: Increase flexibility of department's to determine how to create committees in their bylaws or PTR or TPR documents, by allowing either election or appointment

**Commented [MBK45]:** Change 11: Standing committees other than TPR and PTR should be in bylaws.

Faculty Senate Resolution 2019-04

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**Policy Committee Approval: February 19<sup>th</sup>, 2019**

**Faculty Senate Consideration: March 12<sup>th</sup>, 2019**

**Topic: “Creation of Principal Lecturer Special Rank”**

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

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

**Whereas**, Faculty Senate Resolution 2018-05 resolved that a third rank of contingent faculty, to follow Senior Lecturer, be established in the *Faculty Manual* and titled “Principal Lecturer”; and

**Whereas**, Faculty Senate Resolution 2018-05 resolved that Senior Lecturers eligible for promotion, in accordance with departmental Tenure and Promotion Review Guidelines, who have completed at least 4 years of service as a Senior Lecturer be permitted to apply for promotion to Principal Lecturer; and

**Whereas**, 20 amendments to the *Faculty Manual* must be made in order to fully establish the Principal Lecturer rank and its role in shared governance; it is

1 **Resolved**, that Chapter IIID2iv be amended to **insert** the paragraphs “Principal lecturer is the  
2 lecturer rank that may be applied for after four full academic years of service by a senior  
3 lecturer; equivalent experience at Clemson may be counted towards the four-year service  
4 requirement. Principal lecturers shall have no administrative duties inconsistent with those of  
5 regular faculty.

6 The principal lecturer appointment is intended to recognize the efforts, contributions, and  
7 performance of senior lecturers who combine effective instruction with additional significant  
8 contributions to the mission of the University.

9 Length of service as a senior lecturer is, itself, not a sufficient criterion for promotion to principal  
10 lecturer. Instead, the process and criteria for promotion from senior lecturer to principal lecturer  
11 are determined by departments/schools and shall be described in their TPR document.” as  
12 subparagraph (4), (4)(a) and (4)(b) respectively; and it is

13 **Resolved**, that Chapter IVB7 be amended to **insert** the paragraph “principal lecturers shall be  
14 offered five-year contracts with the requirement of one year’s notice of non-reappointment  
15 before July 15 of the penultimate year” as subparagraph “h”, and it is

16 **Resolved**, that Chapter IVB7i be amended to **insert** the words “or principal lecturer” between  
17 the words senior and “this” and **insert** the words “or principal” between the words “senior” and  
18 “lecturers”; and it is

19 **Proposed Language**

20  
21 CHAPTER IV. PERSONNEL PRACTICES

22 B. Policies and Procedures for the Recruitment and Appointment of Faculty

23 7. Terms of Appointment

24 g. Senior lecturers shall be offered three-year contracts with the requirement of  
25 one year’s notice of non-reappointment before July 15 of the penultimate  
26 year.

27 ***h. Principal lecturers shall be offered five-year contracts with the***  
28 ***requirement of one year’s notice of non-reappointment before July 15 of***  
29 ***the penultimate year.***

30 i. Individuals holding teaching, research, or public service appointments shall be  
31 informed each year in writing of their appointments and of all matters relative  
32 to their eligibility for the acquisition of tenure or promotion to senior ***or***  
33 ***principal lecturer***; this does not include faculty with tenured status and senior  
34 ***or principal*** lecturers not in their penultimate year of their appointments.  
35  
36

1 **Resolved**, that Chapter IVC2b be amended to **strike out** the words “to senior lecturer”; and it is

2 **Resolved**, that Chapter IVC2b be amended to **insert** the paragraph “Following a senior lecturer’s  
3 fourth year of service, the department chair and the unit TPR committee shall conduct a  
4 comprehensive review of the senior lecturer either in response to a request for promotion to  
5 principal lecturer or to advise the senior lecturer of progress towards promotion to principal  
6 lecturer.” as subparagraph “iii”; and it is

7 **Resolved**, that Chapter IVC2 be amended to **insert** the paragraphs “Principal lecturers shall be  
8 evaluated by their department/school TPR committee, following procedures and standards that  
9 shall be specified in the unit’s TPR document.

10 Principal lecturers shall be evaluated at least every five years or more frequently as documented  
11 in the departmental TPR guidelines.

12 At a minimum, principal lecturers shall be evaluated during the penultimate year of their  
13 appointments.” as subparagraph “d”, “di”, and “di” respectively; and it is

14 **Proposed Language**

15  
16 CHAPTER IV. PERSONNEL PRACTICES

17 C. Policies for Reappointment, Tenure, and Promotion

18 2. Reappointment Policies

19 b. The intention of periodic reappointment review of lecturers and senior lecturers  
20 is to provide feedback on the individual regarding progress towards promotion  
21 **to senior lecturer.**

22 *iii.* Following a senior lecturer's fourth year of service, the department chair  
23 and the unit TPR committee shall conduct a comprehensive review of the  
24 senior lecturer either in response to a request for promotion to principal  
25 lecturer or to advise the senior lecturer of progress towards promotion to  
26 principal lecturer.

27 ***d. Principal lecturers shall be evaluated by their department/school TPR  
28 committee, following procedures and standards that shall be specified in  
29 the unit’s TPR document.***

30 ***i. principal lecturers shall be evaluated at least every five years or more  
31 frequently as documented in the departmental TPR guidelines.***

32 ***ii. At a minimum, principal lecturers shall be evaluated during the  
33 penultimate year of their appointments.***

34

1 **Resolved**, that Chapter IVC4b be amended to **insert** the words “and senior lecturers” between  
2 the words “Lecturers” and “must”; and to **strike out** the words “to senior lecturer”; and it is

3  
4 **Proposed Language**

5  
6 CHAPTER IV. PERSONNEL PRACTICES

7 C. Policies for Reappointment, Tenure, and Promotion

8 4. Promotion Policies

- 9 b. Lecturers **and senior lecturers** must document and provide evidence of their  
10 teaching performance and additional contributions/activities to the department  
11 chair/school director and department/school TPR committee for evaluation and  
12 consideration for promotion **to senior lecturer**.

13  
14 **Resolved**, that Chapter IVD1g be amended to **insert** the sentence “Similarly, TPR committees  
15 shall solicit recommendations from principal lecturer(s) in a manner consistent with the unit’s  
16 bylaws and TPR documents in the reappointment review of senior lecturers, the promotion  
17 review of senior lecturers to principal lecturers, and the reappointment review of principal  
18 lecturers.” At the end of the paragraph; and it is

19  
20 **Proposed Language**

21  
22 CHAPTER IV. PERSONNEL PRACTICES

23 D. Procedures for Reappointment, Tenure, and Promotion

24 1. Guidelines for Department TPR documents

- 25 g. TPR committees shall solicit recommendations from senior lecturer(s) in a  
26 manner consistent with the TPR documents in the reappointment review of  
27 lecturers, the promotion review of lecturers to senior lecturers, and the  
28 reappointment review of senior lecturers. **Similarly, TPR committees shall**  
29 **solicit recommendations from principal lecturer(s) in a manner**  
30 **consistent with the TPR documents in the reappointment review of**  
31 **senior lecturers, the promotion review of senior lecturers to principal**  
32 **lecturers, and the reappointment review of principal lecturers.**

1 **Resolved**, that Chapter IVD5 be amended to **insert** the paragraphs “Principal lecturers  
2 Written notice that a principal lecturer appointment is not to be renewed shall be given to the  
3 faculty member by July 15 in the penultimate year and at least 12 months before the expiration  
4 of the appointment, regardless of the stated term or other provisions of any appointment to  
5 principal lecturer.

6 Should notice of non-reappointment not be given before this date, the principal lecturer shall be  
7 automatically reappointed for an additional term.” as subparagraphs “d”, “di”, and “di(1)”  
8 respectively, and it is

9 **Resolved**, that Chapter IVD5e be amended to **insert** the words “or principal lecturer” between  
10 the words “senior lecturer” and “do not”; and it is

11

12

### Proposed Language

13

#### 14 CHAPTER IV. PERSONNEL PRACTICES

#### 15 D. Procedures for Reappointment, Tenure, and Promotion

#### 16 5. Notification of Reappointment and Non-Reappointment

17

##### d. *Principal lecturers*

18

*19 i. Written notice that a principal lecturer appointment is not to be  
20 renewed shall be given to the faculty member by July 15 in the  
21 penultimate year and at least 12 months before the expiration of the  
22 appointment, regardless of the stated term or other provisions of any  
23 appointment to principal lecturer.*

23

*24 (1) Should notice of non-reappointment not be given before this  
25 date, the principal lecturer shall be automatically reappointed for  
26 an additional term.*

26

##### e. Other Special Faculty

27

*28 i. Appointments to special faculty ranks other than the lecturer, senior  
29 lecturer or principal lecturer do not require notice of non-renewal since  
30 such appointments are for stated periods of limited association with the  
31 university.*

31

1 **Resolved**, that Chapter VC1dii(2) be amended to **insert** the words “or Principal” between the  
2 words “Senior” and “Lecturers”; and it is

3  
4 **Proposed Language**

5  
6 CHAPTER V. CLEMSON UNIVERSITY FACULTY DISPUTE RESOLUTION

7 C. Clemson University Faculty Grievance Procedures and Information

8 1. Overview

9 d. The Faculty Senate facilitates some portions of the Grievance Process.

10 ii. Membership of the Grievance Board

11 (2) Two Senior **or Principal** Lecturers are elected during a joint meeting of  
12 the Faculty Senate Executive and Advisory committees eligible to act, at  
13 the discretion of the Grievance Board as non-voting consultants to the  
14 Board or its hearing panels in grievance cases involving lecturers.

15  
16 **Resolved**, that Chapter VC5c be amended to **insert** the words ““or Principal” between the words  
17 “Senior” and “Lecturers”; and it is

18 **Resolved**, that Chapter VC5ci be amended to **strike out** the word “Senior”, and it is

19 **Resolved**, that Chapter VC5cii be amended to **strike out** the word “Senior”, and it is

20  
21 **Proposed Language**

22  
23 CHAPTER V. CLEMSON UNIVERSITY FACULTY DISPUTE RESOLUTION

24 C. Clemson University Faculty Grievance Procedures and Information

25 5. The Grievance Board

26 c. Two Senior **or Principal** Lecturers are elected during a joint meeting of the  
27 Faculty Senate Executive and Advisory committees eligible to act, at the  
28 discretion of the Grievance Board as non-voting consultants to the Board or its  
29 hearing panels in grievance cases involving lecturers.

30 i. The elected **Senior** lecturers, who may provide perspective and feedback  
31 perspective and feedback to the Board or its hearing panels during the  
32 grievance process at the invitation of the Board, will not hold appointments in  
33 the same college and will serve a two-year term.

34 ii. Inasmuch as the **Senior** lecturers are non-voting of the Grievance Board,  
35 they may not vote on grievance cases or other matters considered by the  
36 Board. Otherwise, the extent and form of their participation in a grievance is  
37 determined by the Grievance Board.

1 **Resolved**, that Chapter VD10ai be amended to **insert** the words “or Principal” between the  
2 words “Senior” and “Lecturer”; and it is

3 **Resolved**, that Chapter VD10ai(1) be amended to **insert** the words “or Principal” between the  
4 words “Senior” and “Lecturer”; and it is

5 **Resolved**, that Chapter VD10ai(2) be amended to **insert** the words “or Principal” between the  
6 words “Senior” and “Lecturer” and **insert** the words “or Principal” between the words “Senior”  
7 and “Lecturers”; and it is

8 **Proposed Language**

9  
10 CHAPTER V. Clemson University Faculty Dispute Resolution

11 D. Formal Complaint Policy and Procedures

12 10. Formal Complaints Hearings

13 a. The Formal Complaints Board shall create a panel of three members for each  
14 formal complaint from among the members of the Grievance Board.

15 i. At its discretion, the Grievance Board may authorize one of the duly elected  
16 Senior **or Principal** Lecturers to serve as a non-voting consultant on a hearing  
17 panel associated with formal complaints involving lecturers.

18 (1) The Grievance Board shall ensure that the Senior **or Principal**  
19 Lecturer it authorizes to consult during a particular formal complaint case  
20 is free from conflicts of interest and does not have an appointment in the  
21 same college as the complainant or any respondent(s).

