Faculty Senate Minutes

Date: May 12th, 2020
Time: 2:30 p.m.

APPROVAL OF MINUTES:
The minutes from the Faculty Senate Meeting held on Tuesday, May 12, 2020 were **approved as distributed** without correction or objection.

1.   SPECIAL ORDERS

2.   REPORTS

Robert H. Jones, Executive Vice President for Academic Affairs & Provost
The Provost greeted incoming Senators and thanked outgoing Senators for their service to the university. He briefed the current planning actions for the Fall Semester and indicated a mechanism for COVID feedback representation from Faculty Senate during upcoming planning sessions. He identified the need for increased messaging clarity and highlighted the amount of teaching preparation that will be needed for flexibility and adaptability. The Provost presented proposed Academic Calendar modifications to include the considerations of transitioning to full online modality after thanksgiving break with online finals. The President approved time for questions, listed below:

Senator Warren asked what the is biggest threat to the success of fall semester.
Provost: loss of significant amounts of student tuition that also included massive loss of revenue may have a drastic effect on contracts that may include the consideration of not just furloughs, but also layoffs. The Provost assured that we [the university leadership] are planning to do everything to enable face-to-face (marketing, messaging to students and parents) with sound planning for health and safety to ensure the fall semester reaches safe capacity for both students and faculty. He reiterated the positive financial situation that the university has been in before and during the pandemic.

Senators Paul and Cole asked about social distancing in dorms and dining halls.
The Provost emphasized Community protection, density adjustments, food to go, social gathering rules and community protection and considerations for Inside classrooms and faculty initiative to protect students during in person class sessions.

Senator Brown asked if there was a plan for testing on campus.
The Provost highlighted proposed actions to partner with MUSC/USC to plan to develop antibody test strategies and quarantine procedures and outbreak prevention measures.

Lukasz Kozubowski asked: Will we consider some courses (those that are best suited to on-line learning) to be on-line even before the Thanksgiving transition to ease the issue with classroom space?
The Provost indicated that it would be likely, but we would be working with faculty feedback to establish constraints for accomplishing such a transition.

Delegate Gilmore asked: "Redfern seems to get overwhelmed in a normal semester with student needs - is there a plan for increased health care infrastructure on campus?"
The Provost reiterated the partnership with MUSC would most likely expand and area hospital systems are standing by to lend assistance, if needed.

Senator Powell asked: "Could you please discuss some of the activities CCIT is taking on to ready the classrooms for the Fall?" and Nigel Kaye asked: "Will there be cameras placed in every classroom for recording classes? Who will do that and be responsible for uploading videos etc."
The Provost indicated that they [CCIT] are working a plan for cameras and two microphones in each classroom.

Senator Baldwin Senator asked: "Will Redfern increase hours and is there another system to expand health services capability?"

Raghupathy Karthikeyan asked: "Will there be some standard language to go in place in course syllabi...for example "masks are required...if you do not wear masks, the instructors may ask you to leave the class to protect the overall health.""
The Associate Provost for Faculty Affairs answered: "We can add to a course syllabus template that is under draft to describe 'blended' to include CPE (community PE, vs PPE 'personal PE)"

Lindsay Shuller-Nickles asked: "At what point in the summer will the official (i.e., current) plan for fall be communicated to faculty? students? Once that occurs, can the faculty reach out to students enrolled in fall courses?"
The Provost indicated that there would be a meeting on the 20th to discuss and housing and academic calendar plans would be settled. The plan would have messaging released neat the end of May for detailed instructions with FAQs and a decision tree for faculty.
The Associate Provost for Faculty Affairs elaborated indicating that:
townhalls would be occurring next Tuesday, grouped by Colleges and that the expectation would be that announcement/invite for these would be sent as soon as finalized this week.

Delegate Norfolk asked: "With regard to blended instruction, you mentioned the need for synchronous online teaching. What drives the need for synchronous vs asynchronous online experiences? Asynchronous can be planned much further in advance, edited for higher quality, etc.?"
The Associate Provost for Faculty Affairs answered: "Synchronous + recording of synchronous so both can be provided is an option"

Senator Baldwin asked: "will there be widespread temperature checks?"

Kristine Vernon asked: "If a "special circumstances grading policy" could be eliminated for fall since we can in theory plan a bit better for best practices prior to the semester starting."
Dean Griffin answered: "The special grading policy was only approved for Spring 20202 by the Academic Council."

Nigel Kaye asked: "do you see the blended model running in spring 2021 as well?"
The Associate Provost for Faculty Affairs answered: "Spring 2021 as blended has not been ruled out"

Juan Carlos Melgar asked: "Any specific strategies or changes regarding international students?"

Senator Brown asked: "Who will likely develop detailed occupancy plans for each building/space? Facilities?
The Associate Provost for Faculty Affairs answered: "Occupancy plans: Academic Facilities and Operations: Phil Landreth"

Lauren Duffy asked: "Have we considered a move towards block scheduling?"

Joseph Ryan asked: "Will you be requiring faculty to complete training to keep quality high?"
The Associate Provost for Faculty Affairs answered: "Training opportunities will be provided at Townhalls next Tuesday plus through summer"

Nigel Kaye asked: "how will labs be run?"

Hugo Sanabria asked: "Would there be options for tuition for different offerings?"

Senator High asked: "What mechanisms are going to be in place to recognize faculty with immunocompromised health and provide support for them? Also, extra mental health challenges for faculty? And help"
The Associate Provost for Faculty Affairs answered: "We have to be mindful of privacy thus HR has been diving into how to make available methods to communicate and navigate concerns for planning (and the open communication of resources for private access to all-around health resources. physical and mental)"

The President closed questions and the Provost requested that unanswered questions be sent to the Provost's Office for addressing and returned to the Senate before the next Senate meeting.

It was moved and seconded by Senator Oldham to vote for the acceptance of committee reports by consent. The motion passed with a majority in favor and without debate.

Standing Committees Annual Reports
     a. Finance and Infrastructure Committee
No Report
     b. Policy Committee
No Report
     c. Research and Scholarship Committee
No Report

e. Scholastic Policies Committee
No Report
f. Welfare Committee
The chair reported that the survey regarding the use of the Experimental Forest is planned to be released to faculty in June.
g. Ad Hoc committee
The Chair of the temporary committee presented the committee's findings and submitted a final report for acceptance by the Faculty Senate. The report and its recommendations were **accepted by the Faculty Senate by consent and without objection**.

University Committees/Commissions
Committee on Committees; Chair Mary Beth Kurz
The chair notified the Senate of the upcoming meeting at the end of the month and that they would be reviewing reports from several university level committees and reviewing modifications and the creation of several others.

Faculty Representative to the Board of Trustees, Joseph Ryan
Dr. Ryan briefed his report to the Board of Trustees and submitted his report for inclusion in the minutes.

President's Report
President Weathers presented his reflection of the COVID pandemic's impact on the institution and offered thoughts for recovery and return in the Fall. He submitted his report for inclusion in the minutes.
The President recognized the following award winners:
Alan Schaffer award recipient: William Everroad
Executive Committee's Senator of the Year: Senator Andrew Pyle
Advisory Committee Senator of the Year: Senator Krista Oldham
Convention of the Delegates Delegate of the Year: Delegate Jennifer Holland

3.   UNFINISHED BUSINESS
President Weathers recessed the 2019/2020 session of the Faculty Senate in order to transition the senate.
President Whitcomb called the 2020/2021 session of the Faculty Senate to order.
4.   NEW BUSINESS
  a. Resolution *withdrawn*
President Whitcomb informed the assembly that the sponsor of the resolution, consideration of which was postponed from the last meeting, has withdrawn the resolution from consideration.
  b. FSR 202002 Direct Hire of Special Faculty
The resolution was considered for adoption by the assembly. Policy Committee Chair, Senator Vernon led debate in favor of the adoption on behalf of the committee. There was no further debate, the resolution was adopted as presented by a unanimous vote. The Faculty Senate President will send the resolution to the Vice President for Academic Affairs and Provost for approval. If approved, the *Faculty Manual* will be amended in

accordance with the resolution and will be effective with the publication of the new *Faculty Manual* on August 1st, 2020.

There was no further business brought to the table, President Whitcomb adjourned the meeting without objection.

Krista Oldham

KRISTA OLDHAM
CLEMSON UNIVERSITY
Faculty Senate Secretary
University Archivist
Special Collections and Archives
Clemson University Libraries

Faculty and staff in attendance:

Betty Baldwin	Jennifer Holland	Chris Norfolk
Kelsey Wylie	Bridget Trogden	Gordon Halfacre
Danny Weathers	Heather Brooker	Amy Pope
Amy Lawton-Rauh	John Griffin	Megan Palmer
Tim Brown	Ravi Ravichandran	Joe Ryan
Bob Jones	Kim Pickett	Nigel Kaye
Lauren Duffy	Antonis Katsiyannis	Svetlana Poznanovik
Louise Franke	Aga Skrodzka	Dara Park
Janice Withycombe	Eric Lapin	Jiro Nagatomi
Mike Godfrey	Yongqiang Wang	Josh Summers
Hugo Sanabria	Brian Powell	Lukasz Kozubowski
Bill Marcotte	Kristine Vernon	Chelsea Waugaman
Beth Gilmore	Tania Houjeiry	Scott Swain
Lindsay Shuller-Nickles	Kim Paul	Andrew Brown
Thompson Mefford	Patrick Warren	Andrew Pyle
Shirley Timmons	Neil Calkin	Mikel Cole
John Whitcomb	Linda Li Bleuel	Liam O'Hara
Raghupathy Karthikeyan	William Everroad	Dave Fleming
Brandon Lockhart	Zhi Bruce Gao	Sarah White
Angeline Scheinbaum	Matt Turnbull	Daniel Whitehead
Mary Beth Kurz	Sandy Linder	Karen High
Mike Giebelhausen	Feng Luo	Gustavo Lascano
Juan Carlos Melgar	Krista Oldham	Larry Friedendall
David Blakesley	Elliot Jesch	Pat Marcondes
Cameron Bushnell	Jason Thrift	

