

MINUTES
CLEMSON UNIVERSITY
FACULTY SENATE MEETING
December 10, 2019

1. Call to Order: The Faculty Senate Meeting was called to order at 2:30 p.m. by President Danny Weathers. Amor Gray-Williams, UPIC intern, introduced guests.

3. Approval of Minutes: The Faculty Senate Meeting Minutes dated November 12, 2019, were approved with one edit.

4. Special Orders of the Day:
 - a. President Q&A – Jim Clements, President of Clemson University
 - a. Jim Clements, president of Clemson University, presented before the Faculty Senate, providing brief remarks about university news and answering questions from meeting attendees.
 - b. During his opening remarks he highlighted Clemson’s second year earning the prestigious Higher Education Excellence in Diversity Award. He also noted about the recent increases in the number of students enrolled and faculty and staff of color hired at Clemson. Clemson has increased research expenditures by 40%. Last year Clemson was reaffirmed for the second time as a Carnegie Tier I Institution, the highest research rank awarded to universities. The university raised \$177 million in fundraising, \$20 million more than the previous record. In terms of use of funds, \$38 million was unrestricted and the rest allocated for specifically targeted areas such as endowed chairs and scholarships.
 - c. In terms of questions, President Clements commented on the university’s plans for growth, where he noted that prior to his tenure the university was growing at 3% each year. Today it grows at approximately 2%. Recently, the university established a Strategic Enrollment Management Committee to examine undergraduate and graduate enrollment growth. In terms of faculty growth, the Chronicle of Higher Education ranked Clemson as the number one go-to institution for hiring faculty, when one accounts for institutional size. The university has also seen a 20% increase in full-time employees (faculty, staff, and administrators) over the last five years. The university is also addressing related salary compression.

- d. Responding to a question about facility growth, Clements noted that prior to 2013 the university was stable in its construction efforts, and the university is catching up on a 15 year pause in growth and construction. A plan is in place for Student Life housing. Clements has charged Provost Robert Jones with developing an academic building/construction plan. The university is aware of its need for research and teaching spaces. Renovations are planned for several buildings including Daniel, Lehotsky, and Martin Halls. The Snow Family Outdoor Fitness and Wellness Center is spectacular. The university's yet-to-be-constructed Samuel J. Cadden Chapel has been the number one construction priority for students for 30 years, funded entirely by private donations. In addition, all Athletic construction has been funded by private money. Currently, the university's construction efforts are categorized as either Academic, Student Life, Athletics, or Off-Campus (such as the Center for Human Genetics in Greenwood, the Clemson Design Center in Charleston, and the Center for Advanced Manufacturing at CU-ICAR in Greenville). Other projects such as the Child Care Center, which will open soon, already has projected interest exceeding child space capacity. The campus's energy infrastructure is over 60 years old. Demolition is scheduled soon for the Edgar Brown Student Union and Johnstone Hall to make room for new green space construction.
- e. Regarding faculty hiring, Clements noted that 148 new faculty have been hired, with approximately 15-20 of them in newly created positions. Clements also promised to provide the Faculty Senate with more detailed faculty hire data, including the data on tenure vs nontenure track faculty and the total number of new faculty lines, all over a five year period.
- f. When asked if the university would cap student enrollment and if it would exceed its current 16:1 student/faculty ratio, Clements responded by saying that the university will grow in a controlled manner and hopefully have opportunities for significant growth at the graduate level.
- g. Clements also commented on the fact that Clemson's relationship with the state of South Carolina creates additional bureaucracy for campus construction/expansion efforts. He noted that 10% of the university's budget is funded through the state, which is accompanied by various budgetary oversight approval stipulations. He reiterated his support for public accountability but that the relationship between Clemson and the state was an ongoing discussion.
- h. Clements was asked about the university's faculty retention strategies and potential tuition remission policy for employee family members/dependents. Currently the university offers employees a benefit of free tuition/fees to take six credits of courses at Clemson per semester. Regarding tuition benefits for family members, Clemson is forming a coalition with other public universities in the state to lobby the state legislature for approval to offer tuition benefits at all state institutions. Discussion about tuition remission are ongoing.
- i. President Clements was asked about statistics on employee turnover at the university, and it was shared that turnover is under 3%, which is a positive number in higher education. However, the university is examining turnover

issues and focused on retention incentives. Along with those efforts, the university also needs to account for salary compression, when junior employees are hired at salary levels greater than senior colleagues.

- j. When asked about the competitiveness of faculty salaries and rank, Clements noted that salary issues are complicated due to the fact that Clemson operates as a relatively new Research I institution. In the past competitive salaries were calculated based on median salaries at both Research I and Research II institutions. Now, salaries are calculated to be competitive only with Research I levels.
- k. Regarding workload distribution, Clements mentioned that this is an issue as the university accommodates expectations as an R1 institution. His philosophy is to give deans and chairs the flexibility to construct their workload expectations based on the needs of colleges and departments. Relatedly, Clements said that he is willing to meet with the Faculty Senate Welfare Committee to develop measures and elements of the President's Dashboard to better account for and support faculty work/life balance and other welfare-related initiatives. He also noted his willingness to return to the Faculty Senate or other small groups for continued conversations.

b. An Overview of Clemson University Finance – Anthony Wagner, Executive Vice President for Finance and Operations

- a. Anthony Wagner, executive vice president for finance and operations, provided information about financial matters and facilities initiatives from his vice presidential division. His detailed presentation can be viewed in the PowerPoint materials in the attached appendix. Wagner also responded to several questions from meeting attendees.

5. Reports:

- a. Executive Vice President for Academic Affairs and Provost – Robert H. Jones
 - a. Robert Jones, executive vice president for academic affairs and provost, ceded time for his report to allow more time for President Clements and Executive Vice President Wagner's presentations.

b. Standing Committees:

Finance – Committee Chair Elliot Jesch

- 1. Chair Elliot Jesch discussed the Finance Committee's report FCR 201902 about Deferred Facility Maintenance, the text of which can be found in the attached appendix. In the report the Finance Committee makes a recommendation that the university increase its reoccurring budget for facilities and find one-time funds to support larger facilities items. He made a motion that the senate accept these

recommendations. Due to the fact that the report and motion came from a Faculty Senate committee, with support of other senators, no second was needed for the motion. After no further debate a vote took place, and the majority of senators were in favor of the motion, with no one opposing it. It was noted that those recommendations would be adopted by the senate and filed with the minutes.

Policy – Committee Chair Kimberly Paul

1. Chair Kimberly Paul discussed two reports. The first of which was PCR 201917, regarding Research and Extension Funding. See the attached appendix for the full text of the report. The Policy Committee recommends that the Faculty Manual be modified to state that the expectation of salary support for research and extension faculty salaries be funded up to 100% from grants and contract funds. This modification from current language requiring 100% of funding from those sources provides departments with the latitude to use funds at their disposal to meet any difference in salary funding that may occur.
2. The second report from the Policy Committee was PCR 201910 regarding Initial Faculty Appointments, which was a discussion item from Clemson's Organization of Academic Department Chairs (OADC). When faculty are first hired they must submit tenure, promotion, or reappointment (TPR) packages for review within their first two months. Because faculty have such limited time and accomplishments here at Clemson prior to that first evaluation, the Policy Committee looked into the feasibility of changing this policy stipulation and allowing faculty a two-year timeframe appointment prior to their first TPR review. The advantages of this change in policy would be that it addresses the concern that faculty have limited Clemson experience about which they can be evaluated and the process can be a burden on chairs and TPR committees. A reason to maintain the current policy practice is that the proposed change would not allow the university to engage in due process to dismiss a faculty member until the faculty member has worked at Clemson for almost three years. In addition, the university's current first year evaluation provides new faculty with an initial introduction to the TPR system and provides the faculty member and department/college an opportunity for individualized goal-setting.
3. If anyone from Faculty Senate has any thoughts about either of these reports, Paul asked that they send them to her for Policy Committee consideration. PCR 201917 will be voted upon by the senate at the January meeting.

Research – Committee Chair Patrick Warren

2. Chair Patrick Warren noted that the Research Committee had no formal report.

Scholastic Policies – Committee Chair Peter Laurence

1. Chair Peter Laurence shared a draft report and resolution on behalf of the Scholastic Policies about Student Evaluations of Teaching. See the attached appendix for the documents. The report includes a recommendation that the university overhaul the student evaluation system, which he considers long overdue for revisions. SPC would like the university to consider broadening its context of teaching evaluations. By the end of the semester SPC would like to draft a set of new questions, done with input from university stakeholders and accompanied by a SET symposium involving local and national experts. SPC's resolution will specifically advocate for the immediate removal of one particular question, accompanied by a broader examination of all evaluation questions to take place this spring semester.
2. SPC will introduce these documents at an upcoming spring semester meeting and Laurence would welcome feedback on those documents from the Faculty Senate.