22 (2) Should both duly elected Senior **or Principal** Lecturer be ineligible to  
23 serve the Board on the basis of conflicts, college of appointment, or  
24 challenge, then the President of the Faculty Senate shall make a  
25 temporary appointment from the remaining campus body of Senior **or**  
26 **Principal** Lecturers after consultation with the Chair of the Grievance  
27 Board.

28  
29 **Resolved**, that Chapter VIIF2eii(1) be amended to **insert** the words “or principal lecturer”  
30 between the words “lecturer” and “elected”; and it is

31 **Proposed Language**

32  
33 CHAPTER VII. Faculty Participation in University Governance

34 F. Academic Council

35 2. Council of Undergraduate Studies

36 e. Admissions Committee

37 ii. Membership

38 (1) One regular faculty member, senior lecturer, **or principal lecturer** elected  
39 from each college by the faculty accorded voting rights in each college to serve  
40 three-year terms.



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**Resolved**, that Chapter VIIF2fii(1) be amended to **insert** the words “or principal lecturer” between the words “lecturer” and “elected”.

CHAPTER VII. FACULTY PARTICIPATION IN UNIVERSITY GOVERNANCE

F. Academic Council

2. Council on Undergraduate Studies

f. Academic Eligibility Committee

ii. Membership

(1) One regular faculty member, senior lecturer, **or principal lecturer** elected from each college by the faculty accorded voting rights in each college to serve three-year terms.

*This resolution will become effective upon approval by the Clemson University Executive Vice President for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual. As of August 1, 2019, departments may initiate a review of their Tenure, Promotion and Reappointment documents and begin revisions to include the Special Faculty rank of Principal Lecturer.*

*The Research Committee: shall study and make recommendation on policies, procedures, and practices primarily related to research.*



R E S E A R C H C O M M I T T E E

CHAIR: Peter Laurence

**ANNUAL REPORT 2018-19**

**April 23, 2019 by Peter Laurence**

<b>Member</b>	<b>College</b>
Kimberly Paul	Science
Patrick Warren	Business
Scott Swain	Business
Jeffrey Hallo	Behavioral, Social and Health Sciences
Joshua Summers	Engineering, Computing and Applied Sciences
Bill Baldwin	Science
Jiro Nagatomi	Engineering, Computing and Life Sciences
Ufuk Ersoy	Architecture, Arts and Humanities
Elliot Jesch	Agriculture, Forestry and Life Sciences
Eric Davis	Engineering, Computing and Applied Sciences

**TOPICS DISCUSSED: STATUS (AND RECOMMENDATIONS)**

**1. RESEARCH AND SCHOLARSHIP: ON-GOING MATTER**

Anecdotally, it came to the attention of some committee members that faculty in some fields believe that “research” is associated with the sciences or particular disciplines. Insofar as other faculty prefer the term “scholarship” to describe their research efforts, this committee considered its charge to concern both research and scholarship. It is our understanding that this committee serves the interests of all faculty who pursue the advancement of knowledge in projects outside of their teaching activities.

**Recommendation:** Change name of committee to Research and Scholarship Committee to serve all faculty who pursue the advancement of knowledge outside of the classroom.

**2. RESEARCH CULTURE: ON-GOING MATTER**

On December 19, 2018, Vice President for Research (VPR) Tanju Karanfil announced that Clemson University was reconfirmed as a Carnegie R1 “Very High Research Activity” university, for three more years. Following Clemson University’s attainment of this status ([http://carnegieclassifications.iu.edu/classification\\_descriptions/basic.php](http://carnegieclassifications.iu.edu/classification_descriptions/basic.php)) in 2016, an overarching concern of this committee has been whether the university’s “research culture” is

aligned with this new status. This matter was taken up by this committee in 2017-18. Questions related to this alignment include: What is the role of graduate-level programs, teaching, and research at Clemson University (which has historically been focused on undergraduate teaching and programs)? What are the numbers of PhD holding faculty? Of PhD-awarding programs? Is the faculty teaching and service load conducive to faculty research productivity? Are tenure-track teaching lines keeping pace with increased student enrollments?

The committee did not pursue any of these questions specifically. However, anecdotally, there are concerns about the high service load placed on an increasingly disproportionate number of tenure-track/tenured faculty. This is because contingent faculty are not expected to perform service roles, and although more contingent faculty may result in reduced teaching responsibilities for tenured/tenure-track faculty, reducing the proportionate number of tenured/tenure-track faculty also means more service per faculty member. (This has an impact on shared governance.)

There are therefore concerns about demands for research productivity while further increasing the number of contingent faculty.

There is also a related concern about demands to create more PhD-awarding programs and increase the number of PhDs in the context of questionable faculty job markets—which may ultimately result in further increasing the numbers of contingent faculty.

**Recommendations:** 1) Track the numbers and trends of contingent faculty. 2) Advocate for maintaining or increasing the proportion of tenured/tenure-track faculty to students in order to maintain faculty research productivity.

### **3. STATUS OF POST-DOCTORAL RESEARCH FELLOWS: ON-GOING MATTER**

Starting in April 2018, at the request of Tonyia Stewart, Assistant Director of Graduate Studies and Postdoc Affairs, [tonyias@clemson.edu](mailto:tonyias@clemson.edu), the committee began studying the status and special faculty rank of post-docs. From the committee's point of view, an overarching question was whether post-docs should have (special) faculty status, or whether they should be staff or another classification. Insofar as post-docs are trainees temporarily serving as research assistants to senior faculty mentors, committee members did not see the benefit of having post-docs hold faculty status. In considering the matter, committee members unanimously but conditionally supported removing faculty status from post-docs, with the particular caveat that post-docs would not be worse off in terms of benefits (pay, medical insurance, etc.) if their faculty status was removed.

Another critical factor in this matter was post-doc "fringe" rate. If the post-doc fringe rate would be less with their status changed, this was felt to be a reason to consider removing faculty status. Currently, the relatively high fringe rate associated with post-docs is felt to be an impediment to taking on post-docs and therefore to faculty research productivity.

The question of removing faculty status for post-docs was asked and mentioned at numerous full senate and senate committee meetings, as well as being long-term discussion in the Research Committee. No arguments were made for maintaining faculty status except for post-docs' benefits and working conditions. The "status" of the rank itself did not seem to be a compelling matter. However, post-docs themselves were not part of ANY conversations. Among faculty

who weighed in on the matter, it was post-doc fringe as a cost of doing research that was felt to be the critical issue.

Following conversations on the matter between Peter and VPR Tanju Karafil, Dr. Karafil inquired about fringe rates from Beverly Leeper, director of Tax and Cost Accounting in the Controller's Office. She wrote:

*Good Evening Dr. Karafil,*

*I have reviewed our pooled fringe components compared to those of USC and Georgia Tech. It appears that we are all consistent in our classification of the post docs. USC includes post docs in the Faculty, Staff, and Post-Doctoral Associates Category, Georgia Tech includes them in their Full Benefits Category, and based on the benefit program code assigned ours are assigned to the Faculty and Staff Category.*

*There are noticeable differences in our rates. USC and Georgia Tech have not published their FY20 fringe detail so I reviewed their FY19 detail in comparison to our FY19 rate of 40.3%. The major cause for the differences is that USC and Georgia Tech do not include the same benefits in their rate calculation. USC does not have a pooled fringe rate. The rates they post are based on actual costs charged to a grant. The USC rate of 28.8% only includes state retirement, FICA, unemployment, and worker's compensation. This excludes health, dental, life, LTD, employee assistance, tuition remission, and termination pay. If Clemson calculated their pooled fringe rate on these four components the rate for FY19 would have been 27.9%. Georgia Tech only included retirement, group health, and life insurance in their FY19 pooled fringe rate of 31.9%. This excludes dental, LTD, employee assistance, tuition remission, and termination pay. If Clemson calculated their pooled fringe rate using these three components the rate for FY19 would have been 30.1%. However, our rates are inclusive of all benefits employees within a category are eligible to receive, whether they choose to or not.*

Questions related to this analysis include whether post-docs use all of these benefits and if some could be removed, thereby reducing their fringe rate.

To provide some overarching historical context for the faculty rank, William Everroad, director of University Faculty Governance, located Senate records related to the creation of post-docs as a special faculty rank. A Senate Policy Committee report of January 20, 1998 discussed the change of "Research Associate" title to "Post Doctoral Research Fellow," as well as the addition of "Senior Research Fellow." The document explained that, "Given the importance now being attached to attracting research dollars, it is suggested that a more prestigious title be associated with those who engage exclusively in externally funded research projects with an expected permanent commitment to the institution." The proposed description for post-docs was:

*Post Doctoral Research Fellow. This title denotes an appointment for special research functions, typically in connection with externally funded research projects. The individuals appointed shall have the general qualifications for regular faculty. The term of appointment normally shall not exceed one year. Limited renewals are possible.*

The report concluded that, "In this manner the institution would facilitate the attraction of two types of specialists—research professors with the potential for a long-term commitment and post doctorates in the learning mode—whose sole contribution would be toward the research mission

of the University.” Minutes of the Feb. 10, 1998 Senate meeting indicate the title was explained, voted on, and passed. See <https://clemsun.app.box.com/file/367341625692>, <https://clemsun.app.box.com/folder/71974392531>

Note that the current Faculty Manual (Chapter III, D.2.vi, pp. 17-18) description for post-docs is:

**Post-Doctoral Research Fellow** denotes an appointment for special research functions, typically in connection with externally funded research projects.

- (1) The individuals appointed shall have the general qualifications for regular faculty.
- (2) These appointments are time-limited according to funding constraints, research program needs, satisfactory performance, and if funding sources and grant conditions allow.

Archival records thus show that the post-doc title has changed little (in subsection 2) since 1998. However, it is doubtful that post-docs today actually “have the general qualifications for regular faculty.” At the time the rank was created, post-doctoral positions were apparently seen as stepping stones toward regular faculty status and “an expected permanent commitment to the institution.” This does not seem to be the case today. Also the reasons related to prestige for changing “Research Associate” to “Post Doctoral Research Fellow” do not seem as compelling today. The culture of research in higher education has changed significantly since 1998, especially at Clemson University.

Based on Peter’s small and random sampling of other institutions, it does not seem to common that post-docs classified as faculty elsewhere. At other institutions they are sometimes classified as students, but more commonly as staff. Tonyia Stewart has done more detailed research into peer institutions, but Peter doesn’t believe that she shared this with him.

Over the course of the year, particularly in the fall semester, in conversations between Peter and Tonyia Stewart and Tanju Karanfil by email and in meetings, an interest in removing faculty status from postdocs seemed to be shared; however, he does not in any way mean to imply or represent their opinion on this matter at this time.

With regard to the ability of post-docs to serve as Principal Investigators, Peter received correspondence from Sheila Lischwe, director of Office of Sponsored Programs, related to Postdocs serving as PIs. On She noted:

*We have revised section 5.0 of of the Assignment of PI Policy (1.0.1) to more specifically clarify when postdoctoral scholars are eligible to serve as PIs. Also, the reference to Visiting Scientists was removed as a separate category, as their status may or may not be University employee. They would fall within the "Other University Employee" category and thereby be processed using the variance procedure. (Dec. 10, 2018)*

Peter also investigated whether there were alternative state classifications for post-docs and found that “Post Doctoral Fellow” has an higher education unclassified job code UK63, <https://admin.sc.gov/files/Higher%20Ed%20Unclassified%20Titles%20with%20Federal%20Categories.pdf>. See also <https://admin.sc.gov/humanresources/agency-information/classification/non-higher-education>

Lastly, at the end of the fall semester, after contacting the director of Human Resources to inquire further about alternative classifications for post-docs, Peter was invited to the “Lean Event: Post Doctorate Employee Classification and Lifecycle.” Insofar as an invitation from Lisa Knox (director, Lean, Office of VP for Finance & Operations) came only one day before the event on December 12, 2019, and more or less at Peter’s prompting, the coincidence of efforts seemed to be a case of one hand not knowing what the other hand was doing. Moreover, apart from the importance of research faculty participation in the event, insofar as changing post-doc status and their employee classification would require a change to the Faculty Manual and therefore Faculty Senate involvement, there seemed to be a lack of awareness of the *necessity* of including Faculty Senate representatives in the Lean event.

