



PRESIDENT: Thompson Mefford

AGENDA

Date: November 9th, 2021

Time: 2:30 p.m.

Location: Zoom

Teams: [Digital Meeting Materials](#)

1. APPROVAL OF MINUTES:

- a. Faculty Senate Meeting Tuesday, October 12th, 2021

2. SPECIAL ORDERS

- a. Class of '39 Award for Excellence; Windsor Sherrill, Cecil Huey, and Chip Egan

3. REPORT

Robert H. Jones, Executive Vice President for Academic Affairs & Provost

a. Standing Committees

1. Finance and Infrastructure Committee; Chair Andrew Brown
 - i 202103 Green Crescent Trail Initiative
2. Policy Committee; Chair Lauren Duffy
 - i 201906 Review Cycle of Administrators
 - ii 202103 University Assessment Committee
 - iii 202110 Request for Clarification: Reduction and Extension of Probationary Period
3. Research and Scholarship Committee; Chair Brian Powell
4. Scholastic Policies Committee; Chair Lindsay Shuller-Nickles
5. Welfare Committee; Chair Andrew Pyle
6. Clemson Experimental Forest Committee; Chair Betty Baldwin

b. University Committees/Commissions

1. Committee on Committees; Chair Mary Beth Kurz

2. Faculty Representative to the Board of Trustees; Brian Powell

3. President's Report

4. UNFINISHED BUSINESS

5. NEW BUSINESS

a. 2021 Class of '39 Award for Excellence

ADJOURN

ANNOUNCEMENTS

1. Tour of African American Burial Ground at Woodland Cemetery, Brian Stack
2. Military Appreciation Luncheon November 11th 11:00 a.m. in front of Vickery Hall
3. Convention of the Delegates Meeting: Thursday, November 11th, 2021, 3:15pm
4. Faculty Senate Advisory Committee Meeting: Tuesday, November 23rd, 2021, 2:30 p.m.
5. Faculty Senate Executive and Advisory Joint Committee Meeting: Tuesday, December 7th, 2021, 2:30 p.m.
6. Faculty Senate Meeting: Tuesday, December 14th, 2021, 2:30 p.m.

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



CLEMSON UNIVERSITY
FACULTY SENATE

FINANCE COMMITTEE
CHAIR: Andrew Brown

FINANCE COMMITTEE REPORT

Standing Agenda Item 202103: Green Crescent Trail

The overarching vision for the Green Crescent Trail (GCT) project is to position Clemson as a national model for alternative transportation. Inspired by the success of the Swamp Rabbit Trail connecting Greenville and Travelers Rest, this project proposes to connect the Clemson, Central and Pendleton communities. The project offers a variety of potential economic, quality of life, public health and sustainability-related benefits for these communities and is consistent with Clemson University's own plans to increase pedestrian and biking infrastructure on campus. In particular, the GCT project meshes well with the Perimeter Road Pedestrian Safety Project (see below) as well as initiatives designed to decrease parking congestion on campus.

Background

The Finance Committee was charged with evaluating opportunities for Clemson to collaborate with the Green Crescent Trail project in addition to projects already underway. In addition to potential quality of life improvements, this collaboration could offer access to several state and government grants in the areas of bridges / overcrossings for pedestrians and/or bicyclists. In particular, a collaboration offers a potential opportunity to connect the Perimeter Road Pedestrian Safety Project with the new R-6 and P-7 parking lots. The City of Clemson has already allocated \$650,000 to build a GCT segment that will soon connect two city parks and terminate at Gateway Park near the R-6 Parking Lot.

GCT Feasibility Study. A feasibility study was conducted by Alta Planning + Design in December, 2015 to evaluate potential routes in the greater Clemson, Central, Pendleton area. On March 10, 2016 a public meeting was held to share proposed routes and solicit feedback. On May 27, 2016 a follow-up public meeting was held to share a summary of final recommendations from the feasibility study. PDF files of the report and meetings can be found at <http://www.greencrescenttrail.org/feasibility-study/>.

Perimeter Road Pedestrian Safety Project. The Clemson Trustees recently approved a 21 million dollar expansion of Perimeter Road, designed to be completed in Summer 2023 (Wilson 2021). "The primary impetus for widening Perimeter Road is the desire to minimize traffic volumes on Walter T. Cox Blvd. The proposed roundabouts on Walter T. Cox Blvd. at Newman Road and Perimeter Road west, along with raised crosswalks at intersections, are intended to divert traffic and encourage motorists to use Perimeter Road for east-west circulation across the campus and for accessing commuter parking areas. These changes, along with traffic-calming measures on Cherry Road and the closure of streets within the Pedestrian Priority Zone are anticipated to result in higher traffic volumes on Perimeter Road

(Clemson University, 2017). The interchange between 93 & 76 is a priority project, since this area is not very safe for pedestrian / bike traffic.

PERIMETER ROAD
CONCEPT PLAN (1 OF 2)
10/1/18



- LANE LINE
- NEW CONSTRUCTION
- LANDSCAPE SPACE
- EXISTING R/W LINE

- LEGEND**
- PROPOSED SIDEWALK
 - PROPOSED SHARED PED/BIKE PATH
 - PROPOSED CONCRETE MEDIAN
 - CUT/FILL LIMIT



PERIMETER ROAD
CONCEPT PLAN (2 OF 2)
10/1/18



- LANE LINE
- NEW CONSTRUCTION
- LANDSCAPE SPACE
- EXISTING R/W LINE

- LEGEND**
- PROPOSED SIDEWALK
 - PROPOSED SHARED PED/BIKE PATH
 - PROPOSED CONCRETE MEDIAN
 - CUT/FILL LIMIT



Clemson University is not currently relying on grant or DOT funding that the road is currently owned by Clemson University. Clemson University representatives anticipate sufficient funds for the project to connect Gateway park to Perimeter Rd. multi-use trail. An additional feature will be an electric bike station at the park and ride to promote off-campus parking. Clemson University representatives are in communication with the Clemson city engineer to identify future project opportunities. One example includes the addition of bike / trail amenities to connect the Madren Center to Perimeter Rd. Another priority project is a solution for getting students and bike traffic across 93 at the 76 intersection, along with updating the bicycle master plan more generally to improve safety along the Highway 93 corridor. These projects are in the staging process in preparation for pursuing grants.

Recommendations

The Finance Committee is supportive of the University and the City of Clemson in their efforts to integrate the Green Crescent Trail into the University community. It is our opinion that this effort will lead to improved pedestrian safety and traffic flow. The committee further believes the trail will contribute to the surrounding aesthetics and sense of community at the University.

Specific recommendations are as follows:

1. The Finance and Infrastructure Committee recommends that the Clemson University Administration proceed with planning, engineering, fundraising, and implementation of alternative transportation infrastructure that will safely connect the City of Clemson to Clemson University in the East Campus and Perimeter Road areas.
2. We recommend that the University and their grant consultants continue to pursue Federal and State grants designed to provide funding for bridges / overcrossings for pedestrians and/or bicyclists including (for example):
 - Federal Recreational Trails Program Grants
Grants intended to benefit recreational trails but are for any recreational trail use.
 - Better Utilizing Investment to Leverage Development (BUILD) Grants
Funds projects that directly impact public transportation
 - Infrastructure for Rebuilding America Discretionary Grant Program
Focuses on projects that generate economic, mobility, and safety benefits.
 - Highway Safety Improvement Program
Provides grants intended to improve a hazardous road feature, or address a highway safety problem

References

Clemson University (2017). Clemson University Long-range Framework Plan

Feasibility study. Retrieved July 17, 2021, from <http://www.greencrescenttrail.org/feasibility-study/>

Wilson, A. (2021). Clemson university's \$21 million pedestrian safety project could bring big changes to perimeter road. Retrieved July 17, 2021, from <https://www.wspa.com/news/local-news/clemson-universitys-21-million-pedestrian-safety-project-could-bring-big-changes-to-perimeter-road/>

POLICY COMMITTEE REPORT

Standing Agenda Item 201906: Review Cycle for Administrators

The Policy Committee has considered this matter under the charge of general university policy review and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

Background

The Policy Committee received a committed agenda item from Faculty Manual Consultant Mary Beth Kurz to consider clarifying language in the review cycle for administrators. The Faculty Manual states that “Every academic administrator reporting to the Provost, directly or indirectly, shall be evaluated in each year by the immediate supervisor” (VIII, E, 4, a, i). Chapter VIII (beginning on page 93 of 2021-2022 FM) describes the review procedures for Administrative Faculty. On page 99, it is described that “Each academic administrator will be subject to periodic review for the purpose of continued appointment at least every five years.” In practice, Deans are reviewed at 3rd year, and then every 5th year thereafter. Questions pertain to the initiation of the review process, the transparency of the timeline based on appointment dates, and the criteria used in the evaluation process, which has led to consideration of the clarity of this language in the Faculty Manual.

