



PRESIDENT: Thompson Mefford

AGENDA

Date: April 12th, 2022

Time: 2:30 p.m.

Location: Auditorium; Madren Conference Center

Teams: [Digital Meeting Materials](#)

Call Minute to order

1. APPROVAL OF MINUTES:

a. Faculty Senate Meeting Tuesday, March 8th, 2022

Approved

Motion by Secretary Sanabria to accept all Committee Annual Reports by unanimous consent.

Senator Pyle Seconded

Approved

2. SPECIAL ORDERS

3. REPORT

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

Provost Jones is grateful for this past year, noting where we were a year ago and where we are now.

Dr. Jones recognized President Mefford leadership and the accomplished progress.

With regards to the strategic plan, Provost Jones would like to meet with the Senate and present progress in the Clemson Elevate plan. The plan gravitates around making Clemson the #1 in student experience, building AAU faculty and their scholarship profile. There will be more attention to outreach and impact. For example, the Rural Health Program.

Provost Jones also alluded to the unfortunate letter sent from a student group. In response, Vice President and Dean of students, Chris Miller, sent a message to the student body. We should allow discord but with respect.

The provost is working with the administration and many student groups about speaking out against the submitted letter. This is a moment of reflection. Finally, we move towards the end of this semester and celebrate graduations.

b. Standing Committees

1. Finance and Infrastructure Committee; Chair Andrew Brown

- i. Annual Report

Senator Kemper in lieu of Senator Brown presented the report.

Approved

2. Policy Committee; Chair Lauren Duffy

- i. Annual Report

Approved

3. Research and Scholarship Committee; Chair Brian Powell

- i. Annual Report

Approved

4. Scholastic Policies Committee; Chair Lindsay Shuller-Nickles

- i. SPCR 20210101 Revise student questions on student survey questions.

Report in Teams with new Questions.

Move to adopt report.

Approved

- ii. Annual Report

Approved

5. Welfare Committee; Chair Andrew Pyle

- i. Annual Report

Approved

The committee collaborated with Staff Senate to work on resolution JSR20201 moved to consider an item of New Business today.

6. Clemson Experimental Forest Committee; Chair Betty Baldwin

- i. Annual Report

Approved

c. University Committees/Commissions

1. Committee on Committees; Chair Mary Beth Kurz

No report; the next meeting of the Committee on Committees will be held in May.

2. Faculty Representative to the Board of Trustees; Brian Powell

Dr. Powell reported that for women History Month Chair Wilkinson visited Clemson and met with a small group of faculty. He continues to discuss with the administration about the merit informed raises. For the next session, Dr. Powell will incorporate regular town-hall session for discussing topics around his representation to the board of trustees.

d. President's Report

This is my final report as faculty Senate President. Let me begin by saying how optimistic I am about the future of the Senate. Part of this optimism comes from my good friends and colleagues Vice President Vernon and Secretary Sanabria.

Hugo, you have been a fantastic advisor. You see things that few do. You are a constant advocate for faculty and the Senate is fortunate to have you as its secretary next year.

Kristine you are a natural born leader. You have an uncanny ability to take the ideas in a room and consolidate it down to a meaningful direction. You are a fantastic scholar and mentor. The Senate is in good hands under your lead.

Looking back, I want to thank the advisory committee, which consists of the lead senators. You have been fantastic eyes and ears of the Senate. I particularly want to share my appreciation for the college specific town halls. These have been a great conduit to better understand what is happening at ground level with our faculty.

Next, as we saw today with the final reports, the work of the Senate is largely done at the committee level. While we approved the final reports for these committees, I wanted to take a moment to highlight the accomplishments of the Senate over the past year. I should note that many of these items came from the Senate's strategic plan for diversity, equity, and inclusion.

The Welfare committee, chaired by Senator Pyle, provided reports on the Sikes parking lot, time of the Faculty Senate meetings, and who currently makes up the Clemson Faculty and Senate.

The Scholastic Policies committee, chaired by Senator Shuller-Nickles, has recently passed reports Faculty Experience with Academic Integrity Violations.

The Research committee, chaired by Senator Powell, evaluated the roles of research centers, the Clemson Forward strategic goals, and did a deep dive on the distribution of F&A and GAD returns from grants and contracts. Again, we want to thank the Provost office for being a transparent partner and encourage College leadership to improve their communication to faculty regarding common practices.

The Policy committee, chaired by Senator Duffy, one the prize for having the most standing agenda items. Nonetheless, they were able to bring forward several

important items including clarifications in the faculty manual, updates to committee membership, and reports on the review cycle of administrators.

The Finance committee, chaired by Senator Brown, provided on reports on how the University was working with its neighbors on the Green Crescent Trail, transparency in college budging, and made progress on providing a long-term solution for reporting faculty salaries on an annual basis.

CEF, Chaired by Senator Baldwin, to paraphrase William Everroad, “The report is a work of art”. As stated in your presentation. We as a faculty need to continue to advocate for our desires when it comes to the experimental forest.

I also need to thank the faculty Senate office. Specifically, William Everroad for being a wise council. In my notes I am leaving for Kristine, I recommend listening to him about 90% of the time. For those new Senators, listen to him 100%. I also want to say thank you to Kelsey Wylie. You are a great friend. It has been great watching your professional growth over the past year. For those in the room, Kelsey has organized one great party following the meeting. Please plan on sticking around for some fellowship with colleagues new and old.