Lisa Knox sought to set up a follow up meeting in the spring semester, but this has not yet been scheduled as of this report. To sum up, she wrote on February 11, 2019:

*I know it has been a few months since we met to discuss the current state of Post Docs. When we met, we left with 3 primary action items (see attached). \* Since we last met, there have been several individuals looking at clearly defining what it means to be a “post doc”, a critical component needed to identify a future state process so we can be sure we are all on the same page for a path forward.*

*Additionally, I have been working to gather some of the data associated with the process (time between hire steps, etc).*

*There are still several components of the current state process that need clarification and consistency as we design a future state (ex. Time it takes to set up an account, ensuring all colleges perform the process in a similar manner).*

*I believe we are in a place to go ahead and schedule a future state design of this process. As you all witnessed during the current state, it is very beneficial to have many of you in the room for a healthy discussion.*

*If possible, please be sure your calendars are up to date. I will move forward with scheduling time to design a future state process allowing us to get post docs hired efficiently and effectively and meet the needs of all stakeholders!*

*\* 1) Agree on Postdoc definition, criteria, categories. Address Faculty Manual. 2) Train, Communicated, Educate. 3) Data needed: Pull Data; Background check; Approval steps (Tiger Talent; paper); Fringe info TLP, 12-mo. (40.3) vs. 9-mo. (33); Postdocs total & total international; OPT vs H1B vs J; # of direct hire post docs.*

In summary, the question of maintaining post-docs as a special faculty rank is an on-going matter.

**Recommendations:** 1) Maintain Faculty Senate/Research Committee chair participation in discussions; attend the related “lean events.” 2) Investigate the impacts on post-docs in terms of salary and benefits if their special faculty rank was changed to staff status. Discuss benefit needs with post-docs. 3) Review peer institution data from Tonyia Stewart. 4) Further investigate if or how post-doc fringe rate could be reduced. 5) Investigate whether post-docs are teaching and whether they should be teaching under this job description, or whether post-docs who are teaching should be lecturers. 6) Change the existing special faculty description for post-docs to

clarify language about “general qualifications” or, based on a discussion of pros and cons above, propose a resolution to phase out or “sunset” Post Doctoral Research Fellow as a special faculty rank. (If the rank is changed from special faculty to staff, for example, current post-docs should maintain their status through the conclusion of their terms. 7) Recommend the creation of a post-doc focused webpages to provide pertinent information for both post-docs and their supervisors.

#### **4. PREDATORY JOURNALS: ON-GOING MATTER**

Predatory journals and other forms of publishing charge authors a fee to have their work published, with the work typically published without any form of peer review or other quality control. Often such publications portray themselves as legitimate and may be difficult to distinguish from respected publishers for those outside of or new to a field of study. In this way, deceptive publishers may prey on junior scholars and non-native scholars (who may find it difficult parse language or cultural cues), and, more broadly, academics standards in general. It is also possible for unscrupulous senior scholars to take advantage of “pay to publish” publishers. This, obviously, is a serious matter of academic integrity.

At the prompting of committee member Jeffrey Hallo, the committee discussed ways of addressing the matter. Peter also discussed the topic with VPR Karanfil at their standing monthly meeting. After considering some ways of calling faculty attention to this serious matter—in a VPR webpage; in an email from the VPR and/or Provost; at the local level—it was determined that addressing the matter at the local level might be best. Many faculty may never see a related discussion on the VPR’s webpage; and many might not read an email, which might need to be sent annually or semi-annually to be most effective. At the local level of peer review, however, faculty serving on TPR committees in particular might be expected to validate the publications of those under review. To this end, the idea of including “check for predatory publications” could be included in the Senate or Provost’s TPR Guidelines Checklist. This, however, might not catch (on an annual basis) senior faculty who are not subject to an intense annual review but who might be publishing in such venues. Thus, a formal mechanism for addressing such concerns might be missing—although, yet again, peer review at the local level is probably the best starting point for such issues.

**Recommendations:** 1) Investigate whether predatory/pay-to-publish publications are rare or of greater concern. Perhaps enlist the help of Library representatives or staff in this effort. 2) Discuss with associate provost, provost, chairs, TPR chairs?

#### **5. USE OF ACADEMIC ANALYTICS™ FOR ASSESSING FACULTY PRODUCTIVITY: ON-GOING**

Academic Analytics™ (academicanalytics.com) is a for-profit company with a proprietary software platform with which Clemson University has contracted to provide data on faculty productivity. This data provides profiles of individual faculty members and it can aggregate faculty by academic units or other groupings to provide comparisons to individuals or units at other institutions. AA’s comparison “Benchmarking” platform is described at <https://academicanalytics.com/products-features/>, along with its “Discovery” platform. The Discovery platform has a component called “Faculty Insight” that can be found at

<https://www.clemson.edu/research/reds.html>. As shown in the cover image diagram for this webpage, the Insight platform, which is related to the Research Expertise Discovery Suite, or REDS, contains individual faculty information. The Discovery suite is sold as providing funding opportunities to faculty, although some feel that disciplinary experts are already well aware of the funding opportunities in their fields. Similarly, it is also sold as a way for faculty to “discover” other experts and potential collaborators, although, once again, faculty have other ways of identifying collaborators, among them simply searching departmental faculty webpages and bios.

The use of Academic Analytics was first announced to Clemson University faculty on December 5, 2016. It is unclear when the contract with AA was first signed; for how long the system was used behind the scenes before being made public (assumed to be one to two years); and for how long the contract runs. However, AA has been the subject of controversy internationally (being used earlier in the UK) and nationally for some years. In the US:

In 2015, Rutgers University faculty objected to its use (<https://www.insidehighered.com/news/2015/12/11/rutgers-professors-object-contract-academic-analytics>). See also <http://www.rutgersaaup.org/node/731>.

In 2016, there were numerous reactions to AA’s flaws, including:

“Commentary: Academic Analytics: Buyer Beware,”  
<https://www.chronicle.com/article/Commentary-Academic/235435>.

Also in 2016, the American Association of University Professors issued a statement urging caution about the use of AA and other for-profit “analytic” platforms.  
[https://www.aaup.org/sites/default/files/AcademicAnalytics\\_statement.pdf](https://www.aaup.org/sites/default/files/AcademicAnalytics_statement.pdf). The AAUP statement concludes:

*Colleges and universities and their faculty members should exercise extreme caution in deciding whether to subscribe to external sources of data like Academic Analytics and should always refrain from reliance on such data in tenure, promotion, compensation or hiring decisions. In cases where such data is made available, it must be employed subordinate to a process of effective peer review in accordance with longstanding principles of academic freedom and shared governance. In all cases individual faculty members must be provided with access to and the opportunity to correct any data and information, no matter how it may be generated, that may be employed by those making decisions affecting their employment status. (p. 3)*

Later in 2016, Georgetown University's provost announced that university would not renew its contract with Academic Analytics (<https://blog.provost.georgetown.edu/documenting-the-scholarly-product-of-academics/>).

And “As Concerns Grow About Using Data to Measure Faculty, a Company Changes Its Message” <https://www.chronicle.com/article/As-Concerns-Grow-About-Using/238034>.

In January 2018, UT-Austin faculty objected to the use of AA (<https://www.chronicle.com/article/UT-Austin-Professors-Join/242332>).



Also in 2018, a new book titled *The Tyranny of Metrics* appeared, which speaks more broadly to a “metric fixation” infecting higher education (<https://www.chronicle.com/article/The-Tyranny-of-Metrics/242269>).

These authors’, faculty members’, and groups’ objections and criticisms of Academic Analytics include the following:

- Whether a for-profit company—whose programmers may have no experience in research, scholarship, or academia—is the best group to provide such services, and whether such activities by such individuals may constitute violations of fundamental principles of peer review;
- Privileging of quantitative over qualitative assessment and measurement (i.e., journal, conference, and venue quality, for example, is best understood by disciplinary experts in the field, which is one of the reasons for peer review);
- Widespread reports of flawed data at Clemson and elsewhere, from faculty, chairs, and administrators, e.g., missing and misattributed publications for faculty members;
- Outdated data and data-sets;
- Flawed underlying data;
- Proprietary “black box” programming and evaluation (metric defining) premises and definitions inaccessible to anyone’s scrutiny;
- How universities are sharing faculty data, both employment- and research/publication-related, with AA, a for-profit company, without their knowledge;
- Potential for secretive use, and the ease of secretive use;
- Asymmetrical or inappropriate comparisons of departments across universities where there may be substantial differences in departmental structures and expectations;
- Whether, if not pre-programmed by AA, administrators have the disciplinary knowledge to aggregate comparison groups (another potential violation of peer review principles);
- Now currently “encouraged” on Clemson’s Faculty Insight platform, whether faculty will be expected, in the future, to take on the task of editing and improving their AA profiles, thereby further improving the database of a for-profit company;
- Whether faculty-provided data from other sources will be ported into AA’s platform;
- How disciplines and subdisciplines—which are appropriately defined by experts in those disciplines and individual faculty themselves—are defined by AA;
- Whether disciplines and subdisciplines may be advantaged or disadvantaged by having or not having a culture of having their papers, conference proceedings, book chapters, books, etc. tagged in such a way (e.g. with Digital Object Identifiers, or DOIs) that they can be found by AA webcrawlers, and the impact of this on traditionally and intellectually valued disciplines and programs;
- How creative and more ephemeral works—theater performances and their subdisciplines such as set design; works of art; musical performances; gallery shows; etc.—become ignored and deemed irrelevant in a culture of metrics;

- Administrative incentives to sell the use a flawed system to justify the cost;
- Whether a new currency of DOIs will lead to faculty or institutions changing their research in intellectually unproductive ways, or otherwise attempting to “game the system.”
- The emergence of a culture of perpetual software and platform “upgrades”— a never-ending cycle of beta-testing, bug-squashing, new-release, and next-gen software upgrades—for an area better left to disciplinary expert peer review.

While the list above does not include the question of whether AA will be used for tenure or promotion purposes, such concerns as listed above are some of the reasons for objections to such use.

To provide further background of university discussions, in September 2016, the following preliminary recommendations were made by a Joint Committee of ADRs and department chairs on the “rollout” of Academic Analytics. The committee recommended:

1. Academic Analytics must be available to all faculty.
2. All users will be required to successfully complete a training program. We recommend that Academic Analytics training modules provide all information necessary for appropriate use; including, but not limited to, explanations of:
  - a. the major features of the agreement between Clemson University and Academic Analytics
  - b. the services and products that Academic Analytics provides
  - c. recommended uses (e.g., program evaluation and improvement, facilitation of collaborative research, providing information to assist individual faculty in decision-making)
  - d. the methodology that Academic Analytics employs to obtain its information
  - e. the quality of and limitations of the data/analyses that Academic Analytics provides
  - f. the means by which faculty can provide feedback to Clemson administration and to Academic Analytics about satisfaction with, concerns about and recommendations regarding Academic Analytics LLC and its services.
3. There should be a timely rollout of Academic Analytics; however, Academic Analytics should not be available for general use until the training program has been instituted.

The formal “rollout” of Academic Analytics did not take place until March 2018, with a series of college-level “road show” meetings that involved deans, lead senators, and a representative from AA.

Insofar as recommendations from the 2016 Joint Committee and questions from the 2018 roadshow were not felt by faculty to be satisfactorily addressed, concerns about and the perceived flaws of Academic Analytics have persisted. In March 2019, a year after the 2018 “rollout,” a survey was sent to all faculty to inquire about their perceptions about the platform and to attempt to generate quantifiable as well as qualitative data about the platform’s use and performance. This data has not yet been analyzed and has been passed on to the next Research and Scholarship Committee.

**Recommendations:** 1) Ask the question of whether AA violates fundamental principles of peer review and disciplinary definition. 2) Analyze the faculty survey data. 3) Review prior committee and faculty recommendations and concerns. 4) Request disclosure of AA definitions for disciplines and other categories for benchmarking comparison. 5) Request disclosure of AA

webcrawling parameters. 6) Draft recommendations by a given date or, if the systems is deemed at last flawed, draft a resolution recommended the non-renewal of the AA contract.

