



PRESIDENT: Thompson Mefford

## AGENDA

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**Date:** April 12<sup>th</sup>, 2022

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

**Location:** Auditorium; Madren Conference Center

**Teams:** [Digital Meeting Materials](#)

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### 1. APPROVAL OF MINUTES:

- a. Faculty Senate Meeting Tuesday, March 8<sup>th</sup>, 2022

### 2. SPECIAL ORDERS

### 3. REPORT

- a. Robert H. Jones, Executive Vice President for Academic Affairs & Provost
- b. Standing Committees
  1. Finance and Infrastructure Committee; Chair Andrew Brown
    - i. Annual Report
      - a. Policy Committee; Chair Lauren Duffy
        - i. Annual Report
      - b. Research and Scholarship Committee; Chair Brian Powell
        - i. Annual Report
      - c. Scholastic Policies Committee; Chair Lindsay Shuller-Nickles
        - i. Annual Report
      - d. Welfare Committee; Chair Andrew Pyle
        - i. Annual Report
      - e. Clemson Experimental Forest Committee; Chair Betty Baldwin
        - i. Annual Report
  - c. University Committees/Commissions
    1. Committee on Committees; Chair Mary Beth Kurz
    2. Faculty Representative to the Board of Trustees; Brian Powell
  - d. President's Report

### 4. UNFINISHED BUSINESS

Recess for Transition

PRESIDENT: Kristine Vernon

**5. NEW BUSINESS**

- a. JSR 202201 Juneteenth
- b. FSR 202201 Bylaw Amendment
- c. FSR 202202 Revision of the University Assessment Committee

**ADJOURN**

**ANNOUNCEMENTS**

1. Change in regular meeting modality
2. Convention of the Delegates Meeting: Thursday, April 14<sup>th</sup>, 2022 3:15 p.m.
3. Faculty Senate Advisory Committee Meeting: Tuesday, April 26<sup>th</sup>, 2022, 2:30 p.m.
4. Faculty Senate Executive Committee Meeting: Tuesday, May 3<sup>rd</sup>, 2022, 2:30 p.m.



**FINANCE AND INFRASTRUCTURE COMMITTEE**  
CHAIR: Andrew Brown

**2022 ANNUAL REPORT OF THE FACULTY SENATE FINANCE AND INFRASTRUCTURE COMMITTEE**

The Finance Committee was assigned four agenda items under the charge of investigating and reporting to the Faculty Senate relevant financial matters of the university<sup>1</sup>. The committee considered these agenda items from April 2021 to March 2022 and submits this annual report of the activities of the Finance Committee during this session.

Three agenda items were resolved by the committee, each of which resulted in a report that was submitted and approved by the Faculty Senate. Table 1 lists the standing agenda items from this session and their current statuses. One agenda item remains “in progress.” This item will be submitted to the Faculty Senate President for consideration during the next session of the Finance Committee. Discussion notes and comments of the outgoing committee chair are appended to this report. The final reports of the remaining agenda items that have already been approved are also appended.

<i>Agenda Item Number</i>	<i>Topic</i>	<i>Status</i>
202101	Annual Faculty and Staff Salary Report	FCR 202101
202102	Transparency in College Budgeting and Expenditures	FCR 202102
202103	Green Crescent Trail	FCR 202103
202104	Tuition Benefits for Employees	In Progress

*Table 1: Finance Committee standing agenda and statuses*

**APPENDIX 1: Outgoing Chair Discussion Notes and Comments on Standing Agenda Item 202104 - Tuition Benefits for Employees (in progress)**

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<sup>1</sup> Per the Constitution of the Faculty of Clemson University

This item was added to the committee's standing agenda on November 2, 2021. The topic of tuition benefits for employees has been considered and discussed in previous finance committee sessions. See, e.g., FCR 201903: Update to the Dependent Tuition Benefit Report. Previous discussions and reports have identified potentially impactful benefits that would help Clemson attract and retain highly talented employees, based in part on recognizing what benefits are offered at some of Clemson's peer institutions. However, the general topic remains unresolved since there is evidently a lack of clarity about what Clemson is even able to offer, and to date there have been little to no changes with respect to tuition benefits for employee dependents. This lack of resolution is why Senate Delegate Jennifer Holland contacted me to ask if our committee had any updates on this. Her inquiry is ultimately why the standing agenda item was added to the current session.

Because this item was added to the standing agenda so late in the session (shortly before Thanksgiving), the finance committee did not discuss this item very much in their regular meetings, other than to point out that it had been added to the agenda along with the background that motivated it. I did have a chance, though, to meet with Tony Wagner to discuss tuition benefits.

On February 15, 2022, Faculty Senate President Thompson Mefford, Staff Senate C. J. Smith, Faculty Senate Vice President Kristine Vernon, and I met with Tony Wagner (Executive Vice President for Finance and Operations) to discuss the situation surrounding tuition benefits. Tony indicated that this has been a repeated topic of discussion between him and the faculty and staff since he arrived at Clemson in 2019 and acknowledged that not having competitive tuition benefits for dependents can be an obstacle for recruiting and retention. However, Mr. Wagner indicated that tuition benefits are provided directly by the State of South Carolina (PEBA), not by Clemson University, and that other universities in the state do not have HR units dedicated to benefits, but rather that their employees deal with PEBA directly<sup>2</sup>. In fact, Mr. Wagner told us that Clemson is "closely regulated by the State of South Carolina," so much so that he believes the university is limited in what benefits it can provide and that a transfer of benefits to dependents is likely not allowed. I shared a copy of FCR 201903 with the group and pointed out a possible discrepancy between South Carolina law (benefits capped at 4 credit hours per semester) and Clemson Employee Tuition Assistance Program (6 credit hours per semester). Mr. Wagner was unable to explain it and deferred to Clemson's legal counsel. Overall, the takeaway from this meeting was that tuition benefits for dependents is more of a legal/political issue at this point rather than a

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<sup>2</sup> This is **my understanding** of what he said. I have not verified or otherwise double checked these statements.

financial one. Mr. Wagner indicated that, should Clemson have the ability to provide stronger benefits, it would likely be financially possible to do so.

Given the continued interest in this issue – both Jennifer Holland and C. J. Smith have urged the committee to keep pressing on this – and how it can impact Clemson’s ability to recruit and retain employees, I personally recommend that this item remain on the standing agenda for the next session of the Finance Committee, with a caveat: I believe little progress can be made until there is clarity from General Counsel on what benefits the university is and is not able to legally provide to employees and their dependents. Shortly after our meeting with Mr. Wagner, I was copied on an email that President Mefford sent to Clemson’s General Counsel to inquire about the legality of tuition benefits. (President Mefford attached a copy of FCR 201903 for reference.) As of this writing I have not heard any update on the issue since.

## **APPENDIX 2: Committee Reports on Agenda Items 202101, 202102, AND 202103**

*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

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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/>

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



CLEMSON UNIVERSITY  
**FACULTY SENATE**  
**FINANCE COMMITTEE**  
CHAIR: Andrew Brown

## **FINANCE COMMITTEE REPORT**

Standing Agenda Item 202102: Transparency in College Budgeting

### **Background**

In response to “rumors” and concerns raised by a number of faculty in relation to resource allocations to the disparate colleges of the university, the Finance Committee met (November 16, 2021) with Ms. Carla Bennett (Associate Vice President for Academic Finance and Operations) to gain insight into the budgeting process used to allocate resources to colleges. The time period discussed ranged from the time of Clemson University’s most recent reorganization through the COVID-19 pandemic impact on budgets. Prior to the full committee meeting with Ms. Bennett, committee Chair, Dr. Andrew Brown, met with Ms. Bennett on September 24, 2021 for initial discussions and to arrange a more in-depth meeting with the full committee. What follows is a summary of the committee’s findings as a result of these two meetings and recommendations on steps to take in the future.

### **Summary of Findings**

Below is a summary of the committee’s interpretation of its findings. Please note, the committee did seek verification of all information reported herein from Ms. Bennett. However, Ms. Bennett did not reply to requests from the Committee Chair to review this document in time for submission.

#### **Clemson University Funding:**

Clemson University has seven major sources of funding (budget lines – **see Table 1**). Each source has a designated purpose and obligations/restrictions as to how they can be used. With some sources there is still need for additional clarity concerning source, distribution, uses, etc. of funds.

#### **Clemson University Budget Model:**

The current Clemson University budget model is a historical/incremental budget (i.e., essentially last year’s budget rolls over to the next year). This model does not allocate funding to colleges based on student numbers or credit hours generated, as a Responsibility Centered Management (RCM) model might. There are caveats of Clemson University’s

current historical/incremental funding model that when coupled with a lack of full transparency<sup>1</sup> and explanation have led to

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<sup>1</sup> Please note – this is not intended to imply an intention to deceive or to limit access to information. Rather it is to simply call attention to the current situation. It is likely a simple oversight by individuals that are heavily involved in the data and assume others understand.

Table 1: University funding/budget line information.

Budget Line	Source	Purpose	Restriction	Clarifications needed
<p>Education and General (E&amp;G)</p> <p>~85% of CU Expenditures</p>	<p>~80% direct charges to student</p> <p>~20% State of SC (SSC)</p>	<p>Covers majority of annual operations</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• utilities</li> <li>• maintenance</li> <li>• administrative costs</li> <li>• salaries [including a significant portion of research appointments]</li> <li>• educational expenses</li> </ul>	<p>20% from SSC restricted to teaching positions</p>	<p>What proportion of these funds directly support research?</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• salaries</li> <li>• supplies</li> <li>• utilities</li> <li>• maintenance</li> <li>• direct research funding (e.g., R-initiative grants)</li> </ul>
<p>Public Service and Agriculture (PSA)</p>	<p>State of SC</p>	<p>Funds 4 units:</p> <ul style="list-style-type: none"> <li>• Clemson Experimental Station</li> <li>• Clemson Cooperative extension</li> <li>• Livestock Poultry Health</li> <li>• Regulatory Services</li> </ul>	<p>Restricted to requirements dictated by Federal/State authorities providing the funding.</p> <p><i>May not subsidize teaching</i></p>	<p>Restrictions of the various funding lines in the PSA budget line of the University</p>
<p>Research</p>	<p>Grants, contracts, gifts for research</p>	<p>Fulfill research and programmatic contractual obligations as defined by the funder and for Facilities and Administration (F&amp;A/Indirect) recovery as specified in Clemson University's Cost Accounting Standards (CAS) agreement with Federal government.</p>	<p>May not be used to fund anything but the research or research support (F&amp;A cost recovery) specified in the agreement.</p> <p><i>May not subsidize teaching</i></p>	<p>Source of funds providing "<u>returns</u>" to the Research Office, colleges, units, and faculty.</p> <p>Actual F&amp;A cost recovery funds can only be used for approved expenditures in CAS not for items often covered under these returns.</p>

Table 1 (Continued): University funding/budget line information.

Clemson Foundation	Donors' gifts	Defined by the donors	Fund use must conform to agreements put in place at time of the donation	What portion of Clemson Foundation salaries are paid for by E&G and the justification for that expenditure to E&G?
Auxiliary Services	Self-sustaining	Fund: <ul style="list-style-type: none"> <li>• Dining</li> <li>• Housing</li> <li>• Parking</li> <li>• Other?</li> </ul>		What portion of Auxiliary Services salaries (or base salaries) are paid for by E&G and the justification for that expenditure to E&G?
CU Athletics	Self-sustaining	Fund cost of athletic programs on campus (we assume these are just NCAA sanctioned sports that are funded via CU Athletics and not club sports)		What portion of Clemson Athletics salaries are paid for by E&G and the justification for that expenditure to E&G?
State of SC Line-item Initiatives	State of SC	Fund items as directly outlined by the State of SC		

widespread speculation by faculty. Such speculation leads to “rumors” and ultimately concerns based on perceptions rooted in incomplete, insufficient, or inaccurate information. The caveats to the historical/incremental model include, but are not limited to:

- Recognition that labs take more faculty to teach and thus funding must follow that need, resulting in periodic changes in historical funding levels.
- Different colleges, due to their differing natures/focus, have different metrics with regards to the budgeting and thus funding decisions factor in these differences during periodic changes in historical funding levels.