Outside the Senate, I have been fortunate to have the support of many different partners.

Faculty Manual Consultant Mary Beth Kurz, has been a great friend and sanity check. You are a fantastic resource and your knowledge of how to “play by the rules is unmatched.”

Faculty Representative to the Board of Trustees, Brian Powell, has been great to strategize on how to best engage with our governing Board. I look forward to one last Board meeting in two weeks.

Another great partner has been other Senates. Our strongest ally has been the Staff Senate. I specifically want to knowledge the partnership with C.J. Smith. Yesterday, at the Staff Senate luncheon, we were laughing about how President Clements would call one of us, while we were already on the phone with each other and would ask us to inform the other.

Looking back, I do want to leave the Senate with some observations.

First, much of the successes in the past year would not have come without good partnerships with others. Specifically, I want to thank members for the

administration for their engagement. Shared governance only works if parties are willing to meet to find creative solutions to the problems of the day. As was discussed in new Senator orientation today, most Senates have a very adversarial approach to governance. We have a very good thing going here at Clemson. I want to encourage both the administration and Senate to continue this effort. By continuing to engage in a professional manner we can continue to make progress.

Despite all our accomplishments, I do think we have done a poor job communicating the 1400+ faculty members that we are here to represent. As I look out into this room today, I want to encourage the Senate to find creative ways to share with your constituents the work that the Senate is doing on their behalf. It is important to remember that the reason we are all here as defined in the Clemson Faculty Constitution is to “promote[s] the welfare of the faculty and of its individual members.”

With that, I conclude my report.

e. Faculty Senate awards

Convention of Delegates Delegate of the Year: Jennifer Holland.

Advisory Committee Senator of the Year: Hugo Sanabria.

Executive Committee Senator of the Year: Lauren Duffy.

2021 Alan Schaffer Faculty Service Award: Jennifer Holland.

2020 Alan Schaffer Faculty Service Award: Amy Lawton-Rauh.

Motion to recess 10 min by Secretary Sanabria. Seconded by Senator Pyle.
Objected by VP Vernon to recognize President Mefford.

4. UNFINISHED BUSINESS

With no unfinished business, the Senate took a 10 min recess for Transition.

PRESIDENT: Kristine Vernon

President Vernon called the meeting to order and the start of the new Faculty Senate session for the academic year 2022-2023.

5. NEW BUSINESS

a. JSR 202201 Juneteenth

Senator Shuller-Nickles presented the resolution of the Joint Senates regarding Juneteenth.

Approved

Teller's Report	
Yea	27
Nay	0
Total	27

b. FSR 202201 Faculty Senate Bylaw Amendment

President Vernon sponsored and presented the resolution. Approved with 26 votes in favor, 0 against.

Teller's Report	
Yea	26
Nay	0
Total	26

c. FSR 202202 Revision of the University Assessment Committee

Senator Poznanovikj chair from Policy Committee presented resolution. Approved 25 votes in favor, 1 against.

Teller's Report	
Yea	25
Nay	1
Total	26

ADJOURN

HUGO SANABRIA, Ph.D.
CLEMSON UNIVERSITY

Faculty Senate Secretary
Associate Professor
Physics and Astronomy
CU School of Health Research Faculty Scholar

ANNOUNCEMENTS

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



FINANCE AND INFRASTRUCTURE COMMITTEE
CHAIR: Andrew Brown

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

The Finance Committee was assigned four agenda items under the charge of investigating and reporting to the Faculty Senate relevant financial matters of the university¹. The committee considered these agenda items from April 2021 to March 2022 and submits this annual report of the activities of the Finance Committee during this session.

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

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

Table 1: Finance Committee standing agenda and statuses

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

¹ Per the Constitution of the Faculty of Clemson University

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

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

On February 15, 2022, Faculty Senate President Thompson Mefford, Staff Senate C. J. Smith, Faculty Senate Vice President Kristine Vernon, and I met with Tony Wagner (Executive Vice President for Finance and Operations) to discuss the situation surrounding tuition benefits. Tony indicated that this has been a repeated topic of discussion between him and the faculty and staff since he arrived at Clemson in 2019 and acknowledged that not having competitive tuition benefits for dependents can be an obstacle for recruiting and retention. However, Mr. Wagner indicated that tuition benefits are provided directly by the State of South Carolina (PEBA), not by Clemson University, and that other universities in the state do not have HR units dedicated to benefits, but rather that their employees deal with PEBA directly². In fact, Mr. Wagner told us that Clemson is "closely regulated by the State of South Carolina," so much so that he believes the university is limited in what benefits it can provide and that a transfer of benefits to dependents is likely not allowed. I shared a copy of FCR 201903 with the group and pointed out a possible discrepancy between South Carolina law (benefits capped at 4 credit hours per semester) and Clemson Employee Tuition Assistance Program (6 credit hours per semester). Mr. Wagner was unable to explain it and deferred to Clemson's legal counsel. Overall, the takeaway from this meeting was that tuition benefits for dependents is more of a legal/political issue at this point rather than a

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

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

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

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

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



CLEMSON UNIVERSITY
FACULTY SENATE

FINANCE COMMITTEE
CHAIR: Andrew Brown

FINANCE COMMITTEE REPORT

Standing Agenda Item 202103: Green Crescent Trail

The overarching vision for the Green Crescent Trail (GCT) project is to position Clemson as a national model for alternative transportation. Inspired by the success of the Swamp Rabbit Trail connecting Greenville and Travelers Rest, this project proposes to connect the Clemson, Central and Pendleton communities. The project offers a variety of potential economic, quality of life, public health and sustainability-related benefits for these communities and is consistent with Clemson University's own plans to increase pedestrian and biking infrastructure on campus. In particular, the GCT project meshes well with the Perimeter Road Pedestrian Safety Project (see below) as well as initiatives designed to decrease parking congestion on campus.