## **6. BUYWAYS SYSTEM PROBLEMS AND THEIR IMPACTS ON RESEARCH: ON-GOING MATTER**

The BuyWays portal, <https://www.clemson.edu/procurement/faculty-staff/buyways/>, is Clemson's online procurement system. It is described as "Clemson's online catalog and ordering solution. This electronic requisitioning tool helps you to quickly locate best pricing with our preferred suppliers, find an item available through Clemson and state contracts, compare products across suppliers and much more."

As described by committee member Bill Baldwin, inefficiencies in the system in both requisitioning materials and paying suppliers in a timely manner have an impact on faculty research productivity. Problems and inconveniences with the system from the point of view of vendors/suppliers, who are sometimes also research partners, are also sometimes simply embarrassing. Bill summarized observations on the issue as follows:

1. In 2016 or 2017, Procurement purged all of our vendors in Buyways so that we could clean up our bloated system and reduce the potential for fraud. This cost a significant amount of time to Procurement and faculty as vendors were re-added to the system, but as I understand it; this was a one-time issue.
2. However, that may not be the case. And there has not been a consistent message coming from Procurement so it is difficult to assess the situation. Procurement claims that they are purging all vendors that have not been used in the last 12 months. This seems a little quick for some vendors as they are utilized less often, provide specific research services, or are part of a university (or small business), and it takes time to be added to Buyways.
3. In addition, some vendors are being purged in less than 12 months. For example, Clemson Florist was purged just 2 months apart. Sinclair, which provides feed for Godley-Snell was purged after only a few months. Here, the claim is that everybody gets purged every 12 months unless they request not to be purged. This is not consistent with the "use" purge policy.
4. I have not seen the list, but several departmental purchasing agents and department accountants have told me that there is a purge list and either vendors or departments can ask that their vendors not be purged. For example, Sinclair supposedly was not noticed by Godley-Snell personnel as a member of this list, but food is ordered at least every 2-4 months.
5. Vendors have told our purchasing agents that the "purge emails" look like phishing scams and don't even come from Clemson.
6. Re-adding a vendor is not easy. We re-add university vendors ourselves. This process takes about 35 days, which is not acceptable when you need a sample processed and analyzed for preliminary data on a grant. Procurement claims it takes 19 days to process, but an additional 16 days somehow to get on the process list from what we understand.
7. I was told that part of the issue in Baylor College of Medicine's case was the bill came a year after services. Services were rendered 12-28-18; invoice was 1-2-19 (5-days apart). However, in speaking with another person in procurement, I was told that Baylor College of Medicine had not provided services in 25 months. Once again, that was not true as we had received services in November 2017, 13 months earlier.
8. There has been significant issues (at least in math) with reimbursing faculty that travel here to give seminars. I have seen a few hurdles in Biological Sciences, but not that nightmares I have heard out of math.
9. Overall, we really need a simpler system that is understood by all. It seems that now we have to approve Buyways orders with a PO prior to invoice, prior to payment, that some of the vendor enlistment issues

should be greatly simplified and less regimented (assuming it is as regimented as mentioned above).

**Recommendations:** This matter may not be a Research and Scholarship Committee topic per se. (Perhaps it is more of a Finance Committee matter?) In any event, the administrators of the BuyWays system may need to address the issues above.

## **7. GAME-DAY PARKING AND LABORATORY ACCESS/SECURITY: ON-GOING MATTER**

Laboratory experiments and related work sometimes take place 24/7 365-days/year. The scheduling of home football games and parking for sports fans should not be privileged over academic work. Researchers, in particular, with ongoing experiments requiring daily attention need access to campus and their laboratories. Anecdotally, there are reports of faculty having difficulty of accessing campus, even being harassed by campus/traffic-control police; finding reserved parking taken over by tailgaters; and facing being threatened with towing. Furthermore, there are reports of lab buildings not being secure on game days, with lab buildings being accessed for electricity and restrooms by tailgaters.

Following up on reports from faculty, Peter and committee member Kimberly Paul arranged a meeting with VPR Karanfil to discuss the matter. Although her committee duties were by this time reassigned to the Policy Committee, which she will chair, Dr. Paul attended the meeting with Karanfil and Parking Services director Dan Hofmann. She can share her report on the meeting with the incoming committee chair.

**Recommendations:** 1) Follow up with Dr. Paul. 2) Address laboratory building security for the safety of campus visitors, experiments, and research materials. 3) Develop a system, in conjunction with the campus police department and parking services, to allow research faculty access to campus on game days, especially in the event of laboratory emergencies (e.g., related to animals). 4) Revisit the question of faculty parking and access to offices and labs on game days.

## **8. IRB “SLOW DOWN”: MONITOR**

A matter taken up early in the year concerned reports of delays or a “slow down” impacting researchers’ projects under review by the Institutional Review Board. The Research Compliance group states on its website, “We recommend submitting your IRB packet at least 45 days before your anticipated start date,” for an “expedited review.” For a “full review,” it states 60 days, <https://www.clemson.edu/research/compliance/irb/forms.html>.

In September, committee members Patrick Warren and Scott Swain delved into the issue and provided the following report:

**To: Faculty Senate Research Committee**  
**From: Patrick Warren and Scott Swain**  
**Re: IRB/Review Committee slow-down**  
**Date: 09/04/2018**

We reached out to Tracy Arwood, Assistant V.P. for Research Compliance & Integrity, who administers all the compliance boards, research safety, and integrity. We asked:

Do you have data for the last five years or so? By year and level of review, if appropriate (I.e., Exempt-versus Non-Exempt for IRB), we'd like to know:

1. Numbers of applications
2. How many actually required review
3. The average length of time from initial application to final approval/rejection?
4. Related, have there been any changes in the number of staff working in your office over that same period?

To which she responded:

	<u>New</u>				<u>Continuing</u>				<u>Amendments</u>			
	14-15	15-16	16-17	17-18	14-15	15-16	16-17	17-18	14-15	15-16	16-17	17-18
IACUC	90	90	76	76	105	105	196	189	85	85	124	121
IBC	61	43	40	40	61	66	61	88	50	50	75	42
IRB	446	528	482	478	134	176	187	140	188	217	160	60

Reporting period: August to August

IACUC = Institutional Animal Care and Use Committee

IBC = Institutional Biosafety Committee

IRB = Institutional Review Board

2. *We don't record this data because the number is so small. We work to provide consultation services in advance of an application so researchers will understand if an application is necessary. For example, I asked our IBC Administrator how many applications were submitted that didn't require review and she said there have been 2 in the 5 years she has been in the role.*
3. *We don't routinely track time from application to approval/rejection because it is not a helpful metric for us. There are so many factors that impact the timeline. Let me give you an example – If we receive an IBC application that is well written and it can be reviewed at a designated level, it may take a few days. But if we receive an application that is not well-written and it requires back and forth between the PI and reviewer, it could take longer depending on the responsiveness of both faculty members. We work to manage response times on the review side but we can do little to manage it on the PI side. Timing also matters - If we receive 10 applications in one day (this can happen on the IRB side at peak times), it will take longer than if we receive 1 that day. Or if we receive a submission that requires full board review a day before the monthly meeting, it will be put into the review cycle for the next board meeting. If that same submission had occurred 2-3 weeks prior, it could end up on that agenda and be approved at that meeting (assuming it was well-written and needed little to no revisions).*
4. *We've had no increase in staff in more than 5 years.*

We followed up with Tracy to dig into these responses a little bit, and we learned a few further things:

- Tracy has taken on several additional roles in her time here, including overseeing research safety and integrity for sites all over the state.
- In the past (10-12 years ago), they attempted to track projects over time but found that doing so was labor intensive (hand-edited spreadsheets) and failed to capture known external causes of delays (e.g., slow reviewers, PI failure to respond, low quality submissions from new researchers and students)
- Many delays could be avoided if faculty would reach out before submitting since staff know common pitfalls and possibilities; they are happy to pre-screen and share wisdom.
- The situation becomes even worse when faculty delegate the task to graduate students with no experience in preparing the applications, leading the many rounds of revision.

- Project counts are not a reliable metric for workload (and thus potential delay) since submissions differ in type and complexity across years
- In particular, there has been a big increase in the number of multi-institutional proposals that slow the review process, as our office needs to coordinate with other offices who might have different systems.
- **Peer institutions use an online submission module in *InfoEd* platform for IRB.**
  - o **We do it for the grant proposals/administration, but not for IRB, on the PI side.**
  - o **Right now, the staff hand-enter the clearances into the admin side of InfoEd, from the forms that PIs submit to them.**
  - o **Makes it impossible for PIs to track progress.**
  - o **Makes performance tracking difficult.**
  - o **Needs IT help to set it up, which is not in her budget. Has asked for it twice in the past.**

In discussion in November 2018, VPR Karanfil stated that a new online monitoring system would be acquired; an RFP was out. The platform, which included IRB and Health & Safety software, would streamline the review process and make it clear to reviewers and reviewees what was needed, where in the process the project stands, etc.

**Recommendations:** 1) Follow up with Karanfil and Tracy Arwood about the implementation of the new system. 2) Review what of the the issues described above will be addressed via a new software platform and which require further attention.

## **9. TOP AWARDS FOR RESEARCH & SCHOLARSHIP (TARU AWARDS LIST): ON-GOING**

There have been reports of faculty who have received the highest awards in their fields and disciplines having difficulty in negotiating leave for residential awards, as well as medical insurance (while on leave), and salary. It seems that the accomplishments of faculty who have received such prestigious awards should be celebrated and that university policies should not make it difficult for faculty to accept such awards. A proposal to address this matter is to develop a list of recognized awards that would not require such negotiations. As an example, Florida State University maintains a list of such awards: <https://fda.fsu.edu/faculty-awards/extraordinary-accomplishments-program/TARU>. This list is known the Top American Research Universities (TARU) awards list because these awards contribute to university research standing. (The Center for Measuring University Performance produces a report on Top American Research Universities (TARU) <https://mup.umass.edu>.)

After discussion with VPR Karanfil, it seemed that rather than a university-wide approach, an awards list might be developed at the college level. This would allow faculty's disciplinary expertise to be leveraged in terms of defining the top awards in various fields.

**Recommendations:** 1) Be alert for reports of faculty winning top awards but encountering issues in accepting them. 2) Discuss the idea developing TARU awards lists at the college level.

10. Item

End /pl

## Scholastic Policy Committee

### Final Report

May 3<sup>rd</sup>, 2019

Mikel W. Cole, Ph.D.

#### Finished Business

##### 1. Bookstore

After three years, and with the mediational work of Kathy Hobgood (Assistant Vice President for Student Affairs and Executive Director of University Housing and Dining), the Bookstore has addressed all of our concerns and agreed to incorporate our feedback in their online site.

Specifically, in emails dated 2/9/2019 and 2/24/2019, Kathy wrote:

“Here are some steps that have been taken this Fall and Spring –

- Kevin Harrington, our bookstore manager, has worked with his team to allow the online Barnes & Noble system to accept open-source free materials as an item in their inventory, so that they can be listed with other books for a specific course. I appreciated this deeply as it is a manual and complicated process to enter items with no ISBN number.
- Additional clarity has been provided so that students are aware when a book comes in varied formats (electronic, new, used and rental as the primary categories)
- Mike Namaranian, our assistant manager who works primarily with faculty, assures me that a newer more expensive book will not be ordered without a faculty members input.
- Director of Procurement Mike Nebesky and I presented the RFP process at the January OADC meeting and have invited additional feedback. We will reach out specifically to Faculty Senate for representation on the selection committee.
- Mike Nebesky will attend the March Bookstore Advisory Committee meeting to discuss the RFP process and document in more detail.
- I have asked Rock McCaskill to provide us with the student-facing screen shots of the registration integration page that allows students to order from the bookstore. I'll ensure that the language is clear that doing so is an OPTION, not a requirement.”

**Concerns going forward remain**, despite this being “Finished Business” now that the issues in the formal complaint have been addressed.

1) How will Faculty Senate, and the SPC particularly, remain engaged with issues that arise with the Bookstore? For instance, will we maintain someone on the Bookstore Advisory Committee?

2) Also, how will Faculty Senate be represented in the contract negotiations occurring now with ARAMARK and the Barnes and Noble Bookstore? Mike Nebesky is the person in charge of this, and Kathy Hobgood remains an active mediator.

## **2. Undergraduate Academic Forgiveness**

SPC proposed policy language which was ultimately adopted by the Council on Undergraduate Studies. Changes to existing policy include: can only be applied to two courses and can only be applied one time.

