



PRESIDENT: Thompson Mefford

## AGENDA

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**Date:** February 8<sup>th</sup>, 2022

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

**Location:** Zoom

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

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### 1. APPROVAL OF MINUTES:

- a. Faculty Senate Meeting Tuesday, January 11<sup>th</sup>, 2022

**Approved as distributed.**

### 2. SPECIAL ORDERS

- a. State of the Libraries, Dean Christopher Cox, University Libraries

Dean Cox provided a status update of the University Libraries. Dr. Cox focused on the recent changes to help the libraries become more innovative while providing more offerings. Thus, the Libraries recently reorganized to offer new services and become nimbler. The reorganization that received input of the faculty, moved from a flat organization to one that has three Associate Deans reports. These Associate Deans will oversee the following areas: i) Teaching, learning and research, ii) Collection and Discovery, and iii) Organization Performance and Inclusion. Hiring is ongoing, with hopes to fill out all positions by July 1, 2022.

In addition, the libraries are hiring for the position of University Historian and Historic Properties, added the Scholar's Lab last November, which is open to faculty, graduate students, and undergraduates, and created the Open Textbook Initiatives to provide open education resources. Finally, the Libraries is seeking feedback on the Faculty Research Commons Pilot project.

Dean Cox informed the faculty senate that no additional money was required for these positions and reorganization. Instead, money was reallocated to build these spaces and the new positions do not impact any current positions or the libraries' collections.

- b. CU4Health, Dr. Will Mayo, Director of Clinical and Medical Surveillance, Sullivan Center

**Report attached.**

### 3. REPORT

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

Provost Jones addressed the Faculty Senate and emphasized the significance of the Faculty Senate and the importance of being engaged with it. He also recognized the Class 39' ceremony happening later that day.

Among examples of collaboration with the Faculty Senate, Provost Jones highlighted the participation of the senate in the synergy between groups for the use and celebration of the experimental forest.

With regards to the past 2 years in pandemic mode. Provost Jones recognized the various roles in which the faculty senate has helped in providing their valuable input. For example, the consideration of tenure clock extension specific to the Pandemic, and consideration of other aspects of faculty life.

Faculty Senate has also been part in refining policy to the evaluation of the administrators with improved clarity and transparency, refining tools for improving campus climate and faculty evaluations, advised on compensation process like how to best do the merit review and asked important questions to meet intentions and goals.

Provost Jones appreciated Committee reports which include guides and very often lead to changes. Overall, Faculty Senate has been central to Clemson success during its pandemic response. Dr. Jones also encourages the Senate to engage with other faculty, noting that the Senate is not only a place for service but where impactful and important aspects of the University take place. In all, the leadership of the faculty senate and the Office of the Provost work together tackling these and many other issues. Provost Jones is appreciative of the work of the Faculty Senate.

Provost Jones also updated on the search for the Dean of the Honors College, indicating that the committee is being assembled with representation with faculty senate, staff senate, and other members as denoted in the faculty manual.

#### b. Standing Committees

##### 1. Finance and Infrastructure Committee; Chair Andrew Brown

###### i FCR 202102 Transparency in College Budgeting

**Attached; Approved by majority**

##### 2. Policy Committee; Chair Lauren Duffy

No report.

##### 3. Research and Scholarship Committee; Chair Brian Powell

No report.

##### 4. Scholastic Policies Committee; Chair Lindsay Shuller-Nickles

No report.

##### 5. Welfare Committee; Chair Andrew Pyle

###### i WCR 202103W Faculty Senate Departmental Representation, 2012-2022

**Attached; Approved by majority**

6. Clemson Experimental Forest Committee; Chair Betty Baldwin  
No report.

c. University Committees/Commissions

1. Committee on Committees; Chair Mary Beth Kurz
2. Faculty Representative to the Board of Trustees; Brian Powell

Dr. Powell updated the senate on discussion with AP Amy Lawton-Rauh about concerns of the faculty, requested help on clarification on merit-based review processes. Dr. Powell asked the senate to address the request of transparency of this process via FS resolution.

