



AGENDA

Date: October 11, 2022

Time: 2:30 p.m.

Location: Edgar Brown Union Student Senate Chambers

1. APPROVAL OF MINUTES

2. SPECIAL ORDERS

3. REPORT

- a. Robert H. Jones, Executive Vice President for Academic Affairs & Provost
- b. Standing Committees
 - i. Finance and Infrastructure Committee; Chair Karen Kemper
 - ii. Policy Committee; Chair Svetlana Poznanovik
 - 1. FSR 202203 Evaluation of Teaching Effectiveness
 - iii. Research and Scholarship Committee; Chair Hugo Sanabria
 - iv. Scholastic Policies Committee; Chair Peter Laurence
 - v. Welfare Committee; Chair Lindsay Shuller-Nickles
 - 1. FSR 202214 Impact of Sexual Violence on Campus
- c. University Committees/ Commissions
 - i. Committee on Committees; Chair Mary Beth Kurz
- d. Faculty Representative to the Board of Trustees; Brian Powell
- e. President's Report

4. UNFINISHED BUSINESS

5. NEW BUSINESS

ADJOURN

ANNOUNCEMENTS:

1. Paid Parental Leave Benefit
2. United Way Employee Campaign: October 3-24, 2022
3. Annual Ethics Day: Wednesday, October 12, 2022
4. Open Enrollment for HR: October 2022
5. National Disability Employment Awareness Month: October 2022
6. Day of the Dead Celebration: Friday, November 4, 2022 6:00pm-9:00pm, Carillon Gardens

UPCOMING MEETINGS:

1. Convention of the Delegates Meeting: October 13, 2022
2. Faculty Senate Advisory Committee Meeting: Tuesday, October 25th, 2022, 2:30pm
3. Faculty Senate Executive Committee Meeting: Tuesday, November 4th, 2022, 2:30 p.m.
- 4. Faculty Senate Meeting: November 15, 2022, 2:30 p.m.**
- 5. Faculty Senate Committee Meetings: November 29, 2022, 2:30 p.m.**



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2 **FACULTY SENATE RESOLUTION 202203**

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4 **Policy Committee Approval: September 20, 2022**

5 **Faculty Senate Consideration: October 11, 2022**

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7 **Topic:** "Evaluation of Teaching Effectiveness"

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

12
13 **Whereas**, the University also provides for such participation in matters of
14 faculty welfare and general university concern; and

15
16 **Whereas**, the *Faculty Manual* indicates student instruction and course
17 evaluation is integral to the procedures for annual performance evaluation,
18 Procedures for Reappointment, Tenure, and Promotion, and Teaching
19 Practices; and

20
21 **Whereas**, Scholastic Policies Committee Reports 201901 and 202001,
22 adopted by the Faculty Senate on January 11, 2021, without objection,
23 recommended changes to the *Faculty Manual* to specify that evaluations of
24 teaching effectiveness must not be conducted solely on the basis of
25 instruction and course evaluation forms completed by students; and

26
27 **Whereas**, four amendments to the *Faculty Manual* must be made in order to
28 effect the recommendations of SPCR201901; it is therefore

29
30 **Resolved**, that *Faculty Manual* Chapter V§E2e be amended to **strike** the
31 paragraph "Student evaluations of teaching must be incorporated into the
32 evaluation of teaching faculty, as indicated in APPENDIX C BEST PRACTICES
33 FOR A PERFORMANCE REVIEW FOR FACULTY." and **insert** the paragraph
34 "Evaluations of teaching must include feedback from instruction and course
35 evaluation forms completed by students and comply with [Chapter VI§F2K.]
36 No single quantifier from these forms (e.g., the mean of means or an
37 individual summative question) may substitute for a wide-ranging review of
38 the responses."; and it is
39

40 **Resolved**, that *Faculty Manual* Chapter V§D1Ai be amended to **insert** the
41 words “comply with the Faculty Manual and” after the word “must” and
42 before the word “incorporate”; and it is