Discussion and Findings

The Policy Committee debated how to clarify the language in the Faculty Manual so that the timeline for review, review process, and review criteria are clear. Chairperson Duffy and outgoing Chairperson Vernon met with Associate Vice Provost Amy Lawton-Rauh to discuss the matter further. The Committee considered five (5) main points related to this topic:

1. The Committee would like to see a standardized calendar for review for administrative faculty, similar to that which is found for regular faculty. This calendar would explicitly state the review steps and due dates as well as accountable party.
2. For further transparency, the Committee would like to see this posted on the Provost’s website. The appointment date would be listed for each Administrative Faculty Member and the appropriate review dates would then be noted.
3. The Committee recommends revisiting language in the Faculty Manual that describes the review process, who can comprise the review committee, and how many direct reports (in the case of Dean level and above) should be included this committee.

4. The Committee recommends reviewing criteria and evaluation forms to determine best practices and research peer and near-peer policies regarding the survey instrument and evaluation criteria.
5. The Committee also recommends working with administration to ensure that some type of feedback loop on the outcome of the review is in place. Beyond confirming the continuation of appointments, what is best practice for highlighting strengths and weaknesses of administrative faculty for professional development and growth, as well as for consideration in future reviews? The Committee recognizes the sensitive nature of some comments, but generalized transparency would be desirable outcome of the review process.

Therefore, the Policy Committee found that this topic warrants policy clarifications and suggests revisions to the Faculty Manual be made. Additionally, implementation of best practices regarding improved transparency is desired.

Conclusion and Recommendations

The Policy Committee concludes that revisions to the Faculty Manual are warranted and suggests a resolution be made to address these clarifying revisions.



POLICY COMMITTEE
CHAIR: Lauren Duffy

POLICY COMMITTEE REPORT

Standing Agenda Item 202103: Revision of the University Assessment Committee

The Policy Committee has considered this matter under the charge of general university policy review and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

Background

A request was submitted in November 2020 by Robert H. Jones, Executive Vice President for Academic Affairs and Provost, to consider changes to its function, membership, and mission to the University Assessment Committee (UAC).

Currently, the UAC reports to the Executive Vice President for Academic Affairs and Provost and is described in the Faculty Manual as providing “leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance the effectiveness of the University. The committee develops and recommends University-wide assessment policies, assists in developing assessment procedures that meet accepted standards for data collection and analysis, reviews assessment procedures for consistency with goals and objectives, reviews results of assessment activities and recommends improvements, reviews the progress of the University in implementing assessment activities, reviews all assessment reports and coordinates the preparation of annual reports for the State Commission on Higher Education, strives to ensure that assessment information is not misused, and monitors the effects of assessment to ensure that assessment results are used in subsequent planning activities” (Chapter IX I.1).

Specifically, the request was to consider four (4) recommendations put forth by Jeremy King, Associate Provost of the Office of Institutional Effectiveness: 1) Sunset the current UAC and remove it from the Faculty Manual, 2) Replace the UAC with a University Council on Assessment and Accreditation (UCAA) that is authorized through University-level policy, 3) Endorse the participation in the new Assessment Working Group for faculty as either a service or professional development activity (as determined by the Provost and APFA) that autoloads into Digital Measures, and 4) Complete the hire of an Institutional Assessment Director to assume management of

the UCAA committee work.

The concerns stated regarding the effectiveness of the UAC include that the membership is “too large for an effective action-based committee,” “too diverse for a single committee,” and includes members who “have little working assessment experience, knowledge, or functional responsibility.” Further, the function and mission of the UAC is also in question where “listed responsibilities of the UAC have become outdated or moot” and the charge of the UAC “contains little-to-no orientation towards continuous improvement and excellence in day-to-day core business operations” related to accreditation and faces constant institutional knowledge loss each year that leadership of the UAC turns over.

The proposal of the UCAA notes that the overall purpose of this committee would be to “provide advice and make recommendations to the Provost and/or President regarding holistic efforts at continuous improvement in core academic operations that are within the scope of University accreditation standards” (proposal for UCAA is appended to this report). It is proposed that the UCAA would be “chaired by the APIE, or designee, in a non-voting ex-officio capacity” and that the committee would report “to the Provost and may make recommendations directly to the Provost or President.”

In addition to reviewing the proposal, the Policy Committee also met with the 2020/21 chair of the UAC as well as with Jeremy King to gather information and further clarification.

Discussion and Findings

The Policy Committee reviewed the purpose and membership of the UAC and agree that this committee should be retired and removed from the faculty manual on the basis that the membership needs and core functions of the committee have drifted.

Further, in reviewing the proposed UCAA and its purpose, core responsibilities, and membership, we are support of this committee as outlined in the proposal by the APIE/OIE, but with the following changes:

1. In addition to the listed membership, which include college-level assessment coordinators and other staff dedicated to assessment and accreditation standards, we recommend that a faculty representative is also included as a member (e.g., Faculty Senate President, or designee). The reason for this addition is because we believe that assessment and accreditation is firmly, and directly, connected to curriculum matters that concern faculty. Structures that shape assessment and accreditation needs and reporting have shifted at the University but these matters can have a direct effect on curriculum, program status, and faculty work.
2. We believe that the UCAA should be added to the Faculty Manual, in place of the UAC, for the reasons stated above: assessment and accreditation cannot be separated from curricular matters.

The Policy Committee also noted that the third (autoloading participation in the new assessment working group into Digital Measures) and fourth (hiring an Institutional Assessment Director) recommendations are not in the purview of the Faculty Senate, and thus the committee weighed no considerations on those recommendations.

Conclusion and Recommendations

Discussion was closed and the Policy Committee concludes that revisions to the Faculty Manual are warranted and recommends a resolution be made to address these suggestions.

University Council on Assessment and Accreditation

Introduction

Clemson University embraces systemic, strategic, pan-University effectiveness processes that promote continuous improvement of its academic programs and related administrative support services. The University believes that attention to and fulfillment of accreditation standards by achieving excellence in day-to-day business operations aligned with those standards provides a robust and comprehensive framework for: achieving excellence in its mission; executing demonstrated continuous improvement in operations; serving our students, their families, the State of South Carolina, and myriad external University stakeholders such as alumni, donors, collaborating institutions, and workforce partners. Compliance with University accreditation standards should thus be a natural derivative result, and neither the immediate nor primary end product, of this operational framework and the benefits it yields.

The EVPAA and President, who has ultimate responsibility for the University's educational and administrative programs and services under SACSCOC accreditation standards, are aided in assessing the quality of and effecting continuous improvement in academic programs and supporting administrative services by a University Council on Assessment and Accreditation (hereafter, UCAA). At their discretion, the President and/or EVPAA and/or EVPFO may also, from time to time and as need arises, utilize the UCAA as an independent or representative advisory body to explore or make recommendations regarding issues related to effectiveness, assessment, and continuous improvement at the University that might be outside, or more granular than, the direct scope of accreditation standards applying to the University.