Ad Hoc Committee on Faculty Service and Governance: Findings and Recommendations

David Blakesly, Professor, Department of English

Tim Brown, Associate Professor, School of Architecture

Mikel Cole, Associate Professor, Department of Education and Human Development

Krista Oldham, Assistant Librarian, University Libraries

Danny Weathers, Associate Professor, Department of Marketing

COACHE Results – Service-Related Aspects

| COACHE Service Aspect	2012	2015	2018
Nature of work: Service	3.26*	3.21	3.25
Time spent on service	3.37*	3.38	Not available
Support for faculty in leadership roles	2.72*	2.62*	Not available
Number of committees	3.48*	3.38	Not available
Attractiveness of committees	3.41*	3.32*	Not available
Discretion to choose committees	3.46	3.49	Not available
Equitability of committee assignments	3.01*	3.00	Not available
Number of student advisees	3.58*	3.58*	Not available

* Area of concern relative to selected peers
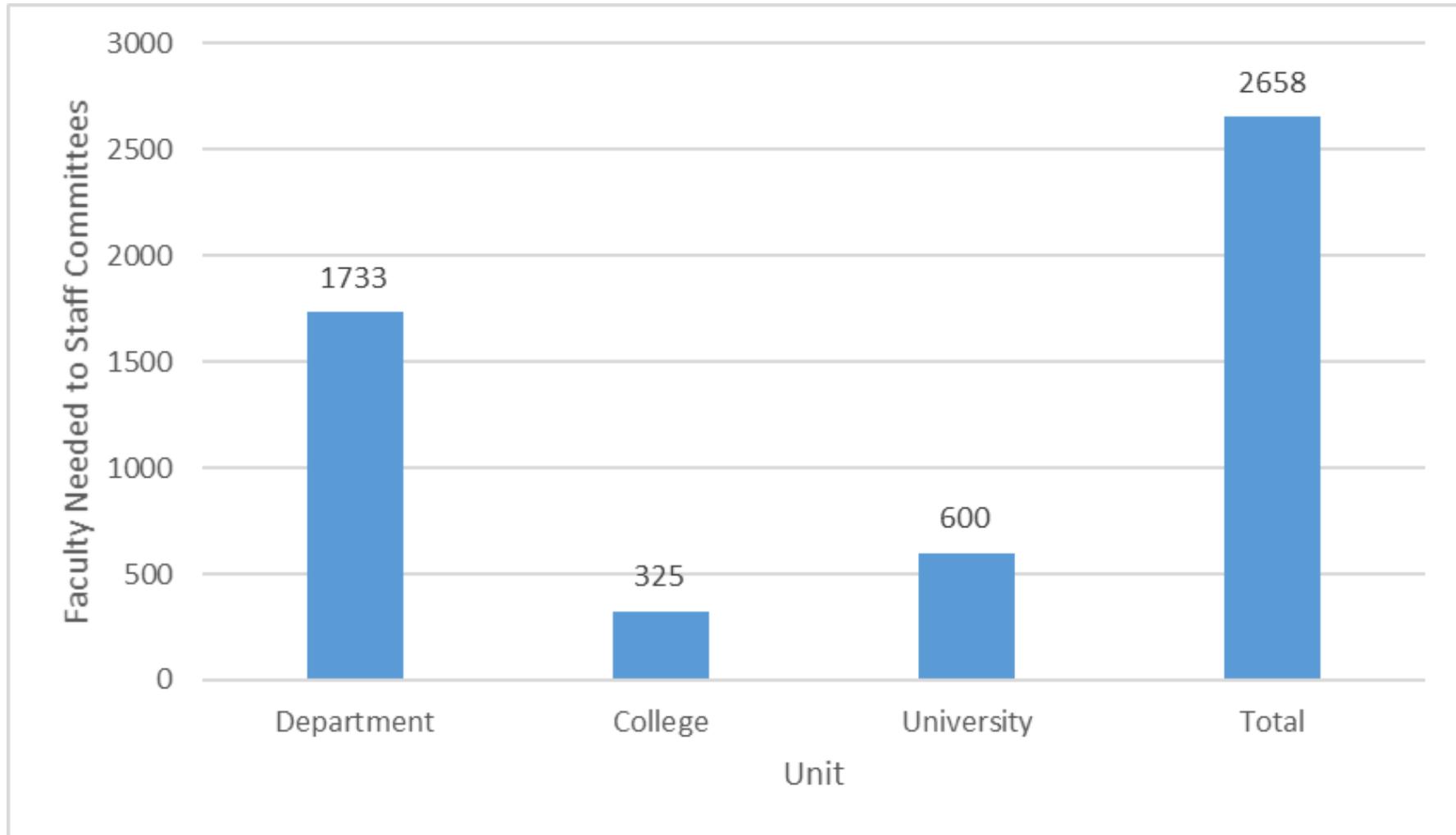
COACHE Results

Worst aspects of working at Clemson:
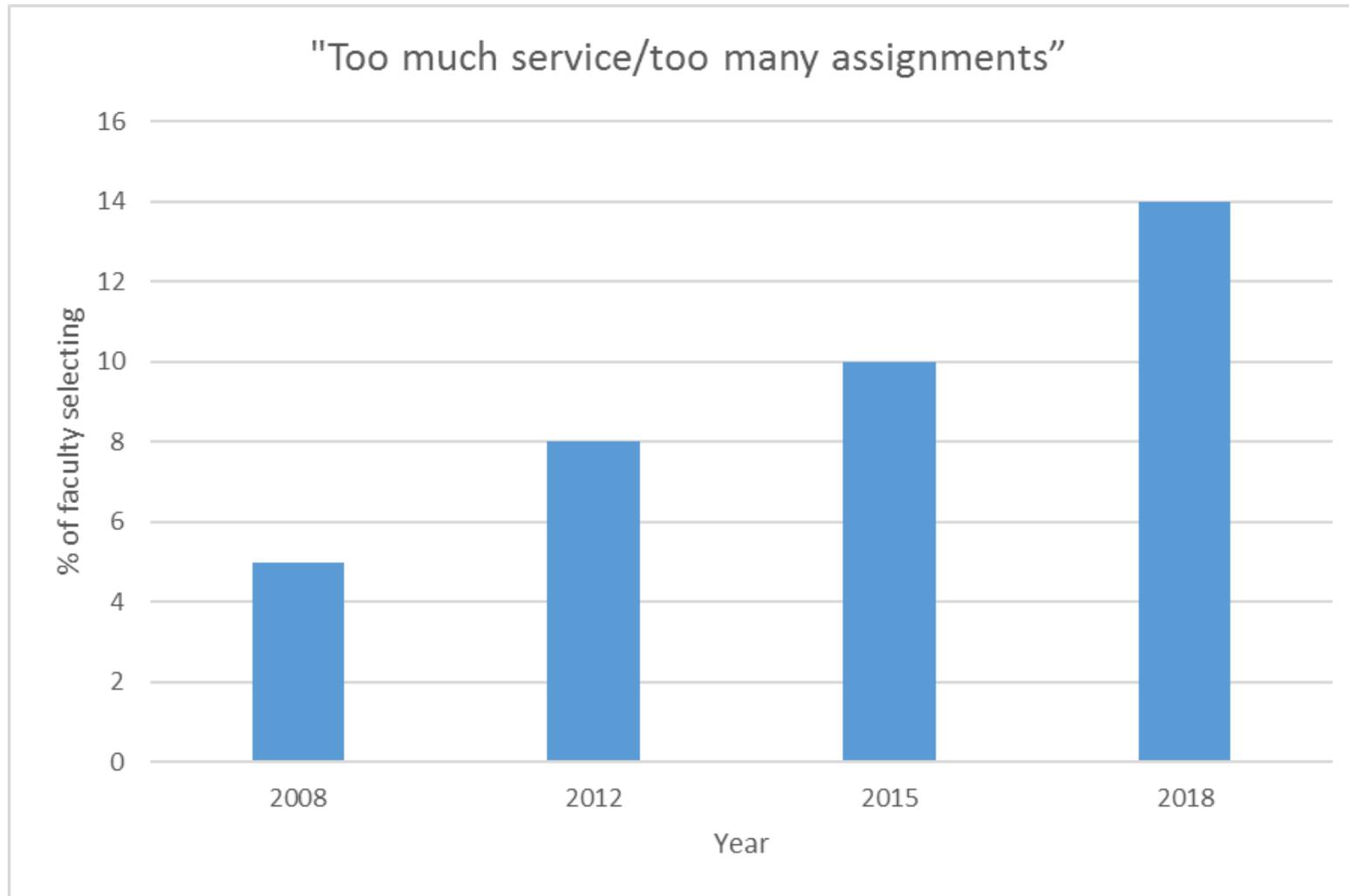
Clemson Standing Committees*
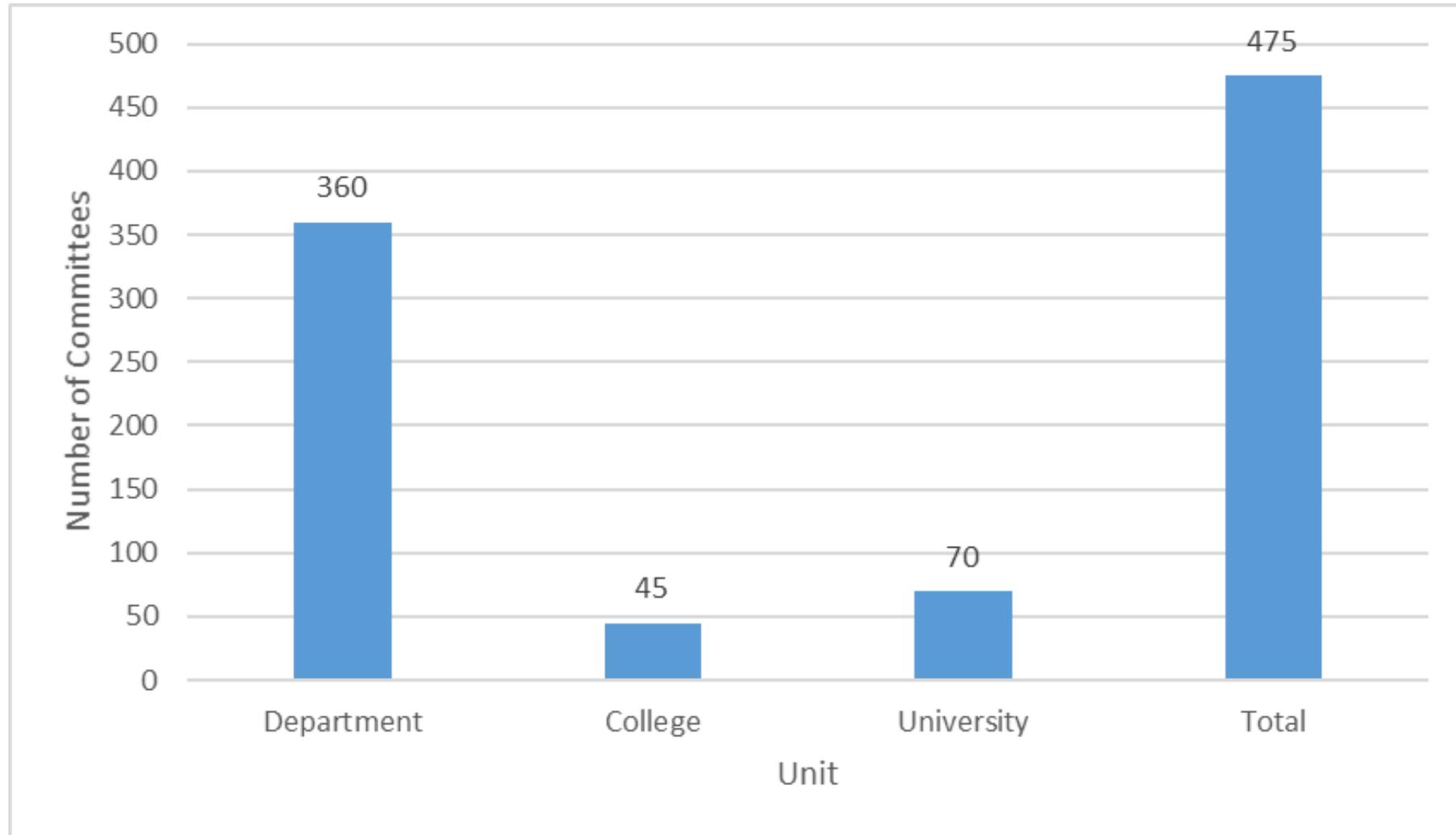
* 31 departments do not have standing search and screening committees

