MINUTES
CLEMSON UNIVERSITY
FACULTY SENATE MEETING
January 14, 2020

FREE SPEECH

Low Salaries of Full-Time Lecturers at Clemson – William Cunningham, Lecturer, Department of English, College of Arts, Architecture and Humanities

The following is the verbatim script that Dr. William Cunningham delivered during the Free Speech portion of the Faculty Senate meeting:

> When I joined the Clemson family in Fall 2018 as a Lecturer in the English Department, I believed that my salary of $34K was an isolated issue – a problem I could leave behind with hard work and a dedication to fulfilling the mission of Clemson University in the classroom. However, I soon learned that low Lecturer pay was widespread, and that a critical mass of undercompensated Lecturers were found in the College of Architecture, Arts, and Humanities.
>
> Last fall at the Board of Trustees meeting, a member of this faculty senate spoke a simple and spirited truth: Approximately 1/4 of all Clemson Lecturers are paid 20-40% below their market value. If there is one thing Clemson students have taught me in my first 18 months, it is that this is a competitive University. Clemson students want to be the best, they want to represent this state with pride, and they desire to lead out into a competitive world. That fierce spirit is infectious – I love it – and it will continue to push Clemson forward as the premier institute of higher learning in South Carolina. But these salary discrepancies are antithetical to the mission of this University and that spirit of competitiveness.
>
> In the wake of that Board meeting, I began to understand how such a thing could occur. I understood that a lack of transparency for salaries under $50k prevented the Board from knowing the scale of these discrepancies. I also understood that the value certain departments contribute to this university is not equally recognized. And I understood that Lecturers did not have a clear voice advocating on their behalf, which is why I ultimately chose to go on record about these issues. I asked for this time today to speak to the stakeholders of this University directly, before those remarks are published. It is only because of the work of this Faculty Senate that we now have a clearer picture:
>
> In total, over 65 Lecturers currently earn less than $40K per year. Approximately 100 earn less than $45K. Of these 65, 39 are Lecturers in the English Department and 16 in the Department of Languages, while the rest are dispersed throughout the University *(source: Data published by the Faculty Senate).*

The average salary of a Lecturer in the College of Architecture, Arts, and Humanities is $37,612. The next lowest average salary for Lecturers is the College of Behavioral, Social, and Health Sciences at $49,782. Every other College at Clemson after that pays their Lecturers over $50K per year, on average.

(source: Data generated by the "HR Task Force" after the Fall 2019 BOT Meeting)

To this, I ask a simple question: What are my peers in other Colleges doing that warrants $12, $20, and sometimes $30K more dollars per year than mine in the CAAH? Clemson's own internal Market Research, albeit one tool among many to justify salaries, suggest English Lecturers be paid an average of $48,696 dollars.

(source: Market Data gathered from TigerTalent.net)

My peers at UGA teaching a 4/4 load in the English department earn a minimum of $56K. At Alabama, $46K; UNC, $45K; Auburn, $44K. At USC, our biggest rivals, my peers earn a minimum of $42K for the same work I perform.

(source: All data gathered from publicly available records provided by each institution. Some salaries are reported as a 9-month total (UGA and UNC) while others are reported paycheck-to-paycheck. For the latter, I assumed 16 payment cycles (8 per semester) over a typical 9-month pay-period and rounded down to the nearest thousand.)

Where is Clemson's competitive spirit for those that teach its students?

In conclusion, I want to highlight the value and dignity of the critical mass of Lecturers that are my colleagues in the College of Architecture, Arts, and Humanities who earn less than their market value.

What is at stake for my colleagues is whether or not the fundamental value of our classes will be recognized. Since joining Clemson, I have taught 14 classes in the Professional Writing Program and of the approximately 250 students who have taken these classes, virtually none are Humanities majors. I see students from every corner of this university and in their semester reflections I hear a constant refrain: "I learned critical thinking and writing skills in this class that I have not anywhere else in my time at Clemson." The value of the STEM classroom is not in question here – Clemson students will always design beautiful bridges. But can a brilliant and creative Clemson student build a bridge between their ideas and the world around them? Can they communicate this brilliance as they seek to create a better world? Helping Clemson students communicate their vision for a better world is that value we contribute to this student body.