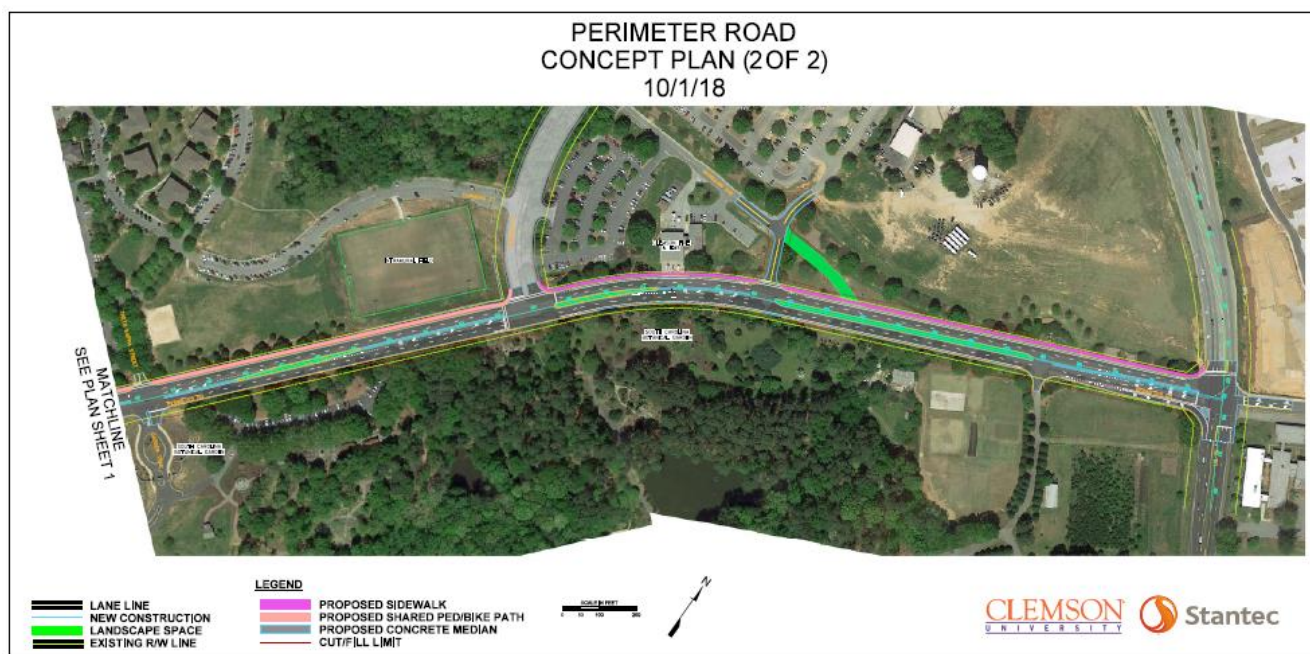
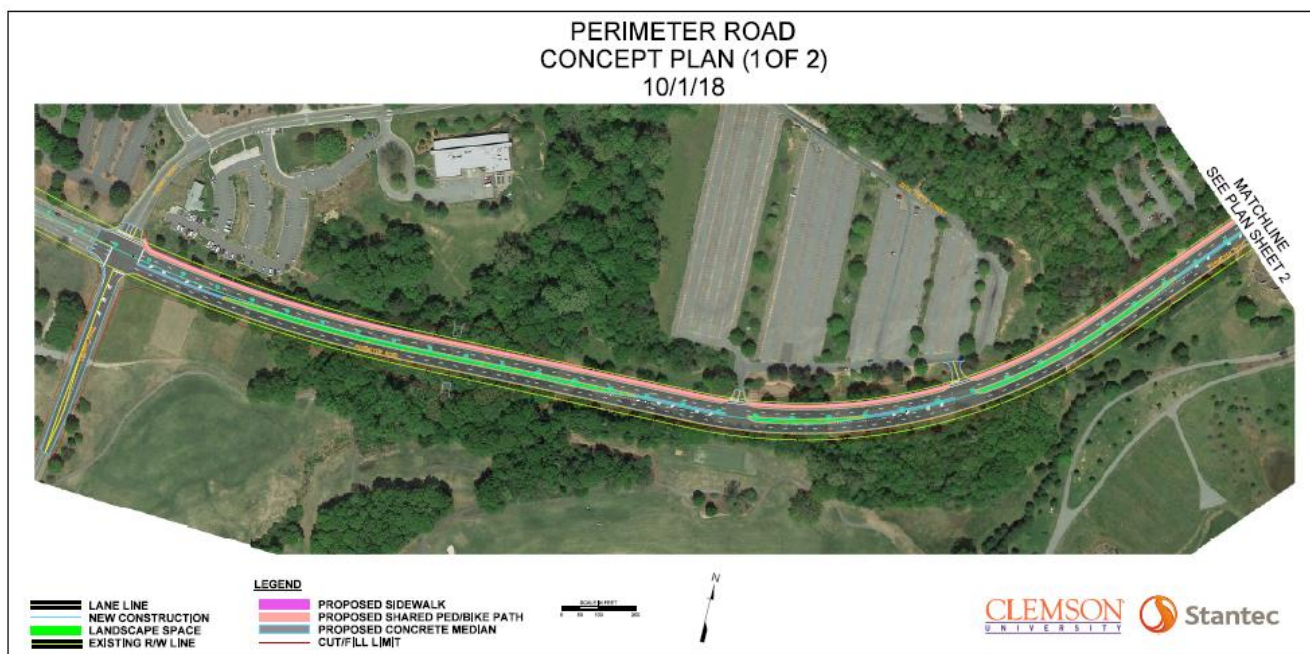
Background