Faculty Needed to Staff Committees (Regular and Special)*

* Estimated minimum number

Variance in Committee Size and Number

- Departments:
  - Number of committees: Average = 7.2, Minimum = 2, Maximum = 15
  - Number of committees per faculty member:
    - Regular rank: Minimum = .65, Maximum = 5.57
    - Regular + special rank: Minimum = .47, Maximum = 2.85
  - Committee size definitions:
    - ~ 50 committees defined by a minimum number of members
    - ~ 40 committees defined by "all" faculty from some subset
    - # of members of ~ 40 committees not specified in by-laws or TPR documents
    - # of members of ~ 30 committees defined by chair or personnel committee

- Colleges:
  - Average size: ~4.7 (CAFLS) to ~11.7 (CECAS) faculty per committee

- University:
  - Average = 8.6 faculty, Minimum = 2, Maximum = 35

Benchmark Study

- Comparison:
  - 34 universities from Top 25 public + subset of R1 universities with no medical school

- Clemson:
  - More university-level committees
  - Smaller average committee size
- 43.6% of Clemson faculty are needed to staff university committees
  - Benchmark average = 17.5%
  - *Fourth highest* among benchmark group

Department Chair Feedback

- 16 themes related to faculty service, including:

- Poor communication of committee work

- Unclear time commitment/defining critical committees

- Too many committees/too large/high loads relative to peers

- Timing of committee appointments not coordinated

- Defining "service"

- Insufficient rewards/incentives

- Inefficient meetings

- Disparities in service

Committee Recommendations

- Meeting efficiency:

- Schedule collectively and far in advance
  - Consider time necessary to achieve goals
- Develop and distribute realistic agenda
- Clearly identify action and discussion items
- Manage participation
  - For example, off-site, asynchronous
- Sufficient preparation
  - Chair and participants

Committee Recommendations

- Quantify committee time commitments
  - English Department Service Workload Survey
  - Chemical and Biomolecular Engineering Department analysis of research productivity by department size

- Standardize committee assignment dates
  - More equitable assignments

- Reduce number and optimize size of committees
  - Identify redundancies
  - Match committee size to workload

Committee Recommendations

- Senators/delegates: Share report with your departments

- Include recommendations in by-laws, TPR documents, Committee on Committee website
  - Add to agendas of FS Committees, CoC

Clemson University Faculty Senate

Ad Hoc Committee on Faculty Service and Governance (2019/2020)

Final Report and Recommendations

May 2020

Committee Members:

David Blakesly, Professor, Department of English
Tim Brown, Associate Professor, School of Architecture
Mikel Cole, Associate Professor, Department of Education and Human Development
Krista Oldham, Assistant Librarian, University Libraries
Danny Weathers, Associate Professor, Department of Marketing

I. Committee Charge

The ad-hoc Committee on Faculty Service and Governance shall make recommendations concerning ways to increase the efficiency and effectiveness of faculty service and governance. At its discretion, the committee should consider issues such as the size and structure of department, college, and university committees, service loads, faculty governance in the tenure and promotion process, summer service, compensation for service, conducting efficient meetings (including the use of technology in facilitating meetings), or other issues that impact faculty service and governance. In making recommendations, due by the April 2020 Faculty Senate meeting, the committee shall consider best practices and benchmarking against other Top 25 public universities.

II. Current State and Benchmarking

a. COACHE Survey Data

COACHE survey results from 2008, 2012, 2015, and 2018 provide insight into service requirements and expectations for Clemson faculty. In 2008, 28% of faculty indicated that university policies regarding an "upper limit on committee assignments for tenure-track faculty" were "important, but ineffective." In 2012, 2015, and 2018, COACHE survey questions regarding service were standardized. Numbers in the table below indicate the average level of satisfaction with various aspects of service (1=very dissatisfied, 3=neither satisfied nor dissatisfied, 5=very satisfied). A number of service aspects were identified as areas of concern relative to our chosen COACHE peers, as indicated by * in Table 1. No service areas were identified as areas of strength relative to our peers.

Table 1. Clemson faculty average level of satisfaction with various aspects of service.

COACHE Service Aspect	2012	2015	2018
Nature of work: Service	3.26*	3.21	3.25
Time spent on service	3.37*	3.38	Not available
Support for faculty in leadership roles	2.72*	2.62*	Not available
Number of committees	3.48*	3.38	Not available
Attractiveness of committees	3.41*	3.32*	Not available
Discretion to choose committees	3.46	3.49	Not available
Equitability of committee assignments	3.01*	3.00	Not available
Number of student advisees	3.58*	3.58*	Not available

Faculty were asked to indicate the worst aspects of working at Clemson University from among a set of categories. One of the categories was "too much service/too many assignments." Table 2 provides the percentage of faculty selecting this category for each year. Note the upward trend in this percentage. In 2018, "too much service/too many assignments" was the third worst aspect of working at Clemson, trailing only compensation (25%) and lack of diversity (16%).

Table 2. Percentage of Clemson faculty who identified "too much service/too many assignments" as worst aspect of working at Clemson.

	Year			
	2008	**2012**	**2015**	**2018**
Percentage	5%	8%	10%	14%

The data summarized in Tables 1 and 2 indicate that concerns about service are increasing and provide opportunities for improvement.

b. Department, College, and University Committees

Department committees. Across the university, there are approximately 360 standing department-level committees. The number of standing committees per department ranges from 2 to 15, with an average of 7.2. (Thirty-one departments do not have standing search and screening committees, though it is likely that these committees are regularly active and represent substantial service loads.)

Department-level committees require an estimated minimum of 1733 faculty (regular rank or special rank). The exact number of faculty required to staff department committees is difficult to determine because of the structure of these committees:

- Approximately 50 committees are defined by a minimum number of members
- Approximately 40 committees are defined by "all" faculty from some subset (for example, all tenured faculty)
- The number of members of approximately 40 committees are not specified in department by-laws or TPR documents
- The number of members of approximately 30 committees are defined by the department chair or personnel committee

When examining faculty and committees per department, the number of committees per faculty member (that is, the average number of committees a faculty member serves on) varies substantially. When considering only regular-rank faculty, the number of committees per faculty member ranges from .65 to 5.57. When considering regular- and special-rank faculty, the number of committees per faculty member ranges from .47 to 2.85.

College committees. Across the university, there are approximately 45 standing college-level committees. These committees require an estimated minimum of 325 faculty (regular rank or special rank). The average size of college committees ranges from approximately 4.7 members per committee (CAFLS) to 11.7 members per committee (CECAS).

University committees. There are approximately 70 university-level committees, requiring an estimated 600 faculty members. On average, university committees require an average of 8.6, with a range of 2 to 35, faculty members per committee.