Welfare – Committee Chair Betty Baldwin (absent). Andrew Pyle (representing)

1. Chair Betty Baldwin was not present. Committee Member Andrew Pyle provided an update on Welfare Committee agenda items.
2. In terms of agenda updates, Welfare continues the development of a survey on faculty familiarity with and use of the Clemson Experimental Forest. They expect to complete this survey before the start of the spring semester.
3. Welfare is examining faculty fairness implications of the university's recent policy mandating that 50% of classes be taught before or after peak class times (9 a.m. – 2 p.m.). The committee planned to meet in December and discuss this further with Phil Landreth, assistant vice president for operations in the Office of the Provost.
4. Also during the December meeting, Welfare planned to revisit its committee agenda priorities, which can be found on the Faculty Senate website.

c. University Commissions and Committees:

Committee on Committees – Chair Mary Beth Kurz

1. Chair Mary Beth Kurz reported that the Committee on Committees (COC) has reconfigured the Campus Recreation and Advisory Board. Two faculty members will join that committee, appointed by the Faculty Senate president.
2. The COC has approved an interdisciplinary committee for the Science and Technology in Society general education competency.
3. In the Spring Semester the COC also plans to gather reports from all of its university committees.

- d. Special Reports:
 - President's Report – Danny Weathers
 1. President Danny Weathers provided an informative presentation about Clemson's employee categorization and classification. Details about his presentation are attached in the appendix as a PowerPoint.

6. Unfinished Business:
 - a. There was no additional unfinished business.

7. New Business
 - a. There was no new business.

8. Adjournment: President Weathers adjourned the meeting at 4:15 p.m.

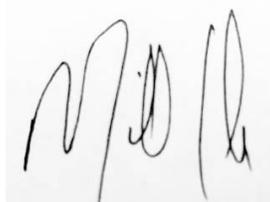
9. Announcements:
 - a. **Faculty Senate End of Semester Holiday Reception**
December 10, 2019 Immediately After Faculty Senate Meeting
Location: Barnes Center

 - b. **Faculty Senate Executive Committee Meeting**
January 7, 2020 2:30 p.m.
Location: Cooper Library 201A

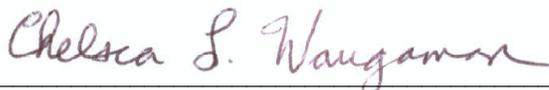
 - c. **Faculty Senate Meeting**
January 14, 2020 2:30 p.m.
Location: Edgar Brown University Union, Student Senate Chambers

 - c. **Faculty Senate Advisory Committee Meeting**
January 28, 2020 2:30 p.m.
Location: Cooper Library 416 (Brown Room)

 - e. **Class of '39 Award for Excellence Ceremony**
February 11, 2020 2:30 p.m.
Location: Carillon Gardens



Mikel Cole, Secretary



Chelsea Waugaman, University Faculty Governance Coordinator

Guests: Amy Lawton-Rauh, Associate Provost for Faculty Affairs; Dan Warner, Emeritus College Liaison to Faculty Senate; David Fleming, Interim Associate Provost and Dean of Graduate Studies; Gordon Halfacre, University Ombudsman for Faculty and Students; Laurie Haughey, Director of Strategic Communications–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 Consultant; Robert Jones, Executive Vice President of Academic Affairs and Provost; Taimi Olsen, Director of the Office of Teaching Effectiveness and Innovation; Tony Wagner, Executive Vice President for Finance and Operations; Max Allen, Chief of Staff; Jim Clements, President of Clemson University

Alternates Representing Senators: Luke Rapa (for Mikel Cole), Jason Thrift (for Elizabeth Baldwin), Jay Ochterbeck (for Joshua Summers)

Absent Senators: Pushkar Khanal (AFLS), Todd Anderson (AAH), Aga Skrodzka (AAH), Elizabeth Baldwin (BSHS), Sharon Holder (BSHS), Mike Cole (Education), O. Thompson Mefford (ECAS), Eric Davis (ECAS), Karen High (ECAS), Joshua Summers (CECAS), Hai Xiao (ECAS)

Finance at Clemson University

Tony Wagner

Executive Vice President for Finance & Operations



Overview & Agenda

- Overview of Clemson
- Overview of Academic Finance & Trends
- State Funding Environment
- Overview of Budget and Capital Process
- Conclusion / Questions



Clemson is a Strong National University Positioned for Future

- Clemson is ranked **#27** among public universities by *US News and World Report*.
- **Highest enrollment ever while selectivity and student quality have improved**
 - Enrollment has increased 17% since Fall 2013
 - Selectivity has improved from 57% to 47%
- Recognized for its strong value proposition, with average out-of-pocket cost (\$5,268) for in-state freshman is 36% of sticker price
- **93.3% retention rate** and **83% graduation rate** substantially outperform AA medians and peers, resulting in strong student outcomes
- Achieved **R1 Carnegie classification** in 2016 and significantly increased research funding in FY18
- **\$4.6 Billion Economic Impact** to the State of South Carolina



What Comprises “Clemson”

“Clemson” is a **\$3.1 billion comprehensive enterprise** that consists of several organizations:

- Clemson University - core activities and operates main campus
- Clemson Public Service Activities - carries out the University’s Land Grant Functions
- Clemson University Foundation - University’s philanthropic arm and holds the endowment
- Clemson University Land Stewardship Foundation - administers and operates Clemson’s Real Estate holdings throughout the State
- IPTAY - fundraises for athletic scholarships and endowments



What Comprises “Clemson” (cont.)

- Clemson’s University’s operations are multi-faceted. Clemson’s main functional areas are:
 - Instruction (E&G) – Educational delivery
 - Research – Sponsored research activity
 - Public Service – Public activities (e.g., agriculture)
 - Academic, Student, and Institutional Support and Services – supports Clemson’s infrastructure and operations
- Also within Clemson are the University’s fully self-supporting auxiliaries (i.e. Auxiliary Enterprises)
 - Includes, Housing, Dining, Parking, Bookstore, and Athletics



Overview of Academic Finance & Trends

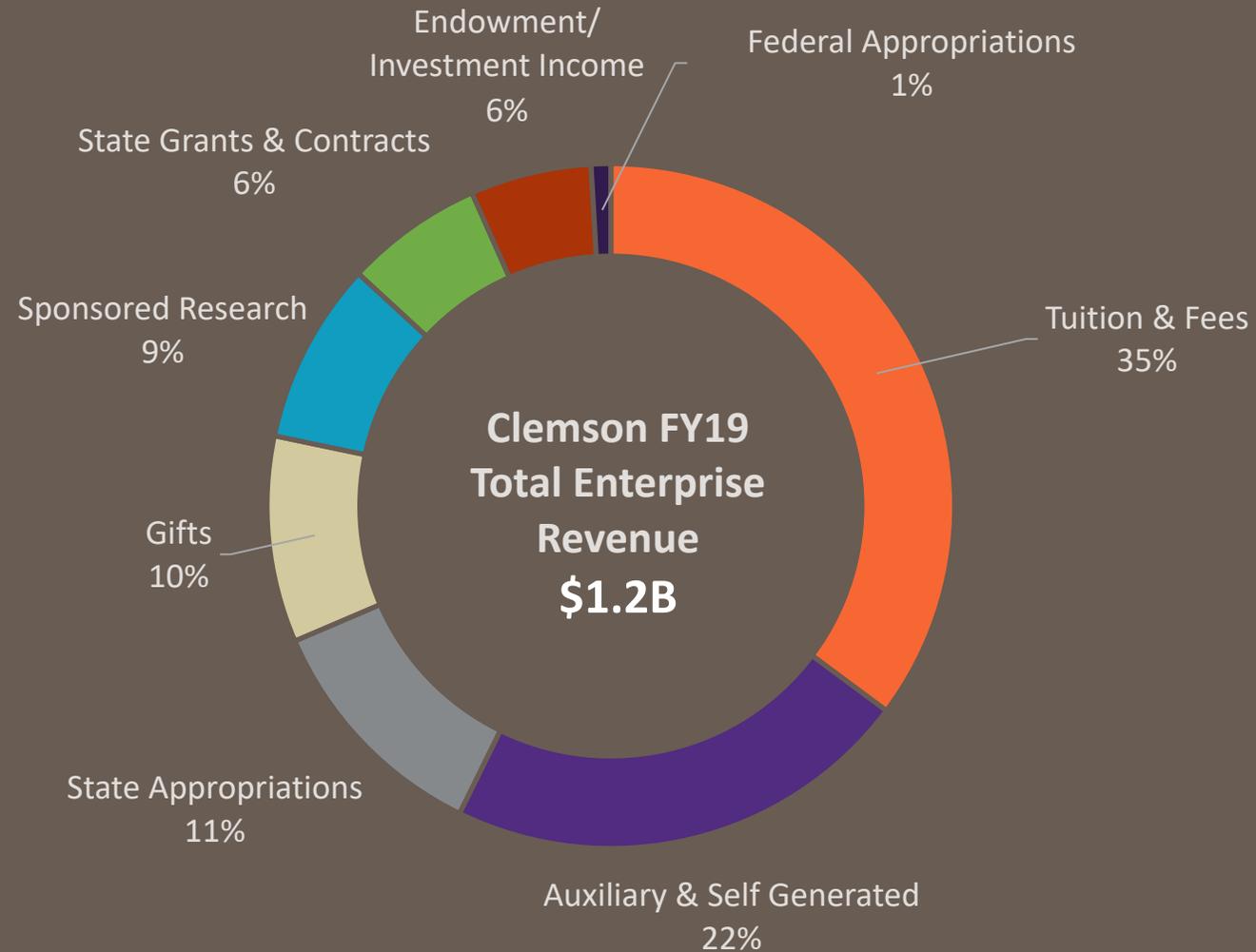
The background image shows a large, multi-story brick building, likely a university or college building, with a prominent clock tower. The building is surrounded by green trees and a lawn. The sky is overcast. The text "Overview of Academic Finance & Trends" is overlaid in white on the image.