- College Deans each have differing approaches/strategies to managing budgets within their college that may create incorrect “perceptions” as to how funds have been allocated<sup>2</sup>.
- Budget reallocations have to be made to respond to critical short-term issues as well as long term/future needs. These are taken into consideration and adjustments are made to historical funding levels as needed to reflect these.

At present, Clemson University administration is looking to adopt a modified RCM type model that will push budget accountability down to the college level. Once the RCM is fully in place, resources are expected to follow student activity more closely (e.g., student numbers, credit hour generation, etc.). It is the committee’s opinion that transparency about how and why budgetary decisions are made will be more important than ever as the transition occurs.

*Specific Impacts on Clemson University Budgeting (Reorganization to Present):*

The committee identified the following budget-related issues or events in which insufficient transparency contributed to avoidable misperceptions and negative speculation about resource allocation decisions. Detailed information obtained by the committee pertaining to each event is provided in the Appendix.

1. 2016 Clemson University Reorganization
  - a. Budgeting during the creation of a new college required a redirection of new funds originally allotted for an existing college to be placed with the new college. The existing college did not lose money from its existing budget, but did not receive anticipated new funds.
2. 2020 Budget Overruns
  - a. One of the existing colleges incurred a budget shortfall. The university directed unused funds from fund 15 and 18 to cover the shortfall. To prevent a future overrun, the college reduced expenditures by eliminating some faculty lines, limiting overage pay, declining summer revenue income, etc.
3. Internal/external stresses required large budget cuts (~\$15 million) prior to the pandemic
  - a. The SC state legislature mandated that CU cover its pension liability which resulted in a \$10 million overall budget cut.
  - b. Units were directed to hold back 1% of salaries in E&G funds to cover merit raises
  - c. Revenues fell in 2019 because tuition increases were lower than increases in those in the past 10 years and required additional budget cuts
4. COVID-19 pandemic placed additional pressures on the budget
  - a. The university shifted to online instruction in March 2020 which required unplanned costs to accommodate the transition
  - b. COVID-19 restriction caused additional revenue losses of approximately \$14 million (refunds, etc.) that were absorbed by the university and colleges

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<sup>2</sup> Transparency at the college level with budgets could help with correcting perceptions.

through additional budget cuts. One college budget was cut less than the others because of loss of planned new funding during the 2016 re-organization.

- c. The compounded effects of budget stresses prior to and after the pandemic and anticipated shortfall resulted in the Fall 2020 furloughs of faculty and staff. The shortfall was not as great as anticipated and a portion of the furlough was directed back to faculty in the form of a bonus in the following year.

These issues have affected the Clemson University budget, resulting in major shifts in total budget as well as college budgets. Thus, the “appearance” or “perception” of some colleges bailing others out is largely due to a lack of context for the budget shifts<sup>3</sup>.

After the committee’s meeting with Ms. Bennett and a review of available information, the committee has summarized the following lessons learned:

1. Inadequate transparency leads to confusion, misinterpretation, inferences, and lack of trust in budget-related decisions.
2. Transition periods make problems associated with inadequate transparency worse and amplify negative conclusions/perceptions.
3. Stressors resulting from unexpected costs, financial shifts, and reallocation of resources will exacerbate perceptions of unfair practices and mistrust – especially when transparency is limited.

## Recommendations

Given the constant speculation, “rumor”, and perceptions within the Clemson University community concerning resource allocation, it seems apparent that more transparency is needed. The Clemson University Administration should clearly define how the budgeting process works, the outcomes of the process, and those involved in making recommendations and decisions. Specifically, the committee makes the following recommendations to that end:

1. Develop a working partnership between Administration and Faculty Senate to develop strategies to improve budgetary transparency for all CU stakeholders
2. Create a dashboard regarding the university budget to include:
  - a. Key elements of the Clemson University budget posted in a manner easily accessible and easily interpreted by the public.
  - b. A list of all budgetary committee members and advisors and their expertise be available to the public.

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<sup>3</sup> There is always a danger in making assumptions – especially when lacking the context – as these assumptions are often wrong and lead to damaging rumor and impacts on morale of the general university community. Much of this could be alleviated with greater transparency coupled with full explanation and accountability. This is especially important when decisions are made that have negative impacts or result in major shifts in funding or other structures at the university.

- c. Budgetary committee meeting decisions, recommendations, and actions shared via meeting minutes and posted in a manner easily accessible and easily interpreted by the public
- d. A clear point of contact for answering questions/concerns about the Clemson University budgeting process/outcomes should be appointed and be easily accessible to the community.
- e. A historical accounting of decisions, context of decisions, and impact of decisions presented in a FAQ format posted in a manner easily accessible and easily interpreted by the public

This report was unanimously approved by the committee.

## APPENDIX

1. ***Clemson University Reorganization (2016):*** At the time of reorganization the administrative support costs of creating a new College of Science were not included in the back of the envelope calculations. When back of the envelope calculations were done, only expenditures were included. As such, expensive administrative positions (e.g., Deans, Associate Deans) were not included, creating an initial budget shortfall. To fill this shortfall, new funds originally slated to go to the College of Business were redirected to the College of Science. No existing funding for the College of Business was impacted, only planned new funding. Thus, existing budget funds were not taken from the College of Business and used to fund/subsidize the College of Science. It should be noted that the College of Business receives deferential tuition and thus already receives additional revenues that other colleges do not benefit from (<https://www.clemson.edu/business/academics/current-students/fees.html>).
2. ***Recent College of Business Cost Overrun:*** The funding to backfill the cost overrun by the College of Business was taken from fund 15's and 18's that were unused by other colleges. The College of Business was instructed to not let a cost overrun occur again in the future. To ensure that cost overruns do not occur the College of Business has cut faculty lines, limited overage pay, given up summer revenue, and reduced other expenditures by \$3 million.
3. ***Budget Directions/Realities Prior to COVID-19:*** During FY 2016 the South Carolina State Legislature passed a mandate for Clemson University to cover its pension liability resulting in approximately \$10 million in cuts that had to be made to the overall budget. This impacted funding Clemson Forward as originally planned (i.e., impacting planned budget allocations). In addition, units were told to hold back 1% of salaries in E&G in anticipation of merit bumps. Then in 2019 undergrad tuition and graduate tuition was raised only 1 and 3 percent, respectively (the lowest raise in 10 years). All of this resulted in the need to cut ~\$15 million from the budget prior to the pandemic – thus, slow down on hiring and Clemson Forward progress.
4. ***COVID-19 Impacts on the Budget:*** Beginning March 23, 2020, Clemson University made the decision to go fully online and thus, new budget (cost) issues evolved to deal with the new format. Conditions at this time were that enrollment had increased 3%, 1% of the budget was already being sequestered for merit compensation, and there were recurring cuts of \$15 million already planned due to issues previously discussed (line #3 above). Additionally, COVID-19 restrictions led to an additional loss of revenue (~\$14 million via refunds, etc.) in the Spring of 2020 that, when coupled with the rapid move to online only courses, led to a nonrecurring cut of ~\$18 million in the budget. (Recall this happened late in the fiscal year, making the cut harder to manage.) In this process all units at the University were required to take large cuts to base budgets. The College of Business was cut less than other colleges, but only in recognition of the planned funding they were slated to get prior to reorganization. The fact that 65% of college expenditures are salary and wages also added to the difficulties in making cuts. Ultimately cuts were made that affected salary and wages in the Fall of 2020 through furloughs. A portion of the furlough

money was not required and was returned the following year via a bonus program. It should be noted that no E&G funds were used to bail out Athletics or Auxiliary services. These used direct funding from the federal government and, in some cases, loans to cover expenses.



**FINANCE AND INFRASTRUCTURE COMMITTEE**  
CHAIR: Andrew Brown

**FINANCE AND INFRASTRUCTURE COMMITTEE REPORT**

**Standing Agenda Item 202101: On Best Practices Related to the Annual Faculty and Staff Salary Report**

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The 2021-22 Finance 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 2021-22 Finance Committee was charged with investigating and developing recommendations related to the practice at Clemson University for the Office of Institutional Research to publish a salary report and release it to Clemson University employees. The reasons for this charge include the following:

- There are ongoing concerns with salary compression and inversion at the University, as well as below-market pay. Such issues can potentially affect employee morale, which in turn affects both productivity and retention.
- There are concerns about the rates at which salaries increase at the University, especially perceived disparities between administrative salaries versus faculty/staff salaries.
- There is an interest in monitoring the compensation practices at the University to protect against policies and procedures that may result in unjust and/or biased compensation practices within the University.
- Complaints have been raised that the current format of the salary report (formatted PDF) makes it difficult for an employee who may want to perform an independent analysis by exporting data into standard software.

The 2021-22 Finance Committee investigated and discussed these and related issues. A summary of the committee's discussion and findings is given below, followed by recommendations.

## Discussion and Findings

Soon after the committee began discussions around this topic, it was discovered that the 2019-20 Finance committee was charged with a similar task around the salary report (FCR 201901). This report displayed summaries of the average salaries across budget centers and highlighted numerous departments across campus that evinced salary compression or inversion, defined as the average salary at a higher rank being less than 10% greater than the average salary at the next lowest rank. One of the motivations for this study was to determine whether a recent merit-based pay raise that Clemson instituted was effective at reducing compression and inversion issues. The current committee was unaware of this report when it first convened, so the first task was to separate the current goals from the 2019 report to avoid redundancy.

Through conversations with both the past Chair of the Finance Committee that submitted this report, as well as the Past Faculty Senate President who oversaw this agenda item, the current committee gained clarity about the past report and its recommendations and conclusions, namely (FCR 201901, p. 21)

*The finance committee is encouraged by the progress in faculty salaries that has been and continued to be made during the 2019-2020 academic year. [The committee] would like to see this continue with regular cost of living and merit increases. Additionally, we would like to see the University address the salary compression and inversion issues that remain.*

Apart from previous acknowledgements that the compression issues exist, the committee was also made aware of frustrations among a few of the faculty concerning both administrative actions taken to mitigate compression, and the transparency around the reporting of such issues.

As part of the investigation, Committee Chair Andrew Brown and Senate President Thompson Mefford met with Ale Kennedy (Associate Vice President for Human Resources and Chief Human Resources Officer) on November 30, 2021, followed by another meeting including Brown, Mefford, Kennedy, Melissa Wellborn (Assistant Director of Institutional Research) and Jordan Harmon (Director of HR Systems) on January 5, 2022. The participants discussed the legal and ethical issues surrounding the release of data to the general public, as well as a few faculty requesting sensitive information directly from HR without going through their department chair or dean. A point of emphasis was that any such information cannot and will not be released without clear justification for why the person making the request needs such information. In the spirit of finding a balance between transparency and appropriate access controls on raw data, HR did convey a willingness to set up a (e.g.) Tableau dashboard for displaying salary trends, aggregated at different levels up to what is appropriate for the audience. This dashboard being linked to an active database would provide a more permanent mechanism of reporting so that the issue before the 2021-2022 Finance Committee does not keep reappearing in the future.

## *Salary Reporting*

At Clemson University, there has been a (nearly) annual tradition going back at least 25 years of a report being compiled and released to the faculty and staff listing the annual salaries of employees. At times this included only those earning \$50,000 per year or more (likely because this coincides with the State of South Carolina reporting requirements) but has recently included also those earning less than \$50,000.