Approximately 2659 faculty members are needed to staff standing department, college, and university committees. This is an average of 2.81 committees per regular-rank faculty member and 1.88 committees per regular-rank plus special-rank faculty member.

c. *Service in Tenure/Promotion/Merit Pay Decisions*

To better understand the role of service in faculty evaluations, we obtained feedback from six department chairs during the week of February 24-28, 2020 (one from each of six colleges). We asked them to respond to the following questions:

1. What counts as service in your department (e.g., department, college, university, discipline, other)?

2. Is there any service that might be considered "hidden" (i.e., faculty are expected to contribute, but get no or insufficient credit in annual/TPR/merit evaluations; perhaps doctoral/master's committees, independent studies, supervision, program administration, etc.)?

3. How do you track service? Are certain kinds of service missed/under-reported because of reporting methods?

4. How do service expectations vary by rank?

5. Do you think faculty service in your department is comparable to other departments in your college? To departments in other colleges at Clemson? To service at peer institutions?

6. Are service loads/expectations in your department too high? If so, is this occurring due to department, college, university, or discipline-level service?

7. What changes to faculty service would you like to see/have you made in your department?

Feedback provided by these chairs focused on a number of themes.

Theme 1: Communication. Chairs felt that communication related to committee work is lacking and can be improved. Poor communication leads to (a) redundancy in committee work, as committees may be unaware that other committees have already been created to address the same issue, (b) an inability to know which committees are accomplishing important goals, and (c) an inability to know which faculty members are truly involved in committee work.

Chairs offered a potential solution—creating a centralized web site (similar to the Committee on Committees site) that allows committee chairs to post minutes, annual reports, and other relevant information. Posting such information may also facilitate accreditation reviews.

Theme 2: Time commitment. Chairs voiced that committee time commitments are not clear and are often difficult to estimate. As a result, it is difficult to equitably assign faculty to committees and reward faculty appropriately.

Chairs offered two potential solutions. First, the English department recently engaged in a committee workload analysis. Members of each department committee estimated the number of

times each committee met during a year and the amount of time devoted to committee work. Although accurate estimates may be difficult to obtain, this exercise proved valuable for determining the relative time commitment of various committees. Second, the Chemical and Biomolecular Engineering department examined faculty research productivity by number of department faculty members, using data from similar departments at other universities. They found that research productivity is flat regardless of the number of faculty members until a critical number of faculty members is reached. Beyond this point, department research productivity rises linearly with the number of faculty. The implication is that some number of faculty is necessary to enable the department to function (through teaching and research), and increased research productivity occurs only once this number is exceeded.

Theme 3: Defining critical committees. Chairs indicated that some department committees are the "workhorse" committees (such as TPR and curriculum). For efficient meetings of these committees, faculty should prepare beforehand. Other committees rarely meet and require less preparation. Identifying critical committees, and appropriately incentivizing faculty to serve, can lead to greater efficiencies.

Chairs mentioned that the merit scoring system has helped to some extent, as it has led departments to consider the value of various committees.

Theme 4: Committee size and number. Chairs expressed concerns about committee size (too large) and number of committees (too many). This is especially a concern for small departments, as the same people must serve on multiple committees. Related to this concern, chairs mentioned "hidden" committees. That is, if a faculty member is on one committee, the faculty member may also be required to serve on other committees (such as department and college curriculum committees). There should be a clearer understanding of committee commitments.

Theme 5: Timing of committee appointments. Chairs indicated that the timing of committee appointments can create problems. As committee appointments may be required at various times of the year, it is difficult for department chairs to know how many faculty are needed. Unexpected committee assignments can lead to inequities in service work. To staff these committees, chairs lean on faculty who they know they can count on and those who come into the office.

Chairs offered a potential solution—require all committee appointments be made at the same time of the year (e.g., in the spring). Further, a list that consolidates all committees (department, college, university) and faculty needed by the department to staff these committees could lead to more equitable committee assignments.

Theme 6: Culture. Chairs mentioned that the culture surrounding service at Clemson may need to change. Some amount of committee work that is being done by faculty could be done by staff. Because many units are understaffed, work falls on faculty and is labeled as "service." Somewhat related, it is sometimes unclear whether work is "service," "teaching," or "research" (for example, chairing honors, MS, and PhD theses/dissertations). Without clearly defining "service," it is not clear who should be doing it (faculty or staff) or how faculty should be rewarded.

Theme 7: Committee prestige. Chairs indicated that the perceived prestige of a committee may not align with the true value of the committee. For example, department committees are essential for the day-to-day operations of the department, yet many faculty prefer to serve on college, university, or discipline-level committees. Consequently, it can be difficult to find faculty to do necessary department-level work. This relates to Theme 3.

Theme 8: Faculty passion. Chairs indicated that they attempt to align faculty passion with service work, but this is not always possible. The issues that faculty are passionate about are often the focus of college/university-level committees (e.g., diversity), but someone needs to do department-level work (e.g., curriculum). One chair said that he places committee work into three categories: service needed to run the department/college/university, discretionary service (e.g., reviewing papers), and passionate service (that faculty may do for their own benefit or satisfaction). Categorizing committees in this way may help with more equitable committee assignments.

Theme 9: Recognition/rewards. Chairs mentioned the need for greater recognition/rewards to appropriately incentivize service.

Theme 10: Staff versus faculty perspectives. Chairs indicated that they have seen problems when staff members chair committees that contain faculty members. Because faculty and staff have different schedules (e.g., 9- versus 12-month employees), problems sometimes arise when committee meetings are scheduled.

Theme 11: Outcome of committee work. Chairs indicated that faculty are less likely to want to engage in service if they do not feel that their work makes a difference. Better communication regarding the outcome of faculty service could serve to motivate faculty.

Theme 12: Service benchmarks. Chairs indicated that at least some Clemson departments have high service loads relative to peers, as has been conveyed in external tenure and promotion reviews.

Theme 13: Inefficient meetings. Chairs indicated that meetings are sometimes inefficient because of lack of preparation by the committee members and/or chair.

To make meetings more efficient, chairs suggested that faculty set aside time specifically to prepare for meetings. One chair also requires department committee chairs to post the work they have done prior to department meetings so that all faculty can consider the work prior to the meetings.

Theme 14: Faculty relief. Chairs indicated that there is often insufficient relief for faculty service (especially large service commitments, such as grants and editorships). This concern relates to the culture of service and being understaffed.

Theme 15: Protecting junior faculty. Chairs indicated that they try to protect junior faculty from service. However, chairs have different views on how long this protection should last. Further, without accurate estimates of a committee's time commitment, it is often difficult to provide appropriate protection. Some junior faculty insist on serving on "major" committees, perhaps to the detriment of their careers.

Theme 16: Disparities in service. Some department chairs noted that faculty of color and women may face additional service expectations because of the need for broad representation on multiple committees with fewer faculty capable of filling those roles. Department chairs also noted that some faculty are more willing to serve than other faculty. Taken together, this means that average numbers of committees per faculty presented above do not capture the actual variance in service, some of which may be systematic and capable of being addressed.

d. Comparative Benchmarking Analysis

This benchmarking study uses a comparative benchmarking approach that examines cross-organizational contrasts and similarities. The study seeks to measure Clemson's faculty service against other colleges and universities. The data is available in a Google spreadsheet at bit.ly/service-benchmarks.

Methodology

The ad-hoc Committee on Faculty Service and Governance developed two comparison groups for its benchmarking efforts: (1) *U.S. News* top 25 public colleges and universities and (2) a subset of peer institutions. The peer institutions were originally identified from a list provided by the Clemson University Provost's Office, which included 39 R1 schools with no medical schools; some veterinary or dental schools. For the purpose of benchmarking, we reduced the number of peer institutions down to ten. The ten universities chosen are within 3% to 5% of Clemson's student enrollment. The University of Massachusetts-Amherst appears in both lists of comparison groups.

The benchmarking criteria measured and evaluated are as follows:
- Total student enrollment
- Total full-time instructional faculty
- Total university-level committees
- Average size of university-level committees

The data for the benchmarking study draws on a variety of publicly available sources including the Integrated Postsecondary Educational Data System (IPEDS) from the U.S. Department of Education; *U.S. News & World Report;* and various university websites. The quantitative data is from the 2018-2019 and 2019-2020 academic years. The study does not employ statistical analysis as there is no conformity to the materials available from each institution with regard to number of committees and average committee size. In many instances, the number and size of committees were determined by combining information from several different institutional websites. In addition, the number and size of committees at universities fluctuate, and published numbers may not reflect current active membership. Therefore, the reader should take the reported information as a general synopsis of the number and size of committees, recognizing that reported data only approximates the current reality of that institution.

Major Findings

Clemson has considerably more university-level committees than any institution in the two benchmark comparison groups. Clemson has 22 more university-level committees than the next

highest university, Auburn University, which has approximately 48 committees. Additionally, Clemson has over three times more university-level committees than the average number of committees of the institutions included in the benchmarking study.

While Clemson has more university-level committees than any of the benchmarking institutions, the average size of Clemson's committees is smaller than those of other institutions. On average, Clemson's university-level committees require 8.6 members compared to 14.9 members for other institutions included in this study.

Considering both number of committees and average committee size, 43.6% of Clemson faculty are needed to staff university committees. This is the fourth highest percentage in the comparison group. On average, our benchmark universities require 17.5% of faculty to staff university-level committees.

These findings align with concerns regarding the number of committees expressed by both faculty (COACHE survey results – Table 1) and department chairs (Themes 4 and 12).

III. Recommendations

In an effort to improve faculty engagement with, and attitudes toward, service activities, while also addressing the upward trend in faculty dissatisfaction with "too much service/too many assignments," the committee makes the following recommendations:

A. *Increase meeting efficiency*

Committee work, a key component of overall faculty service loads, consists of both preparatory work devoted to collecting background information, compiling relevant data, or drafting documents needed for the committee's forward progress, and attending committee meetings. Preparatory work is managed across the full committee membership and that work can be undertaken, typically, in coordination with one's calendar. However, meetings requiring active participation by committee members simultaneously are difficult to schedule and rarely align with an individual's schedule and may conflict with other commitments. Observing Best Practices, including those presented below, in the planning and conduct of meetings is an essential part of optimizing faculty service.