How do universities fund themselves?

- Tuition & Fees
- Appropriations
- Gifts and Endowments
- Sponsored Research
- Auxiliary Revenues



How does Clemson fund itself?

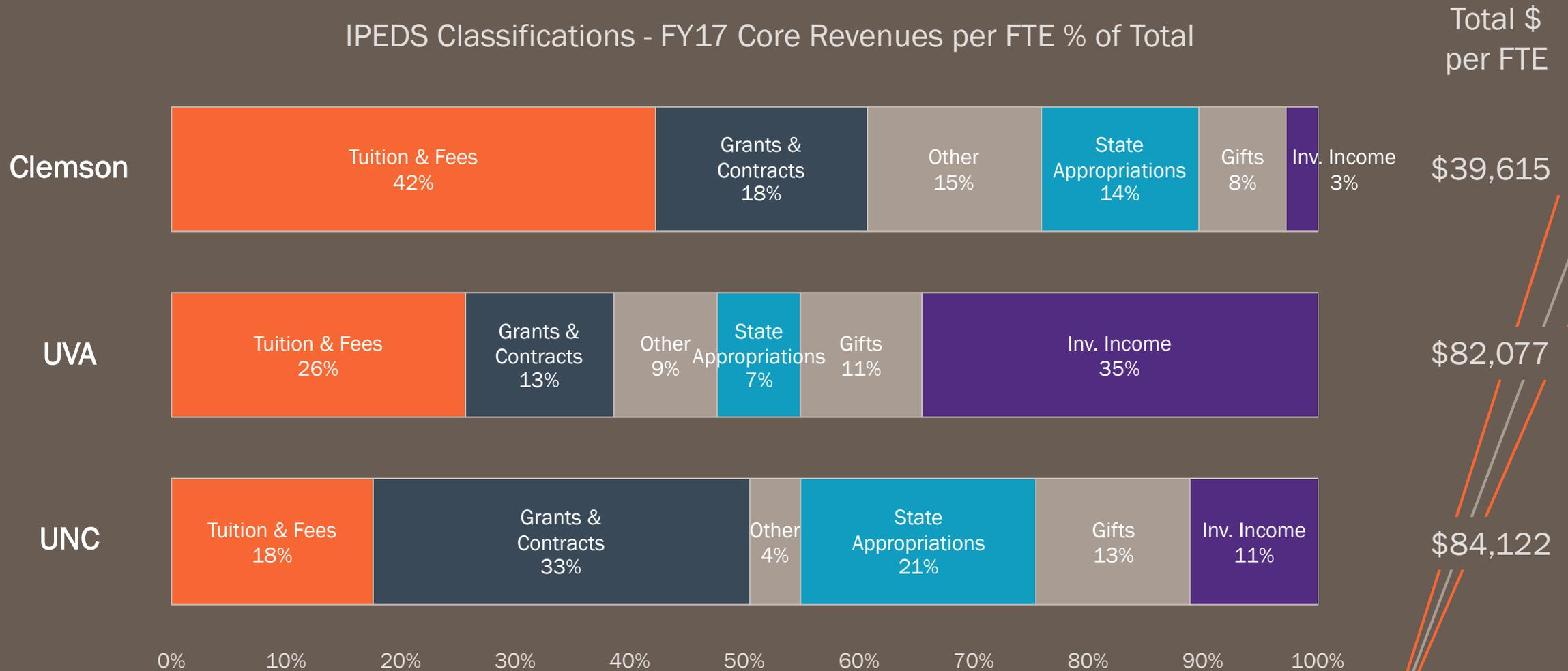


Source: FY19 CAFR (Audited Data)



Revenue Market Comparison

IPEDS Classifications - FY17 Core Revenues per FTE % of Total

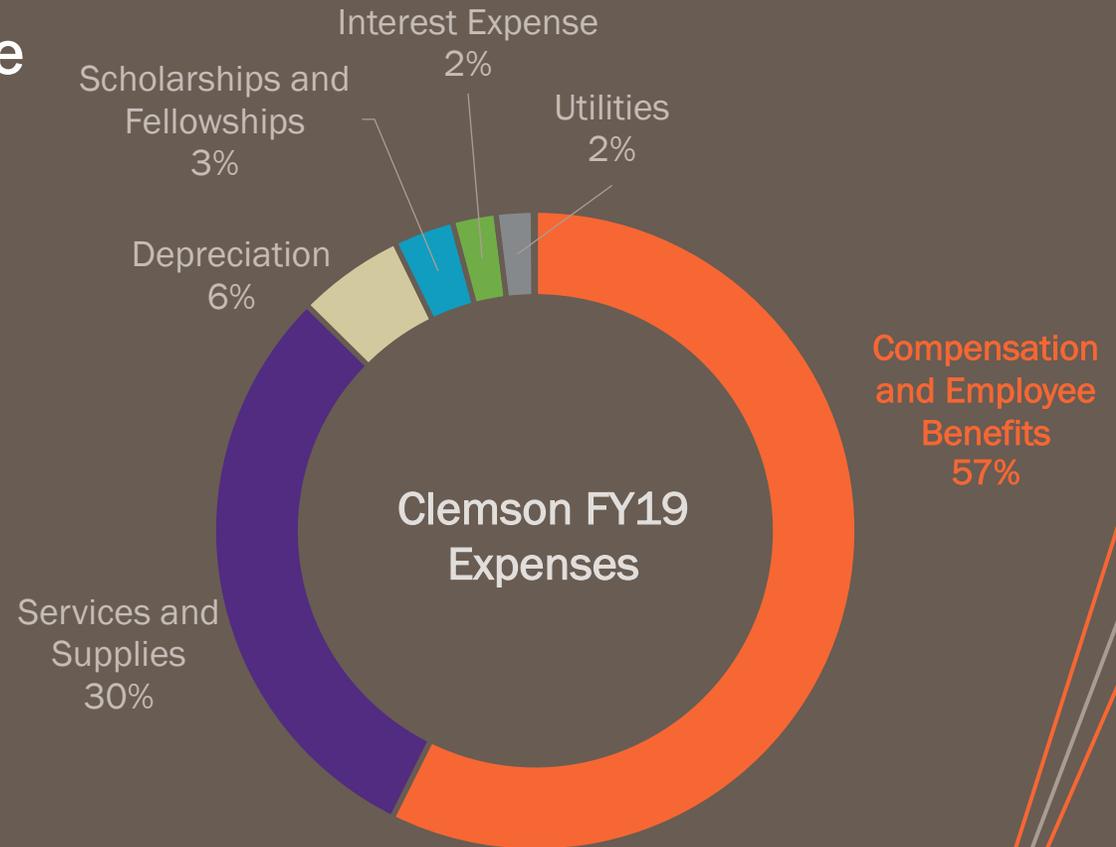


Source: IPEDS



What does Clemson Invest in?