Purpose and Scope

The UCAA serves to provide advice and make recommendations to the Provost and/or President regarding holistic efforts at continuous improvement in core academic operations that are within the scope of University accreditation standards. It is understood that there exist initiatives and functions that are within this broad scope, but are sufficiently discrete and self-contained that they are managed at a more local level or by other means, or are done so as part of historical operations and structure—examples might include graduate program review, development and oversight of a QEP plan, General Education assessment, the University strategic plan, specific academic program accreditation, etc. The scope of the UCAA responsibility is not intended to comprise the management or oversight of these functions unless requested to do so by the Provost at his/her discretion. The UCAA is expected, however, to remain cognizant of such initiatives and functions, be prepared to support and document their incorporation into systemic holistic continuous improvement efforts, and maintain a proactive posture of collaboration and assistance in achieving their goals.

Responsibilities of the UAAC include:

- Providing counsel, advice, and recommendations to the Associate Provost for Institutional Effectiveness, Provost, and/or President regarding the policies, processes, cadence, platforms and systems, user experience, and communications—and any changes or modifications thereto—regarding continuous improvement, assessment, and accreditation that are in the UCAA’s scope described above.
- Communicating with University constituencies about continuous improvement, assessment, and accreditation policies, processes, and activities; monitoring and serving as a conduit for input from those constituencies.
- Assisting, upon request, with the review of key elements of accreditation reports and serving as conduits to ensure successful scheduling of, and transparency in, hosting accreditation site visits on and off campus.
- Bringing to the attention of the APIE, Provost, and/or President concerns regarding implementation of, or results stemming from, continuous improvement, assessment, and accreditation activities that are in the UCAA’s scope described here.
- At the request of the Provost or President, providing review and/or recommendations regarding processes, strategies, plans, products or instruments, and platforms/systems related to continuous improvement, related planning, assessment, and accreditation: as part of special or focused initiatives; as a means of independent review and feedback; or that are outside the usual UCAA scope described above.

Membership and Governance

The UCAA comprises the following individuals

- The college assessment coordinator/liaison identified by each college dean
- A representative of Enrollment Management as appointed by the VP of Enrollment Management
- A representative of Undergraduate Studies as appointed by the Dean of Undergraduate Studies
- A representative of the Graduate School as appointed by the Dean of the Graduate School
- A Student Affairs representative as appointed by the VP of Student Affairs
- A finance and operations representative as appointed by the EVPFO
- A representative appointed by the VPR
- An advancement representative appointed by the VP Development and Alumni Relations
- A CCIT representative appointed by the CIO

The UCAA is chaired by the Associate Provost for Institutional Effectiveness or their designee in a non-voting *ex-officio* capacity. The committee reports to the Provost and may make recommendations directly to the Provost or President.

Because the UCAA uses the framework of University accreditation standards to set the scope of its work, and those encompass areas within academic affairs and outside of academic affairs in administrative support units, it is understood that the UCAA might choose to operate by dividing its activity and structures into academic and administrative subgroups to enable efficient and appropriate focus on both student learning/achievement and on academic support services/operations; the use of such subcommittees and dual structure is at its discretion.

The University recognizes that operationalizing continuous improvement in its core mission, conducting associated meaningful assessment, and demonstrating compliance or identifying shortfalls with accreditation standards are endeavors that require collaboration and communication with many units and personnel at the University. Examples of such partners include, but are not limited to, Institutional Research, the Faculty Senate and its Scholastic Policies Committee, the Office of Teaching Effectiveness and Innovation, Clemson Online, the Office of General Counsel, myriad individual faculty and staff members, etc. The UCAA is expected to not only communicate and collaborate with such entities—as critical resources and stakeholders—whenever appropriate, but to be proactive in inviting and facilitating their participation and feedback in its work.



POLICY COMMITTEE REPORT

Standing Agenda Item 202110: Request for clarification: Reduction and/or extension of probationary period

The Policy Committee has considered this matter under the charge of general university policy review and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

Background

A request was submitted in October 2021 by Dr. Jeffrey P. Kharoufeh, Chair of the Tenure, Promotion, and Re-appointment Committee for the Department of Industrial Engineering, requesting clarification for reduction and/or extension of probationary period. Specifically, the request was articulated as follows:

1. With the deployment of Digital Measures (DM), what does it mean for a faculty member to “officially submit their tenure materials in the TPR system”? Does this mean that the package is officially submitted when the pre-check process is completed (thereby inducing requests for external letters), or does it refer to the time at which all required dossier documents are submitted to DM early in the Fall term?
2. For faculty who have been granted an extension of their probationary period (e.g., for the birth of a child or due to COVID), is the candidate viewed as having a reduced probationary period if they elect to submit the tenure package in the original penultimate year, thereby foregoing the requested extension?

Discussion and Findings

The Policy Committee references the Clemson University *Faculty Manual* published in August 2021, specifically Chapter V§C3: Tenure Policies. The phrase referenced by Dr. Kharoufeh, “A faculty member forfeits the remainder of their probationary period when they officially submit their tenure materials in the TPR system.”¹, was included to formalize the concept that all untenured faculty at Clemson University have a set probationary period and, in the penultimate year, are evaluated for

¹ Clemson University *Faculty Manual* (2021) Chapter V§C3v3a (p 45)

tenure and reappointment. Unsuccessful applicants for tenure are given a one-year notice of non-reappointment and subsequently dismissed from the institution².

The Policy Committee defines “officially submit their tenure materials” to mean the faculty member has submitted an official request for tenure and reappointment consideration. The physical execution of processes in the TPR management system merely carry out the associated tasks. In watermark Faculty Success, formerly DigitalMeasures, the process is initiated in the spring by a “Tenure and Promotion Pre-Check Process” that is initiated with the following text:

“This process is designed to allow departments and colleges to identify individuals who are going up for either tenure and/or promotion in the next academic year. If you are not going up for tenure and/or promotion, choose the “OPT OUT” option under actions. (Upper right-hand corner) If it won't let you submit, then answer no or N/A to the required questions and try again.

If you are up for tenure and/or promotion, select the rank you are seeking, or “not applicable” if tenure-only with no promotion (no change in rank). Upload the required files below and chose SUBMIT.

If you chose yes to either tenure or promotion, please upload a letter formally requesting tenure and/or promotion. The letter should include the action requested and the rank of promotion.”

The Provost’s Calendar of Dates and Deadlines indicates that in May, “Candidate files intention to submit in DigitalMeasures. Intention to submit is the request for review and evaluation of dossier for promotion and/or tenure.”

In this TPR management system, the process does not continue unless the faculty member continues the process by uploading the complete dossier in the fall (Step 2). Inaction by the faculty member in Step 2, causes the Tenure and Promotion Process to stop and the faculty member is not considered for tenure or promotion.

The *Faculty Manual* indicates that “the decision to grant tenure shall be made during the penultimate year of the probationary period”³ and “The tenure probationary period for a full-time regular faculty member shall not normally exceed seven years.”⁴ The *Faculty Manual* does not indicate a timeframe for submitting an official request for promotion or tenure consideration.

The Policy Committee, considering the above discussion, answers question one with: the package is officially submitted when the faculty member completes step two. It is concerning that the Provost’s Calendar of Dates and Deadlines insinuates that the intention to be considered is initiated with a formal request for tenure and/or promotion in the Spring of the year prior to the penultimate year. This marginalizes any research, scholarship, and service during the preceding summer months. In the absence of *Faculty Manual* policy, it is reasonable to expect that the penultimate year review process would not begin until the start of the penultimate

² Clemson University *Faculty Manual* (2021) Chapter V§D5 (p 49)

³ *ibid.* V§C3ci (p 45)

⁴ *ibid.* V§V3bii (p 43)

year on August 15 to include formally requesting consideration for promotion and tenure. The complication is that even though the process would stop if the faculty member took no action in the second step, the text of the *Faculty Manual* indicates that the faculty member has relinquished any remaining time in the probationary period if a formal request is made in the Spring. Considering this, the Policy Committee considers that the probationary period should **not** be forfeited unless the faculty member completes step two in the Fall.