I. *Schedule*: regular committee meetings should be scheduled collectively and far enough in advance to allow for advance planning and preparation. Adequate time should be allotted for the committee's business but regular standing meetings should not exceed 60 minutes.

II. *Agenda*: preparation of a detailed agenda is the responsibility of the committee's leadership. Realistic coordination of agenda items with available time is critical: if the agenda is unusually heavy, non-essential items should be weighted for inclusion. Likewise, if the agenda is light, cancellation of the meeting should be considered. Conducting the meeting efficiently along the lines of the agenda is the responsibility of the committee's leadership.

III. *Action items*: Issues requiring specific actions should be clearly identified and should be prioritized at the meeting's outset. They should also have a privileged position in the meeting's agenda sequence.

IV. *Discussion items*: Aside from executing discrete action items, the benefits of gathering center around sharing, discussion, and debate. The immediacy offered by active participation is the reason we meet; the promise of expanding a conversation via multiple voices is the motivation driving meetings. The best meetings will generously accommodate conversation while intuiting the moment the discussion can be ended. It is the responsibility of the entire committee to self-govern, whether by ending discussion or keeping the discussion alive until all voices are heard.

Some faculty members have observed that meeting time is often filled with "infomercials." There may be better ways to deliver information (via email, for example). Delivering information does not substitute for governance. Meetings should be reserved for active policy discussion, debate, planning, etc.

V. *Participation*: Options for the conduct of meetings are wide, varied, and offer inclusivity to a much larger group of stakeholders, so committees should quickly establish viable alternatives beyond exclusively in-person and in-place arrangements. Committee leadership is responsible for managing any prerequisites for off-site participation. Committees should also consider possibilities, wherever possible, for asynchronous participation.

VI. *Preparation*: An important factor in committee leadership's ability to conduct efficient meetings is the level of preparation by committee members. Committee members should set aside sufficient preparation time prior to each meeting. Devoting adequate time for meeting preparation is a responsibility for all members of the meeting: not only the officers and committee chairs but all attendees. A substantial amount of meeting time is often spent reviewing background information that could and should be distributed for review ahead of meetings. This approach calls for a marked shift in the Senate's approach to meetings, but the benefit is shorter, more concise meetings and, consequently, more time for meaningful exchange.

To facilitate increased meeting efficiency, the committee recommends that these or other best practices for conducting meetings be shared widely with faculty through (a) department and college by-laws, (b) Clemson's Shared Governance web site, and (c) Clemson's Faculty Manual.

For possible inclusion in department and college by-laws, we recommend that the Faculty Senate President adds this issue to the standing agendas of the Welfare and Policy Committees. This issue falls under the Welfare Committee's charge to make recommendations on policies related to workloads. The requirement that by-laws include best practices for conducting meetings could be added to Chapter IX, Sections K and L of the Faculty Manual (or elsewhere in the Faculty Manual as deemed appropriate by the Policy Committee).

For possible inclusion in the Faculty Manual, we recommend that the Faculty Senate President adds this issue to the standing agendas of the Welfare and Policy Committees (or other committees as deemed appropriate by the Faculty Senate President). Best practices for conducting meetings could be included as an appendix in the Faculty Manual.

For possible inclusion on the Shared Governance web site, we recommend that the Faculty Senate President (or other Faculty Senate members of the Committee on Committees) requests that the issue be added to the agenda of the Committee on Committees. The Committee on Committees can determine whether and how to best share these practices with university committee chairs and those proposing to create new university committees.

We also ask that Faculty Senators and Delegates share these best practices (and the entire report) with their departments and colleges.

B. *Quantify committee time commitments*

One challenge of equitably assigning service work is determining a committee's time commitment. To address this issue, this task force recommends focused efforts to quantity the time commitment of each department, college, and university committee. While obtaining accurate time commitment estimates is likely to be challenging, this exercise should prove useful in identifying committees that are most critical to the functioning of the unit.

To facilitate this recommendation, we note the Service Workload Survey recently conducted by the English Department. We encourage other units to engage in this exercise by answering these questions for each standing committee, using input from committee chairs and members:

1. How often does the committee meet on average?
2. How long are the meetings on average?
3. What are committee chair's main obligations?
4. What are committee members' main obligations?
5. What is the service workload estimate in work hours per semester for the committee chair? Member?

Results of the survey can be shared with department members and updated from year to year. Having this information available can help departments address the distribution of service commitments and find ways to ensure their equitable distribution across ranks, as well as address disparities in service for women and faculty of color.

As another approach for gaining insight into faculty service commitments, the Chemical and Biomolecular Engineering department examined faculty research productivity by number of department faculty members, using data from a number of similar departments at other universities. This exercise revealed that research productivity is fairly flat until a critical number of faculty members is reached. Beyond this point, department research productivity increases linearly with the number of faculty. The implication is that some number of faculty is necessary to allow the department to function (through teaching and research), and increased research

productivity begins once this number of faculty is exceeded. Such analysis would enable departments to determine if they need to make efforts to reduce service responsibilities, given the current number of faculty, or hire more faculty.

We recommend that the Faculty Senate President adds this issue to the standing agenda of the Welfare Committee based on the Welfare Committee's charge to make recommendations on policies related to workloads. The Welfare Committee could work with other campus groups that may be interested in this issue (such as Tigers Advance) to establish a process for quantifying service workloads, perhaps similar to the process used by the English Department, and Faculty Senate and the Provost could encourage departments to engage in this exercise. The Welfare Committee could report findings to Senate, perhaps on a recurring basis (such as every five years).

C. *Standardize committee assignment dates*

Department chairs indicated that a challenge in equitably assigning committee work is that dates for standing committee assignments are not standardized across department, college, and university committees. Consequently, it is difficult to fully understand the number of faculty needed for all committees. The committee recommends a "master list" of standing committees be created and maintained and, to the extent possible, dates for assigning standing committee membership be standardized across departments, colleges, and the university.

The committee recommends that the Faculty Senate President adds the issue of standardizing dates for determining standing committee membership to the standing agenda of the Welfare Committee. The committee recommends that the Faculty Senate President (or other Faculty Senate members of the Committee on Committees) requests that the issue of a "master list" of standing committees be added to the agenda of the Committee on Committees.

D. *The Committee Reduction Act*

Department chairs and faculty expressed concerns about the number of committees that exist at Clemson, and benchmarking against peer and aspirational schools supports this concern. One implication of a large number of committees is redundancy. At the university level, the Committee on Committee provides oversight in an effort to reduce committee redundancy. We recommend similar oversight at other levels of administration. A review of department and college committees could identify committees that are necessary to ensure shared governance and those that are not. In line with the recommendation that the Committee on Committees consider creating and maintaining a "master list" of standing university, college, and department committees, the committee recommends that the Faculty Senate President (or other Faculty Senate members of the Committee on Committees) requests that this issue be added to the agenda of the Committee on Committees. To perform a review, the Committee on Committees would need to know the committee structure(s) in each college/department and the comparable university-level committees. Further, making committee work more transparent by requiring committees to provide meeting minutes, annual reports, and membership (such as is done at the University of Texas - https://facultycouncil.utexas.edu/a3-faculty-committee-committees) could serve to identify and reduce redundancy and facilitate communication of committee work.

We also recommend that units critically examine the number of members on each committee. At the university level, some committees are composed of multiple members from each college. The committee recommends that the Faculty Senate President (or other Faculty Senate members of the Committee on Committees) requests that the issue of the size of university committees be added to the agenda of the Committee on Committees. Specifically, we encourage the Committee on Committees to examine the basis for determining the number of committee members. Perhaps multiple representatives from each college are not necessary, and perhaps not all colleges need to be represented every year on every committee.

At the department and college levels, most committees are defined by a specific or minimum number of members, and are often elected by faculty. Some departments, however, allow the department chair to staff the committee each year. We recommend that all departments consider this option, as it allows flexibility in committee assignments based on anticipated committee workload and available faculty, and it can be used to strategically address disparities in service for faculty of color and women. As with our recommendations pertaining to "best practices" for conducting meetings, we recommend that the Faculty Senate President adds the issue of committee membership to the standing agendas of the Welfare and Policy Committees.

E. *Personnel / Tenure, Promotion and Reappointment (TPR)*

All departments at Clemson manage TPR service via a Personnel or TPR committee. Constitution of this committee is left to the discretion of the departments and is specified in their TPR guidelines.

In mid-sized and larger departments, TPR committees often consist of 4-8 tenured faculty members split relatively equally between associate and full professor ranks. A TPR chair is elected by the committee. The workload for those who serve on this committee can be substantial and may involve reviewing annually as many as thirty untenured regular faculty and an equally large number of special faculty. Review may consist of teaching observations in addition to review of TPR documents, followed by letters explaining the findings of the committee.

In some departments, the TPR committee consists of all tenured faculty, not merely elected representatives from each category. In those cases, all members of the committee review untenured regular faculty and special faculty. Full professors also review any associate professors up for promotion, if any. Using the large committee format has some clear benefits:

1. Service workload is distributed more equitably.
2. All tenured faculty are aware of the work of their junior colleagues, which can improve mentoring opportunities.
3. Tenure and promotion decisions involve all tenured faculty, which means all stakeholders are engaged in the process.
4. Review of individual regular and special faculty can be distributed and assigned by areas of interest/specialization, with reports presented back to the full committee for approval.
5. The full committee might only need to meet once per semester to hear reports and then once more to vote on tenure and promotion cases.

While we generally advocate for smaller committees, TPR committees may be an exception, given their importance and workload. We recommend that the Faculty Senate President adds the issue of TPR committee membership to the standing agendas of the Welfare and Policy Committees. We ask the Welfare Committee to consider best practices for TPR committees, and find avenues for sharing these best practices with faculty (such as through department TPR documents and the Faculty Manual).