The Finance Committee was charged with evaluating opportunities for Clemson to collaborate with the Green Crescent Trail project in addition to projects already underway. In addition to potential quality of life improvements, this collaboration could offer access to several state and government grants in the areas of bridges / overcrossings for pedestrians and/or bicyclists. In particular, a collaboration offers a potential opportunity to connect the Perimeter Road Pedestrian Safety Project with the new R-6 and P-7 parking lots. The City of Clemson has already allocated \$650,000 to build a GCT segment that will soon connect two city parks and terminate at Gateway Park near the R-6 Parking Lot.

GCT Feasibility Study. A feasibility study was conducted by Alta Planning + Design in December, 2015 to evaluate potential routes in the greater Clemson, Central, Pendleton area. On March 10, 2016 a public meeting was held to share proposed routes and solicit feedback. On May 27, 2016 a follow-up public meeting was held to share a summary of final recommendations from the feasibility study. PDF files of the report and meetings can be found at <http://www.greencrescenttrail.org/feasibility-study/>.

Perimeter Road Pedestrian Safety Project. The Clemson Trustees recently approved a 21 million dollar expansion of Perimeter Road, designed to be completed in Summer 2023 (Wilson 2021). "The primary impetus for widening Perimeter Road is the desire to minimize traffic volumes on Walter T. Cox Blvd. The proposed roundabouts on Walter T. Cox Blvd. at Newman Road and Perimeter Road west, along with raised crosswalks at intersections, are intended to divert traffic and encourage motorists to use Perimeter Road for east-west circulation across the campus and for accessing commuter parking areas. These changes, along with traffic-calming measures on Cherry Road and the closure of streets within the Pedestrian Priority Zone are anticipated to result in higher traffic volumes on Perimeter Road

(Clemson University, 2017). The interchange between 93 & 76 is a priority project, since this area is not very safe for pedestrian / bike traffic.



Clemson University is not currently relying on grant or DOT funding that the road is currently owned by Clemson University. Clemson University representatives anticipate sufficient funds for the project to connect Gateway park to Perimeter Rd. multi-use trail. An additional feature will be an electric bike station at the park and ride to promote off-campus parking. Clemson University representatives are in communication with the Clemson city engineer to identify future project opportunities. One example includes the addition of bike / trail amenities to connect the Madren Center to Perimeter Rd. Another priority project is a solution for getting students and bike traffic across 93 at the 76 intersection, along with updating the bicycle master plan more generally to improve safety along the Highway 93 corridor. These projects are in the staging process in preparation for pursuing grants.

Recommendations

The Finance Committee is supportive of the University and the City of Clemson in their efforts to integrate the Green Crescent Trail into the University community. It is our opinion that this effort will lead to improved pedestrian safety and traffic flow. The committee further believes the trail will contribute to the surrounding aesthetics and sense of community at the University.

Specific recommendations are as follows:

1. The Finance and Infrastructure Committee recommends that the Clemson University Administration proceed with planning, engineering, fundraising, and implementation of alternative transportation infrastructure that will safely connect the City of Clemson to Clemson University in the East Campus and Perimeter Road areas.
2. We recommend that the University and their grant consultants continue to pursue Federal and State grants designed to provide funding for bridges / overcrossings for pedestrians and/or bicyclists including (for example):
 - Federal Recreational Trails Program Grants
Grants intended to benefit recreational trails but are for any recreational trail use.
 - Better Utilizing Investment to Leverage Development (BUILD) Grants
Funds projects that directly impact public transportation
 - Infrastructure for Rebuilding America Discretionary Grant Program
Focuses on projects that generate economic, mobility, and safety benefits.
 - Highway Safety Improvement Program
Provides grants intended to improve a hazardous road feature, or address a highway safety problem

References

Clemson University (2017). Clemson University Long-range Framework Plan

Feasibility study. Retrieved July 17, 2021, from <http://www.greencrescenttrail.org/feasibility-study/>

Wilson, A. (2021). Clemson university's \$21 million pedestrian safety project could bring big changes to perimeter road. Retrieved July 17, 2021, from <https://www.wspa.com/news/local-news/clemson-universitys-21-million-pedestrian-safety-project-could-bring-big-changes-to-perimeter-road/>