In the 9/18/2018 meeting, SPC made the following recommendations for implementation of this policy moving forward:

1) The SPC has reviewed the language of the policy over e-mail and shared ideas and questions. It was noted that it would be helpful for faculty to guide students to the institutional resources that support academic success, such as the Academic Success Center. Online materials about the new policy should be added to CU 1000 and orientation sessions.

2) It was also suggested that someone find correlational data that links students who have utilized all three forgiveness courses and their challenges in future courses (i.e. academic probation, etc.).

## **3. Missed Exams Due to Inclement Weather Policy**

SPC proposed policy language to mandate that missed exams due to university closure will be given at next class time, unless an extension is granted by notification from the instructor within 24 hours of notification of closure. Complications with Final Exam week were discussed in detail, and ultimately, the recommendation is for Department to follow their Business Continuity plans.

Specifically, SPC recommended the following policy language:

**Suggested Policy for:**

**Missed Work Due to University Closure and Inclement Weather**



Any scheduled exam or assignment due at the time of a class cancellation as a result of a university closure will be given at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the university-related cancellation. During a weather emergency, students enrolled in distance education or online courses may be affected differently than Clemson University's main campus; assignments and exams scheduled during these emergencies should be handled according to the business continuity plan for the sponsoring department/unit. Please note that class cancellations may be isolated to individual units/buildings and may not involve the entire campus community. During the final examination week, instructors should refer to their unit/department's business continuity plan for instructions on scheduling make-up exam or alternative.

#### **4. Clemson Online**

Assisted Dennis Lester and Clemson Online in establishing a Distance Education Shared Governance Committee through the Committee on Committees.

#### **5. Grade Distribution Site**

Worked with Faculty Senate leadership to alert the Provost's Office of concerns about the distribution among students of grades by professor, and worked with Student Government, Legal, and Ben Wiles to establish a Task Force through the Committee on Committees to examine data collection and distribution. The site was taken down, and students submitted several FOIA requests, some of which were successful.

SPC advises that these data should remain available to various stakeholders, including: TPR committee, Department Chairs, and to students in ways that don't identify particular instructors. We do not think students should use this data to make enrollment decisions. In fact, John Griffin (Associate Provost and Dean of Undergraduate Studies) met with the Student Senate to let them know they would no longer receive this data for those purposes and offered suggestions for other ways to choose classes. No other university releases raw data the way we did in the past.

In November, Faculty Senate leadership met with Provost Jones, who agreed to draft language about the distribution site to share with faculty.

## 6. **Psychiatric Care**

Worked with Student Government and Dean Griffin's office to add language to syllabi and Dean Griffin's Undergraduate Announcements detailing psychiatric services available to students.

In November, Mason Hammond, Chair of Health and Human Services, Undergraduate Student Senate, presented to the SPC:

- He shared a handout of draft syllabi language regarding Clemson's on-campus mental health resources. The proposed language had been shared with university stakeholders.
- The SPC provided feedback on the language, specifically noting a preference for Option B and adding additional information such as walk-in hours for the Redfern Center and campus location information for resources. Members stressed the importance of sharing this information in visible ways with students, beyond syllabi.

## 7. **Bereavement**

SPC proposed language for a Bereavement policy that was then approved by the Council on Undergraduate Studies.

The proposed policy specifically was:

### **Campus Mental Health Resources**

Students experiencing personal problems or crises that interfere with their general well-being or academic success are encouraged to utilize the university's counseling resources. Clemson University Counseling and Psychological Services (CAPS) provides confidential resources to all students. To access CAPS resources visit the CAPS CU walk-in clinic that operates from 10:00 A.M. to 2:30 P.M Monday through Friday or call (864) 656-2451 during normal business hours.

Please visit their website: [clemson.edu/caps](http://clemson.edu/caps) for more information.

*Redfern Health Center, 35 McMillan Rd, Clemson, SC 29631*

Students concerned about immediate self-harm or harm to someone else should contact

Clemson University Police Department at (864) 656-2222 or call 911. The 24/7 National Suicide Prevention Lifeline can be reached by calling (800) 273-8255.

Students concerned about the wellbeing of another student but, there is no immediate threat, are encouraged to file a CARE Network Report at the following link:

<https://www.clemson.edu/studentaffairs/advocacy-success/care-network/>

### **Other Schools' Policies:**

University of Florida Page 4

<https://aec.ifas.ufl.edu/media/aecifasufledu/syllabi/fall-2018/Perryaec3030syllabusF18.pdf>

University of Utah Page 5

<https://ctle.utah.edu/resources/pdfs/Syllabus%20Checklist2.pdf>

University of Vermont

<https://www.uvm.edu/ctl/resources-teaching/syllabus/>

## **8. Grade Overlap**

Worked with Debra Sparacino and the Registrar's Office to clarify in the announcements that faculty receive to be sure that faculty understand how to avoid situations where grades are available to students while course evaluations are still open. Taimi Olsen agreed to duplicate this language on the OTEI listserv.

## **Unfinished Business**

### **1. Scale-Up/Lab Fees**

This is an ongoing item for SPC, despite it being on the initial agenda for the committee last May. Dean Trogden has been instrumental in gathering campus data about the number of rooms equipped for SCALE-UP and the actual usage of those rooms. Moving forward, questions remain about identifying rooms available for specialized pedagogies, ownership and access to these rooms by college and department, and whether or not a new fee type is needed instead of the current lab fee structures currently in place.

## **2. Course Evaluations**

Similarly, course evaluations are complex and robust issue that remain on the agenda for the committee. Numerous concerns with course evaluations were raised. Mary Beth and the Council on Women noted numerous issues relating to gender bias, concerns were repeatedly raised about over-reliance on and lack of validity for Item 10, etc. Dean Griffin shared experience and knowledge about efforts elsewhere to give faculty ownership of course evaluation items. Associate Provost Lawton-Rauh shared the Provost's perspective on faculty ownership of the items and the need for flexibility across colleges/departments. Also, Dara Parks and Tigers ADVANCE are collecting survey data from Clemson faculty and students about differences in understandings/interpretations of Item 10.

## **3. Graduate Academic Forgiveness**

Dean Osborne proposed a version of Academic Forgiveness for graduate students, prompted by the adoption of the new policy for undergraduate students. He "pitched" the idea as a reframing of graduate education from one based primarily on performance to a focus on mastery, noting that graduate students have difficulties overcoming one or two bad grades in the current system and that assistantships and other funding are especially vulnerable to one or two bad grades. The committee is still deliberating the appropriateness of an academic forgiveness policy for graduate students, noting for instance, that the purpose of a academic forgiveness at the undergraduate level (e.g., to help students make major changes) may not align well with graduate education.

## **4. Undergraduate Grading Scale**

Student Government is proposing a change to the current grading scale that would allow for + grades, but not – grades. This issue was raised recently, and the SPC is still deliberating the merits of the proposal with some members sympathetic to the student proposal and some quite skeptical.

## Appendix A: SPC Committee Member's Stances on Unfinished Business Items

As with most academic committees, the Scholastic Policy Committee (SPC) is a collection of intelligent, free-thinking individuals. Rarely is there complete agreement on any issue. Given that the Unfinished Business Items are moving forward for the next Chair of SPC to consider for the Standing Agenda, I am choosing not to provide a monologic summary of our diverse opinions on these issues.

Rather, for the March, 2019 meeting which fell on the week of Spring Break. In consultation with Presidnet Jan Holmevik, I cancelled the face-face meeting and instead asked the SPC members (including special and contingent faculty, Ex Officio members, etc.) to provide their written responses to the following questions, which I distributed through the FS Office (i.e., Chelsea Waugamann). Also, my questions comprise the information available in the 3/19/2019 Minutes for the SPC. Below are the complete responses of all of the members that replied.

### 1. Kristi J. Whitehead, Science Delegate

#### Unfinished Business

##### 1. Course Evaluations

Please see attached proposal and provide your suggestions and comments

*I am concerned about "requiring" additional information (particularly for portion C). Our department has been willing to dive into the issue from a time standpoint. From the pedagogical conferences that I have been to, there seems to be quite a bit of debate in the literature about the best way to do peer evaluations. The systems that are highly organized often require large amounts of training, and the systems that are more "free form" seem to be less helpful and uniform. I realize that peer evaluation is the not the only component in portion C, but several of the other options are also problematic (Mentor's advice – I have not had a mentor at any time in my 8 years here or video classroom review – I currently teach in several classrooms with no video recording capabilities). I think we need to be very cognizant of time and resources if we are going to "require" something.*

##### 2. Academic Forgiveness at Graduate Level

Please review Dean Osborne's "pitch" and provide your suggestions and comments

*I am not opposed to graduate student's being able to retake courses, but I agree that it should be termed as "forgiveness", and I think there should be fairly stringent stipulations placed on it. In the*

*program I attended, we have to receive a B or better in each class. If we did not, then we had one chance to repeat the course, or we were automatically terminated from the program.*

*I think the overall issue is complicated at Clemson, because my impression is that some graduate programs have a similar requirement (B or better in everything), while others go by a minimum total GPA.*

3. SCALE-UP

Do you recommend that SPC continue to explore the use of classrooms and/or a new fee type?

*I could take or leave this, honestly.*

4. Cole: Bookstore

*I don't have any additional comments or concerns.*

New Business

**1. Proposed undergraduate grading scale**

The Undergraduate Student Senate is looking to implement a new grading scale that would include B+, C+, and D+. It would be similar to the grading scale at [UofSC](#) and [Coastal Carolina](#).

*I am actually a big fan of this proposal, but ONLY if the cut-off for the "plus" designation is 87, 77, 67. I firmly disagree with dropping it down to an 85, 75, 65. If there is going to be an increase point value for the plus, then I think it should be clear that an individual differentiated themselves from the 80s, 70s, and 60s...and I think the 85, 75, and 65 designation is too close (I think that DOES result in nothing more than GPA inflation in many cases). As an instructor in lots of different classes, I have been frustrated by the overall full point difference for students who make an 89 vs those who make a 90 (particularly when the exam scores are often not appreciably different). Once I start getting into the 85s and lower, I can often observe clear differences in performance on graded assignments.*

*I also think it is absurd that students can currently only earn full points (4, 3, 2, 1), but we calculate their GPAs out to two decimal places...and we use the decimal places to determine scholarship retention and academic suspension.*

## 2. Jonathan Maier, ECAS Delegate

- **Course Evaluations:** This seems to be two separate issues: 1) changes to course evaluations, and 2) changes to how such course evaluations amongst other sources of evaluations of teaching effectiveness are used in the TPR process.
  - Clearly, both issues need to be addressed and potentially overhauled as I certainly agree our current practices appear to be out dated and in some cases dysfunctional. However, I would prefer to see these two issues decoupled.
  - SPC has the authority to revise the course evaluations system on its own. I suggest next year's SPC make this a priority. I suggest setting a goal of retiring Weskott's old software by no later than next spring and replacing it with a Canvas based system (considering the many 3<sup>rd</sup> party options out there) while giving individual departments the flexibility of setting their own questions.
  - Meanwhile, the use of such evaluations amongst other sources in TPR would require a change to the Faculty Manual, which theoretically could originate in SPC but would normally also flow through the Policies Committee. As any change to TPR would impact all faculty, this process should be done carefully and may take a longer time to do correctly.
    - I do suggest that any such changes also take into account the R for "reappointment" in TPR that applies to special rank faculty. I think special rank faculty would welcome multiple sources of evidence of teaching effectiveness, but we should be careful not to burden the evaluation system further for folks that need to be reappointed currently every 1 or 3 years.
    - For example, if we require "one from each of Columns A, B, and C" then that become three separate evaluations instead of the one current evaluation from the students. While that system would almost certainly be more fair, it would also in principle triple the workload in collecting and analyzing such evaluations.
- **Academic Forgiveness at Grad Level:** I would ask Dean Osborne to provide some supporting data (in writing) to back up his request, such as the number of students that would be impacted, specific policies at peer institutions, etc.
- **Interactive Course Type w/ fee:** update: as soon as our schedules align I will be meeting with the associate deans to discuss this topic. I'll be happy to send you an update when that happens; otherwise I'm sure Dean Trogden can provide an update as well. Obviously I recommend SPC continue to pursue this issue. Eventually SPC will have to coordinate with the Finance committee about the course fee structure.
- **Bookstore:** Can we get some advice for what to tell students and parents at orientation about the new agreement (assuming it will be in effect beginning this fall)?
- **Proposed undergrad grading scale:** The impact on student's ability to maintain LIFE and Palmetto scholarships (and related STEM enhancements) is something to strongly consider. We don't want USC, Coastal Carolina, etc. having an advantage (and recruiting advantage) because of (perhaps arbitrary) differences in our respective grading scales. I would ask the folks in the Undergrad Student Senate to provide us with data about the grading scales used at some peer and aspirational institutions, especially outside of South Carolina. I also suggest we contact our accreditation agencies (SACS, ABET) to get some input from them. Obviously we don't them to look at such a change as a move toward grade inflation.