- Clemson's greatest asset is its people
- Compensation and benefits is Clemson's biggest expense
- Built into these expenses are Clemson's strategic objectives as outlined in **ClemsonForward**
 - Research
 - Engagement
 - Academic Core
 - Learning/Living Community



Focus on Efficiency

- Clemson is continually focused on administrative efficiency to enable reinvestment in the enterprise
- Clemson spends **\$7 on instruction** for every **\$1 on administration**
 - Top 25 average is \$5.9 to \$1
- *Operational Excellence* initiatives enable Clemson to identify areas to improve efficiency and effectiveness

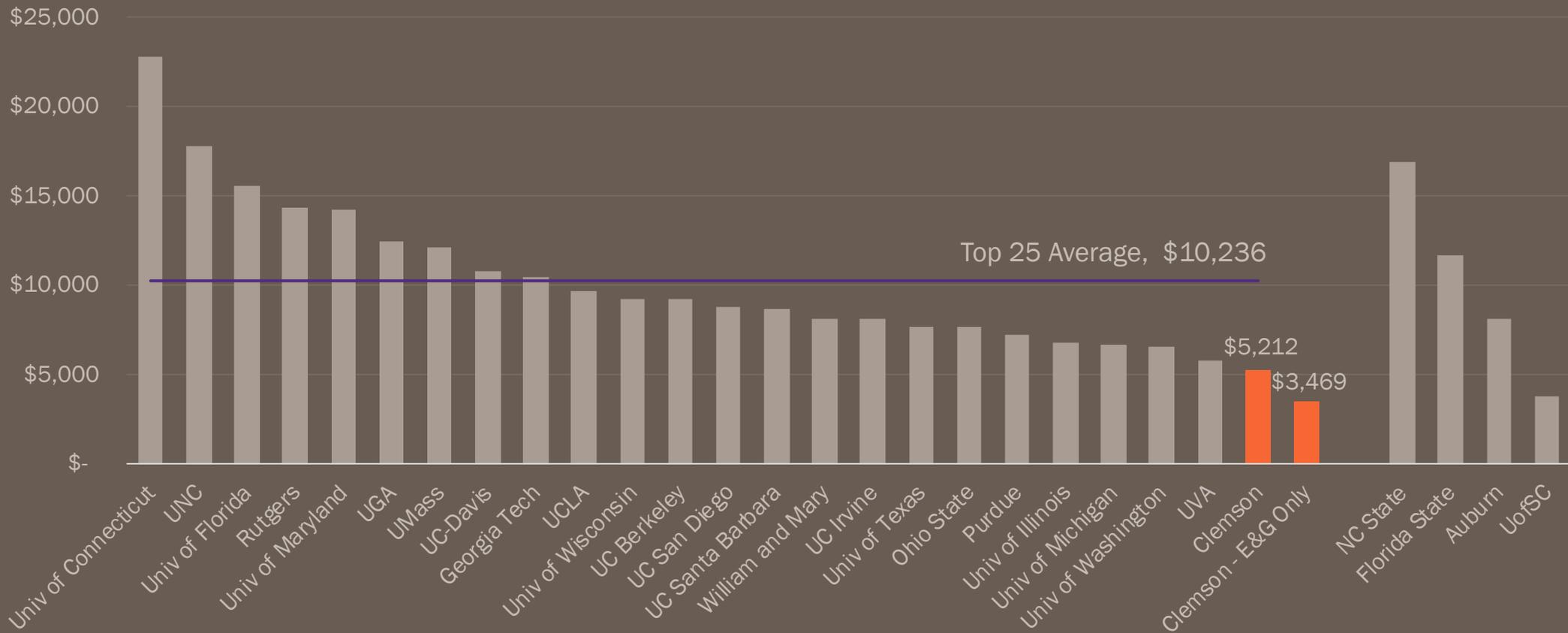


State Funding Environment

A large, multi-story brick building with a prominent clock tower, surrounded by green trees and a lawn. The building features a dark roof, white window frames, and a central entrance with a small porch. The clock tower has a white face and a dark, pointed roof. The scene is set against a clear sky, and the foreground is a well-maintained green lawn.

Clemson delivers top education despite low state funding compared to its peers

IPEDS FY18 State Appropriations per FTE - Top 25 and Regional Peers

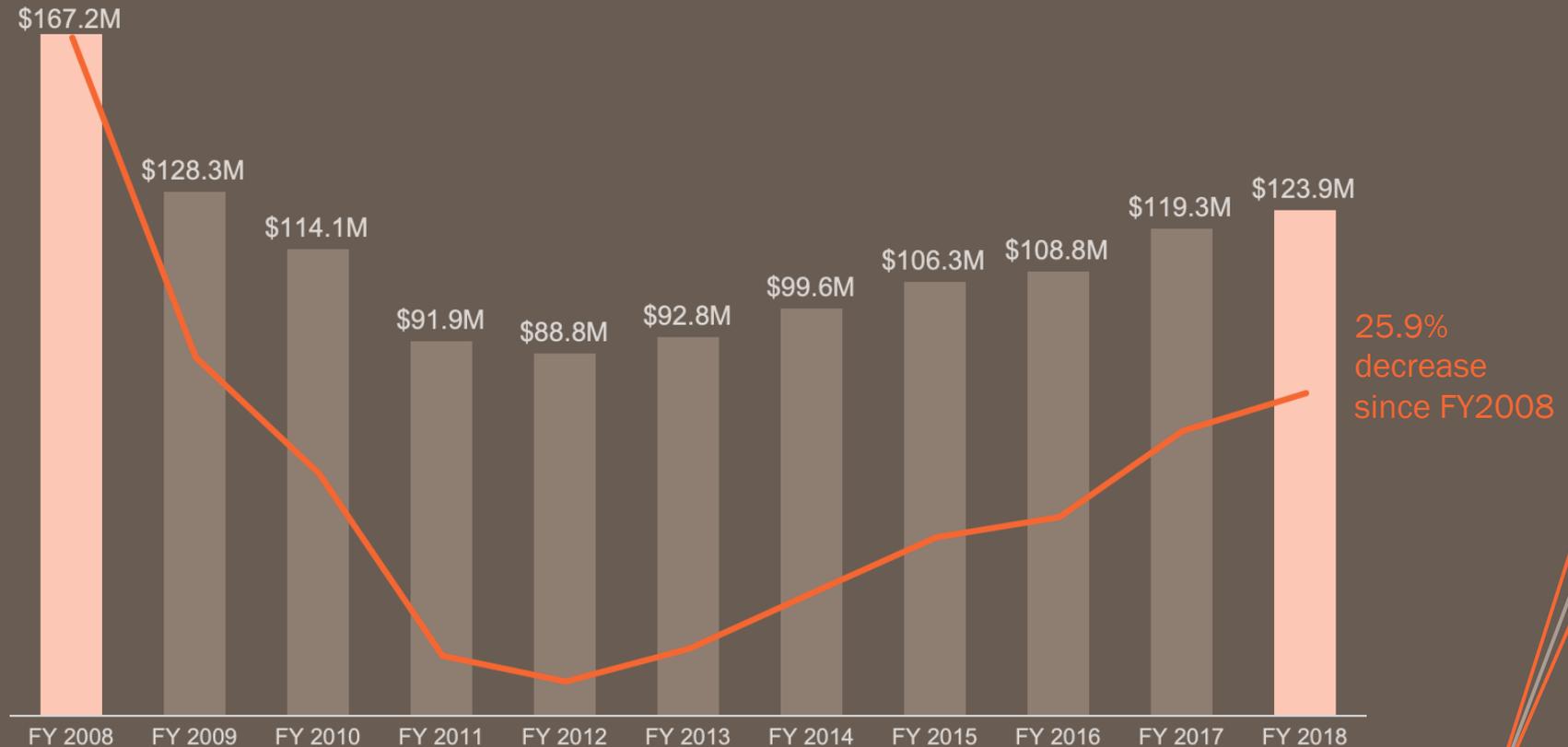


Source: IPEDS



State Appropriation Trends

Clemson's State Appropriations still have not recovered, still 25.9% lower relative to 2008 levels



FY20 State Budget Impact

State mandated requirements **exceeded** Clemson's appropriation support

ClemsonForward		Recurring (\$000's)
STATE BUDGET		
State Appropriations		
In-State Tuition Mitigation ¹		5,700
Health Insurance, Retirement Costs, COLA		1,992
Total State Appropriations		7,692
State-Mandated or Earmarked Uses		
State-Mandated Health Insurance & Retirement Costs	} 1% increase in total salary costs redirected to pension every year until FY23, instead of true compensation increases	3,268
State-Mandated Cost of Living Adjustment (COLA)		3,751
State-Mandated Business Insurance Costs (SFAA)		695
Total State-Mandated or Earmarked Uses		7,714
STATE BUDGET – NET SOURCES & USES		-\$22