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



CLEMSON UNIVERSITY
FACULTY SENATE
FINANCE COMMITTEE
CHAIR: Andrew Brown

FINANCE COMMITTEE REPORT

Standing Agenda Item 202102: Transparency in College Budgeting

Background

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

Summary of Findings

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

Clemson University Funding:

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

Clemson University Budget Model:

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

current historical/incremental funding model that when coupled with a lack of full transparency¹ and explanation have led to

¹ 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&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"> • utilities • maintenance • administrative costs • salaries [including a significant portion of research appointments] • educational expenses 	<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"> • salaries • supplies • utilities • maintenance • direct research funding (e.g., R-initiative grants)
Public Service and Agriculture (PSA)	State of SC	<p>Funds 4 units:</p> <ul style="list-style-type: none"> • Clemson Experimental Station • Clemson Cooperative extension • Livestock Poultry Health • Regulatory Services 	<p>Restricted to requirements dictated by Federal/State authorities providing the funding.</p> <p><i>May not subsidize teaching</i></p>	Restrictions of the various funding lines in the PSA budget line of the University
Research	Grants, contracts, gifts for research	<p>Fulfill research and programmatic contractual obligations as defined by the funder and for Facilities and Administration (F&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&A cost recovery) specified in the agreement.</p> <p><i>May not subsidize teaching</i></p>	<p>Source of funds providing "<u>returns</u>" to the Research Office, colleges, units, and faculty.</p> <p>Actual F&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"> • Dining • Housing • Parking • Other? 		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 allocated².
- 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

² 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 shifts³.

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.

³ 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 differential tuition and thus already receives additional revenues that other colleges do not benefit from (<https://www.clemson.edu/business/academics/current-students/fees.html>).
2. **Recent College of Business Cost Overrun:** The funding to backfill the cost overrun by the College of Business was taken from fund 15's and 18's that were unused by other colleges. The College of Business was instructed to not let a cost overrun occur again in the future. To ensure that cost overruns do not occur the College of Business has cut faculty lines, limited overage pay, given up summer revenue, and reduced other expenditures by \$3 million.
3. **Budget Directions/Realities Prior to COVID-19:** During FY 2016 the South Carolina State Legislature passed a mandate for Clemson University to cover its pension liability resulting in approximately \$10 million in cuts that had to be made to the overall budget. This impacted funding Clemson Forward as originally planned (i.e., impacting planned budget allocations). In addition, units were told to hold back 1% of salaries in E&G in anticipation of merit bumps. Then in 2019 undergrad tuition and graduate tuition was raised only 1 and 3 percent, respectively (the lowest raise in 10 years). All of this resulted in the need to cut ~\$15 million from the budget prior to the pandemic – thus, slow down on hiring and Clemson Forward progress.
4. **COVID-19 Impacts on the Budget:** Beginning March 23, 2020, Clemson University made the decision to go fully online and thus, new budget (cost) issues evolved to deal with the new format. Conditions at this time were that enrollment had increased 3%, 1% of the budget was already being sequestered for merit compensation, and there were recurring cuts of \$15 million already planned due to issues previously discussed (line #3 above). Additionally, COVID-19 restrictions led to an additional loss of revenue (~\$14 million via refunds, etc.) in the Spring of 2020 that, when coupled with the rapid move to online only courses, led to a nonrecurring cut of ~\$18 million in the budget. (Recall this happened late in the fiscal year, making the cut harder to manage.) In this process all units at the University were required to take large cuts to base budgets. The College of Business was cut less than other colleges, but only in recognition of the planned funding they were slated to get prior to reorganization. The fact that 65% of college expenditures are salary and wages also added to the difficulties in making cuts. Ultimately cuts were made that affected salary and wages in the Fall of 2020 through furloughs. A portion of the furlough

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



FINANCE AND INFRASTRUCTURE COMMITTEE

CHAIR: Andrew Brown

FINANCE AND INFRASTRUCTURE COMMITTEE REPORT

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

The 2021-22 Finance Committee has considered this matter under the charge of general university policy review and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

Background

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

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

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

Discussion and Findings

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

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

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

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

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

Salary Reporting

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

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

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

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

In addition, the committee notes the following:

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

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

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

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

Analyzing Salary Data

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

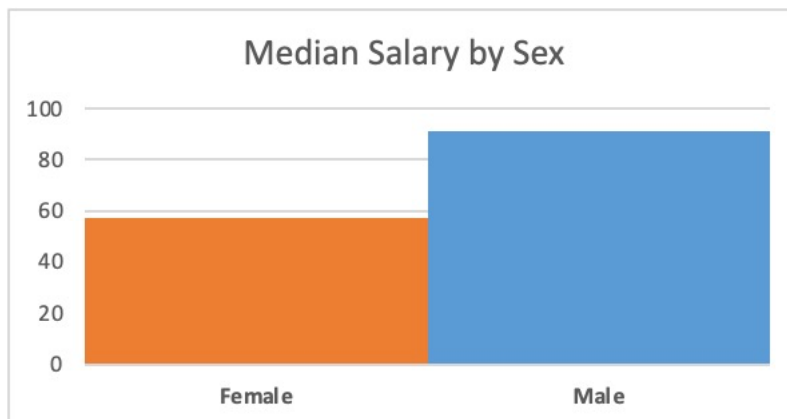
*A well-executed salary analysis requires tools and techniques outside the skill set of most traditionally trained human resource managers, who may be tempted to rely instead on comparisons of average salary by position or unit when evaluating equity. After all, it seems intuitive that someone whose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