This value is recognized time and again by the public sector – recently, Google measured the top 8 qualities of all its employees since its incorporation in 1998 *(source: https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/).*

What were the top 5 qualities?

1. Communicating and listening well

2. Possessing insight into others

3. Having empathy toward one's colleagues

4. Being a good critical thinker and problem solver

5. Being able to make connections between complex ideas.

To me, this sounds like the skills one hones in an English classroom. Are those that teach these skills being recognized with a fair wage?

Indeed, the arts and humanities have valuable lessons to teach us all. My colleague in the English Department, Dr. Rhonda Thomas, is teaching everyone at Clemson the power of a name. Her project, "Call My Name," seeks to tell the full and complete story of this University, and is dedicated to recognizing those African-Americans who built this University. As she pulls their names from discarded scraps of paper and dusty files, she calls them back into our collective memory, naming their selves and so recognizing their dignity and the value of their labor. While the obstacles those men and women faced are certainly different than ours, what she reminds us is that something as simple as a name wields great power. With that lesson in mind, I will call on the names of my peers whose work is dignified but their wage does not rise to that same level. If you look at their salaries, they are counted as the least of these. But I say otherwise.

Heather Williams

Deighton Abrams

Bree Beal

Gregory Chwala

Zenia Valderramos

Stephanie Edwards

Rene Fleishbein

Ben Fuqua

Tareva Johnson

Lindsey Kurz

April Lawson

Nora Logue

Sarah Matalone

Henna Messina

Stephanie Morris

Mary Nestor

Kathy Nixon

Nancy Paxton-Wilson

Ingrid Pierce

Megan Pietruszeqski

Patricia Sunia
Eddie Troy
Caitlin Watt
Debra Williamson
Christopher Loomis

In the spirit of these names and the competitive drive that propels this university forward, I call on the Faculty Senate Delegates to draft a resolution for a full Senate vote to raise the absolute minimum wage of all full-time Lecturers at Clemson University to $45K per year, effective by the end of the next fiscal year, June 30th 2021.

Thank you for your time. Go Tigers.

Will Cunningham, 1/14/2020

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

2. Approval of Minutes: The Faculty Senate Meeting Minutes dated December 10, 2019, were approved as distributed.

3. Special Orders of the Day:

    a. There were no special order presentations.

4. Reports:

    b. Executive Vice President for Academic Affairs and Provost – Robert H. Jones
        i. Provost Robert Jones was not present at the Faculty Senate meeting, so a report from his office was not shared.

    c. Standing Committees:
        i. Finance and Infrastructure Committee – Chair Elliot Jesch
            1. Chair Elliot Jesch mentioned several ongoing agenda items that the Finance Committee is examining, including 1) an inquiry into the university's college-level budget base swap models, to which David Fleming, interim dean of the graduate school, will provide additional information; 2) employee dependent tuition waivers; and 3) an analysis of faculty compensation.
        ii. Policy Committee – Chair Kimberly Paul

1. Chair Kimberly Paul Report presented report PCR201917 regarding research and extension faculty funding. The Policy Committee received a request to change the language of the Faculty Manual regarding expectations of research and extension faculty salary support, to include that "up to" 100% of salary of research and extension faculty can come from grant and contract funds obtained by faculty members and extension monies. The impetus behind this request was that not all new extension faculty may be able to cover all of their salary from those external sources from the time of initial hire but that they would build that source of their salary over time. The word "expectation" allows departments with those faculty members to make up the difference in salary funds from other sources than the external ones. The Policy Committee voted unanimously at a previous committee meeting to change the Faculty Manual language. They recommend that the Faculty Senate vote in support of this resolution. The motion to do so was moved. Due to the fact that a standing committee presented this report, no second was necessary for that motion. Following no further debate a vote was called. The motion carried with no opposition from senators. Since the majority of the senators supported this motion, its policy recommendations were adopted by the Faculty Senate and filed with the minutes.