Regarding question two, The *Faculty Manual* permits a faculty member to request a modification that reduces or extends the probationary period.⁵ In cases where a faculty member's probationary period has been extended, a new terminal year becomes record. If the same faculty member requests an additional modification to the new probationary period to reduce the probationary period to the original terminal year, it would be viewed as a reduction of the probationary period. However, the reduction or extension of the probationary period does not change the intent of the tenure and reappointment process: all untenured faculty have a set probationary period and, at the expiration of that time, are evaluated for tenure and reappointment. Unsuccessful applicants for tenure are given a one-year notice of non-reappointment and subsequently dismissed from the institution.

The Policy Committee responds to question two with the candidate's probationary period being perceived as "reduced" or "extended" is irrelevant to any tenure, promotion, and reappointment guidelines and bears no consideration. If a faculty member obtains an approved adjustment to their penultimate year, they either gain or lose probationary period time. A second approved adjustment in the opposite direction has no bearing on previous or subsequent requests.

The Policy Committee has identified concerns with the timeline for formal requests for promotion and tenure and will investigate the implications of Spring requests. However, the committee considers this agenda item closed pending additional information.

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⁵ Clemson University *Faculty Manual* (2021) Chapter V§C3v (p 44)



Class of 1939 Award for Excellence Nomination Form

Name of Nominee: **Brian A. Powell**

Colleges and Degrees (omit years): **University of Montevallo (B.S. Chemistry), Clemson University (M.S. and PhD Environmental Engineering and Science)**

Present Position: **Professor, Department of Environmental Engineering and Earth Science (CECAS), Department of Chemistry (COS)**

Prior Positions:

At Clemson: **Assistant Professor and Associate Professor; Clemson University**

Other: **None**

Certification:

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

David Freedman Digitally signed by David Freedman
Date: 2021.10.19 22:53:42 -04'00'
(Person Responsible for Performance Review)

Academic Administrative Channels:

David Freedman Digitally signed by David Freedman
Date: 2021.10.19 22:55:28 -04'00'
Nominator

David Freedman Digitally signed by David Freedman
Date: 2021.10.19 22:54:42 -04'00'
David L. Freedman Department Chair

School Director (If applicable)

Anand Gramopadhye Digitally signed by Anand Gramopadhye
Date: 2021.10.20 16:18:53 -04'00'
Anand Gramopadhye Dean

Robert H. Jones Digitally signed by Robert H. Jones
Date: 2021.10.20 16:26:43 -04'00'
Executive Vice President for Academic Affairs & Provost

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

October 20, 2021

Selection Committee
Class of '39 Award Selection Committee

Dear Selection Committee:

I am writing to enthusiastically support the nomination of Dr. Brian A. Powell for the 2021 Class of '39 Award. Dr. Powell excels in several of the areas specified for this award, including activities on behalf of the University, assigned responsibility, and activities benefitting the local community, state, or nation. Research and scholarship are where Dr. Powell truly excels, yet he has also found time to take on high levels of university and national service in the past 5 years that warrant his serious consideration for this award. In support of my nomination, I have outlined below the many contributions Dr. Powell has made through service to the university and the wider community.

Activities on Behalf of the University

Dr. Powell is an outstanding university citizen, as evidenced by a lengthy list of committees he has served on in his full Curriculum Vitae. At the University level, this had included service on search committees to select the Associate Vice President for Research and the Dean of the College of Science. He served on the Clemson Forward 2020 Phase I Research strategic planning committee and was a member of the Vice President for Research Advisory Board (2016-2020). Perhaps most relevant to this award, Dr. Powell has served on the Faculty Senate since 2019, and as the lead senator from the College of Engineering, Computing, and Applied Sciences (CECAS) since 2020 and chair of the research standing committee in 2021. He has brought new energy to this role, by holding monthly meetings for any faculty member in CECAS who has concerns that the Faculty Senate may be able to act on. This has given faculty members an unprecedented level of access to the senate, made all the more important by all the issues surrounding university operation during a global pandemic. Additionally, Dr. Powell has served on a pandemic advisory committee which met regularly with the Provost's office multiple times per month to discuss pandemic related issues since March of 2019. Finally, he spearheaded a change to the CECAS bylaws that afford voting rights to special faculty. This important change has helped to validate the strong role the special faculty play in our university's success.

Most recently, Dr. Powell has been appointed as Faculty Representative to the Board of Trustees. In the short time Dr. Powell has held this role he has provided the Board with a detailed discussion of how the pandemic may impact faculty progress toward tenure and promotion, is assisting Associate Provost Lawton-Rauh in an evaluation of the effectiveness of the merit informed compensation system, and has started to set up individual board member visits to campus to meet with faculty and see the general day-to-day life of a faculty member. Dr. Powell's stated goal in his application for the position was to *"deliver the message to the Board of Trustees that investments of time, money, and resources to research and scholarship will help us achieve both objectives of undergraduate education and research excellence."* I am confident he will accomplish that critically important goal.

Dr. Powell has played an instrumental role in building a strong culture of research at Clemson University. He served as the co-founder and organizer of the Annual Faculty Research Symposia (2017-2020; College of Engineering and Science only 2014-2016). The original intent in 2014 was to facilitate development of collaborations within the then College of Engineering and Science. This event has now grown to a university wide research symposium.

**ENVIRONMENTAL
ENGINEERING
AND
EARTH SCIENCES****MAIN OFFICE**
342 Computer Court
Anderson, SC 29625**P** 864-656-3276
F 864-656-0672**CAMPUS OFFICE**
445 Brackett Hall
Clemson, SC 29634**P** 864-656-3438
F 864-656-1041**PROGRAMS****B.Sc.**

- Biosystems Engineering
- Environmental Engineering
- Geology

M.Sc.

- Biosystems Engineering
- Environmental Engineering & Science
- Hydrogeology

Ph.D.

- Biosystems Engineering
- Environmental Engineering & Earth Sciences

Dr. Powell recently completed his third year chairing the university symposium (2018, 2019, 2020). His interest in multidisciplinary research is further demonstrated by his joint appointment with the Department of Chemistry, as well as a joint appointment with the Savannah River National Laboratory (SRNL). Dr. Powell is forging new collaborations between Clemson and SRNL scientists. He played an important role in helping Clemson University be part of the new management team for the Savannah River National Laboratory, led by the Battelle Savannah River Alliance (BRSA).

Assigned Responsibility

Dr. Powell's assigned responsibilities encompass teaching and scholarship. He is a very effective instructor at the undergraduate and graduate levels. Where Dr. Powell truly excels is in scholarship and mentoring of graduate students, postdocs, and research professors. Dr. Powell works at the interface between the fundamental science of radionuclides with pure/idealized phases under controlled laboratory conditions and the application of this work to realistic field-based conditions. His research provides a technical basis for design of repositories for spent nuclear fuel and clean-up of contaminated sites from production of nuclear weapons. As such, Dr. Powell's research addresses the legacy of nuclear waste from both weapons production and commercial power production that must be dealt with to minimize the potential for human and environmental exposure. The need for safe ways to process and store these wastes continues to grow.

Dr. Powell's research produces sorption models based on molecular level interactions of radionuclides to soils, mineral surfaces, and engineered sorbents that provide a means of treating radioactive wastes or retarding the migration of the radionuclides in the environment. However, most sorption models are based on empirical parameters without an understanding of the underlying chemical interactions. Dr. Powell's research produces thermodynamically based models that are critical to the design of nuclear waste repositories where local temperatures will be significantly elevated for thousands of years.

Over the past five years, Dr. Powell's research achievements are unmatched, as summarized below and in Table 1.

- Authored or co-authored 54 peer reviewed papers
- Graduated 9 M.S. students and 9 Ph.D. students
- Received 1589 citations and earned an *h*-index of 31 (2016-2021; Google Scholar)
- \$5,629,013 in new awards
- \$3,293,905 in expenditures

Table 1. Summary of performance.