3. President's Report

President Mefford recognized the faculty in the process and election of the Class of 39 awardee. Dr. Mefford also highlighted the actions of the Faculty Senate, particularly those occurring at the committee levels where the senate investigates, analyzes, and makes recommendations. One example is the recent welfare report, that identified that the faculty senate has no representation of certain department across the university.

Moreover, he recognized that the FS Advisory committee, with representation of the lead senators, are crucial in identifying how faculty are being impacted. Lead senators are holding town halls to hear from the faculty. Then, the faculty senate leaders connect with university leaders as representative of those voices. Sometimes this process is not evident, but it is effective.

4. **UNFINISHED BUSINESS**

5. **NEW BUSINESS**

- a. Call for Nominations: Faculty Senate Officers

Senator Andrew Pyle nominated Senator David Blakesly for VP/President Elect

Additional nominations for the VP will be determined by the Advisory committee.

Senator Hugo Sanabria self-nominated for Secretary.

- b. Call for Nominations: Alan Schaffer Award

**ADJOURN**

# Hugo Sanabria

**HUGO SANABRIA, Ph.D.**  
CLEMSON UNIVERSITY

Faculty Senate Secretary  
Associate Professor  
Physics and Astronomy  
CU School of Health Research Faculty Scholar  
Lead Senator, College of Science

## **ANNOUNCEMENTS**

1. Faculty Senate Executive Committee Meeting: Tuesday, March 1<sup>st</sup>, 2022, 2:30 p.m.
2. Faculty Senate Meeting: Tuesday, March 8<sup>th</sup>, 2022, 2:30 p.m.
3. Convention of the Delegates Meeting: Thursday, March 10<sup>th</sup>, 2022 3:15 p.m.
4. Faculty Senate Advisory Committee Meeting: Tuesday, March 22<sup>nd</sup>, 2022, 2:30 p.m.

**Spring 2022**  
**Clemson Libraries Update**  
**Growing to Better Support**  
**Faculty Teaching and Scholarship**

**Christopher Cox, Dean of Libraries**  
**Presentation to Faculty Senate**

**2/8/22**



# **Reorganization and New Partners**





# Goals of Reorganization



Align Libraries' organizational structure with the Libraries' new role as an R1 and to achieve best campus strategic priorities.



**Effectively integrate the University Press into the Libraries organization.**



Provide flexibility to incorporate future positions as the needs arise.



**Promote synergies between work with similar functions to improve the flow of work processes and communication.**



Promote transparency and the free flow of ideas and information among everyone in the organization.