From: Faculty Representative to Board of Trustees
To: Clemson University Board of Trustees

CC: Provost, Clemson University

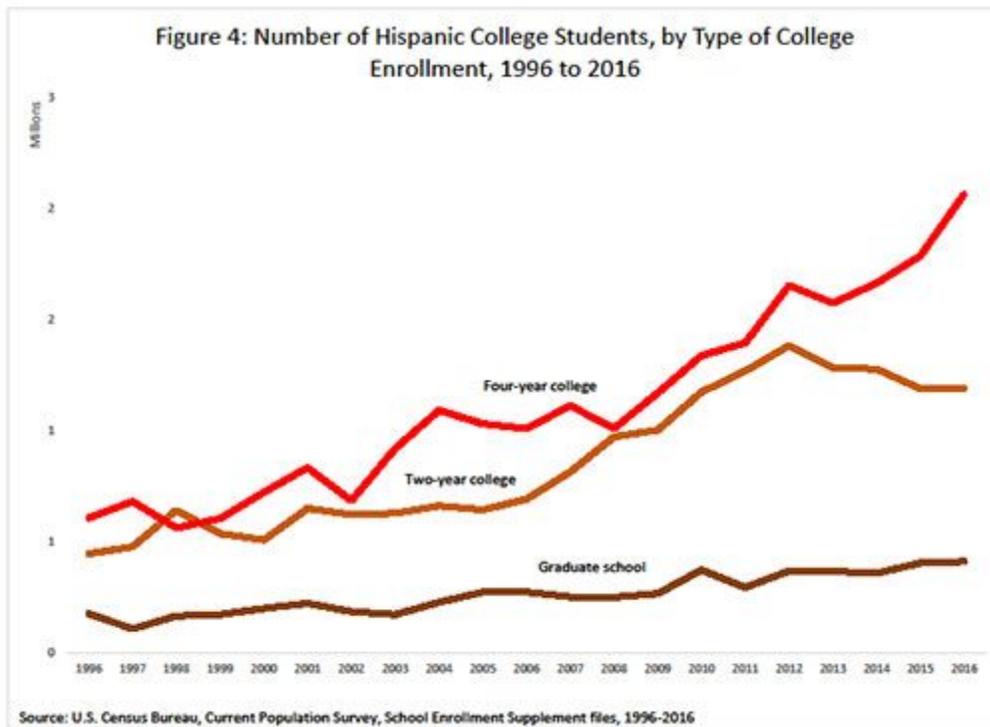Subj: Faculty Representative Quarterly Report

March 01, 2020

Clemson University was recently reaffirmed as one of the nation's most active research institutions earning the Carnegie Basic Classification R1 as a university with the "Highest Research Activity." In 2016, as part of Clemson's strategic research goals the university established a 10-year aspirational target to increase the number of doctoral degrees conferred by 50%. At the time, Clemson had graduated 230 doctoral students across all program areas. In the three years since, the university has only been able to increase the number of doctoral graduates by 5% (n = 11). Clearly for the university to make greater progress toward achieving this goal will require a stronger focus on, and investment in Clemson's doctoral programs. Several recommendations for accomplishing this goal include increasing (a) doctoral program recruitment, (b) graduate assistantships/fellowships, and (c) graduate stipends. A brief discussion of each is provided below.
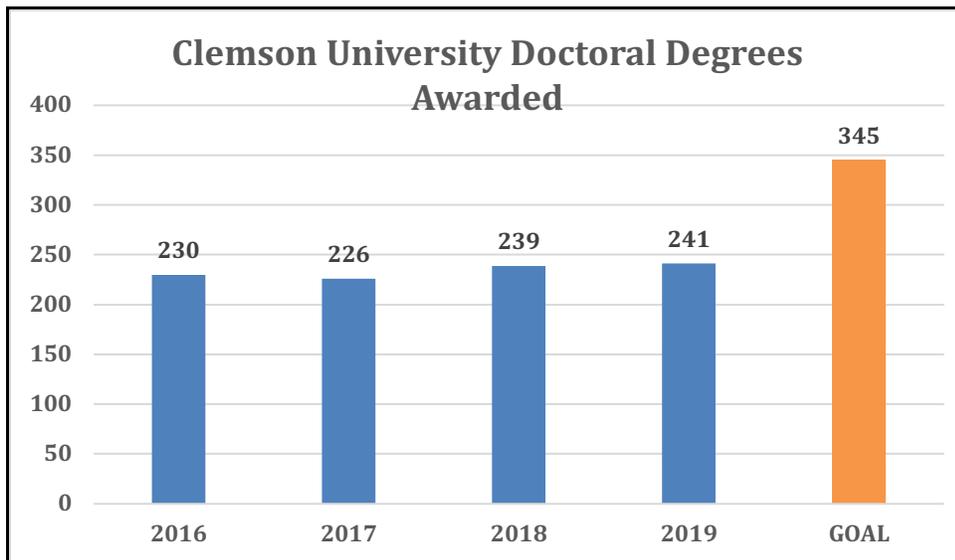
Increase Recruitment Efforts
First and foremost, Clemson needs to enhance our ability to recruit quality applicants for our doctoral programs. The university needs to be able to identify and implement effective strategies that focus on increasing external applicants locally, statewide, nationally, and internationally. Graduate students select specific universities and academic programs that best align with their professional goals and career aspirations. While each doctoral program provides nationally recognized subject matter experts within their respective field, our faculty are often not proficient in the best practices for recruiting. Graduate program enrollment has and always will fluctuate based on demand and economic factors. However, successful programs are able to predict and

prepare for future trends. For instance, one potential target audience for our graduate programs should include minority students. The chart below demonstrates the dramatic increase in college graduation rates among Hispanics students over the last two decades. This potential graduate applicant pool will undoubtedly require different recruitment and retention strategies then universities have historically relied upon.
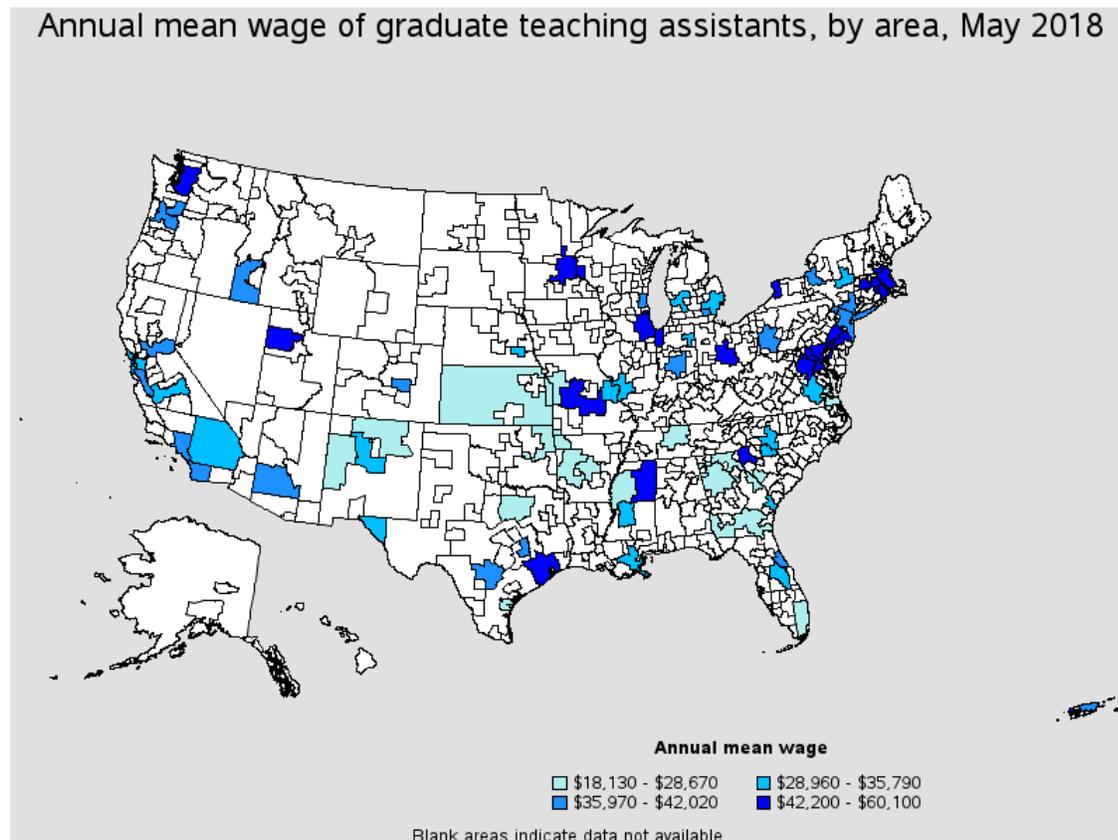

Figure 4: Number of Hispanic College Students, by Type of College Enrollment, 1996 to 2016

Source: U.S. Census Bureau, Current Population Survey, School Enrollment Supplement files, 1996-2016

Increase Graduate Assistantships & Fellowships
A second recommendation for expanding graduate enrollment is to increase the number of graduate teaching assistantships (GTAs). Currently, there are 126,340 GTAs employed at universities nationwide (U.S. Bureau of Labor Statistics, 2018). GTAs at R1 universities typically teach a large number of undergraduate courses, as well as labs. A survey of biology programs found that 91% of undergraduate biology laboratory sections at research institutions were taught by GTAs (Sundberg, Armstrong, & Wischusen, 2005). Utilizing more GTAs at Clemson will provide benefits to our graduate students, faculty members and the university. Increasing the number of GTAs benefits students financially, while also providing them valuable teaching experience. In addition, allowing GTAs to teach more introductory level courses enables tenure track faculty to teach more doctoral level courses, and conduct research. Lastly, universities benefit financially through a reduced cost per credit hour when offering undergraduate courses. Unfortunately, the number of assistantships awarded over the last decade has been less than half the rate of the enrollment increases at the graduate level. To increase the doctoral graduation rate, we must first increase the number of doctoral students enrolled. Since many doctoral programs will not accept a graduate student unless they have a GA position, increasing the number of these positions should be a priority.