Academic Year (based on Form 3)	Publications*	Citations (Google Scholar)	M.S. Students Graduated/Advised	Ph.D. Students Graduated/advised	Postdocs Advised/Mentored	New Awards	Expenditures
2016-2017	11	314	2/6	2/6	4	\$239,215	\$874,826
2017-2018	12	327	3/3	3/9	4	\$499,739	\$805,121
2018-2019	13	274	2/3	1/8	3.25	\$1,255,564	\$635,969
2019-2020	6	323	0/6	1/8	3	\$340,958	\$390,698
2020-2021	12	351	2/6	2/7	2	\$3,293,537	\$587,291
Σ(2016-2021)	54	1589	9 Grads	9 Grads	2 moved to permanent positions	\$5,629,013	\$3,293,905

*Sum based on calendar year starting academic year

Over the past seven years, Dr. Powell served as the Principal Investigator on the DOE EPSCoR project "Radioactive waste management: Development of multiscale experimental and modeling capabilities" that started in 2014 (\$5.25M award) and renewed in 2018 (additional \$2M). Dr. Powell led a team of 24 faculty from Clemson University, the University of South Carolina, and South Carolina State University, as well as 13 postdocs, 15 Ph.D. students, 17 M.S. students, and 31 undergraduate student researchers. The effort has so far produced 15 Ph.D. dissertations, 19 M.S. theses and 45 peer-reviewed publications. The team established South Carolina as a leader in nuclear waste remediation and analysis.

In addition to participation in multidisciplinary projects, Dr. Powell has had significant independent impacts on the field. For example, he is conducting research on the dynamic behavior of technetium (a risk-driving radioisotope in nuclear waste) in a waste form called saltstone, which is being used to treat over 100 million liters of liquid radioactive waste at the Savannah River Site. The new understanding of technetium chemistry is informing the models that predict the ability of the waste to sequester technetium for over 10,000 years.

Based on Dr. Powell's outstanding academic credentials, he was granted an early promotion to full professor in 2016. Dr. Powell received highly supportive letters of recommendation from eight preeminent international scientists. An excerpt from one of these letters is germane to the **impact** of his research: "*Brian has done actual experiments that have often contradicted important modeling assumptions that misdirected major DOE plans. The mark of a really top ranked scientist is that they have come to dominate a field, often one that they created. This is certainly the case with Brian Powell.*"

In recognition of his stature in research, Dr. Powell has received the following awards:

- 2021 CECAS Senior Researcher of the Year
- 2018 Citizens for Nuclear Technology Awareness (National Organization based in Aiken, SC), Fred C. Davidson Distinguished Scientist Award
- 2018 Inaugural Clemson University Research, Scholarship, and Academic Achievement Award
- 2018 McQueen Quattlebaum Award, CECAS, Clemson University
- 2014 South Carolina Governor's Young Researcher Award for Excellence in Scientific Research
- 2013 U.S. Department of Energy, Early Career Research Award

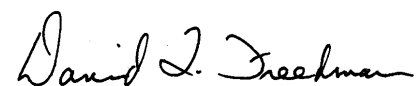
Activities Benefiting the Local Community, State, or Nation

Another external metric for stature in one's field is appointment to advisory boards and service to professional societies. Here again, Dr. Powell excels and helps to raise Clemson's academic reputation at all levels. He has been recognized with the following:

- Appointed to National Council on Radiation Protection, Program Activity Committee 5: Environmental Radiation and Radioactive Waste Issues (March 2014-Present)
- Appointed to U.S. E.P.A., Scientific Advisory Board, Radiation Safety Committee (2011-2018)
- American Chemical Society, Division of Nuclear Chemistry and Technology, Treasurer (2017-Present)
- Department of Energy, National Analytical Management Program, Education and Training Subcommittee, Member and Lecturer (2012-Present).
- Invited panelist to the Department of Energy, Office of Science, Basic Research Needs Workshop for Environmental Management, July 2016.

During my 30-year career in academia, I have come across very few colleagues who are as talented as Dr. Powell. The creativity and dedication that he brings to his work is infectious. His productivity and intellect are exemplary. Dr. Powell already has a proven track record in terms of impactful and novel research and service, with a career trajectory pointing to many more substantive contributions in the years ahead. His demonstrated success on behalf of Clemson University make Dr. Powell is an ideal candidate for the Class of '39 Award.

Sincerely,



David L. Freedman, Ph.D.
Professor and Department Chair
phone: (864) 656-5566
e-mail: dfreedm@clemson.edu



Class of 1939 Award for Excellence Nomination Form

Name of Nominee: Hugo Sanabria

Colleges and Degrees (omit years): College of Science, Ph.D.

Present Position: Associate Professor of Physics and Astronomy

Prior Positions:

At Clemson: Assistant Professor of Physics and Astronomy

Other: Alexander von Humboldt fellow at Heinrich Heine University, in Dusseldorf, Germany

Certification:

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

Sean Brittain

Digitally signed by Sean Brittain
Date: 2021.10.07 10:25:05 -04'00'

(Person Responsible for Performance Review)

Academic Administrative Channels:

Robert Anholt

Digitally signed by Robert Anholt
Date: 2021.10.07 09:37:05 -04'00'

Robert R. H. Anholt, Ph.D.

Nominator

Sean Brittain

Digitally signed by Sean Brittain
Date: 2021.10.07 10:26:35 -04'00'

Department Chair

School Director (If applicable)

Cynthia Young

Digitally signed by Cynthia Young
Date: 2021.10.07 10:33:29 -04'00'

Cynthia Young

Dean

Robert H. Jones

Digitally signed by Robert H. Jones
Date: 2021.10.13 21:34:02 -04'00'

Executive Vice President for Academic Affairs & Provost

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



October 8, 2021

It is my pleasure to nominate Dr. Hugo Sanabria for the Class 1939 Faculty Excellence Award. Dr. Sanabria exemplifies the outstanding contributions to Clemson that this prestigious and award represents. Dr. Sanabria is a world-known biophysicist who is recognized for developing and applying fluorescence spectroscopic methods to study the structure, dynamics, and function of biomolecules. Dr. Sanabria joined Clemson in January 2014 as an Assistant Professor and was tenured and promoted to Associate Professor in the Department of Physics and Astronomy in Fall 2019. Since joining Clemson, Dr. Sanabria's contributions to his department, college, university, and community have been nothing but stellar. I will highlight some of the most noteworthy accomplishments during his tenure at Clemson that showcase the spirit of the Class 1939 award.

Assigned Responsibilities

Since he arrived at Clemson, Dr. Sanabria has published 23 refereed journal articles in high-impact journals. Among those, four research articles were published in Nature Communications, and one was published in Nature Methods. In addition, Dr. Sanabria has published 34 conference proceedings, one book chapter, and has given invited presentations both nationally and internationally, in Germany, Austria, Mexico, and Chile. His research excellence has been recognized by local, national, and international awards, including a 2018 NSF Career award and the 2019 Horiba Young Fluorescence Investigator Award from the Biophysical Society, which is given to pre-tenure researchers for outstanding achievements in biological fluorescence. In 2019, he was nominated by Clemson University for the Blavatnik National Awards, the recipient of the Board of Trustees excellence award, and in 2021 he became a CUSHR Faculty Fellow for his partnership with the Cancer Institute at Prisma Health and was nominated to become an American Physics Society fellow.

Dr. Sanabria's research has secured over \$2M in external funds, including two awarded NIH R01s, in collaboration with the University of Texas Health Science Center and Stony Brook University. He is also part of Clemson's Center of Biomedical Research Excellence (COBRE) South Carolina Translational Research Improving Musculoskeletal Health (SC-TRIMH), sponsored by NIH. In addition, he has received three NSF awards, including the NSF CAREER; he received an NSF Major Research Instrumentation grant as a Co-PI to acquire a STED microscope housed at the Clemson's Light Imaging Facility, bringing unique microscopy capabilities to Clemson. Dr. Sanabria is also a Co-PI of the NSF Research Experiences for Undergraduates (REU) site in biophysics that has brought undergraduate researchers from across the U.S. to a 10-week research-intensive program. Worth noting is the emphasis on increasing the diversity of applicants and their participants.