Broadly speaking, the reasons for this being requested and reported include a desire for transparency in monitoring fair and impartial pay among employees, and monitoring raises. In 1997, the Faculty Senate reported on a survey that was conducted among the faculty concerning this and related issues. The survey found that the highest priority among the respondents was “adequacy of salary increases for faculty” and “salary increases of administrators.” (The response rate of the survey was not recorded.) A subsequent Resolution (FS96-12-2P) was passed requesting, in part, that the following be reported, “in hard copy and digital format”:

- “Faculty and instructor salary and benefits by department, college, and for the University as a whole”
- “Administrators’ salary and benefits by department,” including “comparative data on [this] for the past 10 years.”

Concerns about the salary reporting mechanism persist to this day. In addition to the information being requested, the committee also heard concerns about the format in which the report is made available. Current practice is for the report to be formatted and posted as a PDF document, whereas some want it to be a spreadsheet (e.g., .xlsx). A few faculty members told the committee that HR is hesitant to release the data in spreadsheet format due to concerns that it could be used to produce possibly misleading results. However, in meeting with HR representatives, there was evidently no problem around changing the format. It was even pointed out how the pdf’s can be easily converted to .xlsx spreadsheets through Adobe, which every Clemson employee has access to.

In addition, the committee notes the following:

- Clemson is already required by FOIA to provide salary information for employees making \$50,000 or more to the State of South Carolina. **This information, reported at the individual level, is available via the SC Department of Administration Website (<https://www.admin.sc.gov/transparency/state-salaries>). The data are available for download in CSV format.**
- Section V.E.3 of the Faculty Manual outlines salary determination procedures. It says in part:

- (i) determination mechanisms vary by department/school,
- (ii) the annual University budget from the State of South Carolina includes allocation for salaries, including raises,
- (iii) the State often imposes limits on permissible salary increases,
- (iv) raises may not be uniform in terms of percentage due to a variety of reasons (inequity, productivity, etc.), and
- (v) **“Any faculty member may request a summary report of the range and number of salary increases within a department, i.e., the number receiving 0-0.9%, 1.0-1.9%, etc. If confidentiality can be maintained, the salary information may be reported by faculty rank.”**

These stipulations are already in place and do not require any action on the part of the Faculty Senate.

On the other hand, a concern about someone using data to produce misleading results was raised in the meetings with HR representatives. This is an ongoing concern surrounding the salary reporting issue.

### *Analyzing Salary Data*

One of the main reasons the committee heard for making salary data available is to allow anyone interested in doing so to load the data on a computer and conduct their own analysis. Allowing just anyone to do this with completely raw data can be problematic. This is succinctly summarized by Taylor et al. (2020, p. 58-59)

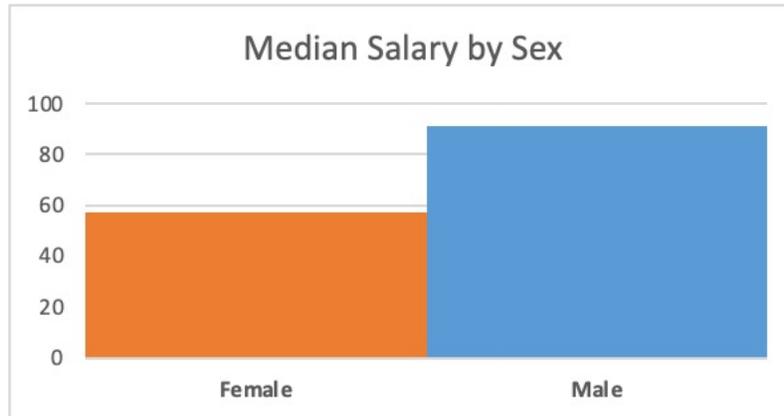
*A well-executed salary analysis requires tools and techniques outside the skill set of most traditionally trained human resource managers, who may be tempted to rely instead on comparisons of average salary by position or unit when evaluating equity. After all, it seems intuitive that someone whose salary is close to average for their position is being compensated fairly. However, **comparisons based on average salaries can be misleading.** [emphasis ours] Average salaries can be skewed by the earnings of a small number of individuals, and **within-group comparisons might not be appropriate if there are within-group differences in worker productivity.** [emphasis ours] It can be equitable for more-skilled managers to earn more than less-skilled managers, for example.*

*... **A well-constructed salary study can help an organization determine whether either type of inequity exists so that ameliorative actions can be taken. In contrast, a simple comparison of means or a poorly constructed study may not uncover the above inequities or may incorrectly imply inequities when none exist.** [emphasis ours]*

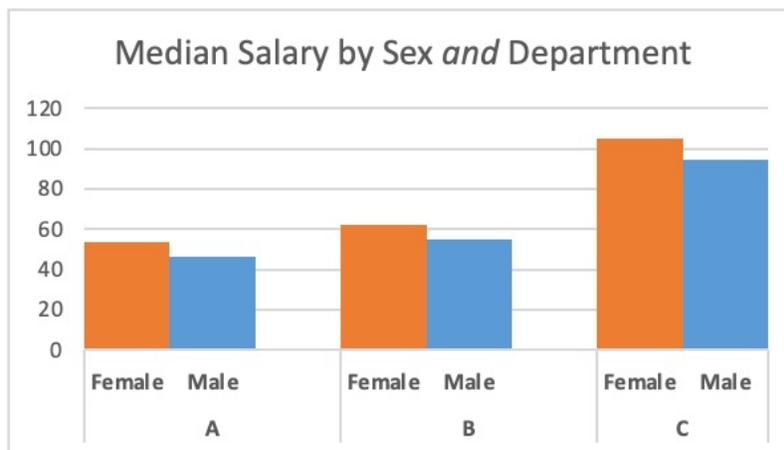
**Example 1:** Consider a (hypothetical) dataset consisting of the salaries of individuals in Departments A, B, and C, where each individual’s sex is also provided. Each department

contains the same number of individuals. The interest is in whether or not there is a pay disparity between males and females at the institution housing these departments. (The data are listed in the Appendix.)

Taking the median salary of males and females across the institution and displaying the results yields the following figure:



This clearly suggests that males typically make more than females at this institution. On the other hand, taking the median salaries of males and females *within each department* leads to the following graph:



Thus the statement, “overall, men typically make more than women.” is true. However, “females make more than males in every department.” is also a true statement. The apparent paradox arises from the fact that the distribution of males versus females varies between department (i.e., Department A is 80% female, B contains 50% each, and C has 80% males), and the pay scale also varies by department. Both statements could suggest issues worth addressing, but for very different reasons. ■

Example 1 is an illustration of what could occur when anyone is able to analyze the data on their own. Controlling for certain variables paints one picture, whereas aggregating over

them paints a different one. Thus, despite what may be someone's best intentions, there is a risk of a person presenting a misleading analysis and creating more problems than they solve. This is complicated by the fact that all of information needed to carry out an appropriate analysis cannot and should not be made publicly available. See Taylor et al. (2020) for more details.

The employee salary report leading to inappropriate or misleading statements has happened in that past at Clemson. The March and April 1997 Faculty Senate Finance Committee reports include a document titled "The Question of Pay Equity" that projected Faculty and Administrator pay several years into the future based on calculated trends at the time. However, *the very next Finance Committee that was formed (1997-98)* produced a report in the June 1997 Senate meeting that states:

*The 1997-98 Senate Finance Committee has discovered **serious errors** [emphasis ours] in the document that was titled, "The Question of Pay Equity" ... **The current Finance Committee does not endorse this document, and apologizes to anyone who may have been misled by its content** [emphasis ours].*

Based on this history of disagreements and admissions even among iterations of the Finance Committee, the 2021-22 Finance Committee believes concern about the possibility of misleading or incorrect results from a salary report is justified. Nevertheless, the committee's opinion is that recognition that compression and pay disparities exist at Clemson, along with a transparent and justifiable plan for correcting them when they are identified, would help to raise employee morale and enhance Clemson's ability to retain top talent. Salary compression or inversion is at minimum demoralizing and frustrating. It can affect an employee's motivation to produce at the level they are otherwise capable of. It may also affect Clemson's ability to retain productive and/or talented employees, as someone who feels that they are being unfairly compensated might seek out other job opportunities. It has even been argued that compression and inversion is unethical (Glassman and McAfee, 2005). On the other hand, transparency in reporting could dispel some incorrect or incomplete perceptions, preventing talented people from leaving and/or becoming less productive out of a (possibly incorrect) perception that they are being treated unfairly.

### *Identifying and Responding to Compression and Inversion*

The committee finds that, separate from reporting, the issue of identifying compression / inversion and responding accordingly should be an item of discussion among the Faculty Senate Committees. This is not a simple task. For instance, Richardson and Thomas (2013, p. 21) say that,

*The research on pay dispersion (pay differentials, pay compression and inversion) seems to suggest that dealing with pay structures is much*

*more complicated than simply eliminating pay compression. The impact of pay compression on organizational outcomes depends on the organization's compensation strategy within a context defined by the existence and nature of incentive or pay for performance mechanisms, the degree of interdependence among employees, the importance of cooperative working relationships, and the relative levels of vertical (pay differentials across job levels) versus horizontal (differentials within a job level) pay compression. The notion is that, in some circumstances, high pay dispersion with substantial pay differentials both within and across job levels is appropriate, particularly to recognize outstanding performance. In other situations, low dispersion or a high level of pay compression is desirable where employee collegiality and cooperation is important and measures of individual performance are imperfect or differences in pay can be attributed to random or illegitimate factors.*

It is generally recognized that compression and inversion is a persistent and difficult problem in academia. However, it is also the case that the nature of the problem, sources of discrepancies, market pressures, etc. vary widely from discipline to discipline and from department to department.

**Example 2:** At Clemson University, the School of Mathematical and Statistical Sciences encompasses the fields of Mathematics, Statistics, and Operations Research. Mathematics and Statistics are two distinct disciplines. They are housed in different units at most of Clemson's peer institutions and are subject to different market pressures. According to Clemson's own internal market research (TigerTalent), the projected competitive median 9-month salary for *assistant professors* in Statistics is \$97,000, and the projected competitive median 9-month salary for *associate professors* in Mathematics is \$98,500 – only 1.5% greater than the median salary for the lower rank in Statistics. If Clemson were to pay fair market value, an external observer (say, from another department) that is unfamiliar with the dynamics might see the < 2% difference between assistant and associate professors in the same School as being salary compression and raise a red flag, when it is fair market value. ■

The 2021-22 Finance Committee remarks (or reminds the Senate) that in 1997, the Faculty Senate passed Resolution FS96-4-IP stating,

*The Faculty Senate ... strongly recommends ... that a program for faculty compensation be developed at Clemson University. The purpose of this program should be to provide a mechanism to adjust faculty compensation so that it is comparable to that of peer institutions, and assure that annual salary increases are assigned on an equitable and merited basis.*

Even though this Resolution was passed in 1997, the current Faculty Senate finds itself again dealing with this issue. An ideal resolution would produce a more permanent solution so that the Senate does not have to keep revisiting this.

The current Finance Committee feels that, partly in response to previous recommendations and as recognized by the recent Finance Committee report (FCR 201901) on this issue, the University administration is aware of issues with pay discrepancies and is actively pursuing measures to address them with, e.g., the faculty performance compensation initiative. At the same time, the committee acknowledges problems with how this has been done, and that transparency is the best mechanism by which the faculty/staff can hold the administration accountable, as well as minimizing faculty complaints rooted in incomplete or incorrect information.