2. At the conclusion of her committee update, Paul noted that the Policy Committee will be submitting several upcoming reports in the next few months on several topics including the direct hiring of senior and principal lecturers, the status of alumni distinguished professors, and two-year initial faculty appointment contracts. Paul requested that if faculty have any opinions about these topics they are welcome to share them with Paul as soon as possible as the Policy Committee is crafting related reports addressing those issues.

iii. Research and Scholarship Committee – Chair Patrick Warren

1. Chair Patrick Warren noted that the Research and Scholarship Committee continues to discuss the classification of postdocs and faculty use of the Experimental Forest (which is a collaborative effort with the Welfare Committee). Warren requested that if any faculty have opinions about these topics, they are welcome to share them with Warren as his committee continues to investigate and craft related reports.

iv. Scholastic Policies Committee – Chair Peter Laurence

1. Chair Peter Laurence shared a Scholastic Policies Committee report, SPC 201901 and related resolution FSR 202001 regarding Student Evaluations of Teaching. He made a motion that the Faculty Senate adopt the recommendations of the report, and the full text of the report follows in the attached appendix.

2. Laurence shared that after presenting a draft of this report to the SPC in December he received an announcement that there will be town halls related to the adoption of Digital Measures, a software system from the corporate entity Watermark. This system has a package for course evaluations and the platform for those questions will be in place soon. As a result, this discussion is a timely conversation as the question instrument from the university's existing CourseEval student evaluation software will be migrated to the new platform.

3. During debate Laurence further clarified the intentions of the report. The committee plans to develop a draft set of revised questions, based on data to be collected from university experts and stakeholders through a town hall/symposium structure this spring. He explained the rationale for SPC's request to remove Question 10 of the student evaluations immediately, based on the fact that some units are using this question as the one and only means of evaluating faculty instruction. In addition, this question contains biases, which needs to be addressed. As a collective, if SPC moves forward with a new set of questions this semester, it is possible that these new questions could be adopted for use by the univerity in the spring evaluation process. It was clarified that at the January meeting the Faculty Senate was only voting to consider this report/resolution as an item of new business at the February meeting, not debating the merits of the report/resolution. Laurence also noted that the Faculty Manual specifies that it is within the purview of the Scholastic Policies Committee to make adjustments to the student evaluations of teaching system. He also addressed the implications of its recommendation that the Faculty Manual be revised to indicate that evaluators must use multiple forms of evaluations of teaching effectiveness instead of the current language indicating that evaluators should use multiple forms.
4. Senators recommended that part of the resolution include a recommendation that Clemson leadership compile resources to better facilitate a faculty member's use of those multiple forms of evaluations of teaching, to help academic leaders more comprehensively evaluate peer teaching evaluations. The focus should be on chairs and deans in that training process.
5. A motion was made to adopt SPC's report. Because the report was sponsored by the SPC, no second was needed. After no further debate a vote was taken and only one faculty member expressed opposition, with the majority of the senators in favor of accepting the report. The motion carried and the report and recommendations were adopted by the senate and will be filed with the minutes.
6. A motion was then made for SPC's resolution to appear as an item of new business in February. Laurence read the resolution in its entirety to the senate. Since the report was sponsored by the SPC, no second was needed. After no further debate a vote was taken, and the motion passed with no senators expressing opposition.

v. Welfare Committee – Chair Betty Baldwin
   1. Chair Baldwin shared that the Welfare Committee has addressed a recent policy related to the allocation of the classes before, during, and after "prime time" of classes, the preferred and most popular time for classes on campus. Phil Landreth, assistant vice president for academic operations, explained to the committee that surveys of campus classroom space have indicated that no more than 60% of classes can be held during prime time, to allow students to move across campus and effectively complete their programs of study in a timely manner. Landreth is willing to share with faculty the data of campus

use of space, after it is presented to the Board of Trustees at the February BOT meeting.
2. Welfare is also working with the Research Committee to continue investigations of the use of the Clemson Experimental Forest. They have several other ongoing agenda items.

   d. University Commissions and Committees:
      i. Committee on Committees – Chair Mary Beth Kurz
         1. Chair Mary Beth Kurz noted that the Committee on Committees has been working to transfer information to a database about the university's committees, the data for which is currently housed on the Shared Governance website. Updates on that efforts will be forthcoming.
      ii. Grievance Board – Chair Rob Baldwin
         1. Grievance Board Chair Rob Baldwin presented his board's annual report. The data of that report is summarized in the attached PowerPoint appendix.

   e. Special Reports:
      i. President's Report – Danny Weathers
         1. President Danny Weathers provided a report about the healthy indicators of shared governance. The appendix of these minutes has his PowerPoint materials with more detailed information.