### 3. Bridget Trogden, Associate Dean of Undergraduate Studies

#### 5. Course Evaluations

Please see attached proposal and provide your suggestions and comments

Bridget Trogden feedback: My comments are below.

#### 6. Academic Forgiveness at Graduate Level

Please review Dean Osborne's "pitch" and provide your suggestions and comments

Bridget Trogden's feedback: Dean Osborne's comments weren't included, so I'm going off memory from the last meeting. I see merit in the idea. Academic forgiveness was implemented at the undergraduate level to help students making a transition into a major or between majors and is a great tool to help retention and graduation. It is hard to make the argument that graduate students also need time to explore certain majors (i.e. – the are graduate students and should know their fields and its requirements prior to matriculation), but there might be other reasons for an academic forgiveness policy. I would like to ask Dean Osborne what data he can provide that would clarify the issue. For instance, graduate students who are failing courses – do they switch to other graduate programs? Are their mental health issues? What is the impact on their graduation rates?

#### 7. SCALE-UP

Do you recommend that SPC continue to explore the use of classrooms and/or a new fee type?

Bridget Trogden's feedback: Yes, I think this should stay on the agenda for the next Committee. As we left it, there is not good data to be able to tell who is using SCALE-UP, or who might want to move toward using these pedagogies. Being able to have the data can help faculty to advocate for support of improved pedagogies to support teaching & learning, especially in high failure-rate or gateway courses. My belief is that the Scholastic Policies Committee tackles important matters that affect faculty and their workload, and this is a project worth pursuit.

#### 8. Cole: Bookstore

Kathy Hopgood has mediated an agreement that the Bookstore will accommodate all of our requests. Do you see this issue as closed, or do you have additional concerns you think SPC should continue to pursue

Bridget Trogden's feedback: I think that Scholastic Policies Committee needs to continue to have a voice in how policies are carried out with the University bookstore. Faculty Senate also needs a representative in contracts with bookstore or other vendors that impact scholastic matters.

### New Business

#### 2. Proposed undergraduate grading scale



The Undergraduate Student Senate is looking to implement a new grading scale that would include B+, C+, and D+. It would be similar to the grading scale at [UofSC](#) and [Coastal Carolina](#).

Here is an enumerated list of our rationale if that helps:

1. There currently exists a large difference between achieving B's and A's on final exams (e.g. get a 50 on the final to get a B overall vs. 92 to get an A) so the student simply tanks on the final exam rather than pushing for some in-between grade and finishing out strong.
2. Less haggling over grades to get that bump up to a 90 from an 89. We understand there could potentially be some discussion from a B to a B+, but the incentive is much lower (eg. 0.33 GPA point increase vs 1.0) and this added degree of specificity in the grading scale can allow for more "black and white grading"
3. We are not asking for grade inflation. We are just asking for better representation of the work put in. This distinguishes the best students to reward hard work throughout the duration of the semester.
4. Easier to distinguish across students and across colleges (bigger difference between a B student and a B+ student--think 89 vs 80; less of a difference between B+ and A- think 89 vs 90).
5. Students support this!!! But do not support the A- system. We already are under way too much GPA pressure for scholarships and such. Under the current system, UofSC students get to keep their scholarships when some of our students don't simply because of the grading scale.

The students are still playing around with the scale itself (whether a B+ is an 85 or 87 and whether the corresponding GPA would be 3.5, 3.33, 3.67, etc)

Please provide your responses/opinions for the new leadership of the SPC.

Bridget Trogden's feedback: I am in support of this initiative. If a B+ were a 3.333 and a C+ were a 2.333, this is an appropriate GPA scale. (I don't see much use in a D+ being at a 1.333, but I'm not especially against it either.)

My main rationale for being in favor of the initiative is because of what the students have indicated, especially items 3, 4, and 5. Item 3: this is indeed better representation of a students' work. Item 4: I agree. Item 5: should not be understated. The GPA requirements for Clemson students for state scholarships were set external to Clemson – i.e.: as far as I know, Clemson faculty did not get to weigh in on and approve these external standards. Students who lose state scholarships graduate at rates between 40-50% lower than those who retain state scholarships (source: data from Institutional Research). Asking for a + scale for letter-grades is NOT grade inflation. Rather, it is asking students' GPAs (which – like it or not – have financial repercussions for our students) to better reflect their work.

\*\*Note: I have also sent a copy of these comments to the Student Senate, upon their request.

## Student Evaluation of Instructors

### Scholastic Policies Committee

#### Outgoing Chair's Proposal

March 19, 2019

Given that student evaluations are a notoriously biased instrument (e.g., gender, race, age),

Given that student evaluations do not correlate with measures of student learning,

Given that professors rarely change instruction based on student feedback,

Given that the Provost's office prefers faculty control of this issue,

We propose that the Faculty Manual be amended to *require* multiple sources of teaching effectiveness be considered when making TPR and/or merit decisions. In alignment with the Provost's preference for Departmental control of TPR guidelines, we suggest that sufficient flexibility be maintained. Perhaps language like "Choose at least one from each of Columns A, B, and C" could be utilized.

Best practices suggest the following additional sources of evidence of teaching effectiveness:

Best Practices (Berk, 2018; Shao, Anderson, & Newsome, 2007)

- a. Students
  - i. End-of-course ratings
    1. Recommendations for student evaluations include: anonymous, given without instructor in room, not before/after an exam (Shao, et al, 2007)
    2. Ranking of common items (highest to lowest): Professor's preparedness (course objectives are well explained, assignments are related to course objectives, etc.), communication skills (encouraging questions and discussion, etc.), overall rating, enthusiasm, communication of content (assignments reflect what is learned in class, organization of material, explanations of concepts, etc.)
    3. Provide students with definitions and consider how their interpretation of terms might differ from faculty/administrators'
    4. Use distributions of ratings and not just the mean
    5. Avoid comparing faculty to other faculty
    6. Provide training to Deans/Chairs/etc.
  - ii. Midterm feedback
  - iii. Student focus groups instead of individual ratings
  - iv. Student Exit and Alumni Ratings
  - v. Student outcome measures
- b. Instructor
  - i. Self-ratings or reflections seeking continuous improvement

1. Reflections at the end of a semester on how a course went overall, how its activities and assignments impacted students, and/or what might need to be altered before the course is taught again.
  2. Reflections on representative data (quantitative or qualitative) from the student forms on items from the course that could be adapted or revised for future semesters.
- ii. Evidence of scholarship of teaching and learning
  - iii. Teaching awards
- c. Other Faculty
- i. Peer classroom observations
    1. Recommendations for peer observations include: Observer training, 8-10 visits per semester, reliable observation check-list, inter-rater reliability
  - ii. Peer review of materials
  - iii. External expert ratings
  - iv. Mentor's advice
  - v. Video classroom review
  - vi. Teaching/Course portfolio review
- d. Administrator
- i. Administrator ratings
- e. Employer
- i. Employer ratings

Bridget Trogden's feedback: I think this is a good document and a good summary for this year. Perhaps the AY19-20 SPC would like to work toward formally revising the Faculty Manual section "Evidence of Student Learning in Evaluation of Faculty Teaching" (p. 110-111). We would also need to continue to push for appropriate training for people – peers, administrators, or employers – doing evaluations. With my faculty hat on, I'd like to comment that my ESED departmental colleague Karen High did a peer evaluation in my ESED 85000 course last semester using an evidence-based rubric, and I found the feedback to be incredibly helpful for my own FAS. Being able to use the expertise of people like Karen in training ourselves to be good peer evaluators would be an excellent practice.

*The Welfare Committee shall make recommendations concerning such policies as relate to: workloads; extra-curricular assignments, non-university employment; salaries; leaves of absence; sabbatical leaves; retirement; and other such policies as affect faculty welfare and morale.*



CHAIR: Betty Baldwin

## 2018-2019 Report

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This report will cover agenda and accomplishments for the 2018-2019 academic year and present the agenda of work for the coming year. Finally, I have included a longer narrative of work specifically related to the results of the COACHE survey.

### 2018-2019

#### Resolutions:

**University Club**—interest in a University Club was brought to our attention in the fall of 2018 as an interest for close to 50 years by the faculty, and we worked with the senate president to draft a resolution to support a University Club for Clemson University. The resolution was passed in March of 2019.

#### Agenda of work:

**Incorporated HR** into our meetings to answer questions and help with strategy for problems raised to our committee.

**Spousal-partner support for faculty**—we worked with HR to understand and give ideas for support to faculty. Were able to communicate to faculty about support for new hires and discuss a mechanism for past partners needing support. Suggestions for web support, and not turning away over-qualified candidates were contributions our committee made. We will continue these efforts.

**Sick Buildings**—the topic of “sick” buildings became a big issue right away, as faculty returned to work after a hot wet summer, mold, leaks and other air quality issues became evident. Once presented in the senate we received reports from many faculty in buildings across campus with real health concerns, some seeing doctors for health issues related to mold or lung and other problems, including some students. This problem was deemed larger than faculty Welfare, and as such was taken up by the president of the senate and the faculty representative to the Board, Joseph Ryan.

**Scheduling for classrooms**—The new scheduling system for classroom space opened the entire campus and an issue for faculty was teaching in classrooms across campus from their office. Pamela Dunston on the Welfare Committee met with the scheduling staff, and determined that due to concerns there would be a zone system to keep faculty in the near zone to their office.

**Compensation**—The concerns that came up with compensation were centered around expectations to support the R-1 category of Clemson University without the compensation, support or teaching schedule to match the R-1. There is recognition that this is a period of transition and we will continue to monitor this transition so that we think about all three categories of faculty; those we want to recruit, those we want to retain, and those building their life and profession here at Clemson. We will continue to address challenges of work load inequity and support efforts to move away from a culture of “Stars” and “Top Performers” that creates poor morale among faculty to one that has more depth of understanding of the value of many roles in the University system that can help propel us forward as a leading University.

**Livable environment**—the environments we live and work in are under pressure from growth, and this item came up last year in the form of parking, walkable campus during construction, and concern for the linkage between efforts like the Clemson Experimental Forest, the Green Crescent Trail, and City Parks with campus. The concerns come together to question if a systems approach to growth includes the communities and lands adjacent to the University, with a desire to support this from a faculty perspective.

### **Agenda for the 2019-2020 Senate Term**

Work with the creation of salary oversight committee

Continue work to initiate the University Club

Faculty access to child development center

Employee tuition waiver/scholarships for children of faculty

Faculty use and support of the Clemson Experimental Forest

Support for the living environment through initiatives like the Green Crescent Trail

Faculty Advocates for Access and Equity cases

University Dining Contract

### **Thoughts on the COACHE survey from the Welfare Committee**

We have focused on the items for improvement of the work environment for faculty, and we believe the staff and other members of the community will benefit from our ideas as well. We also think all of these are issues for recruitment, retention and morale. We have added morale, because we know there are faculty (probably staff too), that will stay at Clemson even with unsatisfactory issues, because of a spouse job in the area, children at school, friends and extended family. They are not a retention problem per se for the university, but the morale of this group affects the greater Clemson University community.

Related to **Compensation**, we see and support efforts to continue to work toward a fair compensation of work as compared to peer institutions and to address compression, gender and diversity issues and workload discrepancies across faculty where comparisons are made related to research and scholarship. We also support addressing the low pay issues at the University (getting those below, say \$40,000 per year above. *This amount-this number was*

*floated in meetings; the intent is that people working full-time should be able to make a living wage).*

Related to **Facilities and Resources at Work** we have addressed this topic at multiple scales. Faculty offices and teaching environment: At a minimum we need to see systematic support and action to make sure all faculty (staff and students) are in a safe working and learning environment. We support a transparent system of reporting data on air quality for buildings with known problems and other data collected on the health of the working environment.