Increase Graduate Stipends

To be competitive in the recruitment and retention of high quality graduate students, many R1 universities (e.g., University of North Carolina, Virginia Tech) have established minimum stipends that can be offered to students. This issue has garnered national attention recently given the number of protests that have taken place on university campuses calling for $15/hr, or what is commonly called a minimum living wage (https://www.latimes.com/business/story/2020-02-28/uc-santa-cruz-fires-54-graduate-student-workers-wildcat-strike). Currently, the minimum hourly stipend for all Clemson GAs regardless of hours worked is 1.2 times the minimum wage or $8.70/hour. Feedback from the graduate school indicates GA stipends vary tremendously across the colleges and within them.

Annual mean wage of graduate teaching assistants, by area, May 2018

Annual mean wage

- ☐ $18,130 - $28,670
- ■ $35,970 - $42,020
- ■ $28,960 - $35,790
- ■ $42,200 - $60,100

Blank areas indicate data not available.

Respectfully,

Joe Ryan

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References

Sundberg, M. D., Armstrong, J. E., & Wischusen, E. W. (2005). A reappraisal of the status of introductory biology laboratory education in U.S. colleges and universities. *The American Biology Teacher, 67(9)*, 525-529.

U.S. Bureau of Labor Statistics (2018). *Occupational Employment Statistics.* Retrieved from https://www.bls.gov/oes/current/oes251191.htm

Faculty Senate President's Report – May 2020

In early March, I commented to someone that COVID felt much like a hurricane. You know that it's out there, but you don't know if or when it's going to hit or how much damage it will cause. After you've experienced a few hurricanes or, as we've seen recently, tornados, you learn that there's a rhythm to the aftermath. You emerge from your house to survey the damage. You make the situation safe and livable for the short-term by tarping your roof and removing any dangerous downed trees, and you help your neighbors do the same. You then have one of two choices. You can decide that safe and livable is acceptable and do nothing else, or you can begin making improvements. Perhaps you create a garden where a large oak tree stood, and you build a nicer garage to replace the one that was crushed by the oak tree. In many cases, these are improvements that you've wanted to make for a while, but you needed a push.

I think you get the analogy. COVID did hit us, and the impact was substantial. We created a safe and livable situation for the second half of the spring semester. Now faculty, and the university, must decide if we're satisfied with safe and livable, or if we want to make improvements to the way we operate. Many of us have known for a while that we need to update our courses with new technologies, modes of delivery, and ways to facilitate and assess student learning. We now have some idea of what those changes will look like. While it won't be easy, I encourage all of us to not take the safe and livable route, but to embrace the changes that we now know are possible.

After a hurricane, governments often consider new rules and regulations in hopes that the next hurricane will be less harmful and disruptive. This is the role of Faculty Senate. COVID has revealed a number of policies that we may need to revise or create. In some cases, we've known the policies need revision, and COVID has highlighted this need. In other cases, issues that we've never considered have and will come to light. Grading, teaching evaluations, research continuity, ownership of course content, using our personal resources for work – these are just a few of the issues we'll need to wrestle with over the coming months and years.

While I know that you're looking forward to the summer break, this summer will be different from what we're accustomed to. We all need to be prepared to remain engaged with university governance throughout the summer. The situation is changing daily, and decisions about many issues must be made quickly. When we're called on to provide faculty input, and we will be, we need respond not only quickly but also thoughtfully.

After a hurricane, rumors are rampant. COVID has led to the same. Communication between faculty and administration, while always important, is now critical. I encourage you to regularly engage with your department chairs, deans, and university administrators so that we can all make informed decisions about important issues. If this communication breaks down, we'll find ourselves wasting valuable time instead of working together for the good of the university. In April, a resolution was brought before the Senate regarding the importance of shared governance, even during a pandemic. This resolution resulted, in large part, due to poor

communication. While the resolution may not have been the best approach, it did serve to highlight to multiple parties the need for clear and nimble communication channels. With the underlying issues having been sorted out, and shared governance perhaps stronger as a result, the resolution will be withdrawn later today.

At few times in Clemson's history has Faculty Senate been as important as it is now. You have a big responsibility, but I have no doubt that Senate will rise to embrace the many upcoming challenges.

I want to thank you for allowing me to represent Clemson faculty over the past year. You putting your trust in me has been the biggest honor of my career, and I can only hope that I provided the high level of representation that Clemson faculty deserve. Before deciding to run for Senate President, I asked past presidents if they would have chosen to serve knowing what they did at the end of their terms. The unanimous answer was "yes," and I feel the same way. The reason is clear – it's the opportunity to work with all of you. While we may have different views on issues that come through the Senate pipeline, we're all here for the same and right reason – to make the university better. It's not easy work, it can be contentious, and it's likely that you don't receive the recognition you deserve for your efforts, but it's critically important work, not only for faculty, but for students, the state of South Carolina, and beyond. So thank you for all that you do. Also, thank you to the administrators who engage with Faculty Senate. Shortly, I'm going to recognize some faculty senators who went above and beyond. A senate member asked if perhaps we should also recognize administrators who went above and beyond in engaging with Senate, and perhaps we should. Your efforts to facilitate shared governance are recognized and appreciated.

One of the perks of this role, in my view, is the opportunity to honor people who are good at what they do, so I'm happy to recognize a few award winners. The Alan Schaffer Faculty Senate Service Award recognizes someone who has provided exceptional service on behalf of the Faculty Senate. In the years that I've been on Senate, we have become a more professional and finely tuned body because of this year's winner. Although we often kick and scream when asked to change the way we operate, this person always patiently and thoughtfully explains the value of doing things differently. As a result, and to the benefit of many, Faculty Senate has become more deliberative and transparent. Congratulations to William Everroad, our University Faculty Governance Director and Faculty Senate Parliamentarian, and this year's recipient of the Alan Schaffer Faculty Senate Service Award.

Stealing an idea from the Staff Senate, I asked the Provost several months ago if he would provide financial support in recognizing a Faculty Senator of the Year. He graciously agreed to do so. This idea morphed into three awards, one chosen by the Senate Advisory Committee to recognize outstanding service to one's college, one chosen by the Senate Executive Committee to recognize outstanding service to one's Senate committee, and one chosen by the Convention of Delegates to recognize outstanding service to this body. I hope these will become annual

awards. While the awards are insufficient for providing the recognition so many of you deserve, it's a step in that direction.

As I was preparing to recognize these award winners, I realized that a Zoom meeting is like the Academy Awards when they show the faces of all nominees as the Oscar winner is announced. Sometimes the non-winners don't do a great job of hiding their disappointment or disdain. So if you will, take a few seconds to prepare your "It was an honor to be nominated and I'm happy for the winner" look.

The Senator of the Year as selected by the Executive Committee was a member of the Welfare Committee. This person stepped up multiple times over the past year to fill in for the committee chair and to help tackle important agenda items. He must have enjoyed the experience because he agreed to chair the Finance Committee for the coming year. Congratulations to Andrew Pyle, from the Department of Communications. Thank you, Andrew, for all that you do.

When I was a kid, I enjoyed watching professional wrestling. There was a wrestler known as the One Man Gang, who, incidentally, was from Spartanburg. The Senator of the Year as selected by the Advisory Committee is a One Woman Gang. She is the only senator from her college, therefore she serves as lead senator and second senator. She regularly engages with her college's faculty, she volunteered for the ad-hoc committee on faculty service, and, as with Andrew, she decided that she needed more work for the coming year, so she was elected as Faculty Senate Secretary. Congratulations to Krista Oldham, from the Libraries. Thank you for all that you do, Krista.

As a new body, the role of the Convention of Delegates was and is a work in progress. Our delegates embraced this group, and have been addressing a number of issues that are unique to our special-rank faculty. I thank all of our delegates for helping to determine what the Convention should be. One delegate stood out for her efforts. Congratulations to Jennifer Holland, a Senior Lecturer in the Department of Sociology, Anthropology, and Criminal Justice. Thank you, Jennifer, for all that you do.

Each of our award winners will be receiving a certificate and monetary award.

Again, I thank you for this opportunity and for your service, and I look forward to continue working with Senate in whatever ways I be of assistance. As there is no old business, I will soon be doing not only a mic drop, but also a video drop, and leave you in the very capable hands of John Whitcomb. We will now take a five minute recess to transition the Senate. Outgoing Senators are welcome to remain in the meeting.