5.   <u>Unfinished Business</u>:

   a. There was no additional unfinished business.

6.   <u>New Business</u>
   b. Elections for Grievance Board – Grievance Board Members
         i. Elections were held for vacancies on the Grievance Board: grievance board members for six colleges, university grievance consultants from any college but education, and senior lecture consultants from any college. The following teller reports indicate the voting records for any contested election:

         ii. College of Arts, Architecture and Humanities (2)
            1. Unopposed candidate: Sallie Hambright-Belue
            2. Write-in candidate (filling AAH's second vacancy): Aga Skrodska

         iii. College of Agriculture, Forestry and Life Sciences (1)
            Number of Votes Cast.............................. 26
            Number Necessary for Election 14

Votes for Paul Dawson 8
Votes for Kristine Vernon 18

    iv. College of Business (1)
        1. Unopposed candidate: Scott Swain

    v. College of Education (2)
        1. Unopposed candidate (filling first vacancy): Mikel Cole
        2. Unopposed candidate (filling second vacancy): Susan Cridland-Hughes

    vi. College of Engineering, Computing and Applied Sciences (1)
        Number of Votes Cast 26
        Number Necessary for Election 14
        Votes for Mark Schlautman 11
        Votes for Hai Xiao.......................................15

    vii. College of Science (1)
        1. Unopposed candidate: Lesly Temesvari

c. Elections for Grievance Board – University Grievance Consultants
    i. 2 grievance board consultants, from any college except Education

        Number of Votes Cast...........................51
        Number Necessary for Election .. majority
        Votes for Jeff Hallo................................18
        Votes for Mark Schlautman 12
        Votes for Marieke Van Puymbroeck 22

d. Vote on Ballot for 2020 Grievance Board Senior Lecturer Consultants
    i. 2 senior lecturer consultants (from any college)

        Number of Votes Cast...........................49
        Number Necessary for Election .. majority
        Votes for Lindsey Garrard 17
        Votes for Janice Lanham 19
        Votes for Terry Busby 13

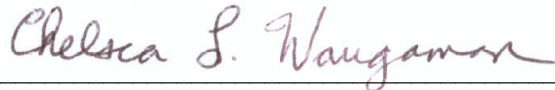7.   Adjournment: President Weathers adjourned the meeting at 3:50 p.m.

8.   Announcements:
    1. Faculty Senate Advisory Committee Meeting: January 28, 2020, 2:30 p.m., Cooper Library 416 (Brown Room)
    2. Faculty Senate Executive Committee Meeting: February 4, 2020, 2:30 p.m., Cooper Library, 201A

3. Full Senate Meeting: February 11, 2020, 2:30 p.m., Student Senate Chambers
4. Class of '39 Award for Excellence Ceremony, February 11, 2020, 4:30 p.m., Carillon Gardens

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Mikel Cole, Secretary

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Chelsea Waugaman, University Faculty Governance Coordinator

Guests: Amy Lawton-Rauh, Associate Provost for Faculty Affairs; Bridget Trogden, Associate Dean of Undergraduate Studies; Dan Warner, Emeritus College Liaison to Faculty Senate; David Fleming, Interim Associate Provost and Dean of Graduate Studies; Gordon Halfacre, University Ombudsman for Faculty and Students; Laurie Haughey, Director of Strategic Communications–Internal Communications; Joe Ryan, Faculty Representative to the Board of Trustees; John Griffin, Associate Provost and Dean of Undergraduate Studies; Mary Beth Kurz, Faculty Manual Consultant; Will Cunningham, Lecturer of English

Alternates Representing Senators: Brandon Lockhart (for Charles Weiss), Jason Thrift (for Shirley Timmons), Jay Ochterbeck (for Brian Powell)

Absent Senators: Puskar Khanal (CAFLS), Dara Park (CAFLS), David Willis (CAFLS), Tim Brown (AAH), Sharon Holder (BSHS), Shirley Timmons (BSHS), John Whitcomb (BSHS), Charles Weiss (BUS), Zhi Gao (ECAS), Brian Powell (ECAS), Mike Sears (COS), Peter van den Hurk (COS), Daniel Whitehead (COS)

CLEMSON

FACULTY SENATE

S C H O L A S T I C   P O L I C I E S

CHAIR: Peter Laurence

SCHOLASTIC POLICIES COMMITTEE REPORT
Agenda Item: 201901 Student Evaluations of Teaching

GENERAL BACKGROUND:

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

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

RELEVANT FACULTY MANUAL BACKGROUND:

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

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

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

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

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

ii.   The University provides a **standard form** that meets the minimum requirements of current research-based practices for student rating of course experiences.