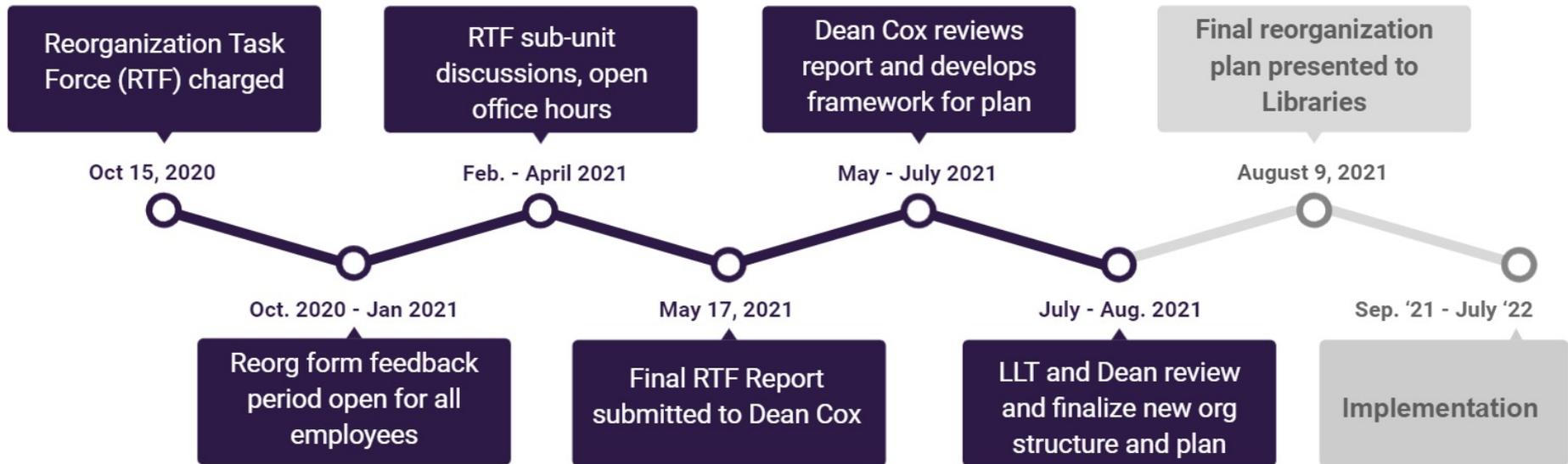


**Enable the Dean of Libraries to focus on external objectives and strategic directions such as fundraising and promoting awareness of Libraries' services.**

# New Org Chart

Admin support, Business Office, Development, University Historian, Advisory Groups		<b>Dean of Libraries</b>		*University Press *Special Collections & Archives	
<p><b>Cross Functional Teams (part of job):</b> Collections Strategy (replaces IAC), Instruction, Discovery</p> <p><b>Committees (volunteer):</b> Organizational Development, EDI, Assessment, Communications/Web, Events/Exhibits</p>					
<b>Associate Dean</b> Organizational Performance & Inclusion		<b>Associate Dean</b> Teaching, Learning, & Research		<b>Associate Dean</b> Collections & Discovery	
<p><b>Organizational Performance</b> Org Development, Personnel (organizational culture, rewards systems, hiring, onboarding, retention, student assistant coordination)</p>	<p><b>IT Infrastructure</b> Systems evaluation and implementation, software development, web development, ILS/Discovery, programming, employee systems support, equipment maintenance and management, Open Parks Network</p>	<p style="text-align: center;"><b>User Services</b> Circulation, reserves, stacks, security, branches (Gunnin, CDCL, EMC)</p> <p style="text-align: center;"><b>Digital Scholarship</b> OER advocacy, authors' rights, copyright, grad/faculty services, research data, GIS, OA Fund</p> <p style="text-align: center;"><b>University Press*</b> Book publishing, OER publishing, journals publishing, IR</p> <p style="text-align: center;"><b>Teaching and Learning</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Instruction &amp; Outreach</b> Instruction, undergrad, first year experience, learning commons, instructional design</p> </div> <div style="width: 45%;"> <p style="text-align: center;"><b>Research &amp; Engagement</b> Liaison Librarians (Humanities, Social Sciences, Sciences Teams)</p> </div> </div> <p style="text-align: center;"><b>Learning Technologies</b> Tech checkout, digital literacy, Adobe Digital Studio, makerspace, AR/VR, gaming</p>		<p style="text-align: center;"><b>Acquisitions</b> Oversees contracts and licensing, purchasing decisions, leads Collections Strategies Cross-Functional Team</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Print Collections</b> Print acquisitions, shelf ready, invoicing, GOBI</p> <p style="text-align: center;"><b>Resource Sharing</b> ILL, PASCAL Delivers, courier, doc delivery, remote storage</p> </div> <div style="width: 45%;"> <p style="text-align: center;"><b>E-Resources</b> Journal packages, databases</p> <p style="text-align: center;"><b>Continuing Resources</b> Gov Docs, Serials</p> <p style="text-align: center;"><b>Collection Development and Analysis</b> Collection development, "big deals," analysis/stats, weeding, collections moves</p> </div> </div> <p style="text-align: center;"><b>Metadata Services</b> Cataloging, metadata, authority, standards control</p> <p style="text-align: center;"><b>Digitization Services</b> Primary focus on serving Libraries' needs. May include scanning for doc delivery services</p> <p style="text-align: center;"><b>Special Collections &amp; Archives*</b> Rare books, manuscripts, oral histories, records mgmt., research support, archives, metadata support, digital collections</p>	
<p><b>Equity, Diversity, Inclusion</b> EDI Initiatives</p>	<p><b>Learning Environments</b> Facilities, space planning, project management</p>				
<p><b>Communications</b> Events, art exhibits, graphic design, marketing, outreach, web design, social media, signage</p>	<p><b>Strategic Directions</b> Strategic planning, assessment of plan</p> <p><b>Assessment</b> Library-wide assessment</p>				