### **Recommendations**

The Committee recommends the following:

1. Strategic plans should be defined and clearly communicated to the faculty for monitoring and addressing salary compression and pay disparities. Complementary but tailored plans should be defined at the University level, the college level, and the department/school level. The plans should include best practices for transparency in terms of how merit and COLA raises are determined and allocated (e.g., who makes the decisions, how the decisions were made, easily-accessible resources like FAQs, etc.), as well as a revolving budget specifically for providing raises (or benefits, etc.) as soon as a need is identified.
2. Related to Recommendation 1: The University should have a written plan for and implementation of periodic (annual or bi-annual) salary equity studies to be conducted by an independent consulting/law firm with expertise in such studies. The studies should aim to monitor and possibly identify salary compression and/or pay disparities and make subsequent recommendations. To the extent legally allowable, the results of the studies should be communicated to the entire University community. Where specific units are identified as having issues, they should be communicated to the cognizant department chair/school director and college dean so that they can produce a plan for addressing them. A model for such a plan may be found in Taylor et al. (2020). (The committee was made aware that at least one such study was done at Clemson about 6 years ago, with the results unreleased due to NDAs. The committee recommends that these studies be done on a more regular basis and results communicated to the extent legally allowed.)
3. The Faculty and Staff Senates, together with HR, should form an *ad hoc* committee to be charged with discovery of what information (i.e. levels of aggregation with respect to race, sex, etc.) can legally and ethically be made publicly available. Once this is determined, an online dashboard should be set up whereby an interested

party can see trends in salaries over time between groups (e.g., administrators vs. regular faculty, by faculty rank, by race, TT vs. non-TT, etc.).

This report was unanimously approved by the Finance Committee.

**References:**

Glassman, M. and McAfee, R. B. “Pay inversion at universities: Is it ethical?,” *Journal of Business Ethics*, 56(4), 325-333. 2005.

Richardson, P. and Thomas, S. “Using an equity/performance matrix to address salary compression/inversion and performance pay issues,” *Administrative Issues Journal* 3(1), 20-33. 2013.

Taylor, L. L., Lahey, J. N., Beck, M. I., and Froyd, J. E. “How to do a salary equity study: With an illustrative example from higher education,” *Public Personnel Management* 49(1), 57-82. 2020.

**Appendix**

Fake data listing for Example 1:

Department	Sex	Salary (in 1000's)
A	F	50
	F	51
	F	52
	F	53
	F	54
	F	55
	F	56
	F	57
	M	46
	M	47
B	F	60
	F	61
	F	62
	F	63
	F	64
	M	55
	M	55
	M	55

	M	55
	M	55
C	F	100
	F	110
	M	91
	M	92
	M	93
	M	94
	M	95
	M	96
	M	97
	M	98



**2021 ANNUAL REPORT  
OF THE  
FACULTY SENATE POLICY COMMITTEE**

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The Policy Committee was assigned 13 agenda items for consideration during the 2021-2022 session under the charge of “general university policies, particularly as they relate to the Faculty ... which pertain to: academic freedom and responsibility; faculty professional ethics; the appointment, tenure, and promotion of faculty; and faculty participation in university governance ... [and] other matters of particular faculty interest, which are not within the purview of the other standing committees and which are not of such a specialized nature as to justify ad hoc committees.”<sup>1</sup>

The committee was charged an additional ten (10) agenda items after the start of the session. The committee considered these agenda items from April 2021 to March 2022 and submits this annual report of the activities of the Policy Committee during this session.

Ten (10) agenda items were resolved by the committee: in total, seven (7) resolutions and seven (7) committee reports were submitted by the committee and approved by the Faculty Senate. Two (2) agenda items remain closed by the committee pending new information. Table 1 illustrates the standing agenda items and their final disposition by the committee. All committee reports and resolutions submitted by the Policy Committee during this session are appended to this report.

Nine (9) agenda items are currently "In Progress", with one (1) draft committee report approved in the March 2022 Policy Committee meeting and will be presented to the Faculty Senate in April 2022, indicated with "\*". Remaining "In Progress" agenda items will be submitted to the Faculty Senate President-Elect for commit consideration during the next session of the Faculty Senate. The meeting discussion notes and comments of outgoing committee chair are appended to this report.

<i>Agenda Item Number</i>	<i>Topic</i>	<i>Status</i>
201904	Revision of the University Assessment Committee	PCR 202103 FSR 202202
201905	Departmental Mergers	In Progress
201906	Review Cycle for Administrators	PCR 201906
201911	Academic Home Department	In Progress

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<sup>1</sup> Constitution of the Faculty of Clemson University

201912	Post-Doc Classification	Pending
201914	Extension of the Probationary period	FSR 202102
201915	Evaluation of Administrators	In Progress
201920	Graduate Council	PCR 201920
202004	Interim appointment roles of both search and screening committees and advisory committees	FSR 202101
202101	Global Engagement Committee	PCR 202104 FSR 202104
202102	Composition of search and screening committees for Endowed and Titled Professors without a predetermined home department	In Progress
202103	Academic Council	PCR 202103 FSR 202103
202104	Emeritus Designation	Pending
202105	Faculty Senate Membership Constraint	In progress
202106	Faculty Senate Membership Inclusivity	In progress
202107	Apportionment Ratio	In progress
202108	Summer Reading	PCR 202105 FSR 202105
202109	Probationary Period Start	FSR 202102
202110	Request for Clarification: Reduction and/or Extension of Probationary Period	PCR 202110
202111	Post-tenure Review	In progress
202112	TPR Membership and Voting Rights for Special Faculty	In progress
202202	Review of Administrators	PCR 202202*

\* Draft committee report to be considered during the March 2022 Policy Committee meeting and presented to the Faculty Senate in April 2022

## Discussion notes and outgoing chair comments for “In Progress” Agenda Items

### Agenda Item 201905: Departmental mergers and splits.

Policy Committee will discuss options for guiding, implementing, or regulating departmental mergers and splits. Source: Faculty Senate President Kelly Smith (2013)

**April 2019:** clarify questions to ask: is there an appropriate place in the FM for such a policy; include formation and dissolution in the conversation; look at documented best practices at peer institutions; is this tied to tenure?

**March 2022:** No new updates

### Agenda Item 201911: Academic Home Department

The requirement that all faculty have a home department. Definition of the department. Constitution, FM, AAUP guidance. Source: FSP Danny Weathers

**March 2022:** No new updates

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### Agenda Item 201912: Post-Doc Classification

Current Research Committee item. Policy Committee may need to provide input into proper classification (staff/ faculty/ student). Source: FSP

**April 2019:** This agenda item has been added as an item of new business for consideration during the August 2019 regular meeting by the chair of the committee.

**September 2019:** The chair re-opened the discussion of this agenda item and since no new request has originated from the Research Committee, **the committee will close the discussion of this agenda item** until a report is filed from the RC. The agenda item will remain on the standing agenda, pending new information.

**July 2021:** Though this agenda item remains pending until the Research Committee submits a report, the Policy Chair and Vice President met with Amy Lawton-Rauh on a variety of issues and the discussion of post-doc classifications arose. It was reiterated that the importance of defining the post-doc classification was to support potential post-doc candidates in their professional growth by clarifying that the position should include defined mentorship and professional development opportunities for potential candidates. Lawton-Rauh also provided the following information regarding the issue, “On the NPA website, I just located the stipends link showing FY2000-2019 beginning stipend tracking while I was looking for other information for a different project. I know several have asked you all to weigh in and/or discuss postdoc salaries, so I thought I’d share the direct website link. <https://www.nationalpostdoc.org/page/stipends>. The NPA has a lot of info embedded in many places, but I want to draw your attention to the ‘Complete NPA Recommendations for Policies and Practices’ pdf (scroll to the bottom of this page: <https://www.nationalpostdoc.org/page/RecommendedPostdocPolicy>). There are some benefits, etc. described here that we have in place at Clemson that are fundamentally facilitated by having postdocs as special rank faculty rather than as temp staff.”

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### Agenda Item 201915: Evaluation of Administrators

Committed by the FSP Executive Committee Meeting

Provide more flexibility in the survey used to evaluate administrators, as not all questions pertaining to all administrators. Also, consider changes to the administrator evaluation committee to ensure that multiple direct-reports are not able to serve. Source: Faculty Senate President Danny Weathers

**October 2021/December 2021:** PCR 201906 (Review Cycle of Administrators) was discussed and drafted. Outside of the central issue of establishing publicly set calendar dates for review of

administrators, this report noted the need to revisit language in the Faculty Manual regarding review criteria and evaluation forms. It also suggested that further discussion was needed regarding best practices of peer and near-peer policies for similar survey instruments and evaluation criteria.

**February 2022:** In working through the agenda item related to the Review of Administrative Faculty (PCR 202202), the evaluation criteria was also considered again. Specifically, a discussion centered on the effectiveness of the evaluation form with the current questions. While PCR 202202 (if adopted by the Faculty Senate) recommends that the demographic questions of the evaluation form can be amended when used in a review, the evaluative questions (those that assess various performance criteria) cannot be changed and should remain consistent for all administrative faculty. It was raised that some of the individual question items could be improved and, as well, there are important questions that are missing in the current evaluation form for administrators (for example, see <https://www.aaup.org/report/faculty-evaluation-administrators>). Further, the question was raised regarding whether additional evaluation ‘data’ can be collected and considered by the review committee. It was noted by some committee members that perhaps review committees are already doing this but whether they should be able to still be clarified.

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#### **Agenda Item 202102: Composition of search and screening committees for Endowed and Titled Professors without a predetermined home department**

Committed by the FSP during May 4, 2021 Executive Committee Meeting

Create a structure for the composition of search and screening committees in which the home department may be contained within one college. Create a structure for the composition of search and screening committees in which the home department may be contained within one or more colleges.

**February 2021:** The Chair reported that this agenda item was committed by the Faculty Senate President during the Executive Committee meeting held February 2021. The Chair reported the commit action and added the items to the committee's standing agenda.

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#### **Agenda Item 202104: Emeritus Designation**

Committed by the FSP during April 2021 Executive Committee Meeting.

The charge is to provide clarity on granting membership in the Emeritus College, specifically what constitutes an ‘official retirement’, how to deal with potential regular faculty members who meet the requirements for the College but are not ‘officially’ retiring, and asks for clarification regarding those categories that should be considered for membership upon request under category B and those who should not.

**February 2021:** Debra Jackson, Director of the Emeritus College, submits a memorandum outlining the requests for clarification from the Faculty Senate.

**February 2022:** Representative from the Convention of Delegates emailed Vice President Vernon to check the status of the progress from the Policy Committee. At this time, the Faculty Senate Office stated that this item is pending more information/ consideration from the Emeritus College and Convention of Delegates.

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## Agenda Item 202105: Faculty Senate Membership Constraint

Committed by the FSP during May 4, 2021 Executive Committee Meeting

Produce a report that examines and discusses, and issues recommendations for inclusive changes to the policies surrounding the restrictions of membership to the Faculty Senate.

**August 2021:** Agenda Item was reviewed within the context of the Faculty Senate Strategic Plan for Inclusive Excellence. The basics of Faculty Senate Membership were reviewed, as well as the role, purpose, and function of Faculty Senate.

**November 2021:** Discussion on the Senate inclusiveness agenda item. Questions that emerged within this discussion: Is the Faculty Senate too big or too small? Is 35 members still appropriate for representation? Larger assembly with more representation across the institution could increase the perceived value of university service. Larger senates beget more university committees as more agenda items flow through the assembly. That is, as the university grows, the labor of shared governance also grows. Counter points to increasing the size of Faculty Senate include service overload and low priority on service, resulting in vacancies. Vacancies may result in lower participation in senate committees. However, fear of having vacancies should not be the reason to not expand the Faculty Senate. Further, could increasing the number seats further widen the gap of representation based on college size? Should a shift to departmental representation be considered?

**March 2022:** The Policy Committee reviewed a preliminary draft report, which is as follows:

Background. As reflected by the strategic plan for inclusive excellence, the Faculty Senate is striving to create a culture of inclusive excellence within its membership and use this culture to effectively represent faculty across campus. The background context of this report is reflective of the fundamentals of the Faculty Senate with regard to its role, purpose, and function, and what should be meant by inclusive excellence within the Faculty Senate.