    (1) This form must be approved by the Scholastic Policies Committee of the Faculty Senate.

    (2) Individual departments and faculty may develop questions supplemental to the University's minimum standard questions or employ comprehensive supplemental questions, but the standard questions are required.

iii.   **Student Evaluations**

    (1) Student rating of course experiences is mandatory for all instructors and all sections of all classes at both the undergraduate and graduate levels.

    (2) Before the last two weeks of the semester, the instructor must activate the online evaluation and then inform the students that the evaluation should be completed by the end of the semester.

    (3) The instructor will announce to the students that the completed evaluations cannot be reviewed until course grades have been submitted.

    (4) If instructors use class time for the online evaluation, then they must leave the room during the evaluation.

    (5) Summary of statistical ratings from student ratings of course experiences (except instructor-developed questions) will become part of the personnel review data for annual review, reappointment, tenure and promotion, and for Post-Tenure Review consideration.

    (6) Statistical rating summaries will be available to department chairs through the data warehouse.

    (7) Comments are the property of faculty.

        a. The University will retain (at least for six years) copies of summaries of all statistical ratings and student comments to verify that the evaluations have been carried out and provide an archive for individual faculty who may need them in the future."

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

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

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

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

DISCUSSION AND FINDINGS: FACULTY MANUAL ISSUES:

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

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

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

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

DISCUSSION AND FINDINGS: CURRENT RESEARCH:

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

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

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

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

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

CONCLUSIONS AND RECOMMENDATIONS:

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

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

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

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

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

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

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

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

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

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

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

Faculty Senate Resolution 2020-01

Scholastic Policies Committee approval:

Topic: Change of Clemson University Student Assessment of Instructors survey

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

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

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

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

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

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

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

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

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

Attachment: Existing questions:

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

G1. The instructor clearly communicated what I was expected to learn.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G2. The instructor made the relevance of the course material clear.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G3. The course was well organized.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G4. There was a positive interaction between the class and the instructor.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G5. The instructor's teaching methods helped me understand the course material.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G6. The instructor's verbal communication skills helped me understand the course material.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G7. The instructor clearly explained what was expected on assignments and tests
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G8. The instructor kept me informed about my progress in the course.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G9. The feedback I received on assignments and tests gave me the opportunity to improve my performance.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G10. Overall, the instructor is an effective teacher.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G11. The instructor's grading procedures gave a fair evaluation of my understanding of the material.
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G12. How much work did you put into this course relative to your other courses?
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G13. How difficult was this course for you relative to your other courses?
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G14. To what extent was this course a requirement for you?
> **Type:** How much; Scale: 1 (Not at all) - 5 (Very much)

G15. Was this course in your major?
> **Type:** Yes - No; Choices: Yes, No

G16. Was this course team-taught?
> **Type:** Yes - No; Choices: Yes, No

G17. Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face interaction as well as via telephone, email, fax and other means.
> **Type:** Satisfaction; Scale: 1 (Very Dissatisfied) - 4 (Very Satisfied)

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

G18. Please comment on the strengths of the instructor and the course.
> **Type:** Essay

G19. Please comment on the weaknesses of the instructor and the course.
> **Type:** Essay