43
44 **Resolved**, that *Faculty Manual* Chapter VI§F2k be amended to **insert**
45 “Incorporating” before “Evidence of Student Learning in Evaluation of Faculty
46 Teaching is” and “part of” before “an important process requiring a multi-
47 faceted approach.”; and it is

48
49 **Resolved**, that *Faculty Manual* Chapter VI§F2ki be amended to **strike** the
50 sentence “Research supports the use of multiple sources of evidence in
51 evaluation, and effective evaluations should include at least three of the
52 following:” and **insert** “In addition to feedback from instruction and course
53 evaluation forms completed by students, Evaluations of Teaching must
54 include at least two of the following:”.

55
56 *This resolution will become effective upon approval by the Clemson*
57 *University Executive Vice President for Academic Affairs and Provost and*
58 *publication in the Faculty Manual.*

59

60 **Final Proposed Language**

61

62 Procedures for Annual Performance Evaluation

63 V§E2e Student evaluations of teaching must be incorporated into the evaluation of
64 teaching faculty, as indicated in APPENDIX C BEST PRACTICES FOR A
65 PERFORMANCE REVIEW FOR FACULTY. **Evaluations of teaching must include**
66 **feedback from instruction and course evaluation forms completed by students**
67 **and comply with [Chapter VI§F2K.] No single quantifier from these forms (e.g., the**
68 **mean of means or an individual summative question) may substitute for a wide-**
69 **ranging review of the responses.¹**

70

71 Procedures for Reappointment, Tenure, and Promotion

72 V§D1Ai. These written procedures must **comply with the Faculty Manual and**
73 incorporate attention to “Best Practices for a Performance Review System for Faculty”
74 in APPENDIX C BEST PRACTICES FOR A PERFORMANCE REVIEW FOR
75 FACULTY.²

76

77 Teaching Practices

78 VI§F2k. **Incorporating** Evidence of Student Learning in Evaluation of Faculty Teaching
79 is **part of** an important process requiring a multi-faceted approach.

¹ Clemson University Faculty Manual, 2022, p. 50

² Clemson University Faculty Manual, 2022, p. 46

80 i. ~~Research supports the use of multiple sources of evidence in evaluation, and~~
81 ~~effective evaluations should include at least three of the following:~~ ***In addition to***
82 ***feedback from instruction and course evaluation forms completed by students,***
83 ***Evaluations of Teaching must include at least two of the following:***
84 (1) Evidence-based measurements of student learning (such as pre- and post-testing
85 or student work samples) that meet defined student learning outcomes;
86 (2) Evaluation (by peers and/or administrators) of course materials, learning
87 objectives, and examinations;
88 (3) In-class visitation by peers and/or administrators;
89 (4) A statement by the faculty member describing the faculty member's methods
90 and/or a teaching philosophy
91 (5) Exit interview/surveys with current graduates/alumni;
92 (6) Additional criteria as appropriate for the discipline and degree level of the students;
93 (7) A statement by the faculty member of methods or philosophy that also describes
94 and documents how feedback from student rating of course experiences or evaluation
95 instruments above were used to improve teaching.³
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³ Clemson University Faculty Manual, 2022, pp. 67-68



WELFARE COMMITTEE

CHAIR: Lindsay Shuller-Nickles

WELFARE COMMITTEE REPORT

Standing Agenda Item 202214: Impact of Sexual Violence on Campus

The Welfare Committee has considered this matter under the charge of making 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 and submits this report for consideration by the Faculty Senate.

Background: This agenda item was recommitted by the 2022-2023 FSP at the opening meeting of the Executive Committee in April 2022 as Welfare Committee Agenda Item #202214. The background for this standing agenda item requires a look back through the annual reports of the last few years. Working backwards, the 2021-2022 Welfare Committee Annual Report states: “201902 Impact of Sexual Violence Report wrapped.” No formal report is available.