Together with a colleague at the Department of Physics and Astronomy, he created the newly approved M.S. degree in Medical Biophysics set to start in Fall 2022. This program seeks to train a new generation of biophysicists that will have an impact on medicine. Dr. Sanabria has been instrumental in

creating core courses, curriculum and developing strategic partnerships with PRISMA Health and MUSC, which will provide internship opportunities for the enrolled students. This unique program will enable trainees to receive unique interdisciplinary training impacting the health innovation strategic priority of Clemson Forward and the health sector in South Carolina.

In addition to his outstanding contributions to the research and teaching mission of Clemson University, Dr. Sanabria is a tireless college and department service leader. For his leadership, he was selected to be part of the President's Leadership Institute (4th cohort) and Trailblazers program (5th cohort). He serves on multiple committees at the department, college, and university level, which has impacted the University and the community. He has been the Lead Senator for the College of Science for the past two years and the current Secretary of the Faculty Senate. During the past two years, when the COVID-19 pandemic hit, Dr. Sanabria became an active member of the Faculty Pandemic advisory group advocating for best practices.

Interrelations to the Student Body

Dr. Sanabria is committed to providing a unique undergraduate experience. He leads three creative inquiry programs for which he has mentored over 36 undergraduate researchers from many disciplines. Of the 23 that have already graduated, three are in Ph.D. programs, three have completed Masters' degrees, and seven are enrolled in medical schools. The remaining graduates are working in industry. His Creative Inquiry programs have empowered his student's participation in national research conferences such as the Sigma Xi and the annual meeting of the Biophysical Society. This is one example of many showcasing Dr. Sanabria outstanding mentoring. Another example regarding graduate students is that last year he received nominations for the 2021 Distinguished Doctoral Mentoring Award and the Burtner Advising Award from graduate students in his home department. Another testament to his leadership and mentoring is that his students (undergraduate and graduate) have been recipients of several awards. For example, Ms. Danielle Latham, Ph.D. candidate in Physics, received the 2021 department and college outstanding graduate learning award. In addition, Mr. Thomas Delvaux, a senior Mechanical Engineering member of his creative inquiry program, received the 2021 CECAS UG Research Opportunity grant. Also, Mr. George Hamilton, a Ph.D. candidate in Physics, received an award sponsoring his research stay in Germany during the summer of 2018; his abstract was selected by the Biological Fluorescence subgroup to be showcased at the subgroup's meeting during the 2019 Biophysical Society Annual Meeting. Last, Mr. Hamilton is the recipient of the 2021-2022 doctoral dissertation completion grant.

Dr. Sanabria recruitment efforts have made a significant impact in the Department of Physics. Of note, Dr. Sanabria has been chairing the department recruitment weekend committee for the past three years, which aims at presenting the department to potential graduate students during a three-day intense interview process that includes many activities, including campus and lab tours, scientific and poster sessions, speed networking, and social events for building a community. This past year, the Department of Physics and Astronomy set a record by increasing the acceptance rate of admitted graduate students from a historical average of 30-40% to 65%!

Dr. Sanabria has been a co-mentor for Clemson's Biophysical Society Student chapter. The BPS student was one of the first student chapters recognized by the Biophysical Society and has been an example for other student chapters that are just starting. As such, the leadership of the student chapter has been invited to participate in mentoring events and showcase Clemson's activities. Of note is that, since its conception in 2017, Dr. Sanabria's students have been chairing the BPS student chapter.

Activities on behalf of the University

As part of the College of Science leadership, Dr. Sanabria has been a founding member of the SCIENCE Wellbeing Team that has provided monthly well-being connection sessions and recognizes the importance of employees' well-being not only as it relates to job performance but as it relates to the complete person, e.g., physical, mental, and emotional health. It emphasizes that self-care is not an add-on but is mission-

critical. Together with the SCIENCE well-being team, they strive to keep faculty, staff, and graduate students informed of important Clemson resources and provide opportunities to interact and connect with fellow College of Science employees.

Dr. Sanabria has been a champion for Clemson's globalization. Soon after he arrived at Clemson, he was part of a team to establish an international partnership with Tec the Monterrey Mexico, a premier University in Latin America. The group established a Memorandum of Understanding and a student mobility program securing funds through the 100,000 Strong in the Americas innovation funds. The team was invited to the White House with a ceremony preceded by Vice President Joe Biden to accept the award. That partnership led to an International Virtual Exchange (IVE) pilot course with Tec de Monterrey. He later repeated the IVE program with the Pontificia Universidad Catolica de Chile. Moreover, in conjunction with Dr. Sharon Nagy, Associate Provost for Global engagements, Dr. Sanabria is part of the Steering Committee for Mexico Initiative. The Mexico Strategic planning committee seeks to ample Clemson's footprint in Mexico by leveraging and unifying many independent programs already occurring in Mexico and facilitating the creation of other programs and partnerships with industry and universities.

Activities benefiting the local community, state, or nation

In addition to his global efforts, Dr. Sanabria has been a trailblazer for improving diversity, equity, and inclusion on campus and in the community. His tireless work with the Commission of Latino Affairs, officially recognized in 2017, has led to several initiatives directly impacting the HispanicX community at Clemson and beyond. For example, Dr. Sanabria has helped organize the 1st Hispanic & Latinx Voices in Academia Conference in 2018, el Camino a Clemson, and the yearly Day of the Dead celebration of life at the botanical gardens with thousands of visitors from the community and with the participation of the Mexican consulate. In addition, he has been working to develop the strategic plan for the commission on Latino Affairs and participated in the Presidents' Social Justice and Equity taskforce, providing specific recommendations as part of the Academic Subcommittee to improve campus diversity, equity, and inclusion.

Dr. Sanabria has also impacted his global scientific community by organizing international symposia and workshops and by establishing the FRET community network, which brings together experts in his field to discuss, disseminate, and standardize methods.

In summary, Dr. Sanabria's outstanding contributions over the past plus five years at Clemson University, in the areas assigned responsibility, interrelations with the Student Body, activities on behalf of the University, and activities benefiting the local community, state, or nation, are worthy of the recognition for the Class of 1939 Award for Excellence.

Respectfully submitted,



Robert R. H. Anholt, Ph.D.
Director of Faculty Excellence Initiatives
College of Science



Class of 1939 Award for Excellence Nomination Form

Name of Nominee: Rhonda Robinson Thomas

Colleges and Degrees (omit years): University of Maryland, College Park PhD, English; University of New Hampshire, Durham MA, Literature; University of Georgia MS, Journalism; Washington Adventist University BS, Communication-Journalism

Present Position: Calhoun Lemon Professor of Literature

Prior Positions:

At Clemson: Associate Professor, English; Assistant Professor, English; Visiting Assistant Professor, English

Other: Assistant Professor, Communication/English, Washington Adventist University

Certification:

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

Will Stockton Digitally signed by Will Stockton
Date: 2021.09.08 14:25:09 -04'00'
(Person Responsible for Performance Review)

Academic Administrative Channels:

Erin M. Goss Digitally signed by Erin M. Goss
Date: 2021.09.07 21:58:31 -04'00'
Nominator

Will Stockton Digitally signed by Will Stockton
Date: 2021.09.08 14:24:18 -04'00'
Department Chair

School Director (If applicable)

Nicholas Vazsonyi Digitally signed by Nicholas Vazsonyi
Date: 2021.09.10 16:06:13 -04'00'
Dean

Robert H. Jones Digitally signed by Robert H. Jones
Date: 2021.09.13 11:50:41 -04'00'
Executive Vice President for Academic Affairs & Provost

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

September 6, 2021

Dear Review Committee,

I am delighted to nominate Dr. Rhondda Robinson Thomas for The Class of '39 Award for Excellence. Her many contributions to the English department, Clemson University, the state of South Carolina, and the profession of African American Studies have distinguished her as a truly extraordinary faculty member. When it comes to accomplishments over the past five years – if not an entire career – I am hard-pressed to imagine anyone more deserving of this award.