# Timeline of the Reorg Process



# University Historian and Historic Properties

- New University Historian and Historic Properties will report to the Libraries
  - University wants to identify, preserve and share papers and artifacts related to its history
  - Libraries oversaw a university committee handling this previously
  - Libraries has expertise in collecting, describing, storing and digitizing physical and digital materials
  - Creates synergies with Special Collections and Archives
  - University Historian will interpret and publish on Clemson history
  - Research libraries and museums are coming together
    - Emory, University of Delaware, George Mason examples



# **New Faculty Services and Spaces**

# Scholars' Lab

- Supports researchers as they develop research projects and work with their data
- Take a class in data visualization and data analysis, consult with a librarian, or present the results of research
- Open M – F, 10am – 4pm, Cooper 4<sup>th</sup> Floor
- For more info, visit <https://libraries.clemson.edu/creative-spaces/scholars-lab/>



## LOVE DATA WEEK

FEBRUARY 14-18, 2022

### Monday 2/14

"Don't be a Data Liar! Using Data Visualization for Good, not for Evil" with Dr. John Tripp

### Tuesday 2/15

Data Cleaning in Excel workshop with Kay P Maye

### Wednesday 2/16

Discover a Universe of Data in Data Planet with Emily Smith and Amanda McLeod

Data Jeopardy! with Megan Palmer

### Thursday 2/17

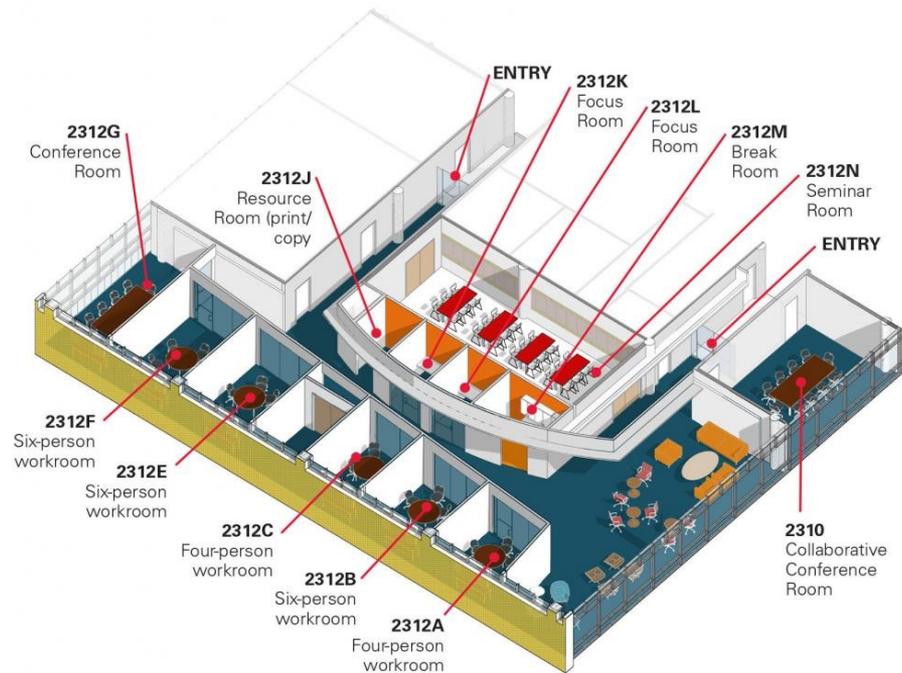
Data Careers Panel hosted by Kay P Maye

### Friday 2/18

Data Visualization Showcase & Awards Ceremony with the Scholars' Lab interns and Dean Cox