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

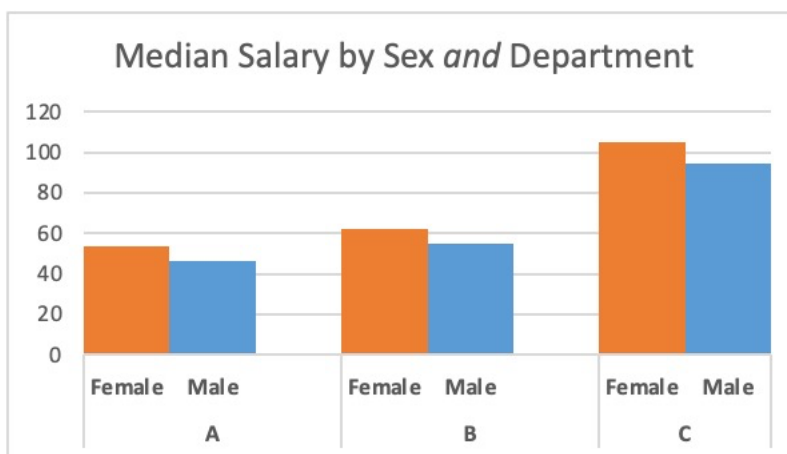
Example 1: Consider a (hypothetical) dataset consisting of the salaries of individuals in Departments A, B, and C, where each individual’s sex is also provided. Each department

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

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



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



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

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

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

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

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

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

Identifying and Responding to Compression and Inversion

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

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

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

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

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

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

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

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

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

Recommendations

The Committee recommends the following:

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

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

This report was unanimously approved by the Finance Committee.

References:

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

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

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

Appendix

Fake data listing for Example 1:

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

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



CLEMSON® UNIVERSITY
FACULTY SENATE

POLICY COMMITTEE

CHAIR: Lauren Duffy

2021 ANNUAL REPORT OF THE FACULTY SENATE POLICY COMMITTEE

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

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

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

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

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

¹ Constitution of the Faculty of Clemson University

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

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

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

Agenda Item 201905: Departmental mergers and splits.

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

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

March 2022: No new updates

Agenda Item 201911: Academic Home Department

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

March 2022: No new updates

Agenda Item 201912: Post-Doc Classification

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

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

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

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

Agenda Item 201915: Evaluation of Administrators

Committed by the FSP Executive Committee Meeting

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

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

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

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

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

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

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

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

Agenda Item 202104: Emeritus Designation

Committed by the FSP during April 2021 Executive Committee Meeting.

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

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

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

Agenda Item 202105: Faculty Senate Membership Constraint

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Agenda Item 202106: Faculty Senate Membership Inclusivity

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

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

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

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

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

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

Agenda Item 202107: Apportionment Ratio

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

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

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

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

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

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

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

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

Agenda Item 202111: Post-tenure review

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

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

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

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

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

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

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

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

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

March 2022: No new updates

2022 ANNUAL REPORT OF THE FACULTY SENATE RESEARCH COMMITTEE

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

202101: Evaluation of F&A and GAD return

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

Faculty Senate Research Committee Report: RCR 20210101

Summary and Recommendations:

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

202102: Evaluation of Clemson Forward strategic goals

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

Faculty Senate Research Committee Report: RCR 20210102

Summary and Recommendations:

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

202103: Evaluation of the roles of research centers

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

Faculty Senate Research Committee Report: RCR 20210103

Summary and Recommendations:

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

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

The Scholastic Policies Committee: shall be concerned with all policies of an academic nature which pertain to students. Such policies include recruitment; admissions; transfer credit; class standing requirements; academic honors policies; graduation requirements; class attendance regulations; student counseling and placement; and other related policies.



SCHOLASTIC POLICIES COMMITTEE REPORT

Agenda Item: 202101b – Metrics of Effective Teaching Part II

BACKGROUND

The Scholastic Policies Committee has discussed changes to the Student Survey Questions (formerly Student Evaluation of Teaching questions) for over six years. With the extensive workload and changing composition of the committee, it has been challenging to bring about a wholesale change to the survey questions. We have decided to make the change this year with the recommendation that the survey be re-evaluated in the next Faculty Senate year. Further, we recommend instituting a regular commitment to re-evaluation of the survey questions (e.g., every six years).

As stated in the Faculty Senate Report SPC-202101, the scholastic policies committee is responsible for maintaining the University-wide student survey questions (SSQs) distributed to students at the end of the semester in every course in accordance with the faculty manual. Our current list of student survey questions (formerly referred to as Student Evaluation of Teaching, or SET, questions) does not comply with current (2021-2022) research-based “best practices,” which must be an attempt at an unbiased evaluation, or survey questions (in conjunction with other forms of teaching evaluation) that mitigate bias as much as possible.

DISCUSSION AND FINDINGS

Updating Student Survey Questions

As documented in the SPC Report 202101 – Metrics of Effective Teaching, the SPC have held discussions surrounding guidelines for peer-evaluations including “research-based rubrics” for peer evaluation and student evaluation score adjustments (e.g., removal of lowest 10% of quantitative scoring as a possible method of mitigating “revenge” surveys). The committee recognized the urgent need to update the student questionnaire.