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

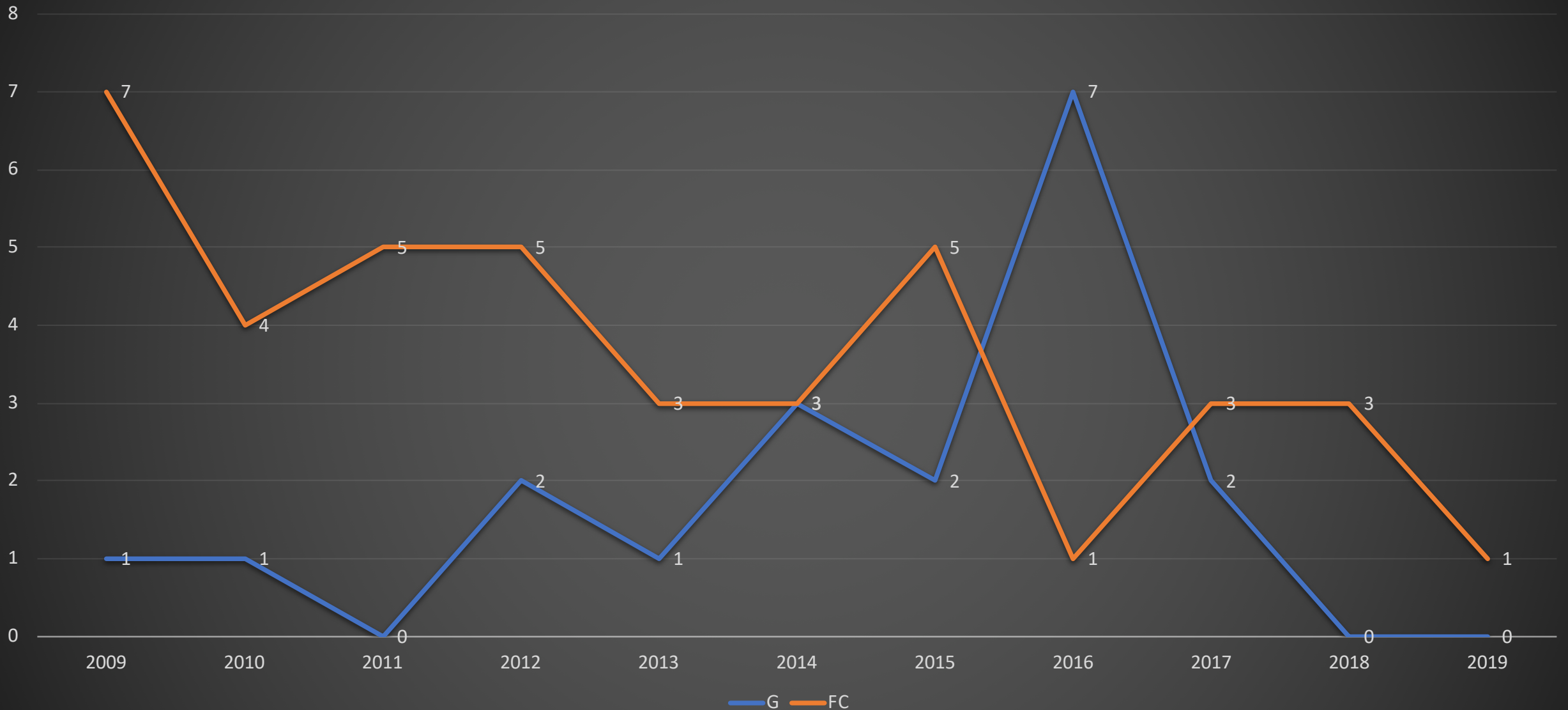G21. I would recommend this instructor to a friend. Yes or no? Why?
> **Type:** Essay

Petitions Submitted 2009 - 2019

2019 PETITION INFORMATION

- 1 Petition Submitted
- Grievance Petitions
  - None Submitted

- Formal Complaints
  - 1 Basis: (a) Failure, on the part of a person or persons in appropriate positions of authority or responsibility, to properly implement departmental, college, or university policies or procedures so as to adversely affect the petitioner.