# Faculty Research Commons Pilot

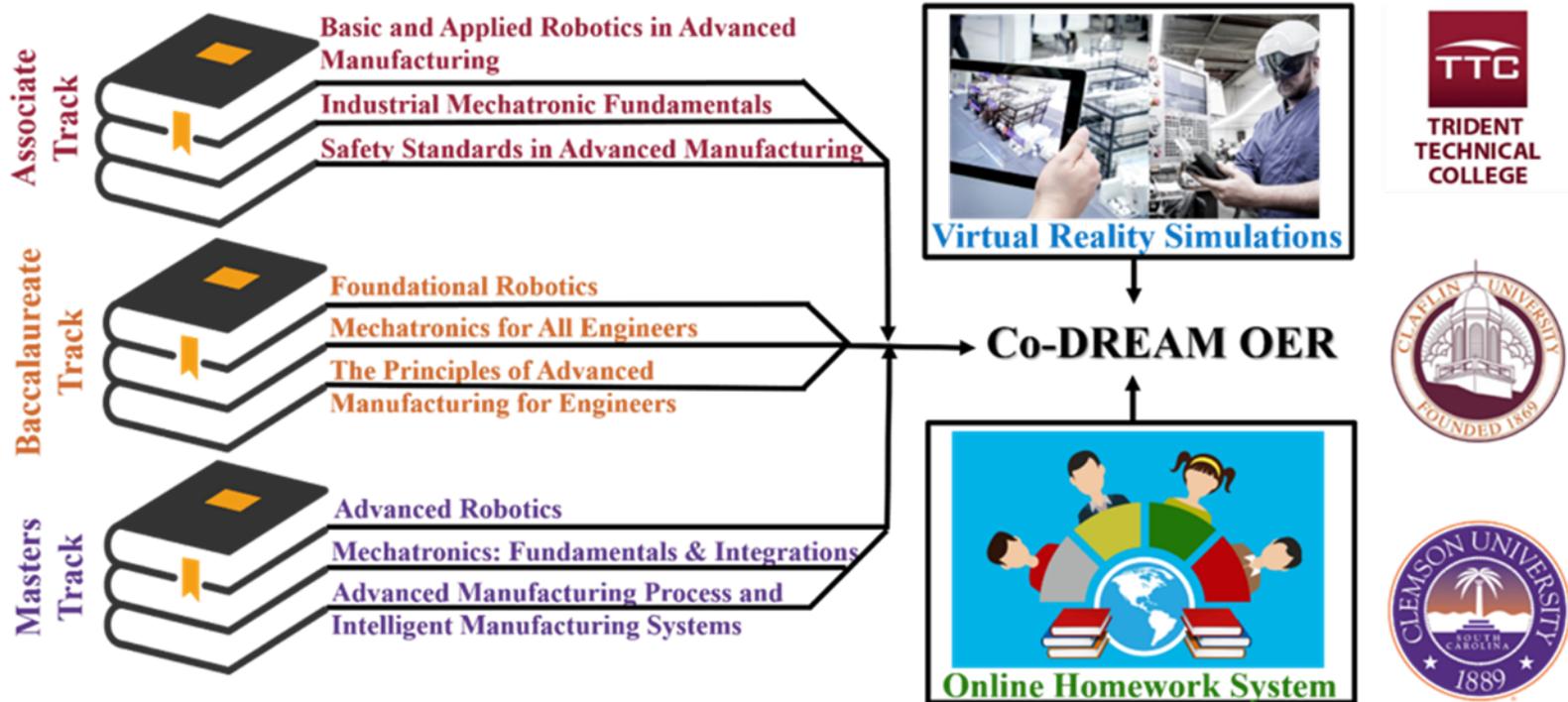
- Interest in testing a faculty research commons in Cooper
- Utilizing a space on 2<sup>nd</sup> floor
- What would you like to see?