Ex officio committee members Bridget Trogden and Taimi Olsen provided invaluable research into student survey questions utilized at other institutions, in the pedagogical literature, and in national projects supported by the National Academics, National Science Foundation, Association of American Universities, and more. With those in mind, Dr. Trogden provided a first draft of a set of updated survey questions (About TEval, n.d.; Supiano, 2018; Univ of Saskatchewan, n.d.). In our discussion, we compared the updated questions - which focus the feedback on the course to specific instructor behaviors and the learning environment - with our current evaluation questions - which are more instructor-focused rather than course-focused. Evidence shows that instructor-focused surveys yield disproportionately biased results (Abdel & Collins, 2017; Adams, 2018; Berk 2018; Nasser & Fresko, 2002; Peterson, Biederman, Anderson, Ditonto & Roe, 2019; Shao, Anderson & Newsome, 2007; Smith, Jones, Gilbert & Wieman, 2013; Supiano, 2018; Uttl, White & Gonzalez, 2017).

While the committee prefers to gain additional faculty feedback on the current student survey questions, we recognize an urgency to update our antiquated “Student Evaluation of Teaching” questions. We, therefore, present the current state of the draft Student Survey Questions and recommend that Faculty Senate regularly commit re-evaluation of the questions to the Scholastic Policies Committee. In addition to the standard set of questions listed below, many committee participants recommend that faculty add the following question to their course surveys: “The course materials included diverse perspectives or applications to diverse populations.”

STUDENT SURVEY QUESTIONS

Course design:

1. The learning outcomes in the course were clearly communicated.
2. The course assignments were related to the course learning outcomes.
3. I understood what was expected of me in this course.

Instructional practices:

4. The instructor clearly explained concepts, methods, and subject matter.
5. The instructor encouraged questioning and discussion of course topics from the students.
6. The instructor demonstrated sensitivity to students’ needs and diverse life experiences.

Assessment practices:

7. The course assignments provided me with opportunities to practice important skills or knowledge.
8. The methods of evaluating student work were fair and clearly communicated.
9. The feedback on my performance on assignments and tests supported my learning.

Course impacts:

10. The course challenged me to think critically and communicate clearly about the subject.
11. I learned perspectives, principles, skills, or practices from the course that I expect to apply to new situations.

Student engagement:

12. Approximately how many hours did you spend in a typical 7-day week on learning activities outside of class time for this course (studying, reading, writing, doing homework or lab or studio work, analyzing data, rehearsing, or other academic activities)?

Choice of <2 hrs/week, 3-6 hrs/week, 7-11 hrs/week, 12-17 hrs/week, >18 hrs/week

13. Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response from the scale. In selecting your rating, consider the instructor's availability via established office hours, appointments, and other opportunities for face-to-face or virtual interactions.

Open-ended feedback:

If you responded with a **score of 3 or below** for one of the previous items in course design, instructional practices, assessment practices, course impacts, or student engagement, please describe a change that you believe would improve that aspect of the course.

If you responded with a **score of 4 or 5** for one of the previous items in course design, instructional practices, assessment practices, course impacts, or student engagement, please comment on what aspect of the course led to your score.

RECOMMENDATIONS

Following extensive discussion, the Scholastic Policies Committee recommends the following actions.

- 1) The *Scholastic Policies Committee*, in accordance with the Faculty Manual, updates the above student survey questions and requests the creation of the new SSQs in Watermark on an opt-in basis for faculty use in the 2022-2023 academic year, or as early as Spring 2022.
- 2) *Faculty Senate* should communicate the launch of the updated Student Survey Questions to the faculty and remind faculty that they can add their own questions to their course surveys.
- 3) The 2022-2023 *Scholastic Policies Committee* should evaluate faculty and student engagement with the new survey questions in anticipation of a full transition to the updated SSQs for the 2023-2024 academic year.

2021-2022 Faculty Senate Scholastic Policies Committee

Member	College
Lindsay Shuller-Nickles	CECAS, senator, chair
Peter Laurence	CAAH, senator
Linda Li-Bleuel	CAAH, senator
David Scott	CoE, senator
Bruce Gao	CECAS, senator
Christopher Norfolk	CECAS, delegate
Ravi Ravichandran	CECAS, senator
Thomas Newell	Ex-officio, Student Senate representative
Taimi Olsen	Ex-officio, OTEI director
Bridget Trogden	Ex-officio, assoc. dean, Undergraduate Studies

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CLEMSON® UNIVERSITY
FACULTY SENATE
Scholastic Policies Committee

Chair: Lindsay Shuller-Nickles

2022 Annual Report

Executive Summary

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

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

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

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

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

Discussion of the Standing Agenda Items

SPC-202002 Addressing Sexual Violence on Campus

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

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

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

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

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

SPC-202101 Metrics of Effective Teaching

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

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

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

SPC-202102 Faculty Experience with Academic Integrity Violations

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

Discussion: See the final report attached as an appendix.