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

1. to review and recommend academic policies, procedures, and practices at the university level;
2. to preserve collective and individual faculty prerogatives as they are set forth in established university policies and procedures;
3. to make recommendations on matters affecting faculty welfare; to provide good offices for the redress of faculty grievances;
4. to articulate and promulgate faculty positions on issues of general concern within the university;
5. to maintain liaison with the faculties of other colleges and universities on matters of common concern” (CHAPTER II, Section 1, p. 16).

Further, background context required review the membership of Faculty Senate. Accordingly, Chapter II, Section 2 states that, “Any member of the Faculty may be eligible for membership on the Faculty Senate, except department chairs, school directors, deans, the Executive Vice President for Academic Affairs and Provost, vice Provosts, vice presidents, the president, and

others with primarily administrative duties” (italics added for emphasis). Further important to the background of this report then, is the terminology that defines ‘Faculty’ compared to ‘faculty’. In this regard, as stated in the Faculty Manual,

“The term “Faculty”, with a capital letter “F”, is defined in the Constitution of the Faculty of Clemson University. It includes tenured and tenure-track faculty with appointments of Professor, Associate Professor, Assistant Professor, Instructor and the corresponding Librarian Ranks. It does not exclude those with administrative appointments, such as the President of the University, the Provost, and deans. Using the definitions above, the Faculty are the union of the regular faculty and the administrative faculty.” (Chapter III, E.1, p.26).

In sum, this means that only regular faculty members, those who are tenure-track/tenured faculty, are eligible for Faculty Senate positions. In the broader sense of faculty, special rank faculty with appointments as research faculty, extension faculty, clinical faculty, Lecturers (including Temporary Lecturer, Senior Lecturer, and Principal Lecturer, Professors of Practice, Post-Doctoral Fellows, part-time faculty, visiting faculty, ROTC faculty, and adjunct faculty (see Chapter IV B.2, pp. 28-32), are not eligible for Faculty Senate positions, but can participate in shared governance

The Strategic Plan for Inclusive Excellence states, “As the Faculty Senate is the representative body of the faculty, it is essential that the Senate be fully inclusive and represent the interest of all faculty” (italics added for emphasis; p.2). As part of Focus Area 1, which is defined as a focus on “institutional practices, policies, and procedures that are inclusive of people from diverse backgrounds, identities, cultures and abilities,” had the goal of creating a “more inclusive environment in the Faculty Senate” (p. 3). Within this, the Policy Committee was specifically charged to “Produce a report that examines and discusses, and issues recommendations for inclusive changes to the policies surrounding the restrictions of membership to the Faculty Senate.”

Discussion. Over the course of the 2021-2022 session, the Policy Committee has undertaken a robust discussion of the issue of inclusive excellence within Faculty Senate, embracing the complexity that the charge is situated. Below are the primary themes that reflected constraints to Faculty Senate

1. Overall number of Faculty Senate seats are limited.
  - There has not been an adjustment to the number of senate seats even with the growth in the university in terms of faculty members, only to become a greater issue with university plans for growth in faculty and students.
  - Currently, FS represents 3.3% for T/TT Faculty; 1.8% for all instructional/research faculty (based on Fall 2021 Factbook).
    - 35 seats = 3.3% faculty representation
    - 50 seats = 4.78%
    - 64 seats = 6.12%

In theory, do we believe that if Faculty Senate only reflects 3.3% (or less) of faculty, it’s possible for it to be representative of all faculty?

- As the university has grown, so too have the duties for shared governance. In order to not be encumbered by time needed for shared governance, and for agenda items to not be delayed but to promote efficiency, more faculty senators can help distribute the load, potentially even considering where new committees can be formed to take on specific duties.
2. The way we define Faculty and faculty classifications.
    - Currently only tenured/ tenure track faculty can serve as Faculty Senators. When instituted, this likely made sense with regard to ‘who’ the faculty largely was – mostly tenured/ tenure track faculty. However, the shift to special rank faculty is important to consider. The changes to our full-time instructional faculty, from 2013 to 2021, was a 13.9% increase in TT/T faculty (874 to 996); we had a 56.4% increase in (full-time only) special rank faculty (374 to 585). If anyone is wondering, our ~40 new FTE lines from the state will increase that percent change to 18.5%. If not now, the university should consider if the classifications of faculty (F vs. f) are effective for managing the governance work of the university. How central to this discussion is that faculty classifications are what constrain most faculty from participating in Faculty Senate.
    - Does the convention of delegates provide enough avenue for representation for this growing group? Does the convention of delegates, as it is currently structured, provide enough opportunity for shared governance of special rank faculty.
    - More consideration is needed to delineate the various categories defined within the special rank faculty.
  3. The culture of service.
    - While this may not feel like a constraining ‘policy’ at first, the ways that we codify the value of service within TPR documents constrains participation within Faculty Senate. Shared governance is service – Faculty Senate has the perception of being ‘a lot of work’. What has become normal is ‘protecting’ faculty from service (particularly untenured faculty). The other way to frame this is to ensure that service is valued, from the highest levels of administration, to TPR documents. When we metricize everything we do in annual evaluations, where does service fit in? Specific, then, to inclusiveness, is the growing amount of research that has noted that service work unproportionately falls to women and faculty of color. If underrepresented groups are desired within senate, more has to be done to ensure all service loads across departments are shared (the distinction between service of prestige, and service to the commons).
  4. Inclusive excellence within an institution of inclusive mediocrity.
    - Look at the welfare report that had the demographics of faculty. Faculty senate will only ever be as inclusive as the university. Issues of recruitment and retention of faculty of color, for example, remain problematic for the university.

Recommendations. The recommendations of this report are specific to overcoming the restrictions or constraints to achieving inclusive excellence; in this regard, this report offers direct responses (reactions) to existing structural barriers while PCR 202106 will offer more proactive recommendations that go beyond focusing on addressing restrictions, and PCR 202107 focuses specific to the discussion of apportionment. Recommendations from all three reports should be considered together.

The next session of Policy Committee should pick up here with setting forth recommendations from previous discussions.

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### **Agenda Item 202106: Faculty Senate Membership Inclusivity**

Committed by the FSP during May 4, 2021 Executive Committee Meeting

Policy Committee Report that indicates recommendations to increase inclusive excellence of the Clemson University Faculty Senate membership policies.

**August 2021:** (see notes for agenda item 202105; discussed in tandem)

**November 2021:** (see notes for agenda item 202105; discussed in tandem)

**March 2022:** The distinction for this report was to focus on proactive recommendations that go beyond focusing on addressing restrictions but to solutions that would build a culture and environment of inclusiveness. Some of the ideas discussed included:

1. Faculty Senate engagement education. An assumption that faculty know what FS does, and how to get involved. More onboarding.
2. Provost office communicates the importance of internal service/ faculty governance. If this university is dedicated to shared governance, then we need to value it where it matters. Is service reflected in department level TPR guidelines to the same degree that we need service at the institution?
3. Post a list of past and present faculty senators with department attributes. Can consider trends in department representation.
4. Post aggregate self-reported demographics of Faculty Senate each session.
5. Land Acknowledgement Statement used within Faculty Senate (start of each session)
6. Permanent hybrid setting for FS. Consider accessibility with live transcription enabled.
7. Development of a Standing FS committee that is specific to issues of diversity, equity and inclusion.

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### **Agenda Item 202107: Apportionment Ratio**

Committed by the FSP during May 4, 2021 Executive Committee Meeting

Produce a report that examines, discusses, and makes recommendations for inclusive changes to the policies regarding the apportionment of seats to the Faculty Senate utilizing the data from PCSA202106.

**August 2021:** (see notes for agenda item 202105; discussed in tandem)

**November 2021:** (see notes for agenda item 202105; discussed in tandem)

**March 2022:** The question centered on this standing agenda item was whether apportionment at the college level constrains ‘inclusive excellence’. The themes that emerged from discussion were the following:

1. Recognizing the importance of department representation within a changing university.
  - Changing operations, changing resource allocation, increasing department need to be represented at Faculty Senate. If we are treating departments as units competing with themselves for resources (when/if we move to an RCM model), then all departments should have a chance to be active in the decision-making process.
  - The counter argument is that colleges are more static and departments change regularly.
2. Issues with college-level elections and representation: does college-level apportionment constrain departmental diversity?
  - Based on the analysis from the welfare committee, there has been decent department representation. That is, there isn't concern that some departments haven't had representation within Faculty Senate.
3. Is college or department level apportionment better for underrepresented faculty on FS?
  - The committee also considered the probability models, all other factors aside, if underrepresented faculty would have a great chance to participate in Faculty Senate if seats were apportioned at the department level.
  - Considered how representation may change based on changing number of senator seats and considering apportionment at the department level.

	# of faculty	Apportionment at 35 seats college-level (n=1046)	Apportionment at 50 seats college-level (n = 1046)	Every department gets a vote (50 total)	50 faculty are appropriated three (3) seats, over 25 are given two (2) seats and over five (5) are given one (1) seat. Departments with less than five (5) faculty are included in at-large allocations.
College of Agriculture, Forestry & Life Sciences	130	4.349	6.21	5	7
College of Architecture, Arts & Humanities	159	5.32	7.60	10	13
College of Behavioral, Social, and Health Sciences	138	4.62	6.60	7	9
College of Business	111	3.71	5.31	9	8
College of Education	50	1.67	2.39	3	3
College of Engineering,	250	8.36	11.95	10	13

Computer and Applied Sciences					
College of Science	159	5.32	7.60	5	9
Library	28	.93	1.3	1	2
<b>Grand Total</b>	<b>1046</b>	<b>35 seats</b>	50 seats	50 seats	64 seats

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### Agenda Item 202111: Post-tenure review

Committed by the FSP during December 7, 2021 Executive Committee Meeting

Examine language in the manual about triggering post-tenure review after two consecutive poor/ fair ratings.

Theoretically, post-tenure review runs on a 5-year cycle, where faculty reviews are reset each cycle. The Policy committee charged with modifying the manual to reflect a continual cycle as well as evaluate all language related to the post-tenure review in the manual. In addition, please consult with the recent AAUP position related to post-tenure review in the University of Georgia System: <https://www.aaup.org/report/academic-freedom-and-tenure-university-system-georgia>

**December 2021:** The committee reviewed the new agenda item, looking at the details of post-tenure review in the Faculty Manual beginning on page 54 of FM (Chapter V G.2). As it was noted, “PTR occurs every five years, and is coincident with the beginning of the next five-year cycle.” (p. 55). Further, there is a Part 1 and Part 2 of PTR (p. 56): “All tenured faculty members receiving no more than one (of five) annual performance rating of “fair,” “marginal,” or “unsatisfactory” in Part I of the Post Tenure Review process receive a Post-Tenure Review rating of “satisfactory.” These faculty members are thereby exempt from Part II of Post-Tenure Review. ii. All tenured faculty members receiving two or more annual performance ratings of “fair,” “marginal,” or “unsatisfactory” will be reviewed under Part II of PTR.

The Policy Committee reviewed the idea of a ‘rolling basis of the 5-year review’, the concerns that Department Chairs need to do their part in holding faculty accountable through the annual evaluation process, that the annual evaluation process needs to be clear in all departments, and the differences between PTR (e.g., “good” member of the profession) compared to annual reviews of the Chair (e.g., “good” employee of the state). Discussed how tenure requirements have changed over time and whether tenured faculty are held to the changing standards after receiving tenure, the idea of remediation associated with phase 2 of PTR be shorted from 3 years.

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### Agenda Item 202111: TPR Membership and Voting Rights for Special Faculty

Committed by the FSP during November 9, 2021 Executive Committee Meeting

Requested revision of the Faculty Manual to modify TPR membership and voting rights for special rank faculty.