Hill Library, NC State University

# Open Textbook Initiatives

- \$760,000 from US DOE to produce open Robotics textbooks





# Questions?

**Library Services Desk**

[lib\\_circ@clermson.edu](mailto:lib_circ@clermson.edu)

656-1557

**Dean Chris Cox**

[cnc2@clermson.edu](mailto:cnc2@clermson.edu)

656-0229



# RURAL HEALTH

[www.clemsonruralhealth.org](http://www.clemsonruralhealth.org)

Clemson Rural Health is the organizing framework for Clemson's health service delivery and prevention efforts statewide, housed in the College of Behavioral, Social and Health Sciences (CBSHS).

CLEMSON<sup>®</sup>

# RURAL HEALTH

Joseph F. Sullivan Center

# Services for Employees

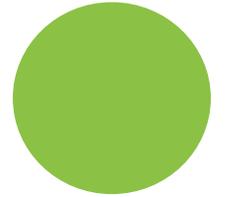
Clemson Rural Health is happy to serve Clemson University employees with health and wellness services at its on-campus location, the Joseph F. Sullivan Center.

- The following services are offered to employees:
  - Acute care (cold, sore throat, pink eye, etc)
  - Health care management (diabetes, hypertension, etc.)
  - Wellness physicals
  - Acupuncture
  - Vaccinations
  - Wellness and health education services
  - Medical surveillance



# CU4Health

- Enrollment is **FREE** and service is covered 100% by your insurance plan for subscriber and spouse once every calendar year.
- Includes health education counseling, and lab work that tests your kidney function, cholesterol values, and blood cells.
- Requires all participants to complete an online health risk assessment and lab draw.



# Wellness Promotion

Individual appointments: 864-656-3076

Department/group appts: [clemsonruralhealth@clemson.edu](mailto:clemsonruralhealth@clemson.edu)

- CU4Health
- Travel clinic
  - Provide pretravel counseling,
  - vaccine recommendations such as: hepatitis A and B, typhoid, yellow fever, cholera
  - Prophylactic medications, such as: malaria prevention, traveler's diarrhea
- Preventive exams to evaluate age-appropriate services are up to date
  - Vaccines
  - Mammogram/Pap smear
  - Colonoscopy



# Locations

## Joseph F. Sullivan Center

101 Edwards Hall, Clemson, SC 29634

Hours of Operation:

Monday through Friday, 08:00 AM – 4:30 PM

## Clemson Health Clinic at Walhalla

200 Booker Drive, Walhalla, SC 29634

Hours of Operation:

Monday through Friday, 08:00 AM – 4:30 PM

*Telehealth options available with all providers!*



South Carolina



CLEMSON  
**RURAL HEALTH**

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



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

## **FINANCE COMMITTEE REPORT**

Standing Agenda Item 202102: Transparency in College Budgeting

### **Background**

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

### **Summary of Findings**

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

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

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

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

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

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

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

Table 1: University funding/budget line information.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Recommendations**

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

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

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

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

This report was unanimously approved by the committee.