The 2020-2021 WC Annual Report states:

“Agenda Item 201912: The Impact of Sexual Violence on Campus
Source: roll-over from 2019-2020 session
(Note: wording of the original committee charge for this item is unavailable.)
The inability to make any progress on this item was one of the pandemic’s most regrettable impacts on this committee’s work. The 2020-2021 Welfare Committee did not address this item in a meaningful manner but the committee strongly recommends this item be rolled over to 2021-2022 and assigned a high priority. Additionally, consideration should be given to the different but related issue of the impacts on faculty when supporting students and advisees who face sometimes overwhelming challenges in their lives away from the classroom.”

The 2019-2020 WC Annual Report:

“1-Agenda Item 201912: The impact of sexual violence on campus

Added to original list

Senator Pyle brought this issue forward, and a representative of CMEToo, support group for survivors of sexual violence came to present to our meeting. The following month after I presented this line of inquiry in senate I heard from four women faculty spending time weekly supporting students that are suffered from sexual violence. One of those faculty members came to speak with the Welfare committee. We learned that this is a faculty issue of unreported work time that can add to stress and anxiety because of both loss of work time, but more importantly care for the students and the possibility that it may bring up past assault issues. This is due in large part to needs from the group that the administration has promised but not delivered on, most notably having an office, or a women’s center with people trained in trauma support. Also, the CAPS program is too busy for these students to get in right after an event, as they are a month waiting list unless a student is suicidal. Thus, the students come to faculty. We wrote a resolution that is ready to bring to senate. We hope work on this issue is continued.”

Summary

Student leaders in the It’s On Us organization met with university administrators in November, 2019 and were promised: (1) separation of the Title IX and Interpersonal Violence Prevention offices; (2) hiring of two certified and confidential victims’ advocates; (3) “trauma-informed training” for key leadership in the administration; (4) restructuring of the President’s Commission on Women to include more student representation; and (5) execution of a campus climate survey. The *draft* FSR2020XX resolution stated that, as of February 2020, these measures had not been implemented. The draft further suggested that the Faculty Senate resolved:

1. To form an ad hoc committee to serve as advocates for students and faculty wrestling with the previously mentioned challenges and to provide accountability for the ongoing work of the institution (see the appendix for the draft FSR2020XX resolution), and
2. That university administrators will move immediately to enact the five new measures the university has promised yet failed to provide to Clemson students.

An *ad hoc* committee to serve as advocates was never formed. Upon further discussion, the 2022-2023 FS Welfare committee determined that an *ad hoc* committee is not necessary to serve the faculty interest related to the impact of interpersonal violence on campus.

As part of the current charge, **the committee focused on updating the status of the “promises” made to the student organization(s) (see Table below).** Megan Fallon,

Interpersonal Violence Prevention Coordinator with the Title IX office and Heidi Zinzow, Professor of Psychology, attended the Welfare Committee meeting on August 20th 2022 to help educate the committee about the wealth of resources available at Clemson for faculty and students and to clarify the current status of the promises outlined below. Their input was invaluable to the finalization of this report. Based on self-exploration (*i.e.*, researching Clemson’s website), the committee was under the impression that four of the five promises were complete. Upon proper edification and clarification, we can now confirm that ***one of the promises has been fully met*** (restructuring of the Commission on Women to include more student representation). Pending further administrative postponement, another promise (a climate survey) is set for completion this academic year. Three additional promises are optically complete but are incomplete in practice or could not be fully assessed.

In addition to the status update, the 2022-2023 Welfare Committee discussed the issue of sexual violence on campus from a faculty perspective. Faculty often serve as the first point of contact for students that have experienced violence. Clemson has the resources in place to support faculty. Specifically, the CARE Network, Title IX office, and Interpersonal Violence Response Coordinators provide outreach and education to faculty via brown bag lunches and department meetings.

Coordination of resources (*e.g.*, via a gender-equity center) could facilitate increased awareness and ease access to campus resources. Further, infrastructure such as a gender-equity center would elevate the prioritization of inclusive excellence on par with peer-institutions. While beyond the scope of Faculty Senate, streamlined access to and transparent prioritization of resources to stem the impacts of sexual violence on campus has inevitable impact on faculty productivity and welfare.