In terms of classroom assignments for teaching, we applaud the new zoned system that will keep teaching locations for faculty in near buildings to their office.

We believe the university club will be an asset to faculty and staff life at the university, especially providing a dedicated space for meetings, both formal and informal, where meals and beverages can be shared.

Parking issues continue to be a stress in the working environment, and make leaving campus or coming to campus at off times difficult. If satellite parking was supported by a shuttle service that runs past 5:30pm, and busses were frequent, we think faculty would use this service, rather than waste valuable time looking for parking, parking far away and using Uber to get to campus, or walking long-distances. This is potentially costing the University a lot of money in lost productivity.

Care needs to be taken to keep walking paths open during construction and clear signage for safe areas for walking across roads and across campus. There are many danger spots on campus now, including sports areas like the baseball stadium parking, where many people resort to walking down roads that are busy with traffic. We support all efforts to prevent foot traffic on drivable roads by providing safe alternatives.

Related to **Appreciation and Recognition**, we believe there is much more than compensation that will support the overall culture of support and increase morale of faculty. We see this as linked to compensation, but another way to show support for the faculty as part of the Clemson family/community both as workers and in our lives. I will address these as on and off campus topics.

On Campus

We suggest an addition of perks like a lower rate for football tickets, Fike membership and shows and concerts at the Brooks Center. It would not need to be much, but something that supports the recognition of faculty as a part of the system with a special status. *10% was the number floated at our meeting.*

Tuition support for families with college students. We noted that the state of SC is ranked as one of the most expensive state school systems in the nation, yet there is no support or reduced rate for faculty with students attending state schools. We believe this is a recruitment, retention and morale issue.

We believe support for the University Club, as has been stated by many sectors of the University are an important element of appreciation and recognition that will help morale, and go beyond to inspire creativity and joy on the campus.

We applaud the efforts by HR to work toward solutions for dual career couples coming to and at the University. The support through the hiring of Jazz Hamilton have helped faculty morale. We understand the pace of the work due to the new hires and backlog.

#### Off Campus

We are concerned about the reported poor relationship between the University and the town of Clemson. It is important to remember that the town is where many people that work at Clemson University live, and an adversarial relationship with the town is in effect and adversarial relationship with university employees.

Major projects to support the mechanics of Clemson University and the town that are placed near neighborhoods and near schools, like the one scheduled near the Montessori School reveal a blind-spot in the planning, where the needs of the near neighbors of the University are not clearly taken into account.

We would like to see support for efforts to integrate planning for the **Green Crescent Trail** with campus planning and possibly linking all of this with the Clemson Experimental Forest. This integrated plan will support the health and wellness of all members of the campus community and the surrounding area. This may also be a way to link these efforts with satellite parking, that will get more cars off campus, thus reducing parking stress and heavy traffic leaving campus at the end of the day. This could be done with a parking hub, maybe the old Food Lion or BiLo, that ties in with the Green Crescent trail, could be a bus to recreation locations in the forest as well as to campus. Could also serve as a welcome center to the University and the town, including a welcome to the sports complexes, recreation on the Lake and in the **Clemson Experimental Forest**.

## **2018/2019 Final Report**

### **Clemson Faculty Senate – Ad Hoc Committee on the Status of Women Faculty**

#### **Introduction**

The Ad Hoc Committee on the Status of Women Faculty was approved by the faculty senate advisory committee meeting May 22, 2018 with Karen High serving as Chair. Work for this committee started on June 21, 2018 during a meeting with Jan Holmevik (senate president), Karen High, William Everroad, Chelsea Waugaman and Jennifer Ogle.

The initial charge from Jan Holmevik was to focus on four aspects:

- 1) Tenure and promotion status of women
- 2) Salary status of women faculty
- 3) Retention of women faculty
- 4) Overall climate for women faculty

The committee had their first brainstorming and organizational meeting on August 10, 2018. At that time the committee consisted of: Neil Calkin, Matt Macauley, Mary Beth Kurz, Walt Hunter, Jennifer Ogle, Sapna Sarupria, Saara Dewalt, Natasha Croom, Angie Fraser; Karen High, and Chelsea Waugaman. This meeting was a brainstorming meeting to set the agenda for the 2018/2019 year. At this meeting the charge was slightly adapted to the following topics.

1. Tenure and promotion (for all faculty)
2. Salary equity
3. Recruitment and retention of faculty
4. General climate

At this meeting it was agreed that initial work would be done to:

1. Summarize reports from peer institutions (R1, Land Grant and other similar universities). These institutions were California Institute of Technology, The University of Central Florida, Colorado State University, Duke University, Massachusetts Institute of Technology, Northwestern University, Princeton University, The University of Chicago, and the University of Texas at Austin. Each committee member was assigned at least one report to examine and specifically looked for:
  - a. Research/evaluation questions
  - b. Data sources and analysis methods
  - c. Target population
  - d. Timeline (so that ours is consistent)
  - e. Conclusions
  - f. Recommendations
  - g. Considerations for our report
2. Review academic literature from 2007-2018 to understand similar initiatives nationwide and status of women faculty nationwide.
3. Consider data sources at Clemson. The major sources of data were considered to be:
  - a. COACHE (Collaborative on Academic Careers in Higher Education) data from Clemson University
  - b. TIGERS ADVANCE initiative at Clemson University and associated research
  - c. The Clemson President's Commission on Women



- d. The Clemson Provost's Office with the Associate Provost for Academic Affairs
  - e. Institutional Research at Clemson University
4. Develop a report for April 2019.

## **Meetings 2018/2019**

### Fall 2018 Committee Meetings

August 28, 2018

September 14, 2018

September 25, 2018

October 5, 2018

October 22, 2018

November 9, 2018

November 27, 2018

The work of the committee in the Fall of 2018 centered on reviewing summaries of other university reports and academic literature as well as gathering Clemson data sources. Walt Hunter had one of his graduate students develop summaries of the academic literature that consisted of aims of studies, target population, data collection methods and sources, timeframe for data collection, results, and recommendations for best practices. This review was completed for about 100 articles in literature. Based on the work with academic literature, the committee decided to add librarian Jan Comfort to the committee. Eric Davis (senator) and Melissa Welborn (Institutional Research) were also added to the committee.

The summary information gathered and examined were described in the introduction section. The review of these summaries was particularly fruitful as it allowed for the committee to consider important areas for our reports. Strategies for data presentation were discussed. Based on these summaries, the committee determined that looking at 10-year data (2008-2018) would be important to understand trends at Clemson. Additionally, the committee decided that it was important to look at micro-cultures to determine if micro inequities exist.

The discussion regarding data to gather from Clemson was organized around questions that need to be answered. The committee was broken into subcommittees to start to find and examine data for the questions. The questions that need to be answered come from the original four-part charge with the addition of one item – with subcommittee members names:

- A. Tenure and promotion for all faculty – Natasha Croom and Eric Davis
- B. Salary Equity – Matt Macauley and Mary Beth Kurz
- C. Recruitment and Retention – Jan Comfort and Sapna Sarupria
- D. General Climate, which encompasses work load and work life balance – Walt Hunter and Angie Fraser
- E. Leadership/Advancement – Neil Calkin and Jennifer Ogle

The following Table (Table 1) shows the detailed questions for the five areas. The questions were categorized by quantitative data that was deemed accessible at Clemson, desired new quantitative data, and qualitative data. The plan was to obtain the last 10 years of data and to attempt to disaggregate data by race, college, gender and look at university wide data.

Table 1 – Detailed Questions for Five Areas

	<b>Quantitative data currently have access to</b>	<b>Quantitative data would like to get</b>	<b>Qualitative data</b>
A – Tenure and promotion for all faculty	Tenure success and failure rates	Use of tenure clock extension - Who requests, uses	How is the institution nurturing promotion (TPR)
	Timeline from associate to full		Perceptions of the clarity of P&T expectations
	Number and % submitting applications to full professor		
	Proportion in each faculty rank		
	% in tenure-track, non-tenure track positions		
	Rate of promotion, based on appointment		
	Perceptions of the clarity of P&T expectations		
B – Salary Equity	Pay, by rank, college, department, for temporary and permanent ranks		
	Retention-based salary increases from counter- and pre-retention offers		
	Beyond-salary benefits (overload salaries, equipment provided, postdocs)		
	Start-up package information		
C – Recruitment and Retention	Recent (past 5-10 years) faculty with Clemson terminal degrees		How mentorship is taking place in departments
	Dual career hiring statistics		Reasons faculty leave
	Departure of faculty		Best practices of mentorship
	Cost of faculty attrition - replacement costs,		

	recruitment, start-up, assets/funding loss at departure, student advisee loss		
	Workload differences, at assistant and associate levels		
	Mentorship perceptions		
D – General Climate, which encompasses work load and work life balance	Perceptions on equity of committee assignments	Examining shared governance committees - how many are women, where are they located, what committees are appointed vs elected and the committee compositions of each	Personal stories of inequity
	Equity of teaching assignments, course buy-outs, TA assignments	Search committee compositions by department, college, university	Examples of bullying, hostile behavior (within departments)
	Perception differences for family work-life policies	Search committee - interview pool statistics (gender and race)	How women are invited to departmental decision-making, lack of inclusion
E - Leadership/Advancement	Numbers of women in administrative roles		Leadership opportunities outside of Clemson University
	Existing faculty promotion to administrative roles		
	Endowed chair statistics		
	University awards, college awards - gendered differences		
	Promotions within colleges and around the university		

Much of the work of the committee for October through December was work in subcommittees to try to start to find data for the questions in Table 1. Karen High met with subgroups in December instead of holding full committee meetings.

### Spring 2019 Committee Meetings

January 11, 2019

January 22, 2019

February 8, 2019

February 26, 2019

March 8, 2019

March 26, 2019

The committee changed a little bit for the Spring 2019 Semester. Jessica Kohout-Taylor replaced Jan Comfort and Neil Calkin and Sapna Sarupria left the committee. In December of 2018, Faculty Senate President Jan Holmevik tasked the committee with developing resolutions based on their work. This was to ensure that recommendations were developed by the committee. The predominant work of the committee in January, February and March were to develop the resolutions. The resolutions focused continuing the work of the committee into 2020. The recommendations were developed with Denise Anderson and Margaret Ptacek from TIGERS ADVANCE, Tina Sims White and Jennifer Ogle from the Women's Commission, and the committee.

### Special Meetings

1. September 4, 2018 – Meeting with TIGERS ADVANCE researcher – Karen High, Chelsea Waugaman and Melissa Vogel
2. October 8, 2018 – Committee organization meeting with Chelsea Waugaman and Karen High
3. October 19, 2018 – Discussions of Chelsea Waugaman and Karen High with TIGERS ADVANCE (Denise Anderson and Margaret Ptacek), Women's Commission (Tina Sims White), and Institutional Research (Melissa Welborn) as to data that each group had that would support the Ad Hoc committee work
4. October 20, 2018 – Data discussion with Chelsea Waugaman and Karen High
5. December 4, 2018 – Meeting with Faculty Senate president (Jan Holmevik) and Karen High to discuss committee findings to date and to have the Ad Hoc committee start to consider resolutions
6. December 19, 2018 – Meeting with Associate Provost for Faculty Affairs (Amy Lawton-Rauh) and Jan Holmevik and Karen High to discuss initial findings of the committee
7. January 10, 2019 – Resolution planning meeting with Jan Holmevik, Karen High, William Everroad, and Chelsea Waugaman
8. January 11, 2019 – Meeting of Karen High and Chelsea Waugaman with Faculty Senate president (Jan Holmevik) to discuss data needs
9. January 17, 2019 – Meeting of Karen High and Chelsea Waugaman with Clemson Executive Director of Enterprise Analytics (Matt Chambers)
10. February 15, 2019 – Meeting of Karen High and Chelsea Waugaman with incoming Faculty Senate president (Danny Weathers) to discuss future of committee
11. February 26, 2019 – Committee resolution presented to Faculty Senate Advisory Committee
12. March 4, 2019 – Planning conversation for resolution with Karen High, William Everroad, and Chelsea Waugaman
13. March 8, 2019 – Meeting with Associate Provost for Faculty Affairs (Amy Lawton-Rauh) to discuss resolution
14. March 12, 2019 – Resolution presented to Faculty Senate
15. April 9, 2019 – Resolution withdrawn from consideration due to change in Karen High Fall 2019/Spring 2020 teaching assignments, not available to chair Ad Hoc committee.