## APPENDIX

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

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

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



CLEMSON® UNIVERSITY  
**FACULTY SENATE**  
**WELFARE COMMITTEE**  
CHAIR: Andrew Pyle

## **WELFARE COMMITTEE REPORT**

Standing Agenda Item 202103W: Faculty Senate Departmental Representation, 2012–2022

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### **Background**

In the 2021-2022 Senate year, the Welfare Committee was charged with researching the history of representation on the Faculty Senate by academic department for the past decade. Data were collected from various sources, including the Senate archives. The names, departments, and colleges/school of Senators, Delegates, and Alternates were collected, sorted, and aggregated by department and subsequently rendered graphically. The attached appendix shows a table outlining participation by department and college over the requested timeframe. The source Excel files have been shared with the Faculty Senate office for archiving.

### **Discussion**

The Welfare Committee has reviewed and discussed the Senate Representation data and summarizes its most important findings below.

A dozen or so departments have only had a handful of Senators or fewer over a full decade. A few departments (Construction Science Management, Aerospace Studies, and Automotive Engineering) have had no representation in the past ten years.

A handful of departments have consistently had good representation, including Biological Sciences, Mathematical Sciences, English, Architecture, and Physics & Astronomy.

### **Conclusions and Recommendations**

Based on these data, all Senators (and especially Lead Senators) are encouraged to reach out to colleagues in under-represented departments to encourage them to nominate themselves to serve in this important faculty governance role.

Row Labels	Senator	Delegate	Alternate	Grand Total
<b>AAH</b>	<b>22</b>	<b>4</b>	<b>17</b>	<b>43</b>
Architecture	4		3	7
Art	1		3	4
City Planning & Real Estate Development			1	1
English	5		6	11
History	1	1	1	3
Landscape Architecture	2			2
Languages	5	2	1	8
Performing Arts	2	1	1	4
Philosophy & Religion	2		1	3
<b>AFLS</b>	<b>13</b>		<b>11</b>	<b>24</b>
Agricultural Sciences	3		2	5
Animal and Veterinary Science	3		2	5
Food Nutr and Packaging	3		1	4
Forestry and Environmental Conservation	2		4	6
Plant & Environmental Sciences	2		2	4
<b>BSHS</b>	<b>18</b>	<b>4</b>	<b>15</b>	<b>37</b>
Communications	2	1	1	4
Nursing	2	1	5	8
Parks, Recreation and Tourism Management	5	1	3	9
Political Science	1		2	3
Psychology	2		1	3
Public Health	4	1	1	6
Sociology & Anthropology	2		2	4
<b>BUS</b>	<b>13</b>	<b>5</b>	<b>11</b>	<b>29</b>
Accounting	2			2
Economics	2		1	3
Finance			2	2
Graphic Communications	2		1	3
Law (Accounting)	1	1	1	3
Management	2	3	4	9
Marketing	4	1	1	6
Military Leadership			1	1
<b>ECAS</b>	<b>23</b>	<b>3</b>	<b>12</b>	<b>38</b>
Bioengineering	3			3
Chemical & Biomolecular	2		3	5
Civil Engineering	2		2	4
Electrical and Computer Engineering	2		2	4
Engineering and Science Education	1			1
Environmental Engineering and Earth Sciences	4			4
General Engineering		2		2
Industrial Engineering	1			1
Material Sciences and Engineering	2		2	4
Mechanical Engineering	4	1	1	6
School of Computing	2		2	4
<b>EDUC</b>	<b>6</b>	<b>4</b>	<b>14</b>	<b>24</b>
DEOLD	1		1	2

Education	1	2	3	6
Education & Human Development	2		5	7
Teaching & Learning	2	2	5	9
<b>LIB</b>	<b>5</b>		<b>8</b>	<b>13</b>
University Libraries	5		8	13
<b>SCI</b>	<b>26</b>	<b>5</b>	<b>12</b>	<b>43</b>
Biological Sciences	5	3	4	12
Chemistry	5	1	1	7
Genetics and Biochemistry	4		3	7
Math Science	5	1	3	9
Physics & Astronomy	7		1	8
<b>Grand Total</b>	<b>126</b>	<b>25</b>	<b>100</b>	<b>251</b>

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# 20220208 FS Meeting Minutes FINAL

Final Audit Report

2022-03-08

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