FACULTY SENATE RESOLUTION 202002

Policy Committee Approval: March 20, 2020
Faculty Senate Consideration:

Topic: "Direct Hiring of Senior and Principal Lecturers"

Whereas, Clemson University makes provision 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 faculty welfare and general university concern; and

Whereas, the *Faculty Manual* (Chapter IV§B.2.i.iv.(3) and (4)) indicates time in rank at Clemson as the only qualification of eligibility for promotion of special rank faculty, and as written, does not allow for the direct hiring of external faculty at the ranks of Senior Lecturer and Principal Lecturer; and

Whereas, Policy Committee Report 201919 (PCR201919) concluded that direct hiring of lecturers at the Senior and Principal ranks increases flexibility and agency of departments in hiring the best possible candidates and in accommodating spousal hires; and

Whereas, PCR201919 recommended that the *Faculty Manual* be amended to allow for direct hiring of external faculty candidates at the rank of Senior and Principal Lecturer; and

Whereas, PCR201919 recommended that external candidates hired at Senior or Principal Lecturer ranks may be hired with a 1-year contract for a probationary period of 2 years, after which reappointment at the standard contract length for the rank be decided by departmental TPR guidelines and procedures; and

Whereas, the conclusions and recommendations of PCR20191were accepted and approved by the Faculty Senate during the regular meeting held in November 2019; and

Whereas, eleven (11) amendments to the Faculty Manual must be made in order to establish the direct hiring of external faculty at the ranks of Senior and Principal Lecturer and establish the initial terms of appointment; it is

1   **Resolved**, that Chapter IV§B2i*iv*, concerning the lecturer ranks, be
2   amended to **insert** the paragraphs "(1) No person in a lecturer rank whose
3   appointment begins after 15 May 2011 shall have administrative duties
4   inconsistent with those of regular faculty." and "(2) Length of service in any
5   lecturer rank is, itself, not a sufficient criterion for promotion in lecturer
6   ranks. Instead, the process and criteria for promotion in lecturer ranks are
7   determined by departments/ schools and shall be described in their TPR
8   guidelines and procedures."; and it is
9
10 **Resolved**, that Chapter IV§B2i*iv*(1) be amended to **strike out** the words
11 "as of 15 May 2011" and to **strike out** the sentences "in cases where the
12 assignment of regular faculty ranks is not appropriate. Individuals having
13 initial lecturer appointments beginning after 15 May 2011 shall have no
14 administrative duties inconsistent with those of regular faculty." and to
15 **insert** the words "the rank" between the words "is" and "assigned"; and it is
16
17 **Resolved**, that Chapter IV§B2i*iv*(3) be amended to **strike out** the words
18 "special faculty" and to **strike out** the words "that may be applied for after
19 four full academic years of service by a lecturer; equivalent experience at
20 Clemson may be counted towards the four-year service requirement. Senior
21 lecturers shall have no administrative duties inconsistent with those of
22 regular faculty."; and it is
23
24 **Resolved**, that Chapter IV§B2i*iv*(3)(a) be amended to **strike out** the words
25 "(a) The senior lecturer appointment is intended to" and to **strike out** the
26 word "lecturers" and to **insert** the word "which" between the words "rank"
27 and "recognize" and to insert the word "those" between the words "of" and
28 "who"; and it is
29
30 **Resolved**, that Chapter IV§B2i*iv*(3)(b) be amended to **strike out** the
31 paragraph "(b) Length of service as lecturer is, itself, not a sufficient
32 criterion for promotion to senior lecturer. Instead, the process and criteria
33 for promotion from lecturer to senior lecturer are determined by
34 departments/ schools and shall be described in their TPR document."
35
36 **Resolved**, that Chapter IV§B2i*iv*(4) be amended to **strike out** the words
37 "special faculty" and to **strike out** the words "that may be applied for after
38 four full academic years of service, by a senior lecturer; equivalent
39 experience at Clemson University may be counted towards the four-year
40 service requirement. Principal lecturers shall have no administrative duties
41 inconsistent with those of regular faculty."; and it is
42
43 **Resolved**, that Chapter IV§B2i*iv*(4)(a) be amended to **strike out** the words
44 "(a) The principal lecturer appointment is intended to" and to **strike out** the

1   words "senior lecturers" and to **insert** the words "significant and sustained"
2   between the words "the" and "efforts" and to **insert** the words "*those*"
3   between the words "of" and "who"; and it is
4
5   **Resolved**, that Chapter IV§B2i*iv*(4)(b) be amended to **strike out** the
6   paragraph "(b) Length of service as a senior lecturer is, itself, not a
7   sufficient criterion for promotion to principal lecturer. Instead, the process
8   and criteria for promotion from senior lecturer to principal lecturer are
9   determined by departments/ schools and shall be described in their TPR
10 document."; and it is
11
12 **Resolved**, that Chapter V§B7g, concerning appointment lengths for senior
13 lecturers, be amended to **strike out** the sentence "Senior lecturers shall be
14 offered three-year contracts with the requirement of one year's notice of
15 non-reappointment before July 15 of the penultimate year." And **insert** the
16 sentences "*In the case of external hire into the rank of Senior Lecturer,*
17 *initial appointments shall be for two years. All other appointments at the*
18 *rank of Senior Lecturer shall be for three years.*"; and it is
19
20 **Resolved**, that Chapter V§B7h, concerning appointment lengths for Principal
21 Lecturers, be amended to **strike out** the sentence "Principal lecturers shall
22 be offered five-year contracts with the requirement of one year's notice of
23 non-reappointment before July 15 of the penultimate year." and **insert** the
24 sentences "*In the case of external hire into the rank of Principal Lecturer,*
25 *initial appointments shall be for two years. All other appointments at the*
26 *rank of Principal Lecturer shall be for five years.*"; and it is
27
28 **Resolved**, that Chapter V§C2b*iii*, concerning the number of years of
29 experience as a lecturer required for eligibility for promotion to Senior
30 Lecturer, be amended to **insert** the sentence "*or another institution*"
31 between the words "Clemson" and "may".
32
33 *This resolution will become effective upon approval by the Clemson*
34 *University Executive Vice President for Academic Affairs and Provost and its*
35 *inclusion in the Faculty Manual (2020-2021).*
36
37 *In accordance with FSR201805, approved by the Faculty Senate on*
38 *November 13th, 2018, the rank of Principal Lecturer can be utilized by*
39 *departments only when the department TPR guidelines are amended and*
40 *approved by the Executive Vice President for Academic Affairs and Provost to*
41 *include promotion and reappointment criteria for the rank of Principal*
42 *Lecturer and applications for promotion beginning no earlier than August 15,*
43 *2021.*
44

1 ***Final Proposed Language:***

2

3 Chapter IV§B2i*iv.* Lecturers

4 *(1) No person in a lecturer rank whose appointment begins after 15 May*
5 *2011 shall have administrative duties inconsistent with those of regular*
6 *faculty.*
7 *(2) Length of service in any lecturer rank is, itself, not a sufficient*
8 *criterion for promotion in lecturer ranks. Instead, the process and criteria*
9 *for promotion in lecturer ranks are determined by departments/ schools*
10 *and shall be described in their TPR guidelines and procedures.*
11 (1) Lecturer, ~~as of 15 May 2011~~, is *the rank* assigned to persons who
12 have teaching as their primary job assignment ~~in cases where the~~
13 ~~assignment of regular faculty ranks is not appropriate. Individuals having~~
14 ~~initial lecturer appointments beginning after 15 May 2011 shall have no~~
15 ~~administrative duties inconsistent with those of regular faculty~~.
16 (2) Temporary Lecturer is assigned to individuals who receive limited
17 duration appointments. These appointments shall be for one-year or less
18 and may be renewed.
19 (3) Senior Lecturer is the ~~special faculty~~ rank *which* ~~that may be applied~~
20 ~~for after four full academic years of service by a lecturer; equivalent~~
21 ~~experience at Clemson may be counted towards the four-year service~~
22 ~~requirement. Senior lecturers shall have no administrative duties~~
23 ~~inconsistent with those of regular faculty.~~
24   ~~(a) The senior lecturer appointment is intended to~~ recognize*s* the
25   efforts, contributions, and performance of ~~lecturers~~ *those* who combine
26   effective instruction with additional significant contributions to the
27   mission of the University.
28   ~~(b) Length of service as lecturer is, itself, not a sufficient criterion for~~
29   ~~promotion to senior lecturer. Instead, the process and criteria for~~
30   ~~promotion from lecturer to senior lecturer are determined by~~
31   ~~departments/ schools and shall be described in their TPR document.~~
32 (4) Principal Lecturer is the ~~special faculty~~ rank ~~that may be applied for~~
33 ~~after four full academic years of service, by a senior lecturer; equivalent~~
34 ~~experience at Clemson University may be counted towards the four-year~~
35 ~~service requirement. Principal lecturers shall have no administrative~~
36 ~~duties inconsistent with those of regular faculty.~~
37   ~~(a) The principal lecturer appointment is intended to~~ recognize the
38   efforts, contributions, and performance of ~~senior lecturers~~ *those* who
39   combine effective instruction with additional significant contributions to
40   the mission of the University.
41   ~~(b) Length of service as a senior lecturer is, itself, not a sufficient~~
42   ~~criterion for promotion to principal lecturer. Instead, the process and~~
43   ~~criteria for promotion from senior lecturer to principal lecturer are~~

1	~~determined by departments/ schools and shall be described in their~~
2	~~TPR document.~~
3	
4	Chapter V§B7g & §B7h. Terms of Appointment
5	g. ~~Senior lecturers shall be offered three-year contracts with the~~
6	~~requirement of one year's notice of non-reappointment before July 15~~
7	~~of the penultimate year.~~ *In the case of external hire into the rank of*
8	*Senior Lecturer, initial appointments shall be for two years. All other*
9	*appointments at the rank of Senior Lecturer shall be for three years.*
10	
11	h. ~~Principal lecturers shall be offered five-year contracts with the~~
12	~~requirement of one year's notice of non-reappointment before July 15~~
13	~~of the penultimate year.~~ *In the case of external hire into the rank of*
14	*Principal Lecturer, initial appointments shall be for two years. All other*
15	*appointments at the rank of Principal Lecturer shall be for five years.*
16	
17	Chapter V§C2. Reappointment Policies
18	a. The intention of periodic reappointment review of untenured regular
19	faculty is to provide feedback to the individual regarding progress
20	towards tenure and / or promotion with consideration to the number of
21	years remaining on the probationary period. The criteria for
22	reappointment are independent of an extension of the probationary
23	period.
24	b. The intention of periodic reappointment review of lecturers and
25	senior lecturers is to provide feedback to the individual regarding
26	progress towards promotion.
27	i. Lecturers shall be evaluated annually by their department
28	chair/school director and their unit TPR committee following
29	procedures and standards that shall be specified in the unit's TPR
30	document.
31	ii. Following a lecturer's fourth year of service, the department chair
32	and the unit TPR committee shall conduct a comprehensive review
33	of the lecturer either in response to a request for promotion to
34	senior lecturer or to advise the lecturer of progress towards
35	promotion to senior lecturer.
36	iii. Equivalent experience at Clemson *or another institution* may be
37	counted towards this four-year service requirement.
38	
39	