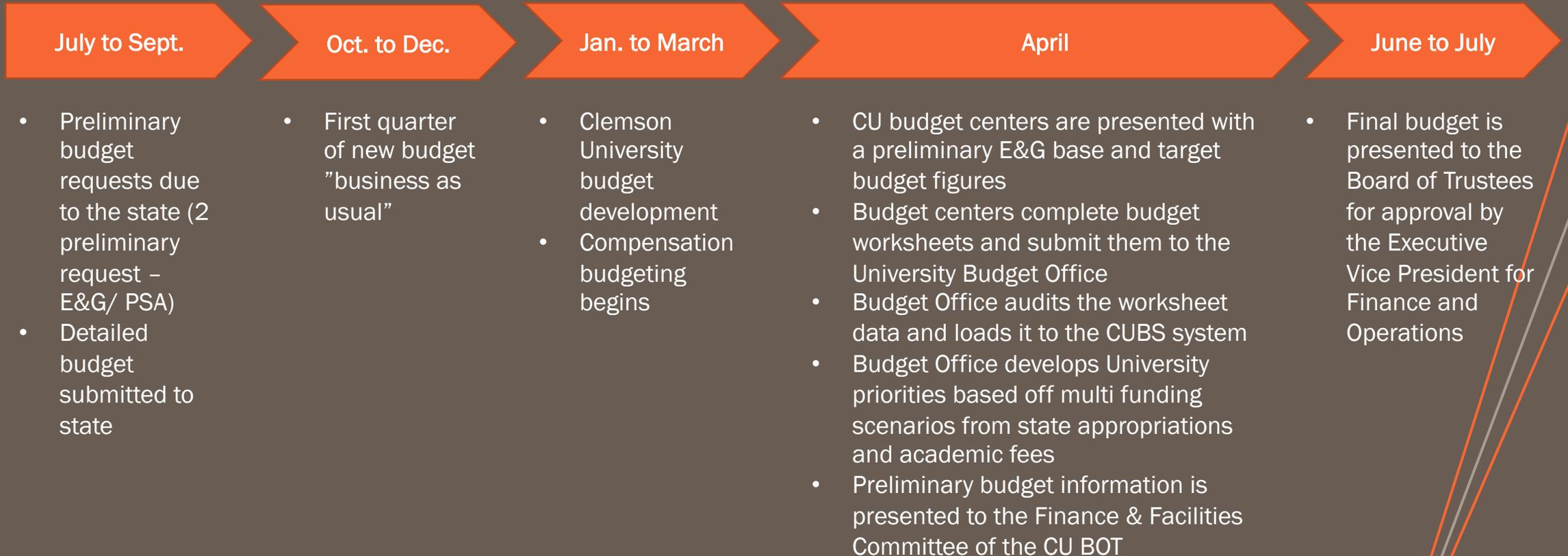
State Appropriations Takeaways

- Any variability in appropriations makes planning challenging
- State mandated increases reduce funding for other purposes
- Rising operating costs increase need for funding from either state appropriations and/or E&G funds
- Strategic focus around operational excellence and additional revenue generating opportunities continue to be forefront

A photograph of a large, multi-story brick building, likely a university building, with a prominent clock tower. The building is surrounded by green trees and a grassy lawn. The image is overlaid with a semi-transparent dark grey filter. The text "Clemson's Budget & Capital Process" is centered over the image in a white, bold, sans-serif font.

Clemson's Budget & Capital Process

Clemson's Budget Process



Capital Planning Process

A major capital project (anything over \$1 million) typically undergoes 12 steps before construction can begin. The process takes approximately 5 years, on average. This requires Clemson to be future-focused and strategic in terms of prioritizing these investments.

1. Pre-design work – Feasibility study indicates a rough budget estimate and scope

2. CPIP – 5-year prioritized capital plan submitted to the state every 6/30

3. Phase 1 Approval – BOT

4. Phase 1 Approval - Commission on Higher Education

5. Phase 1 Approval - Joint Bond Review Committee

6. Phase 1 Approval - State Fiscal Accountability Authority

Phase 1 Authorizes the University to begin design work

7. Design phase – Architects work to design the building within a predefined scope

8. Phase 2 Approval - BOT

9. Phase 2 Approval - Commission on Higher Education

10. Phase 2 Approval - Joint Bond Review Committee

11. Phase 2 Approval -State Fiscal Accountability Authority

Phase 2 Authorizes the University to finalize design within a construction budget

12. Finalize Design

13. Construction



How Does Clemson Pay for Buildings?

- Bonds

- Sell bonds - The investor loans Clemson money today and is repaid over the life of the building
- Similar to a mortgage on your house



- Accumulated Savings

- Set aside money in advance to pay for improvements
- Reduces total cost, but requires thoughtful planning



- Gifts

- Alumni or benefactors donate money to fund improvements
- Donors can usually fund only a portion of a building's cost, requiring other sources



Current Major Capital Priorities

E&G

- Research-Focused Building - \$110mm*
- Martin, Long, & Lehotsky Hall Renovations - \$91mm*
- **Core Campus Safety & Revitalization - \$21mm***
- **Roadway Pedestrian Safety Improvements - \$21mm***
- Utility Infrastructure - \$38mm*
- 5-year Maintenance/Renewal Plan - \$80mm

Auxiliaries

- Bryan Mall Renovations - \$80mm*
- Thornhill Village Replacement - \$50mm*
- Johnstone / Union Demolition - \$7mm*
- Other Identified Maintenance/Renewal Priorities - \$85mm

Athletics

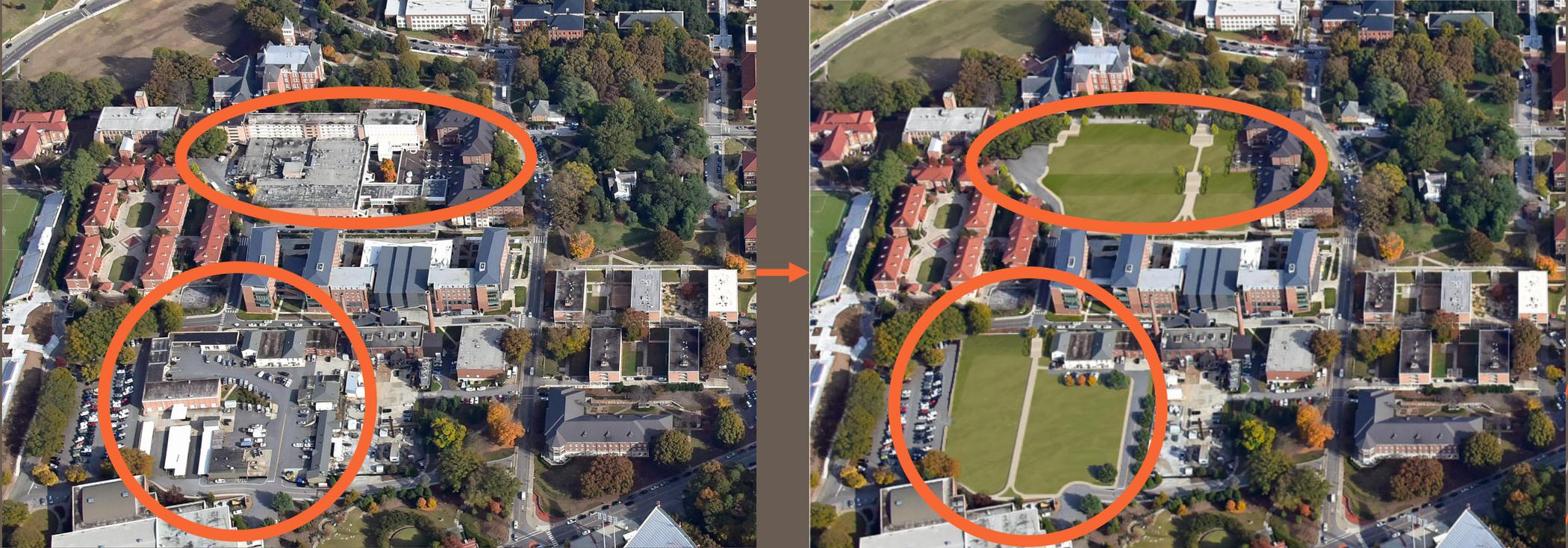
- **Memorial Stadium Renovation - \$68.7mm***
- Football Operations Expansion - \$7mm*
- Baseball/Softball Practice - \$6mm*
- McFadden Renovation - \$3mm*

*Projects included on the University's 5-year CPIP

Italicized Projects are approved for Phase 1 Design Study by BOT



Highlight – Core Campus Safety & Revitalization



- Demolish Motor Pool and relocate facilities to enable demolition of Johnstone / Union
- \$21 million Project Budget
- Bond Financed – Construction of new space and long-life improvements

Conclusion & Questions

A large, multi-story brick building with a prominent clock tower, surrounded by green trees and a lawn. The building is the central focus, featuring a dark roof and numerous windows. The clock tower has a white face and a pointed top. The scene is set on a grassy hillside with several large trees in the foreground and background. The sky is overcast and grey.

Common Misconceptions

- **Myth: Athletics is responsible for tuition increases**
 - Truth: Clemson Athletics must be self-supporting by statute, Clemson is one of very few Universities that does not charge a mandatory athletic fee
- **Myth: Clemson is wealthy, has "deep pockets"**
 - Truth: Compared to large Universities, Clemson has limited cash. Most of Clemson's assets are in bricks-and-mortar or restricted endowments
- **Myth: Clemson is unaffordable**
 - Truth: While college is a major expense, Clemson offers good value to its students.
 - 99% of incoming freshman receive aid or a scholarship which reduces their net price



A large crowd of people, many wearing orange clothing, is gathered at what appears to be a sporting event. In the foreground, a large orange and white flag is being held up, partially obscuring the view of the crowd. The word "Questions?" is overlaid in white text on the flag.