This table serves as a status update for the five key promises made by the administration following protests about sexual violence on campus.

(1) separation of the Title IX and Interpersonal Violence Prevention offices

[incomplete]

Interpersonal Violence Prevention Coordinator (currently Megan Fallon) reports to Title IX, which is in the Office of Access and Equity, and the Interpersonal Violence Response Coordinators (currently Lauren Parker and Bat’sé Smart) report to Office of Advocacy and Success. The Interpersonal Violence Response Counselors are located on the third floor of Sistine Hall (<https://www.clemson.edu/studentaffairs/advocacy-success/ivr/index.html>), while the Title IX office remains under the Division of Inclusion and Equity and is located on the second floor of Brackett Hall.

Currently, the offices are physically separated; however, they may become co-located once construction is complete at Holtzendorff Hall. The physical separation of these offices is critical for the safety and well-being of victims of interpersonal violence.

(2) hiring of two certified and confidential victims' advocates

[incomplete]

Lauren Parker and Bat'sé Smart were hired in 2021 as interpersonal violence response coordinators. They are private, but **not confidential** counselors.

The Interpersonal Violence Prevention office works with other entities on campus to advocate for victims of interpersonal violence. Other entities include CU CARES (Counseling Advocacy Referrals Education Support) Relationship and Sexual Violence Services housed in CAPS (Counseling and Psychological Services) and the CARE Network.

Of note, University of South Carolina has **confidential** advocates for interpersonal violence response counselors who report through the university medical center.

(3) "trauma-informed training" for key leadership in the administration

[incomplete]

Trauma-informed training is critical for anyone hearing appeals related to interpersonal violence and for leadership involved in hiring outside counsel to hear cases through the appeals tribunal.

Trauma-based training opportunities are available for key administrators, as well as students, faculty, and staff. For example, a web-based training module developed by the State University of New York has been shared with administrators, but completion is not required. The director of Title IX, Alesia Smith, has conducted brief in-person training with administrators, but details and documentation were not available to the FS Welfare Committee.

While training opportunities are available, there lacks a system of accountability, let alone a transparent system of accountability. For example, integration of Tiger Training course completion into Digital Measures (now called Faculty Success) could enable accountability and transparency of compliance with recommended training for key administration, as well as other faculty.

(4) restructuring of the President's Commission on Women to include more student representation

[complete]

According to Jean McKendry, Director of Research Development in the College of Education and current chair of the Commission on Women, the Commission on Women moved from reporting to the President's office to reporting to the Division of Inclusion and Equity in July 2019. Beginning with the 2020-2021 academic year three students were added to the Commission – an undergraduate, masters, and doctoral student; the Commission had not previously had student members. In spring 2022, the Commission decided to add three *alternate* student members beginning with the 2022-2023

academic year. Dr. McKendry added that the addition of student representatives to the Commission has been viewed very positively given their mission.

(5) execution of a campus climate survey

[in progress]

A committee has been working on launching a campus climate survey for the past year and a half. The survey was scheduled to be deployed in March 2022, but university administration contacted the committee and asked them to postpone the survey, which is now scheduled to launch in November 2022. In the meantime, three members of the Committee (Heather Kettrey, Heidi Zinzow, and Megan Fallon) have secured internal funding to conduct some qualitative research on faculty, staff, and student perceptions of Clemson's institutional responses to sexual misconduct complaints.

Recommendations

The Welfare Committee recommends that the Faculty Senate:

- request a briefing of the Climate Survey results in Spring 2023 and
- work with the University to consider the feasibility of a gender-equity (or inclusive excellence) center on campus.

The Faculty Senate further recommends that the University improve accountability and transparency of leadership compliance with recommended trauma-informed training.

Committees on Committees October 2022 Report

- Shared Governance
 - Retired / Closed Committees
 - Univ Internal Communications Committee
- New Interdisciplinary Curriculum Committees
 - BUS Rubric
 - CAAH
 - ENSP – in revision discussions