**October 2021:** Jon Harcum submits memorandum to the Faculty Senate President outlining the reasons for the request, including the unique circumstances of the General Engineering program which includes 13 special rank faculty, and 1 tenured faculty (the program director).

**March 2022:** No new updates

## **2022 ANNUAL REPORT OF THE FACULTY SENATE RESEARCH COMMITTEE**

The research committee was assigned three (3) agenda items for consideration. A listing of these charges and a bulleted summary of each effort is provided below. Each of the agenda items culminated in production of a report to the faculty senate with recommendations for further action as needed. These reports are noted below and included as an appendix to this document. After finishing these agenda items, the Senate Research Committee had no further business during this senate term.

### **202101: Evaluation of F&A and GAD return**

Charge: The Research Committee was charged to report on the allocation of indirect returns (F&A) as well as those funds captured for GAD fees across the University.

Faculty Senate Research Committee Report: RCR 20210101

#### Summary and Recommendations:

- Attempted to engage with Deans and ADRs, rebuffed all requests to share percent distribution of F&A returns from college to department level
- Looked at data provided by the Provost's office which demonstrated F&A returns to the faculty are decreasing
- Recommendation to continue monitoring changes in F&A distributions, particularly in light of the likely use of F&A returns to fund startup packages for new hires

### **202102: Evaluation of Clemson Forward strategic goals**

Charge: The Provost's Office is currently evaluating the ClemsonForward strategic goals with an interest in "refreshing" relevant goals. The research committee is charged to begin a dialogue with the Provost's Office regarding this activity, discuss the research goals amongst the committee, and report to the senate. The report should consider impacts of the global pandemic on research output, resources available to meet the goals, and the implications of reaching these goals with R1 university status.

Faculty Senate Research Committee Report: RCR 20210102

#### Summary and Recommendations:

- Focus on planning related to future cluster hires
- Open discussions with Provost's office provided much detail in the report regarding process and faculty engagement
- Recommendation for Research Committee to continue engagement and encourage faculty participation in cluster hire decisions

### **202103: Evaluation of the roles of research centers**

Charge: The research committee is charged to produce a report describing the activities of the university research centers and institutes with an emphasis on how the centers and institutes (C/Is) are utilizing indirect cost returns for center activities. Additionally, the effort will evaluate if the reduction in indirect cost return has impacted the center or institute's function.

Faculty Senate Research Committee Report: RCR 20210103

#### Summary and Recommendations:

- Some center/institute directors were concerned over decreasing F&A returns

- Open discussion with Vice-President for Research (Karanfil) revealed return percentages to centers/institutes have not changed
- Impact was for centers/institutes whose budgets are within a specific college where the F&A returns were reduced
- This was communicated to several center/institute directors who didn't understand where their budget was located
- If approved, report will be sent to all university center/institute directors



## 2022 Annual Report

### Executive Summary

The Scholastic Policies Committee was assigned five (5) agenda items for consideration during the 2021-2022 session under the charge of policies as relate to: workloads; extra-curricular assignments; summer employment; non-university employment; salaries; leaves of absence; sabbatical leaves; professional travel; retirement; and such other policies as affect faculty welfare and morale”. The committee was charged an additional three (3) agenda items after the start of the session. The committee considered these agenda items from April 2021 to March 2022 and submits this annual report of the activities of the Scholastic Policies Committee during this session.

Table 1 illustrates the standing agenda items and their final disposition by the committee. The committee resolved two (2) agenda items, yielding two reports submitted by the committee and approved by the Faculty Senate. All committee reports submitted by the Scholastic Policies Committee during this session are appended to this report along with two additional reports that were considered at the March 2022 SPC meeting for presentation to the Faculty Senate in April 2022 (indicated with “\*”). One (1) agenda item was removed from consideration as the context of the issue fell outside the purview of the SPC.

Item Number	Title	Status
SPC-202002	Addressing Sexual Violence on Campus	Removed; discussion included
<b>SPC-202101</b>	<b>Metrics of Effective Teaching*</b>	<b>Completed</b>
<b>SPC-202102</b>	<b>Faculty Experience with Academic Integrity Violations</b>	<b>Completed</b>
SPC-202103	Review of Required Syllabus Content	In progress
SPC-202104	25Live Classroom Scheduling	In progress

SPC- 202105	Absence Policy in Undergraduate Catalog	In progress
SPC- 202203	Student Recordings of Faculty Members	In progress
<b>SPC- 202204</b>	<b>Athletic Observers on Canvas*</b>	<b>Completed</b>

The four (4) remaining agenda items (Status: "In Progress") will be submitted to the Faculty Senate President-Elect for commit consideration during the next session of the Faculty Senate. The meeting discussion notes for agenda items in progress and comments of outgoing committee chair are included in the body of this report.

### **Discussion of the Standing Agenda Items**

#### ***SPC-202002 Addressing Sexual Violence on Campus***

**Scope:** The scope, particularly as it pertains to the Scholastic Policies committee, was not clearly defined. This item was led by the Welfare committee.

**Discussion:** This agenda item has been carried over from the 2020-2021 faculty senate year, during which the pandemic response took a front seat. In an effort to wrap-up this agenda item, it was introduced at our first meeting (4/20/2021) with the objective to: (1) Ensure clear guidelines for students to declare an absence from class without requiring the student to reveal to the professor the reason for their absence. and (2) Provide guidelines for faculty in the case that a student reveals an instance of sexual violence. Through discussions within the committee and with the executive committee, the focus for the scholastic policies committee, as a representative body for the faculty, is to ensure adequate guidelines are available for faculty in the case that a student reveals an instance of sexual violence. Faculty develop a repertoire with students through coursework and research, and for some students, faculty become a go-to resource.

This agenda item was removed from Scholastic Policies prior to a report being filed. That said, through discussions, we determined that a report should provide clear and concise guidelines for faculty in terms of their obligation for reporting vs. their obligation to maintain student confidentiality. The new (as of 2019) Title IX rules shifted faculty reporting obligations. The prior rules stated that all faculty were required to report instances of sexual violence; however, the new rules recategorized faculty so that they are not required to report instances of sexual violence involving individuals over 18 years of age. This recategorization enables faculty to serve as confidants for students. The new Title IX rules are not widely understood by faculty, as evidenced by the committee members own misunderstandings prior to renewing our Title IX training. The Title IX training offered on Tiger Tracks is clear, informative, and required for all employees.

The CAPS and CARE Network Staff have increased the instances of online webinars, which also helps faculty know about resources on campus.

**Recommendation(s) for future discussion or action:** We encourage continued faculty education efforts via webinars and direct departmental outreach initiated by the extensive network of resources across campus, including CAPS, CARE Network, and the Title IX office.

### ***SPC-202101 Metrics of Effective Teaching***

**Scope:** Produce report that emphasizes the resolution made in 2019-2020, provides research-based evidence to change Clemson's current tool(s) for student evaluations, and provides a recommendation to update the student evaluations to reflect "best practice" as stipulated in the faculty manual.

**Discussion:** See the final report attached as an appendix. A second report containing the revised Student Survey Questions (SSQs) is also attached.

**Recommendation(s) for future discussion or action:** We recommend that the SPC remain cognizant of their "ownership" of the student survey questions. If the attached report is not approved in the April 2022 Faculty Senate meeting, we recommend that the issue be resumed by the 2022-2023 SPC.

### ***SPC-202102 Faculty Experience with Academic Integrity Violations***

**Scope:** Produce report that outlines procedure used for reporting academic integrity violations and highlights demographic data for academic integrity violations reported over the past 10 years. Data should include information about student academic year, course/college, and instructor. Student and instructor identities will not be included, but the demographic information (gender, race/ethnicity, rank) are key deliverables.

**Discussion:** See the final report attached as an appendix.

**Recommendation(s) for future discussion or action:** See the final report attached as an appendix.

### ***SPC-202103 Review of Required Syllabus Content***

**Scope:** Produce a report that highlights the length of syllabi. Provide recommendation for simplifying required content while still ensuring students and faculty are aware of key scholastic policies.

**Discussion:** The committee brought up the following questions, some of which were answered in the discussion above.

- Can syllabi be uploaded directly from Canvas? Is the syllabus repository being replaced?
- Are syllabi too long? repetitive?
- How to get all students and faculty to become aware of key scholastic policies?
- Does the syllabus serve as a document to help students learn? or is it a legal document?

Mary Beth Kurz noted that the Faculty Manual states "A Syllabus must be prepared for every undergraduate and graduate class and made available to students at as early a class meeting as practicable, but no later than the last class period before the last day for a student to add a class. The minimum guidelines for syllabi are distributed by the Provost's Office or the

appropriate Academic Affairs Unit reporting to the Provost." She also noted that any changes would need to be approved by the Academic Council.

The committee briefly discussed the required syllabus content during Summer 2021 and informally recommended that the Office of Undergraduate Studies offer a syllabus template for faculty to use. The syllabus requirements for undergraduate courses were divided into two parts - (1) course specific policies and (2) university policies. The graduate school referred to the undergraduate syllabus requirements in setting the requirements for graduate courses. Taimi Olson (ex officio member of the SPC) made templates for both parts of the course syllabus, and the Office of Undergraduate Studies directed instructors to that resource.

We discussed the ways in which graduate and undergraduate course syllabi may differ; for example, the grading rubric is standard for undergraduate courses, but may differ depending on instructor for graduate courses. Overall, our discussions emphasized that course syllabi are *an important avenue of academic freedom*. The guidelines should remain flexible to enable variation in course-specific content across Clemson's wide pedagogical and disciplinary landscape.

We discussed that the templates available through OTEI provide minimum performance outcomes expected of a course syllabus and enable instructors a go-to reference for the university policies. While the regulation letters are sent near the beginning of each semester, it can be hard to find the regulation letter in back-logs of emails, particularly with inconsistencies in the email origin (i.e., email sender). We discussed the option of having the regulation email send from a consistent email address and stored in an accessible location online. Further, a summary of changes in the first paragraph of the letter would be incredibly helpful. The format of the letter can get stale with veteran faculty, causing key policies to be overlooked. While faculty are responsible for complying with the university policy, *clear and concise communication of the policy changes* would help to ensure compliance.

**Recommendation(s) for future discussion or action:** Recommendations, if any, out of our discussion are to ensure that the university policies are (1) easy to find online for both students and instructors and (2) are consistently worded in their various appearances online. For faculty using CANVAS, a module in CANVAS Commons that covers the university policies and resources would be convenient as a tool to ensure communication of updated policies each semester.

### ***SPC-202104 25Live Classroom Scheduling***

**Scope:** Produce a report that examines, discusses, and makes recommendations regarding university use of 25Live in lieu of department owned classroom space. The report shall address at a minimum: the accuracy for room requests (type, location, occupancy, etc.) and room assignments made by 25Live; the frequency that departments that formerly "owned/managed" a classroom/lab are given first priority to that space for instructional purposes; feasibility of crediting departments that funded room renovations for classrooms that were then absorbed by Provost's office and general 25Live room management software; and the average time spent going to/from classes for instructors from their office, especially when trying to get to back-to-back classes or preparing for labs.

**Discussion:** The discussions about the 25Live classroom scheduling system were limited this term but uncovered the larger issue that the growth of the Clemson student body seems to be outpacing the growth of faculty and resources, including classroom space. We discussed the need for more lecture rooms and scratched the surface of the question: "What does efficient use of classrooms look like?" Of note, it appears that the people designing the schedule, choosing upgrades to classrooms, and selecting the classroom scheduling systems do not necessarily know what it is like to teach in the spaces or with the "upgraded" technologies. Further, some departments have paid to upgrade classroom infrastructure and then do not get scheduled to teach in the upgraded spaces.