Questions?

The Finance Committee: investigates and reports to the Faculty Senate relevant financial matters of the university.



FINANCE COMMITTEE
CHAIR: Elliot D. Jesch

FINANCE COMMITTEE REPORT

Standing Agenda Item 201902: Deferred Facility Maintenance

Background

The Finance Committee was charged to work with the Executive Vice President for Finance and Operations to ensure that a plan is in place and provide a report addressing issues related to deferred facility maintenance. Prior investigations by the Welfare Committee and the Faculty Representative to the Board of Trustees have found building issues primarily related to maintenance and indoor air quality. A report¹ was provided to the Board of Trustees June 25th, 2019 by the Faculty Representative to the Board of Trustees, Joseph Ryan, updating them on indoor air quality issues.

Discussion and Findings

Cole Smith, Associate Vice Provost for Academic Initiatives, provided the Finance Committee with a brief report April 18th, 2019 outlining Maintenance and Risk and Capital Project and Space Assignment Approval policies. In summary, the policies used by the Executive Leadership Team are based on available data and quantitative facts, keep the vision of the University in focus, the ClemsonForward strategic plan is at the forefront of decision-making, and the decisions made are allowing for the greatest return on investment.

Todd Barnette, Associate Vice President and Chief Facilities Officer, provided a special order to the Faculty Senate on September 10th, 2019 outlining Clemson University's prioritization process for maintenance and building projects. In his presentation titled 'Building Condition and Indoor Air Quality Programs,' Mr. Barnette detailed university facilities, age, condition, and challenges we are currently facing². Though Clemson is making progress in the areas of indoor air quality³ and maintenance issues, the funding to complete all necessary project is not available and facilities must prioritize how available funds are spent to ensure the University is serving its faculty, staff, and students as best it can. Furthermore, Mr. Barnette provided specific pathways for day to day service requests (<https://cufacilities.sites.clemson.edu/services/service-request>) and suggested that emergency or urgent requests should call 864-656-2186 during regular business hours or CUPD at 864-656-2222 for after-hours emergencies and urgent requests.

Conclusion and Recommendations

The committee concludes (a majority of the committee voted in favor) that the University has a plan in place for the prioritization and proper use of funds for addressing building maintenance and indoor air quality issues for all on- and off-campus buildings. The Finance Committee would like to recommend the University increase the recurring budget for maintenance and improvement of existence facilities, as well as request one-time funding from the State of South Carolina to remedy urgent maintenance and indoor air quality issues. The Finance Committee has closed discussion in this matter pending new information.

¹ Link to the Faculty Representative to the Board of Trustees report on indoor air quality:
<https://www.clemson.edu/faculty-staff/faculty-senate/documents/reports/frbot-bot072019.pdf>

² Link to September 10, 2019 Faculty Senate minutes and Todd Barnette's presentation can be found at the following website:
<https://www.clemson.edu/faculty-staff/faculty-senate/documents/minutes/2019-20%20Weathers/September%2010.%202019%20Full%20Senate%20Meeting%20Minutes.pdf#September%202019%20Meeting%20Minutes>

³ Link to Clemson University's Environmental Safety Indoor Air Quality Reports can be found at the following website:
<https://cufacilities.sites.clemson.edu/envsafety/iaqDocs/iaqList>

POLICY COMMITTEE REPORT

Standing Agenda Item 201917: Research and Extension Faculty Funding. “Up to 100%”

The Policy Committee has considered the following matter under the charge of general university policy review and submits this report to the Faculty Senate.

Background

During the consideration of another matter, the committee was asked to evaluate the policy listed in the *Faculty Manual* in regards to research and extension faculty funding. This matter was referred to the Executive Committee and charged to the Policy Committee. The *Faculty Manual* states in Chapter IV§B.2i1, “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.” It was suggested to the committee that this may exclude hiring, promoting or retaining research faculty who may not be able to fund 100% of salary support from grants and contract funds.

Discussion and Findings

Discussion centered around changing the existing policy from an expectation of 100% to an expectation of “up to 100%” of salary support. The committee agreed that adjusting the existing policy to stipulate less than 100% would be counter to the principals of research faculty expectations for research faculty in higher education, and would place a burden on departments to fill.

Furthermore, the committee considered a department’s option to elect to take on a portion of this burden as outlined in FM (IV§B.2i3) which provides a mechanism for departments to choose to establish, in their TPR documents, rules for when research faculty cannot achieve the expected level of self-generated salary support: “Terms of continuous employment when external funding is less than 100% will be documented in the departmental tenure, promotion and reappointment document, and will be contingent on 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.”

Conclusion and Recommendations

After considering the discussion points above, the committee was unanimous in its decision to have the report reflect these sentiments and finds that no adjustment to this policy should be made at this time.

The Committee has closed consideration of this matter pending new information.

The Scholastic Policies Committee: shall 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.



SCHOLASTIC POLICIES

CHAIR: Peter Laurence

SCHOLASTIC POLICIES COMMITTEE REPORT

Agenda Item: 201901 Student Evaluations of Teaching

GENERAL BACKGROUND:

Clemson's "Course Evaluation" system (see https://www.clemson.edu/institutional-effectiveness/oir/resources/student_assessment.html) has been running for some 17 years. Clemson was an earlier adopter; few schools had online systems when ours was created. The downside of this early (now old), inhouse platform is that it is out of date relative to research regarding feedback from students about their learning and classroom experiences. It is also not easy to change due to the antiquated programming platform. Perhaps consequently, the questions have apparently not been changed since it was launched. For these reasons, the university is ready to adopt a new platform, perhaps a system provided by Watermark (www.watermarkinsights.com), the vendor providing the new FAS/eTPR replacement.

This is therefore an opportune time to review new survey platform options, including Watermark's, and update the student survey questions based on research and scholarship related to student experience surveys, current best practices, and policies related to the use of surveys.

RELEVANT FACULTY MANUAL BACKGROUND:

The Faculty Manual explicitly indicates the following with regard to student evaluations of teaching (SET), with emphasis added:

¶ Chapter V.E.2.e (Annual Performance Evaluation and Salary Determination Procedures/ Procedures for Annual Performance Evaluation), p. 55:

"Student evaluations of teaching must be incorporated into the evaluation of teaching faculty, as indicated in APPENDIX C BEST PRACTICES FOR A PERFORMANCE REVIEW FOR FACULTY." See Chapter V.E.2.e (Annual Performance Evaluation and Salary Determination Procedures/ Procedures for Annual Performance Evaluation), p. 55.

¶ Chapter VI.F.2.k.iii (Professional Practices/ Teaching Practices/ Policies/ Evidence of Student Learning in Evaluation of Faculty Teaching is an important process requiring a multi-faceted approach), pp. 75–76:

- i. Research supports the use of multiple sources of evidence in evaluation, and effective evaluations should include at least three of the following [see FM for list of alternative teaching evaluation methods]...

- ii. The University provides a **standard form** that meets the minimum requirements of current research-based practices for student rating of course experiences.
 - (1) This form must be approved by the Scholastic Policies Committee of the Faculty Senate.
 - (2) Individual departments and faculty may develop questions supplemental to the University’s minimum standard questions or employ comprehensive supplemental questions, but the standard questions are required.

- iii. **Student Evaluations**
 - (1) Student rating of course experiences is mandatory for all instructors and all sections of all classes at both the undergraduate and graduate levels.
 - (2) Before the last two weeks of the semester, the instructor must activate the online evaluation and then inform the students that the evaluation should be completed by the end of the semester.
 - (3) The instructor will announce to the students that the completed evaluations cannot be reviewed until course grades have been submitted.
 - (4) If instructors use class time for the online evaluation, then they must leave the room during the evaluation.
 - (5) Summary of statistical ratings from student ratings of course experiences (except instructor-developed questions) will become part of the personnel review data for annual review, reappointment, tenure and promotion, and for Post-Tenure Review consideration.
 - (6) Statistical rating summaries will be available to department chairs through the data warehouse.
 - (7) Comments are the property of faculty.
 - a. The University will retain (at least for six years) copies of summaries of all statistical ratings and student comments to verify that the evaluations have been carried out and provide an archive for individual faculty who may need them in the future.”

¶ Appendix C Best Practices for a Performance Review for Faculty, p. 171:

- 8. The performance review system should include written performance evaluation data from four sources:
 - a. Annually, instruction and **course evaluation forms** completed anonymously by students through standardized process and submitted for each course (not section) taught.