Since her arrival at Clemson in 2008 as Visiting Assistant Professor, Dr. Thomas has made enormous contributions to how students, colleagues, and citizens understand the history and culture of upstate South Carolina. Most recently, by documenting the history and experience of Black people in the region through her celebrated and highly publicized *Call My Name* project (callmyname.org), she has also helped these populations better understand how to apprehend the challenges of the past to build a stronger future. More than any faculty member I know, her assigned responsibilities as a professor in the department have merged seamlessly with her work on behalf of broader communities.

Dr. Thomas is currently the Calhoun Lemon Professor of Literature, an endowed position she has held since 2018. She is the author of two innovative, peer-reviewed monographs, including, most recently, *Call My Name, Clemson: Documenting the Black Experience in an American University Community* (University of Iowa Press, 2020). She has also authored multiple journal articles and book chapters, as well as edited three book collections. As a public-facing intellectual, which is part of the responsibility of the Calhoun Chair, she regularly delivers talks and lectures in the local community as well as across the nation about racial histories that have been misunderstood, ignored, or neglected. She has also been invited to speak at many of our nation's most prestigious universities, including Yale and Brown. The breadth of her academic scholarship and public engagement is simply stunning, modelling the ways in which archival research, literary analysis, and oral histories can have a real-world impact.

This impact is readily apparent across campus. Dr. Thomas's work to document the Black experience at Clemson – work that frequently involves student collaboration – includes the *Call My Name* campus tour, as well as the associated exhibition in Cooper Library. Just this year (and after several years of engagement in other roles), she has been appointed the Research Coordinator for the Woodland Cemetery project. In 2016, Dr. Thomas led the team that prepared successful applications for the campus installation of three SC historical markers that highlight African American and Native American historic sites. In addition, she has stepped up to lead several critical service organizations for Clemson University and the region. I would single out her leadership as the Chair of the CAAH Inclusion and Equity Plan Task Force (2018 – present) and her work for years on the Pan African Studies Advisory Board. All these

engagements make a difference every day in not only who we are as a Clemson community but also who we are as South Carolinians, engaged in the often challenging but vital task of pushing harder to find new ways to work to *be* better together.

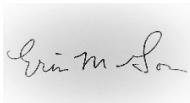
In keeping with the criteria for the Class of '39 Award, Dr. Thomas has brought positive national attention to Clemson and South Carolina with her many interviews, documentary consultations, and public book talks for *Call My Name*. Her high national profile, coupled with the profundity of her several projects, have attracted considerable attention from donors including the National Endowment for the Humanities. This organization alone has funded projects she has directed with no fewer than *four* awards over the past five years. Most recently, she secured a \$400,000 NEH Public Humanities Exhibitions Implementation Grant, with co-PI Lee Morrissey, entitled "The Black Experience in the South Carolina Upstate from Enslavement to Desegregation." Her work with the traveling museum exhibition *Black Clemson: From Enslavement to Integration* has similarly attracted national investment; in the fall of 2018, she was named a Whiting Foundation Public Engagement Fellow.

Not surprisingly, Dr. Thomas's extraordinary achievements in the areas of scholarship, teaching and service have been recognized by several well-deserved awards. This past year, she was named Clemson's Senior Researcher of the Year. She also won a CAAH Creativity Professorships for the 2020-2022 term and received a "Preserving Our Places in History" Project Award for *Call My Name* from the South Carolina African American Heritage Commission. Finally, she won the 2020 Algernon Sydney Sullivan Award from the Clemson University Division of Student Affairs, given in recognition of the recipient's work on placing service before self. While these awards recognize individual accomplishments, additional receipt of the Class of '39 Award would justly recognize the intertwined nature of Dr. Thomas's research, teaching, and service.

Dr. Thomas is without doubt one of our university's most productive and engaged faculty members. Through her public program creation and leadership, she has greatly contributed to increasing understanding of our cultural heritage and to recognizing the previously unheard voices in Clemson's institutional history. Her work exemplifies the best of what interdisciplinary and public facing scholarship in the humanities can offer us all. Based on all of her contributions, I enthusiastically nominate her for the Class of '39 Award for Excellence. She will be an exemplary recipient of this prestigious honor.

If you have any questions regarding this nomination, please contact me.

Sincerely,



Erin M. Goss
Associate Professor and Associate Chair, Department of English



Class of 1939 Award for Excellence Nomination Form

Name of Nominee: Heidi M. Zinzow

Colleges and Degrees (omit years): Duke University, B.S.
University of Georgia, Ph.D.

Present Position: Professor, Department of Psychology

Prior Positions:

At Clemson: Assistant and Associate Professor, Department of Psychology

Other: Post doctoral Fellow, Medical University of South Carolina

Certification:

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

Pat Raymark

Digitally signed by Pat Raymark
Date: 2021.10.01 15:20:04 -04'00'

Pat Raymark (Person Responsible for Performance Review)

Academic Administrative Channels:

Pat Raymark

Digitally signed by Pat Raymark
Date: 2021.10.01 15:20:35 -04'00'

Pat Raymark Nominator

Pat Raymark

Digitally signed by Pat Raymark
Date: 2021.10.01 15:21:21 -04'00'

Department Chair

School Director (If applicable)

Leslie Hossfeld

Digitally signed by Leslie Hossfeld
Date: 2021.10.14 11:59:09 -04'00'

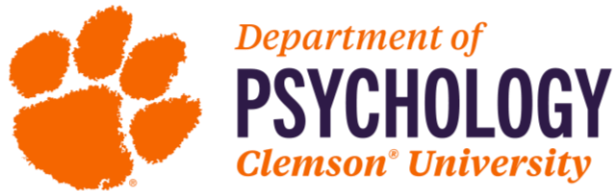
Leslie Hossfeld Dean

Robert H. Jones

Digitally signed by Robert H. Jones
Date: 2021.10.18 10:46:09 -04'00'

Executive Vice President for Academic Affairs & Provost

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



To: Robert H. Jones
Executive Vice President for Academic Affairs and Provost

It is with great enthusiasm that I nominate Dr. Heidi Zinzow for the Class of '39 Award for Faculty Excellence. Dr. Zinzow received her Ph.D. in Clinical Psychology from the University of Georgia in 2007 and completed a one-year postdoctoral fellowship at MUSC prior to coming to Clemson in 2008. She was promoted to Professor of Psychology in 2019.

The Class of '39 Award is intended to recognize the “highest achievement of service to the University, student body, and larger community, whether it be town, state or nation.” I cannot think of anyone more deserving of this recognition than Dr. Zinzow. She has selflessly devoted herself to improving the University (via her gender equity efforts as a Tigers ADVANCE Trailblazer and Pacesetter), the student body (via her suicide prevention advocacy program, and her sexual assault prevention program), and the larger community (via pro-bono clinical services). Dr. Zinzow is an outstanding instructor and researcher, but it is her numerous service and outreach activities that result in the compelling case that she is the most deserving candidate for this highly prestigious award. I will now address each of the four required categories.

Assigned Responsibilities (Teaching)

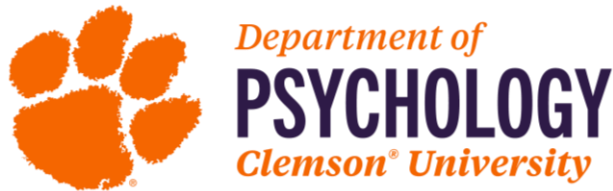
Dr. Zinzow is an outstanding instructor. Peer evaluations are extremely positive, emphasizing her use of a variety of teaching methods and materials, and the resulting high level of student engagement. Student evaluations are also very positive, with mean effectiveness ratings frequently above 4.7 on the 5-point scale. In addition, grade distributions suggest that Dr. Zinzow is a challenging and demanding instructor who does not sacrifice rigor to obtain high student ratings.