Related discussions arose surrounding an increasing course size without consultation or increase pay of the instructors (typically lecturers). It was brought to the attention of the committee, although not formally committed, that there has been creep in enrollment from 19 students up to almost 30 students in writing-intense English courses. The National Council for Teachers of English suggests that writing-intense English courses should be capped at 20 students (Principles for the Postsecondary Teaching of Writing, Conference on College Composition and Communication (CCCC), Revised March 2015). It is unclear if enrollment managers across campus are aware of the best practices in the different fields of study or if these standards are considered when increasing enrollment in a course. We identified the presumed enrollment managers for each college; shared below to mitigate repetitive work if this issue is taken up by the 2022-2023 SPC.

- CBSHS - Denise Anderson [dander2@clemson.edu](mailto:dander2@clemson.edu)
- CAFLS - Jean Bertrand [jbrtrnd@clemson.edu](mailto:jbrtrnd@clemson.edu)
- CoB - Carl Hollingsworth [CHOLLIN@clemson.edu](mailto:CHOLLIN@clemson.edu)
- CAAH - Virginia Osborne [vnickle@clemson.edu](mailto:vnickle@clemson.edu)
- CoS - Calvin Williams [calvinw@exchange.clemson.edu](mailto:calvinw@exchange.clemson.edu)
- CECAS - Douglas Hirt [hirt@d@clemson.edu](mailto:hirt@d@clemson.edu)
- CoE - Michelle Cook [mcook@clemson.edu](mailto:mcook@clemson.edu)

**Recommendation(s) for future discussion or action:** We recommend that the issue of scholastic resources be taken up as part of the 2022-2023 SPC standing agenda. Key questions to address include:

1. How does Clemson define efficient use of classrooms? How does that impact faculty success in the classroom?
2. What is the average classroom space per student at Clemson? peer institutions?
3. What new construction investments have been made to accommodate growing student populations?
4. How do the growing student populations impact course sizes? Do we have the faculty to teach the courses?

Key personnel at Clemson that would help with this conversation include Nikki Hood (Scheduling Coordinator), Phil Landreth ([lralph@clemson.edu](mailto:lralph@clemson.edu); Assistant VP for Academic Operations), David Kuskowski ([dkuskow@clemson.edu](mailto:dkuskow@clemson.edu); Associate VP for Enrollment Management).

### ***SPC-202105 Absence Policy in Undergraduate Catalog***

**Scope:** The Scholastic Policy Committee shall investigate the current policy regarding the removal of a student from a course due to excess absences. A report containing recommendations based on their findings.

**Discussion:** We did not have time to discuss this agenda item in detail during a committee meeting. However, in vetting the issue as a potential agenda item there was extensive email discussion between several different entities at Clemson, including the SPC chair.

The agenda item was introduced due to an email from a faculty member that had been alerted of a syllabus policy where students are dropped from a course by a faculty member after two unexcused absences. The current undergraduate attendance policy gives faculty the agency to remove students from their course due to “an excessive number of absences.” As written, the attendance policy is too vague. The SPC recommends revision of the attendance policy, which falls under the purview of the Office of Undergraduate Studies and the Registrar’s Office. While Clemson is not an attendance tracking institution, compliance with federal financial aid stipulates tracking of student enrollment status. Therefore, faculty must be engaged in the attendance tracking process.

This issue was initiated by Jennifer Ogle ([ogle@clemson.edu](mailto:ogle@clemson.edu)) via an email sent to Thompson Mefford and Kristine Vernon with the following individuals carbon copied: William Everroad, Candice Wicker Bolding, Janeen Putman, Bridget Trogden. Additional conversations occurred online and via zoom. All email conversations and notes from the zoom conversation are documented in the 2021-2022 SPC folder.

**Recommendation(s) for future discussion or action:** We recommend that a representative from the SPC participate in the discussion of the attendance policy, which is sure to involve representatives from the Office of Undergraduate Studies, Registrar’s Office, and Financial Aid Office. Further, the committee should consider what role faculty have in setting specific attendance policies for their course(s), tracking student attendance, and maintenance of class rosters, including removing students from the class roster if the student is non-communicative prior to the add/drop deadline.

### ***SPC-202203 Student Recordings of Faculty Members***

**Scope:** Provide recommendations related to current policies associated with students filming faculty in classes.

**Discussion:** We did not have time to discuss this issue during our SPC meetings. Of note, the 2020-2021 SPC did write a report about faculty copyright ownership of online course materials, including recordings of their lectures.

**Recommendation(s) for future discussion or action:** We recommend that this issue be taken up early in the upcoming senate year. Inviting a representative from Clemson’s legal team could help facilitate a productive conversation. At a minimum, the committee should

recommend a syllabus statement that faculty can use regarding audio and visual recording during class.

### **SPC-202204 Athletic Observers on Canvas**

**Scope:** The committee is charged to provide a report and recommendations regarding the proposed plan from athletics to have athletic academic advisors have "observer" status on canvas. As part of the preparation of this report, please consult with Dr. Jasmine Townsend, chair of the athletic council, and Matt Lombardi, Associate Athletic Director for Academics.

**Discussion:** Matt Lombardi, Associate Athletic Director for Academics, joined the February SPC meeting to present the Athletics department's proposal for "observer" status on Canvas. The NCAA sets specific academic requirements for student-athletes to compete. Clemson's team of academic coordinators facilitate the academic success of our student-athletes and ensure compliance with NCAA regulations. Mid-semester grades are requested from faculty to ensure student-athletes will meet the academic requirements to compete. The student-athletes sign FERPA agreements with their academic coordinators, but it remains unclear if faculty members also obtain written consent from the students. To streamline this grade monitoring process, the Athletics Department has proposed to have the academic coordinators automatically added as "observers" to the Canvas courses of their student-athletes. The automatic addition of observers into a course without written consent of the instructor ill-advised and would likely be seen as an inappropriate overstep.

While the SPC commends the support and commitment to the academic success of Clemson's student-athletes, we have significant reservations regarding the legalities surrounding FERPA, the overreaching precedent of automatically including individuals not enrolled in a course, and the trend towards enabling passivity amongst struggling student-athletes.

**Recommendation(s) for future discussion or action:** Considering the aforementioned reservations, the SPC recommends that the Athletics department revisit the strategies surrounding mid-term grade monitoring for student-athletes. Further, we encourage strategies that enable students to maintain ownership and responsibility for their academic performance.

### **2021-2022 Faculty Senate Scholastic Policies Committee**

Member	College
Lindsay Shuller-Nickles	CECAS, senator, chair
Peter Laurence	CAAH, senator
Linda Li-Bleuel	CAAH, senator
David Scott	CoE, senator
Bruce Gao	CECAS, senator
Christopher Norfolk	CECAS, delegate
Ravi Ravichandran	CECAS, senator

Thomas Newell	Ex-officio, Student Senate representative
Taimi Olsen	Ex-officio, OTEI director
Bridget Trogden	Ex-officio, assoc. dean, Undergraduate Studies

*The Welfare Committee: investigates and reports to the Faculty Senate relevant matters for faculty welfare.*



**WELFARE COMMITTEE**  
CHAIR: Andrew Pyle

**2022 ANNUAL REPORT OF THE  
FACULTY SENATE WELFARE COMMITTEE**

The Welfare Committee was assigned eleven agenda items for consideration under the charge to “make recommendations concerning such policies as relate to: workloads; extra- curricular assignments; summer employment; non-university employment; salaries; leaves of absence; sabbatical leaves; professional travel; retirement; and such other policies as affect faculty welfare and morale<sup>1</sup>.” The committee considered these agenda items from April 2021 to March 2022 and submits this annual report of the activities of the Welfare Committee during this session.

Seven (7) agenda items were resolved by the committee. Six (6) committee reports were submitted by the committee and approved by the Faculty Senate. One (1) agenda item was closed by the committee pending a determination that the committee had already addressed the item in a previous senate year. Three (3) agenda items are to be presented as reports for approval at the April 2022 Senate meeting. Pending a vote of approval from the Faculty Senate, this will bring the total resolved agenda items to ten (10) for the committee during this senate year.

One (1) Agenda item remains as In Progress for the Welfare Committee to address in the new senate year beginning April 2022. This item was added to the agenda in March of 2022 and the committee was unable to address it ahead of the April 2022 meeting. The following table outlines the status of the Welfare Committee Standing Agenda for the 2021-2022 academic year:

<i>Agenda Item</i>		
<i>Number</i>	<i>Topic</i>	<i>Status</i>
202101	HERI Summary Report	WCR202101
202102	Faculty Population Report	WCR202102
202103	Sikes Parking Report	WCR202103
202103W	Senate Representation Summary Report	WCR202103W
202104	Meeting Timing Report	WCR202104
202105	Faculty Manual Compliance – FMLA/FSAP	WCR202105
202201	Status of TPR Documents – Principal Lecturer Guidelines	Proposed April 2022
2022XX	Juneteenth Resolution Support Report	Proposed April 2022
2022XX	Support for Scholarship for Descendants of Black Laborers	Proposed April 2022
2022XX	Evaluation of Merit-Informed Raise Criteria	In Progress
201902	Impact of Sexual Violence Report	Wrapped 2019

<sup>1</sup> Clemson University Faculty Manual



# STAFF SENATE



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FACULTY SENATE

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## JOINT SENATE RESOLUTION 202201

**TOPIC:** “Juneteenth Independence Day”

**Whereas,** The Clemson University Staff Senate and Faculty Senate recognize the historical significance of Juneteenth Independence Day to United States history; acknowledge the observance of the end of slavery as part of the history and heritage of the United States; support the continued celebration of Juneteenth to provide an opportunity for the Clemson community, students and employees to learn more about the past and to better understand the experiences that have shaped the United States; and offer the reminder that those enslaved and their descendants, were and are Americans; and

**Whereas,** Juneteenth Independence Day, a holiday in the State of Texas established two and a half years after the emancipation of slaves was decreed by President Abraham Lincoln, 1863, is now recognized federally and celebrated in 47 States and the District of Columbia as a special day of observance, in recognition of the emancipation of all enslaved in the United States of America; Juneteenth Independence Day celebrations are now held to honor African American freedom; and

**Whereas,** Juneteenth recognizes the economic liberation from the greatest theft of African American freedom in our Nation’s history. This liberation combined with the faith, strength and resiliency of the enslaved African Americans and descendants were a catalyst for the creation of sustainable wealth, manifest in ways such as access to education, land ownership, business creation, inventions, innovations, and other means that provide the opportunity create and sustain generational wealth; and

**Whereas,** a land grant institution can recognize the University’s history and honor the lives of the slaves that built this University by observing Juneteenth as a paid holiday and time of observance, celebration, and reflection for the many contributions made and to come by the enslaved and their descendants; it is therefore

**Resolved,** that Staff Senate and Faculty Senate respectfully request that Clemson University observe Juneteenth Independence Day for all Clemson University employees on June 19<sup>th</sup> or if Juneteenth falls on Saturday or Sunday, observe on the Friday preceding, or Monday post.

Resolution passed by the Clemson University Staff Senate January 2022.