¶ Appendix D Best Practices for Post-Tenure Review (see also p. 62):

- 7. “The post-tenure review must include evaluations from peers external to the department and/or institution as appropriate to the role and function of each faculty member (usually to evaluate the quality of research), as well as internal peer evaluations, **student evaluations**, and administrative evaluations.”

DISCUSSION AND FINDINGS: FACULTY MANUAL ISSUES:

The Faculty Manual indicates that the use of “student evaluations of teaching,” “course evaluation forms,” and/or “student evaluations” is required for the annual performance evaluations and post-tenure review. In general, the use of “course evaluation forms” is ostensibly derived from the state Commission on Higher Education (CHE) via Appendix C, although Appendix C uses the word ‘should’ and not ‘must.’ Appendix D, from CHE policies, indicates that PTR must include student evaluations.

The Manual indicates on page 75 that the evaluation form will meet minimum requirements of “current research-based practices for student rating of course experiences.” Insofar as this is not the case and because the evaluation system has not been updated with regard to current research, the evaluation system is not in compliance with the Faculty Manual.

The Manual indicates that course evaluations must be approved by the Scholastic Policies Committee. The committee agrees that the current set of survey questions is out of date and that suspect questions—Q10 in particular—should be removed as soon as possible.

Lastly, the Manual indicates that methods of evaluating teaching other than student surveys “should” be used. This “should” should be changed to “must”—to indicate that at least one other method of evaluating teaching must be used.

DISCUSSION AND FINDINGS: CURRENT RESEARCH:

In Fall 2017, members of the Clemson TIGERS ADVANCE research team (<https://www.clemson.edu/provost/tigers-advance/>) studied the literature on SETs and bias. The group noted multiple research findings of bias in SETs in English-language publications, as well as changes to SETs at other institutions based on these findings. The group recommended the removal of summative questions from Clemson’s SET and that those reviewing SETs follow commonplace best practices for survey data (i.e., consider trends, use multiple data sets/assessment tools, be aware of bias, etc.). In January 2019, leaders of the ADVANCE grant project recommended to the Scholastic Policies Committee the removal of Question 10 and broader measures to address bias and reliability in the use of SETs. See the attached for their longer report and sources reviewed and cited.

Empirical and anecdotal findings also show course surveys as a mirror of bias against certain faculty. For example, it is commonplace for Clemson faculty who are women to receive comments about their appearance, and implicit or explicit remarks about their sex appeal, on student evaluation forms. This occurs occasionally with men, but far less frequently. As such, women are statistically far more likely to be “evaluated” with reference to appearance than male faculty, and unequally, because of gender stereotypes and cultural biases, in terms of presentation styles, personality, perceptions of status, and competence. Although there may not be enough faculty of color or other demographic minorities at Clemson to make up a large sample, anecdotal evidence indicates that minority faculty are also subject to bias, which should not be a surprise, and that they too are subject to bias in summative questions, like our Question 10.

Stereotypes and biases are concentrated in comprehensive, summative questions, such as “Overall, the instructor is an effective teacher” (Question 10 in Clemson’s evaluation form). This is problematic because faculty are compared with one another as if there was no bias and such comparisons were pure and objective.

The problem of summative questions is further compounded when administrators or TPR peers evaluating faculty gravitate toward the convenience of using a single numeric metric, such as Question 10, to assess or compare faculty. There are anecdotal reports of faculty receiving evaluations that reference only Question 10 as an assessment of their teaching.

Apart from researchers, even companies that make evaluation products for higher education are aware of this topic. See “Best Practice Series- Gender Bias in Course Evaluation” from platform vendor IOTA 360: <http://pages.iotasolutions.com/download-best-practice-gender-bias>.

CONCLUSIONS AND RECOMMENDATIONS:

1. While it is impossible to eliminate biases in SETs that exist in the minds of students, current research-based best practices indicate that summative questions that may concentrate bias must be removed. Therefore, Course Eval Question 10 must be removed as soon as possible. This is the focus of the resolution currently being drafted.

2. Those evaluating faculty with the use of surveys must be educated about potential bias and about other best practices in the use of such data, including multiple assessment methods; consistent use of evaluation methods; measuring trends over time; etc. This point is also made in the current resolution draft.

3. As already indicated in the Faculty Manual, SETs should only be one way of assessing faculty teaching. Multiple methods should yield better assessment of all instructors, and teaching assessment should obviously be done by peers as well as by students. Therefore, the committee recommends changing the Manual's statement that multiple methods for assessing teaching should be used to one that reflects that at least one or two other assessment methods must be used besides SETs.

4. The Faculty Manual could be updated to use the same terminology to refer to student evaluations of teaching surveys/forms/questionnaires.

5. The committee plans to begin a complete review of SET survey questions in the spring semester with the goal of having a new draft question set by the end of the semester. To this end, the following is recommended:

a. Creating a sub-committee or ad hoc senate or university committee with local experts on teaching assessment.

b. Studying up-to-date surveys, such as University of Southern California's, and scanning higher education press for other news about model SETs.

c. Hosting a symposium in late March, with local and extramural experts, open to faculty and students.

d. Considering a format where there are fewer questions; fewer quantitative questions; and fewer standard/university-wide questions and more discipline-specific questions.

6. Review and test new survey platforms such as Watermark's (<https://www.watermarkinsights.com/our-approach/course-evaluation-institutional-surveys/>).

Member	College	Present
Peter Laurence	AAH, senator, chair	
Bruce Gao	ECAS, senator	
Sharon Holder	BSHS, senator	
Jennifer Holland	BSHS, delegate	
Puskar Khanal	CAFLS, senator	
Eric Lapin	AAH, delegate	
Linda Li-Bleuel	AAH, senator	
Jiro Nagatomi	ECAS, senator	
Christopher Norfolk	ECAS, delegate	
Amy Pope	Science, delegate	
Charles Weiss	Business, senator	
David Fleming	Ex-officio, interim dean, Graduate School	
John Griffin	Ex-officio, dean, Undergraduate Studies	
Taimi Olsen	Ex-officio, OTEI director	
Debra Sparacino	Ex-officio, Registrar	
Bridget Trogden	Ex-officio, assoc. dean, Undergraduate Studies	

Faculty Senate Resolution 2019-XX

Scholastic Policies Committee approval:

Topic: Change of Clemson University Student Assessment of Instructors survey

Whereas, Clemson University uses a survey called the Student Assessment of Instructors to collect student feedback of their experience in academic courses. (See the attachment for the survey questions and https://www.clemson.edu/institutional-effectiveness/oir/resources/student_assessment.html for further information);

Whereas, the use of student surveys to assess the effectiveness of instructors has been shown through research to be a vehicle for bias and discrimination against women and minority faculty, and this research has been published in academic journals and publicized in academic news sources;

Whereas, analysis and summaries of research by the Clemson TIGERS ADVANCE research group (see <https://www.clemson.edu/provost/tigers-advance/>) have shown that women faculty are subject to biased feedback in terms of statistical numbers (i.e., lower scores than men on the same questions on average) and in written comments (i.e., comments about their appearance, the way they dress, their sex appeal, etc.);

Whereas, Clemson faculty who are women report frequently finding inappropriate comments in student responses to student assessment surveys;

Whereas, studies of student feedback indicate that summative questions (such as “Is the instructor effective?”) concentrate bias, especially when administrators and others reviewing survey data and evaluating faculty use such summative metrics to judge teaching effectiveness;

Whereas, the TIGERS ADVANCE research group has requested the elimination of Question 10 of Clemson’s Student Assessment of Instructors survey for being problematic for these reasons indicated above, and the Scholastic Policy Committee agrees with the group’s recommendation to remove it;

And whereas, faculty of Clemson University have the authority to modify these student survey questions, and the Scholastic Policies Committee is charged in the Faculty Manual with approving these survey questions and will undertake a complete review of the current survey;

Resolved, while undertaking a complete review of the current survey, the Scholastic Policy Committee recommends the prompt removal of Question 10 (“Overall, the instructor is an effective teacher” — see attachment) from Clemson’s Student Assessment of Instructors survey, and that all parties evaluating faculty and reviewing the unamended surveys shall be provided with a copy of this resolution until it is removed.

And resolved, the University will take steps to educate administrators and others reviewing faculty through surveys about bias in student evaluations of teaching.

Attachment: Existing questions:

You are being asked to evaluate your instructor and the course on a number of factors that relate to effective teaching. The information you give WILL be used by your instructor to improve his/her effectiveness as a teacher. Your responses WILL ALSO be used by administrators and colleagues to make decisions concerning your instructor's retention, promotions, tenure, and post tenure review, so please think carefully about each answer. Be as accurate and candid as you can. Your responses will remain anonymous.