Beyond traditional classroom instruction, Dr. Zinzow is highly involved in student mentorship activities. For example, Dr. Zinzow has successfully integrated numerous students into her Campus Suicide Prevention Program via her Creative Inquiry team. This team has been responsible for coordinating several activities and products, including (but not limited to) speakers bureaus, hotline participation, and fundraising efforts. In addition, Dr. Zinzow also is involved in mentoring student research projects, including one student who won a best poster award at the Association for Behavioral and Cognitive Therapies conference.

Assigned Responsibilities (Research)

Dr. Zinzow is an outstanding researcher. She has published 57 peer-reviewed articles since arriving at Clemson in 2008 (with at least one student co-author in 18 of these articles). While her rate of publication is impressive, the quality of these publications sets Dr. Zinzow apart (e.g., 30 of these papers were published in journals with an impact factor 2.0 or greater; far more than any other faculty member in my department during that time period). Dr. Zinzow is also a three-time recipient of the Psychology Department Outstanding Faculty Publication award.

Within the domain of extramural funding, Dr. Zinzow has been a recipient of both NSF and NIH funding. These funded projects involve interdisciplinary collaborations with other departments at Clemson (e.g., Public Health Sciences), other Universities (e.g., MUSC, Brown University) as well as external organizations (e.g., GHS).



Interrelations with the Student Body

Dr. Zinzow leads efforts to engage students in a variety of educational opportunities outside the classroom. For example, she serves as faculty advisor for both the Psychology Club and Tigers Fighting Trafficking. In these roles, she brings outside speakers to campus to educate students and the university community on sexual violence, suicide prevention, and mental health. Via her roles as our Department Internship Coordinator, faculty advisor for student organizations, and instructor for Practicum in Clinical Psychology, she spearheads internship opportunities for students at mental health agencies, schools, nonprofits, and sheriff's departments. She facilitates critical thinking in relation to these service learning experiences, including applications of social justice and values-based decision-making, complex clinical skills, and new directions that foster multidisciplinary community solutions to prevention and amelioration of mental illness. These experiences have led to Clemson partnerships with community organizations, professional development for students, and employment opportunities subsequent to graduation.

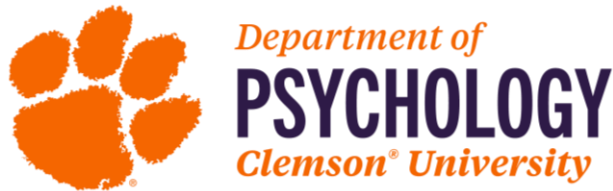
Activities in Behalf of the University

Dr. Zinzow has received grant funding from the Substance Abuse and Mental Health Services Administration (SAMHSA) to serve as Co-Principal Investigator and Co-Director of Tigers Together to Stop Suicide, a campus wide suicide prevention initiative. Prior to this grant, Clemson University did not have a formal suicide prevention initiative in place. Suicide is the 2nd leading cause of death in college students, and data from the National College Health Assessment indicate that 28% of Clemson students felt so depressed it was difficult to function; 3% (approximately 600 students) seriously considered suicide.

To address this important mental health need on campus, Dr. Zinzow (in collaboration with Dr. Martie Thompson) convened an interdisciplinary Advisory Board and a Coalition with campus partners including the Dean of Students Office, Student Affairs administrators, the Director of Redfern, the Director of Counseling and Psychological Services, Residence Life administrators, student government, Healthy Campus, New Student and Family Programs, and representatives from the LGBTQ community. Dr. Zinzow has also taught a Creative Inquiry team to mobilize student engagement in Tigers Together and to implement program activities.

As a result of these efforts, Dr. Zinzow was able to develop a suicide prevention advocacy training that is now delivered to all RAs and Residence Life staff, and has been delivered to various campus groups including academic departments, Greek organizations, athletics, and student organizations (over 1000 training sessions). Follow up data has revealed large behavior changes after receiving the training, with 76% of recipients engaging in suicide prevention advocacy behaviors. One goal is to have the training listed among the Best Practices at the National Suicide Prevention Resource Center. In addition, this program has been incorporated into ASPIRE, a health promotion program delivered to all incoming Clemson students.

In summary, here are some of the products that have been generated by Tigers Together to Stop Suicide: 1) a dedicated website (www.clemson.edu/suicideprevention); 2) videos featuring President and Beth Clements (http://tv.clemson.edu/clements_tigers_together_to_stop_suicide/), student survivors, and campus administrators; 3) social media sites; 4) Clemson's inaugural Out of the Darkness Walk; 5) partnership with the National Crisis Textline; 6) partnership with Mental Health America of Greenville County crisis line; 7) implementation of an enhanced suicide tracking system on campus; 8) creation of a Speakers Panel of suicide survivors from the university community; 9) campus educational presentations and social marketing campaigns; 10) education for families; 11) pilot testing primary care screening for depression at Redfern; 12) development of logos, wallet cards,



buttons, and other materials to promote education and awareness; 13) a new Health Educator position at Healthy Campus to sustain suicide prevention programming after the grant expires; and 13) local and national presentations to disseminate findings and lessons learned.

Dr. Zinzow has worked to combat sexual and interpersonal violence at Clemson. She serves on the Sexual Violence Advisory Board, and her research on campus sexual violence has been used to revise campus policy and Clemson's ASPIRE program. In addition, she was a Co-PI on a grant to develop and evaluate an online sexual violence prevention program for student athletes. Pending efficacy trials, the Athletics department intends to adopt the program to meet NCAA requirements for all student athletes.

Dr. Zinzow was also selected for the NSF Tigers ADVANCE Trailblazers Program, Provost's Mentoring Initiative. As part of this program, she conducted college and department mentoring needs assessments, and developed a departmental mentoring program. Based on her performance in Trailblazers, she was nominated for the Tigers ADVANCE Pacesetters Program. As part of this program, she led the development of a college level mentoring program. These initiatives are intended to improve recruitment, retention, support, and gender equity on campus. Dr. Zinzow also serves as chair of the Tigers ADVANCE Advocate Advisory Board, a committee that advises Senior Advocates in their development and implementation of programming to improve gender equity on campus. She has played an active role in the Tigers ADVANCE leadership team, as they enact institutional changes to promote a diverse and inclusive campus climate. Her efforts relating to gender equity are also reflected by her service on the Title IX Hearing Board.

Dr. Zinzow has also served as a Faculty Senator, as a Green Zone Ally for Student Veterans, and an Ally for the LGBTQ community. In these roles, she assists in connecting at-risk populations with resources and furthering a climate of inclusion and diversity. In sum, Dr. Zinzow is a tireless advocate for those populations on our campus who are struggling and in need of help.

Activities benefitting the Local Community, State, or Nation

Dr. Zinzow's efforts to help others frequently take her beyond the bounds of Clemson. She provides pro-bono clinical work for low income individuals and she gives interviews and presentations regarding mental health and violence. She has given talks at the Law Enforcement Summit on sexual violence and at a meeting of the National Alliance on Mental Illness. She is a member of the Administrator Researcher Collaborative, a group of academic leaders and administrators in the field of sexual violence. In this role, Dr. Zinzow is working on the campus climate survey designed to assess sexual violence and its correlates across U.S. college campuses.

In summary, if one considers the cumulative impact of Dr. Zinzow's extensive efforts to educate and train individuals on our campus on suicide prevention, to eradicate campus sexual assaults, to promote gender equity, and to provide support for a variety of at-risk populations, it is clear her efforts epitomize the "*highest achievement of service to the University, student body, and larger community*" – which is the very essence of the Class of '39 award for Faculty Excellence.

Cordially,

Pat Raymark