## **Wrap Up and Recommendations from the Committee**

The Ad Hoc Committee on the Status of Women Faculty final committee members were Eric Davis, Natasha Croom, Angie Fraser, Karen High, Jessica Kohout-Taylor, Walt Hunter, Melissa Welborn, Matt Macauley, Jennifer Ogle, Mary Beth Kurz, Chelsea Waugaman. The committee met twice a month for 3-4 hours as well as completed additional, subcommittee and individual work to review reports from other universities (eleven); academic literature; as well as data from ADVANCE, COACHE survey and other Clemson sources. The committee focused on:

- a. Tenure and promotion
- b. Salary equity
- c. Recruitment and retention of faculty
- d. General campus climate
- e. Leadership and administrative advancement

The committee engaged with TIGERS ADVANCE personnel, the Women's Commission and the Associate Provost for Faculty Affairs. The committee developed recommendations for the Faculty Senate to:

- a. Gather data at the departmental or unit level about gender-based faculty experiences at Clemson University
- b. Research best practices of other peer universities that promote the status of women faculty
- c. Provide policy and governance recommendations specific to women's issues
- d. Determine if gendered differences exist with service load expectations and opportunities
- e. Provide recommendations for which TIGERS ADVANCE initiatives should be institutionalized

Appendix B  
Faculty Senate  
Bylaws  
Adopted March, 2019



# 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.*<sup>1</sup>

## ARTICLE III

### Membership

**Section 1. Membership.** *As a rule, there will be thirty-five members of the Faculty Senate.*<sup>2</sup>

**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.

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<sup>1</sup> Constitution of Clemson University, Article II, Section 1

<sup>2</sup> Constitution of Clemson University, Article II, Section 2



**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.*<sup>3</sup>

**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.*<sup>4</sup>

**Section 5. Alternates.** *Each college, except the Library, shall elect two alternates on a yearly basis; the Library shall elect one*<sup>5</sup>. 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 themselves*<sup>6</sup>.

**Section 6. 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 7. 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

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<sup>3</sup> Constitution of Clemson University, Article II, Section 2

<sup>4</sup> Constitution of Clemson University, Article II, Section 2

<sup>5</sup> Constitution of Clemson University, Article II, Section 2

<sup>6</sup> Constitution of Clemson University, Article II, Section 2





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.*<sup>7</sup>

**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. Reports

- a. Provost
- b. Standing Committees (3 minutes each)
- c. Temporary Committees (3 minutes each)
- d. University Committees (3 minutes each)
- e. Special Reports (3 minutes each)
- f. President of the Faculty Senate

##### 2. Unfinished Business

##### 3. 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.*<sup>8</sup>

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<sup>7</sup> Constitution of Clemson University, Article II, Section 4

<sup>8</sup> Constitution of Clemson University, Article II, Section 4



## 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.*<sup>9</sup> 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.*<sup>10</sup> This request should be submitted electronically to the Faculty Senate Office.

## 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.

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<sup>9</sup> Constitution of Clemson University, Article II, Section 3

<sup>10</sup> Constitution of Clemson University, Article II, Section 3  
*Bylaws of the Clemson University Faculty Senate*



## **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 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 Delegates

**Section 1. Membership.** There shall be at most fifteen members of the Convention of Delegates.

**Section 2. Membership Eligibility.** Delegates will be comprised of special rank faculty except adjunct faculty, temporary lecturers, visiting lecturers, and postdoctoral researchers.

**Section 3. Duties and Responsibilities.** The primary duties of delegates are to promote and support the mission of the Faculty Constitution of the Clemson University faculty, abide by the policies and decisions of the Faculty Senate, advocate the policy positions of the Faculty Senate at all University shared governance levels, communicate with constituents, recommend and assist in recruiting prospective delegates, and develop and maintain a working knowledge of the current issues of higher education in general and Clemson University in particular. In addition, each College Delegation will name one Lead Delegate who is expected to attend, or designate another delegate to attend, all monthly Faculty Senate meetings. Delegates are also expected to prepare for each Convention of the Delegates by reviewing meeting materials and formulating questions and responses to issues as well as attend meetings regularly.

**Section 4. Election and Term 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 fifteen, 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 fifteen, the remaining seats are allocated to the colleges with the larger fractions until there is a total of fifteen members. 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 February 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 will control the numbers selected for the Convention of Delegates at that time. New allocations will be based on the number of members of the eligible faculty at the beginning of the fall semester.

**Section 5. 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 6. Removal.** The College Delegation submits a notice of recall to the Faculty Senate Secretary. The College Delegation will immediately conduct nomination procedures for replacement.



## **ARTICLE IX**

### **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.

**Section 2. Regular Meetings.** Convention meetings will be held at least once each long semester. The schedule of the meetings for the year will be announced no later than the first day of May.

**Section 3. Membership.** The Convention of Delegates will be comprised of all senate delegates. The Faculty Senate Vice President will serve as Chair and will deliver a report to the Faculty Senate Executive Committee after every convention.

**Section 4. Standing Agenda.** The agenda for each convention will be finalized by the Secretary of the Faculty Senate and distributed no later than seven calendar days prior to the date on which the Convention is to be held.

**Section 5. Special Meetings.** With the approval of a majority of delegates, special meetings of the Convention of Delegates may be called at any time by the Faculty Senate Vice President, or by written petition by at least one-third of the delegates.

**Section 6. Quorum.** Two-thirds of the membership of the Convention of Delegates will be the quorum for the transaction of all business.

## **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.*

**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.*

**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.*



**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.<sup>11</sup>*

**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**

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

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<sup>11</sup> Constitution of Clemson University, Article II, Section 5  
*Bylaws of the Clemson University Faculty Senate*

1 **Faculty Senate Resolution 2019-XX**

2 **Policy Committee approval: April 2019**

3 **Topic:** “Faculty Manual Consultant Amendment”

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

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

8 **Whereas,** the *Faculty Manual* refers to a faculty member resource, appointed by the Provost, to  
9 aid in the review of university policy matters titled “Faculty Manual Editorial Consultant”; and

10 **Whereas,** there exists no description of the position or means by which the faculty member is  
11 selected in the *Faculty Manual*; and

12 **Whereas,** such a position, and its explicit duties and responsibilities, should be described fully in  
13 the *Faculty Manual* as a reference for all faculty and administrators; and

14 **Whereas,** the Policy Committee has concluded that this position is more than an “editor”; it is  
15 therefore

16 **Resolved,** that the *Faculty Manual* be amended to **insert** the proposed language as Appendix B;  
17 and it is

18 **Resolved,** that *Faculty Manual* be amended to **strike out** all existing references to the “Faculty  
19 Manual Editorial Consultant” and **insert** “Faculty Manual Consultant”.

20 *This resolution will become effective upon approval by the Clemson University Executive Vice*  
21 *President for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual.*  
22  
23

1 Proposed Language

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3 **APPENDIX B: FACULTY MANUAL CONSULTANT**

4

5 **A. Overview**

- 6
- 7 1. The Faculty Manual Consultant is responsible for:
- 8 a. Reviewing departmental TPR documents, departmental and college bylaws for
- 9 conformance to the *Faculty Manual*;
- 10 b. Providing interpretations of the *Faculty Manual* for university constituents;
- 11 c. Reviewing Faculty Senate resolutions for impact on the *Faculty Manual* and providing
- 12 feedback;
- 13 d. Initiating the process for Executive Vice President and Provost approval of proposed
- 14 amendments to the *Faculty Manual*;
- 15 e. Serving as non-voting chair for the University’s Committee on Committees;
- 16 f. Vetting faculty status of candidates for the Faculty Representative to the Board of Trustees.
- 17

18 **B. Selection Procedures**

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- 20 1. The selection committee will solicit nominations to fill the position 60 calendar days before
- 21 the end of the term or upon notification of vacancy. The nominating period will be open for no
- 22 less than 30 calendar days and for as long as necessary for the committee to recommend a
- 23 suitable candidate. The Provost is the appointing authority for this position.
- 24
- 25 2. Selection Committee:
- 26 a. President of the Faculty Senate;
- 27 b. Vice-President of the Faculty Senate;
- 28 c. Faculty Senate Policy Committee Chair;
- 29 d. Immediate Past President of the Faculty Senate;
- 30 e. Chair of the Organization of Academic Department Chairs; and
- 31 f. The Vice President for Academic Affairs and Provost, or designee, will serve as non-
- 32 voting chair.
- 33
- 34
- 35 3. The Consultant will serve a three-year renewable term or until recalled by the Provost.
- 36 a. If during the term of office, the Faculty Manual Consultant assumes primarily
- 37 administrative duties, a replacement will be selected using the above procedures.
- 38 b. The newly selected Faculty Manual Consultant will serve a full three-year term.
- 39



1 Faculty Senate Resolution 2019-XX

2 Policy Committee approval: April 16<sup>th</sup>, 2019

3 Topic: “Grievance Consultant Amendment”

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

6 Whereas, the University also provides for such participation in matters of faculty welfare and  
7 general university concern; and

8 Whereas, the reimbursement of faculty members chosen to carry out year-round consulting  
9 work on behalf of the university Grievance Board can be interpreted to represent a buyout; and

10 Whereas, the intent of the reimbursement was to supplement the base salary of the consultant; it  
11 is therefore

12 Resolved, that Chapter VC4m be amended to **strike out** the word “faculty”, to **insert** the word  
13 “base” between the words “Consultants” and “salary”, to **strike out** the words “~~or if preferred~~  
14 ~~by the Consultant,~~”, to **insert** the words “in the form of a salary supplement” between the words  
15 “salary” and “or”, and to **insert** the words “as preferred by the Consultant” at the end of the  
16 sentence.

17  
18 **Proposed Language**

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20 CHAPTER V. CLEMSON UNIVERSITY DISPUTE RESOLUTION  
21 C. Clemson University Faculty Grievance Procedures and Information  
22 4. Grievance Consultants

23 m. The Provost’s Office will provide five percent of the non-administrator Consultants’  
24 ~~faculty base salary or if preferred by the Consultant,~~ **in the form of a salary supplement** or  
25 unrestricted development funds **as preferred by the Consultant.**  
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27 *This resolution will become effective upon approval by the Clemson University Executive Vice*  
28 *President for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual.*

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**Policy Committee approval: April 16<sup>th</sup>, 2019**

**Topic:** “Clarification of the service requirement for promotion to Senior Lecturer”

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

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

**Whereas,** the current language for service requirement can be misinterpreted to mean promotion eligibility for lecturers is in the third year; and

**Whereas,** the intent of the service requirement for promotion to Senior Lecturer is for eligibility to occur after four full academic years of service at Clemson University; and

**Whereas,** FSR 2019-04 introduced clarifying language in the *Faculty Manual* to the requirement of service at Clemson University required for promotion to Principal Lecturer that is suitable; it is therefore

**Resolved,** that Chapter IIID2iv(3) be amended to **strike out** the words “may be attained” and “who applies for promotion to senior lecturer” and to **insert** the words “is the special faculty rank that may be applied for” between the words “Lecturer” and “after”.

**Proposed Language**

CHAPTER III. THE FACULTY

D. Faculty Ranks

2. Special Faculty Ranks

iv. Lecturers

(3) **Senior Lecturer** *is the special faculty rank that may be applied for* ~~may be attained~~ after four full academic years of service, ~~by a lecturer who applies for promotion to senior lecturer;~~ equivalent experience at Clemson may be counted towards the four-year service requirement. Senior lecturers shall have no administrative duties inconsistent with those of regular faculty.

(4) **Principal lecturer** is the special faculty rank that may be applied for after four full academic years of service by a senior lecturer; equivalent experience at Clemson may be counted towards the four-year service requirement. Principal lecturers shall have no administrative duties inconsistent with those of regular faculty.

*This resolution will become effective upon approval by the Clemson University Executive Vice President for Academic Affairs and Provost and its inclusion in the 2019-2020 Faculty Manual.*