2019 Petition Disposition

- 1 Formal Complaint was ruled without basis
(Chair recused because it was from same college)
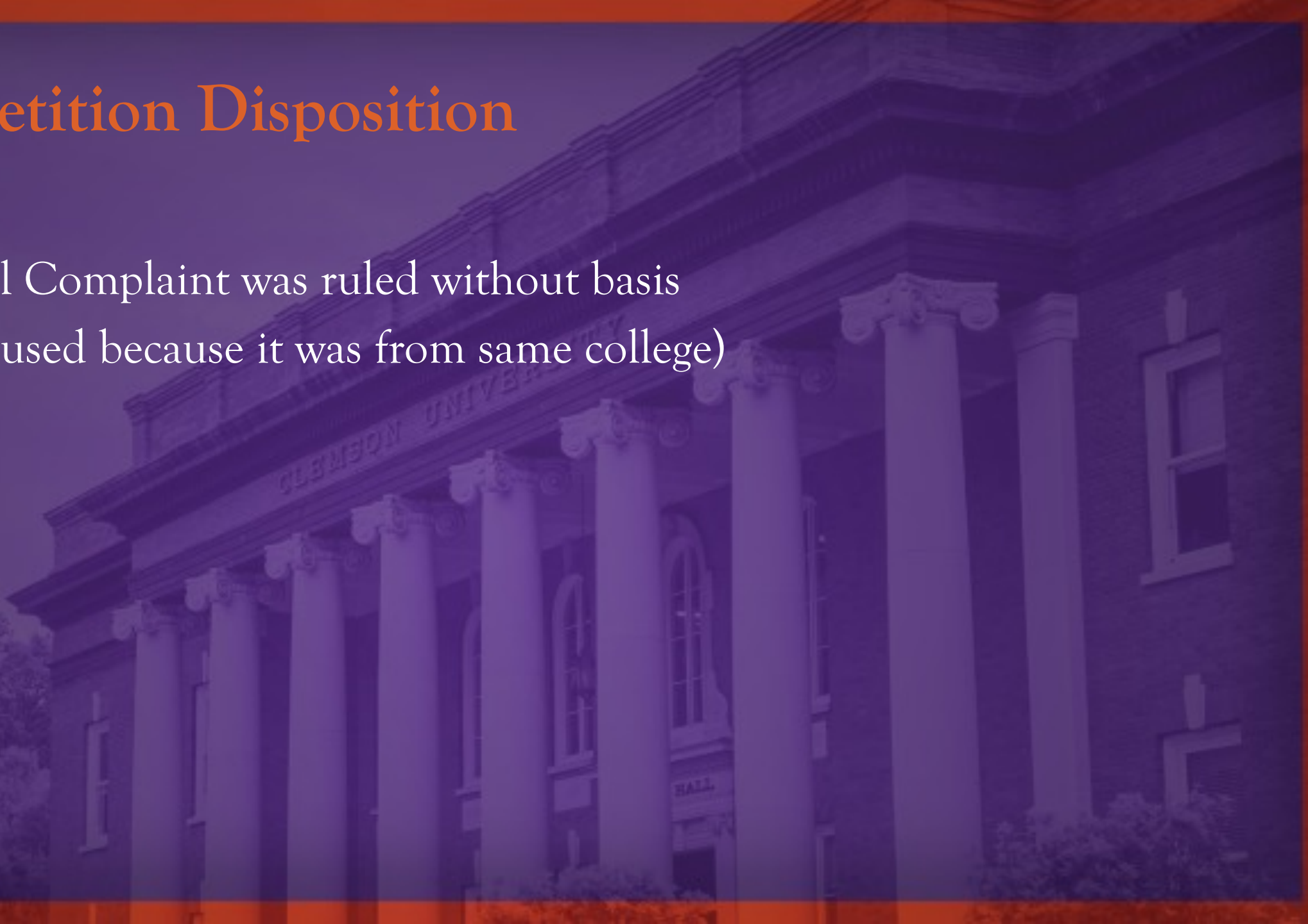
Major Trends

- Downward trend?
    - Some discussion on Grievance Board about this.
        - Further study?
            - Campus climate?
            - Education and outreach?
            - Consultants?
            - TPR guidelines?

Other Grievance Board activity

- Updated letter of determination to include a reason if no basis was found

- Commented via letter to Provost support for mediation
  - Recognized low number of grievances
  - Ombuds role?

- Met with Organization of Academic Department Chairs to share Grievance Board purpose and processes

- Conducted training of GB
  - Case study approach

In the Next Year....

- Discuss creating a process to account for Consultant meetings

- Work with Ombuds' Office to account for individual cases

- Complete background review of peer and state institution comparison to density of grievance and formal complaints

Healthy Governance

Faculty Senate President's Report

January 14, 2020

Indicators of Healthy Governance

- Best Faculty Seeking Governance Positions
- Active recruitment
- Make faculty aware of Senate impact
- Administrator support

- Contested Elections

To Facilitate Healthy Governance…

- Actively recruit top faculty
- Demonstrate the value of faculty governance
- Work with administrators to foster support
- Encourage contested elections
- Forum of ideas
- Importance of shared governance reflected in evaluation systems
- Faculty awareness and leadership development