Type: Subtitle

G1. The instructor clearly communicated what I was expected to learn.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G2. The instructor made the relevance of the course material clear.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G3. The course was well organized.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G4. There was a positive interaction between the class and the instructor.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G5. The instructor's teaching methods helped me understand the course material.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G6. The instructor's verbal communication skills helped me understand the course material.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G7. The instructor clearly explained what was expected on assignments and tests

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G8. The instructor kept me informed about my progress in the course.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G9. The feedback I received on assignments and tests gave me the opportunity to improve my performance.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G10. Overall, the instructor is an effective teacher.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G11. The instructor's grading procedures gave a fair evaluation of my understanding of the material.

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G12. How much work did you put into this course relative to your other courses?

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G13. How difficult was this course for you relative to your other courses?

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G14. To what extent was this course a requirement for you?

Type: How much; Scale: 1 (Not at all) - 5 (Very much)

G15. Was this course in your major?

Type: Yes - No; Choices: Yes, No

G16. Was this course team-taught?

Type: Yes - No; Choices: Yes, No

G17. Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, email, fax and other means.

Type: Satisfaction; Scale: 1 (Very Dissatisfied) - 4 (Very Satisfied)

Your instructor will receive your responses, including any comments you enter below, only after final grades have been assigned. Your responses will be anonymous, so please make your feedback as specific and constructive as possible.

Type: Subtitle

G18. Please comment on the strengths of the instructor and the course.

Type: Essay

G19. Please comment on the weaknesses of the instructor and the course.

Type: Essay

G20. Please comment on any teaching methods you found particularly helpful, and suggest alternative methods that you feel would improve the course.

Type: Essay

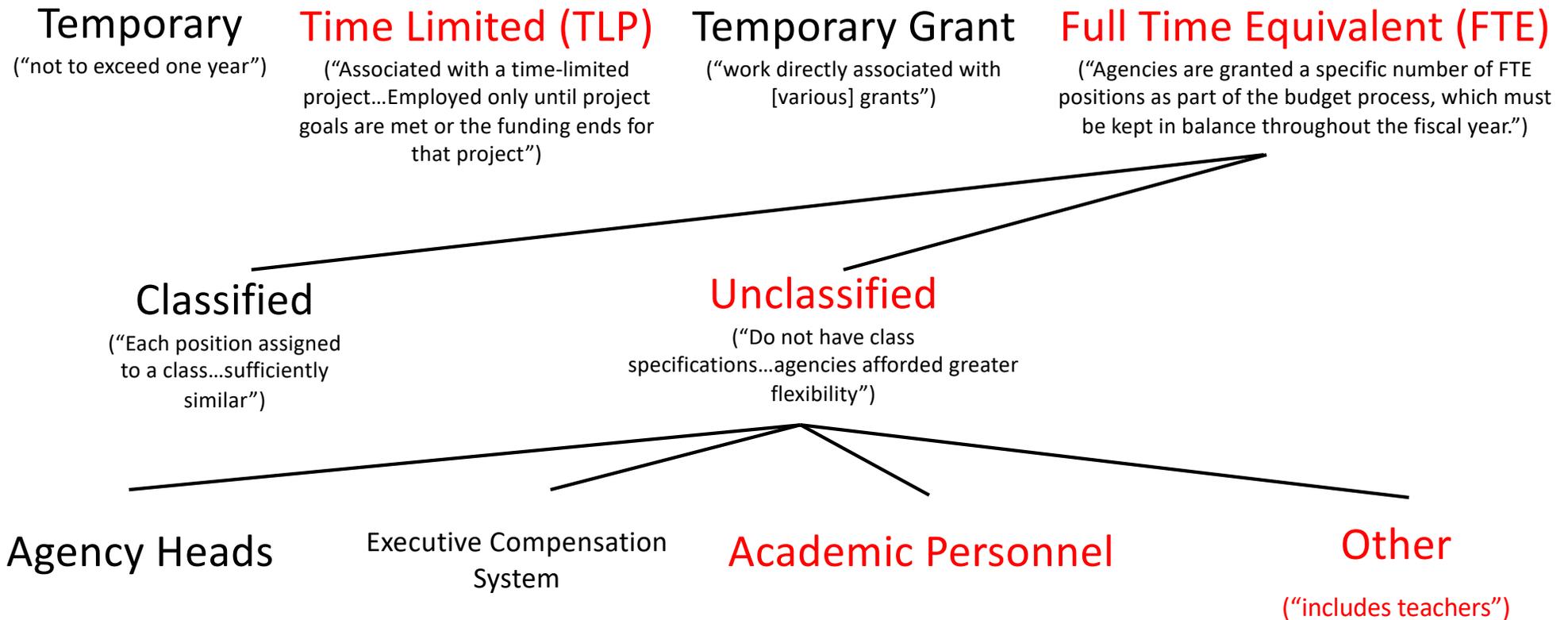
G21. I would recommend this instructor to a friend. Yes or no? Why?

Type: Essay

President's Report

December 10, 2019

State Employees



"The compensation of academic personnel and unclassified other positions are governed by the agencies within the provisions of State Human Resources Regulations and other applicable state laws."

Full Time Equivalent Positions

- Number of FTEs controlled by the state
- Specified in Appropriations Act
 - Enacted on June 25, 2019
- Clemson lobbies for additional FTEs
 - Efforts to better anticipate long-term needs
 - Banking FTEs not viewed favorably by state

Time Limited Positions

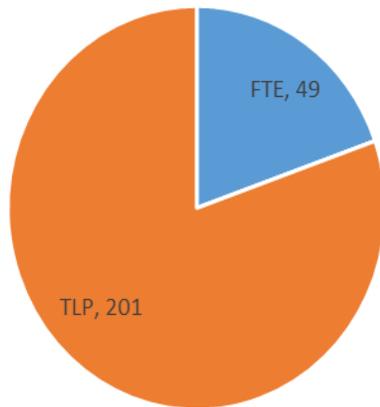
- “Time limited” by contract
 - 1/3/5 years for lecturers/senior lecturers/principal lecturers
- Number not controlled by state
- Nothing prevents hiring TT faculty as TLPs
 - No evidence that this has been done at Clemson or other state universities

Benefits Differences

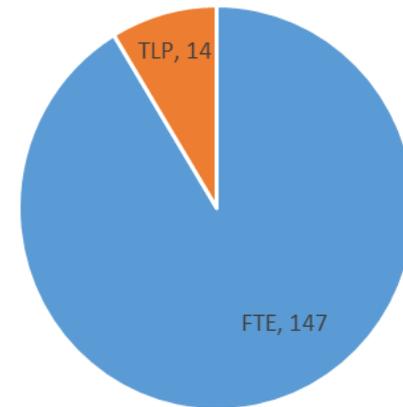
- HR has good documentation
 - [http://media.clemson.edu/humanres/benefits/transition/TLP to FTE.pdf](http://media.clemson.edu/humanres/benefits/transition/TLP_to_FTE.pdf)
- Minor differences in leave
- TLPs don't have access to grievance process
- TLPs are not guaranteed state mandated compensation increases
- Employee Acknowledgement (TGP and TLP)
 - [https://media.clemson.edu/humanres/Temp Grant Time Limited Employee Agreement.pdf](https://media.clemson.edu/humanres/Temp_Grant_Time_Limited_Employee_Agreement.pdf)

Lecturers/Senior Lecturers by FTE/TLP

Lecturers by FTE/TLP



Senior Lecturers by FTE/TLP



Department Hiring Policies for Special Rank Faculty

- Substantial variance across departments
- Search committees that recommend rank → direct hires by department chair → not specified
- Who's empowered by ability to hire at senior/principal rank?

 Rank	 Institution	 New tenure-track hires, 2018	 Percentage of all newly hired full-time instructional staff members
1.	U. of Alabama at Tuscaloosa	143	45.8%
2.	U. of Florida	126	56.8%
3.	U. of Colorado at Denver	125	38.0%
4.	Pennsylvania State U. at University Park	100	44.8%
5.	U. of Louisville	98	45.8%
6.	Florida State U.	97	44.1%
7.	Ohio State U.	86	26.5%
8.	Texas A&M U. at College Station	85	37.4%
8.	U. of Utah	85	59.9%
10.	Oklahoma State U. at Stillwater	81	37.3%
11.	U. of Central Florida	76	50.0%
11.	Virginia Tech	76	47.8%
13.	Purdue U. at West Lafayette	75	47.8%
14.	U. of Minnesota-Twin Cities	73	29.0%
16.	U. of Michigan at Ann Arbor	71	8.3%
16.	U. of Texas at Austin	71	27.5%
19.	Arizona State U.	69	38.8%
20.	San Diego State U.	68	68.7%
21.	U. of Illinois at Urbana-Champaign	67	47.9%
22.	Rutgers U. at New Brunswick	66	27.4%
23.	U. of Kentucky	63	51.6%
23.	U. of Massachusetts at Amherst	63	50.4%
25.	Clemson U.	61	79.2%