## FACULTY SENATE RESOLUTION 202201

### A RESOLUTION TO AMEND THE FACULTY SENATE BYLAWS

**Faculty Senate Consideration: April 2022**

**Whereas;** The Faculty Senate Bylaws, Article VIII establishes a role for special faculty in shared governance and Article IX establishes a forum for such shared governance, referred to as the Convention of the Delegates; and

**Whereas;** The Convention of the Delegates voted to establish self-governance by way of adopting Convention Bylaws in lieu of standing rules on February 10<sup>th</sup>, 2022; and

**Whereas;** these adopted bylaws establish new provisions that conflict with the Faculty Senate Bylaws; and

**Whereas;** the Faculty Senate supports efforts to enable efficient representation for all faculty groups and is currently constrained by the Constitution of the Faculty of Clemson University regarding extending Faculty Senate voting membership to special faculty; it is therefore

**Resolved;** that the Faculty Senate accepts the recommendations of the Convention of the Delegates to ensure self-governance; and it is

**Resolved;** that the Faculty Senate Bylaws Article X§1 be amended to **insert** the sentence, “An elected representative from the Convention of the Delegates shall serve on this committee as an ex-officio voting member”; and it is

**Resolved;** that the Faculty Senate Bylaws Article X§2 be amended to **insert** the sentence, “An elected representative from the Convention of the Delegates shall serve on this committee as an ex-officio voting member”; and it is

**Resolved;** that the Faculty Senate Bylaws Article VI§4 be amended to **insert** the words, “and one current delegate” between the words “senator” and “to” and insert the words, “and Lead Delegate, respectively” between the words “Senator” and “and”; and it is

**Resolved;** that the Faculty Senate Bylaws be amended to **strike** Articles VIII and IX and **insert** the paragraphs:

#### **Article VIII. Convention of the Delegates**

**Section 1. Purpose.** The purpose of the Convention of the Delegates is to serve as a forum for shared governance, specifically special faculty. The Convention of the

Delegates shall be empowered to develop those procedural bylaws which facilitate the achievement of its purposes.

**Section 2. Membership.** Members of the Convention of the Delegates shall be conferred the title of “Delegate” by the Faculty Senate Advisory Committee. All special rank faculty except adjunct faculty, temporary lecturers, visiting lecturers, and postdoctoral researchers are eligible for membership. The Faculty Senate Vice-President shall be granted ex-officio, non-voting membership to serve as an advisor to the Convention of the Delegates and will attend each meeting.

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

**Final Proposed Language:**

ARTICLE VI: College Delegation

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

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

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

Section 4. Duties to the Senate. The Delegation within each College elects two senators from their Delegation to serve on the Faculty Senate Advisory Committee and communicates this list to the senate office before the April meeting of the Advisory Committee. Each Delegation also nominates at least one current senator ***and one current***

*Delegate* to serve as Lead Senator *and Lead Delegate, respectively* and sends this slate of nominees to the senate office no later than the first day of April of each year.

## ARTICLE VIII. Delegates

~~Section 1. Membership. There shall be at most fifteen members of the Convention of Delegates.~~

~~Section 2. Membership Eligibility. Delegates will be comprised of special rank faculty except adjunct faculty, temporary lecturers, visiting lecturers, and postdoctoral researchers.~~

~~Section 3. Duties and Responsibilities. The primary duties of delegates are to promote and support the mission of the Faculty Constitution of the Clemson University faculty, abide by the policies and decisions of the Faculty Senate, advocate the policy positions of the Faculty Senate at all University shared governance levels, communicate with constituents, recommend and assist in recruiting prospective delegates, and develop and maintain a working knowledge of the current issues of higher education in general and Clemson University in particular. In addition, each College Delegation will name one Lead Delegate who is expected to attend, or designate another delegate to attend, all monthly Faculty Senate meetings. Delegates are also expected to prepare for each Convention of the Delegates by reviewing meeting materials and formulating questions and responses to issues as well as attend meetings regularly.~~

~~Section 4. Election and Term of Office. The College Delegation has the authority to decide the mechanism by which the delegate seats are filled and will notify the Faculty Senate of the delegate representatives by May 15. Delegates serve one-year renewable terms, beginning August 1. Delegate seats will be allocated to the ratio of the number of eligible persons in a college to the total number of members in the university. Each college will have as many seats as are in the nearest whole number when its ratio is multiplied by fifteen, provided each college has at least one seat. For the purposes of this calculation, the Library is considered a college. If the total number of seats allocated thus far is less than fifteen, the remaining seats are allocated to the colleges with the larger fractions until there is a total of fifteen members. If this formation produces an exact tie for a seat, each college involved will be awarded a seat. The Faculty Senate President will obtain a new allocation from the Chairperson of the Faculty during February of every odd-numbered year after the most recent allocation. This allocation will be given to the Lead Senator of each college in time for the annual selection process and will control the numbers selected for the Convention of Delegates at that time. New allocations will be based on the number of members of the eligible faculty at the beginning of the fall semester.~~

~~Section 5. Resignation from Membership. Resignation letters are sent to the College Delegation and the Secretary of the Faculty Senate. Upon receipt of the letter, the Delegation will conduct nomination procedures.~~

~~Section 6. Removal. The College Delegation submits a notice of recall to the Faculty Senate Secretary. The College Delegation will immediately conduct nomination procedures for replacement.~~

### **Article VIII. Convention of the Delegates**

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

**Section 2. Membership. Members of the Convention of the Delegates shall be conferred the title of "Delegate" by the Faculty Senate Advisory Committee. All special rank faculty except adjunct faculty, temporary lecturers, visiting lecturers, and postdoctoral researchers are eligible for membership. The Faculty Senate Vice-President shall be granted ex-officio, non-voting membership to serve as an advisor to the Convention of the Delegates and will attend each meeting.**

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

### ~~ARTICLE IX. Convention of the Delegates~~

~~Section 1. Purpose. The purpose of the Convention of the Delegates is to serve as a forum for shared governance, specifically special faculty.~~

~~Section 2. Regular Meetings. Convention meetings will be held at least once each long semester. The schedule of the meetings for the year will be announced no later than the first day of May.~~

~~Section 3. Membership. The Convention of Delegates will be comprised of all senate delegates. The Faculty Senate Vice President will serve as Chair and will deliver a report to the Faculty Senate Executive Committee after every convention.~~

~~Section 4. Standing Agenda. The agenda for each convention will be finalized by the Secretary of the Faculty Senate and distributed no later than seven calendar days prior to the date on which the Convention is to be held.~~

~~Section 5. Special Meetings. With the approval of a majority of delegates, special meetings of the Convention of Delegates may be called at any time by the Faculty Senate Vice President, or by written petition by at least one third of the delegates.~~

~~Section 6. Quorum. Two thirds of the membership of the Convention of Delegates will be the quorum for the transaction of all business.~~

#### ARTICLE X. Committees

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

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

## Faculty Senate Resolution 202202

**Topic:** Revision of the University Assessment Committee

**Whereas,** The Constitution of the Faculty of Clemson University makes provisions for faculty participation in planning, policymaking, and decision-making with regard to academic matters; and

**Whereas,** the University also provides for such participation in matters of pertaining to academic policies, procedures, and practices at the university level; and

**Whereas,** the *Faculty Manual* Chapter IX I.1. describes the University Assessment Committee; and

**Whereas,** Policy Committee Report 202103 was accepted by the Faculty Senate on November 9, 2021 which overall supported the retirement of the current University Assessment Committee (UAC) and the adoption of the University Council on Assessment and Accreditation (UCAA) along with the specific recommendations that the UCAA to include faculty representation and the placement of the UCAA in the Faculty Manual.

**Whereas,** the *Faculty Manual* must be amended in order to effect the recommendations of PCR202103; it is

**Resolved,** that Chapter IX I.1 of the Clemson University *Faculty Manual* be amended to **strike** the following text:

“1. University Assessment Committee

a. Responsibilities

i. The University Assessment Committee provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance the effectiveness of the University.

ii. 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

1 reports for the State Commission on Higher Education, strives to  
2 ensure that assessment information is not misused, and  
3 monitors the effects of assessment to ensure that assessment  
4 results are used in subsequent planning activities.

5 b. Membership

6 i. Two representatives from each college and one from the  
7 library appointed by the respective deans for three year terms;  
8 ii. Two representatives from different areas of administration and  
9 advancement appointed by the Vice President for Administration  
10 and Advancement for three year terms;

11 iii. One representative appointed by the Dean of Undergraduate  
12 Studies for a three-year term;

13 iv. Two representatives from student affairs appointed by the  
14 Vice President of Student Affairs for three year terms;

15 v. One representative appointed by each of the following:

16 (1) The Athletic Director;

17 (2) The Dean of the Graduate School;

18 (3) The Vice President for Agriculture, Public Service and  
19 Economic Development;

20 (4) The Vice President for Research.

21 vi. Two undergraduate students are appointed by the Vice  
22 President for Student Affairs for two year terms;

23 vii. A representative of the Faculty Senate;

24 viii. One college dean appointed by the Council of Academic  
25 Deans;

26 ix. One graduate student appointed by the Dean of the Graduate  
27 School serve one-year terms.

28 x. Non-voting Members

29 (1) The directors of assessment and of planning are ex-  
30 officio, non-voting members;

31 (2) The head of institutional research and other non-voting  
32 members, recommended by the committee and appointed  
33 by the Provost for one-year terms, serve as resource  
34 persons for the committee.

35 c. The committee elects its own chair for a one-year term from among  
36 the faculty and  
37 administrative representatives.

38 i. The chair remains as a member of the committee for the year  
39 following the chair's tenure as chair.

40 d. The vice-chair is elected annually by the committee and will succeed  
41 the chair the following year.

42 e. The three members, chair, vice-chair and former chair, do not count  
43 against allocations from the colleges."  
44

1 **Resolved**, that *Faculty Manual* Chapter IX I.1 be amended to **insert** the  
2 following text:

3  
4 "University Council on Assessment and Accreditation

5 a. Responsibilities

- 6 i. The University Council on Assessment and Accreditation  
7 (UCAA) provides advice and makes recommendations to  
8 the Provost and/or President regarding holistic efforts at  
9 continuous improvement in core academic operations that  
10 are within the scope of University accreditation standards.  
11 ii. Provides counsel, advice, and recommendations to the  
12 Associate Provost for Institutional Effectiveness, Provost,  
13 and/or President regarding the policies, processes,  
14 cadence, platforms and systems, user experience, and  
15 communications—and any changes or modifications  
16 thereto—regarding continuous improvement, assessment,  
17 and accreditation that are in the UCAA's scope described  
18 above.  
19 iii. Communicating with University constituencies about  
20 continuous improvement, assessment, and accreditation  
21 policies, processes, and activities; monitoring and serving  
22 as a conduit for input from those constituencies.  
23 iv. Assisting, upon request, with the review of key elements of  
24 accreditation reports and serving as conduits to ensure  
25 successful scheduling of, and transparency in, hosting  
26 accreditation site visits on and off campus.  
27 v. Bringing to the attention of the Associate Provost for  
28 Institutional Effectiveness, Provost, and/or President  
29 concerns regarding implementation of, or results stemming  
30 from, continuous improvement, assessment, and  
31 accreditation activities that are in the UCAA's scope  
32 described here.  
33 vi. At the request of the Provost or President, providing  
34 review and/or recommendations regarding processes,  
35 strategies, plans, products or instruments, and  
36 platforms/systems related to continuous improvement,  
37 related planning, assessment, and accreditation: as part of  
38 special or focused initiatives; as a means of independent  
39 review and feedback; or that are outside the usual UCAA  
40 scope described above.  
41 vii. Reports to the Provost and may make recommendations  
42 directly to the Provost or President.

43 b. Membership

- 1 i. The college assessment coordinator/liaison identified by
- 2 each college/Libraries dean
- 3 ii. The Faculty Senate President or their designee
- 4 iii. A representative of Enrollment Management as appointed
- 5 by the Vice President of Enrollment Management
- 6 iv. A representative of Undergraduate Studies as appointed by
- 7 the Dean of Undergraduate Studies
- 8 v. A representative of the Graduate School as appointed by
- 9 the Dean of the Graduate School
- 10 vi. A Student Affairs representative as appointed by the VP of
- 11 Student Affairs
- 12 vii. A finance and operations representative as appointed by
- 13 the EVPFO
- 14 viii. A representative appointed by the Vice President of
- 15 Research
- 16 ix. An advancement representative appointed by the VP
- 17 Development and Alumni Relations
- 18 x. A CCIT representative appointed by the CIO
- 19 c. The Associate Provost for Institutional Effectiveness or their
- 20 designee serves as non-voting chair.
- 21 d. The UCAA will meet at least once an academic semester, or
- 22 more frequently as business and requests dictate.”