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

SPC-202103 Review of Required Syllabus Content

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

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

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

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

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

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

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

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

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

SPC-202104 25Live Classroom Scheduling

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

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

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

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

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

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

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

SPC-202105 Absence Policy in Undergraduate Catalog

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

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

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

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

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

SPC-202203 Student Recordings of Faculty Members

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

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

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

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

SPC-202204 Athletic Observers on Canvas

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

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

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

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

2021-2022 Faculty Senate Scholastic Policies Committee

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

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

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



WELFARE COMMITTEE
CHAIR: Andrew Pyle

2022 ANNUAL REPORT OF THE FACULTY SENATE WELFARE COMMITTEE

The Welfare Committee was assigned eleven agenda items for consideration under the charge to “make recommendations concerning such policies as relate to: workloads; extra- curricular assignments; summer employment; non-university employment; salaries; leaves of absence; sabbatical leaves; professional travel; retirement; and such other policies as affect faculty welfare and morale¹.” The committee considered these agenda items from April 2021 to March 2022 and submits this annual report of the activities of the Welfare Committee during this session.

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

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

Agenda Item

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

¹ Clemson University Faculty Manual

*FACULTY SENATE
CLEMSON EXPERIMENTAL FOREST
REPORT AND RECOMMENDATIONS
April 2022*



**Faculty Senate Temporary Committee on the
Clemson Experimental Forest**

Chair, Dr. Elizabeth (Betty) Baldwin, Parks, Recreation, and Tourism Management*

Committee Members

Phil Gains, Parks, Recreation, and Tourism Management (T)

Russell Hardee, Forest Manager, Public Service and Agriculture (A)

Dr. O. Thompson Mefford, Faculty Senate President, Materials Science and Engineering*(T)

Dr. David Jachowski, Forestry and Environmental Conservation*(T)

Joey Manson, Art (T)

Dr. J. Todd Petty, Chair of Forestry and Environmental Conservation (T)

Dr. Mike Sears, Biological Sciences*(T)

Laura Stoner, Director of Real Estate, Land and Capital Asset Stewardship (T)

Dr. Matthew Turnbull, Biological Sciences (T)

Dr. Danny Weathers, Business (A)

*Faculty Senators

(T) members

(A) advisors

EXECUTIVE SUMMARY

This report presents a strategic vision from the Faculty Senate for the Clemson Experimental Forest (CEF) to fully incorporate the land grant and academic missions of Clemson University with the CEF. This systems-based approach to linking the CEF with the University provides more opportunity to grow the influence of the CEF, and the influence of Clemson University through the CEF. An effort to secure an endowment for the Clemson Experimental Forest, and an endowment to support an Endowed Chair of the CEF will together support the CEF system. This will support a collaborative research model, and one that can grow opportunities from the expertise of faculty currently engaged with the CEF to achieve the following goals in an effort to better serve the mission of the CEF and Clemson University.

Goal I: Clearly Integrate the Clemson Experimental Forest into the Land Grant Mission of Clemson University.

Goal II: Reconceptualize the Clemson Experimental Forest as part of the greater Clemson University academic infrastructure.

Goal III: Involve faculty with decision making related to the Clemson Experimental Forest.

Goal IV: Enhance communication and collaboration strategies for the CEF that support the mission and vision.

Goal V: Explore all mechanisms for funding Clemson Experimental Forest land asset management, mission, and vision.

The actionable recommendations to support each goal are found in this report, as are the findings and information we gathered to develop the goals and recommendations. We have also included profiles of some of the many faculty engaged with the CEF through teaching, research and quality of life pursuits. We have the expertise across all sectors at Clemson University to make the changes we recommend in this report.

The Clemson Experimental Forest is an underappreciated undervalued immeasurable asset to the university and region. There are many values represented in the CEF, but the driver for decision making follows closely a pine production model developed for private land management. This has been the model since the first timber was harvested from the forest in the 1950s. In fact, one of the early forest managers had prisoners from Pickens, SC girdling the Hickory trees in the 1960s because there was no market for them. The money spent on the Forest, including the salaries, is covered by harvest dollars. It neither costs the larger University system, nor adds money into that

system. The CEF, however, has much more value to the University than as a timber production unit. Through its use as a classroom and lab, a site for research as well as a key aspect of rural health for the greater Clemson community and beyond it has been called our Teaching Hospital and Our Town Square. These assets support our Land Grant mission, but have a cost. Currently, this cost is absorbed by the forest manager and the Forest through the harvest of timber. This has created a difficult situation that can lead to conflicts of value, especially if we measure all values by their cost in trees cut.

The CEF is sought after as a place to recreate by increasing numbers of people. In the past, the lack of a green spot on the map, and confusion about permission kept most people away. The growing “Charlanta” corridor, exurban growth of surrounding areas, has brought new interest in the CEF as a place for outdoor recreation and connection to nature. The Forest is promoted on the visit Clemson website, on national mountain biking groups websites and lists, and through phone Apps like All Trails, with these promotions groups like the Greater Clemson Mountain Bike Club have surged to over 800 members, and are working collaboratively with the forest manager to monitor trail conditions.

Clemson faculty in every college engage with the Forest, and are interested in new ways to incorporate it in to classes and research. In a recent survey, over 300 faculty said that the Forest was part of Clemson University’s identity, and that the Forest was a place that contributes to their quality of life. Over 70 faculty conduct research in the Forest and over 75 use it for teaching and 82 plan to use it in the next five years. Yet there is no transportation from campus to the Forest, there are no restroom and water facilities once students and faculty arrive, and rare police presence. Research projects can be prone to vandalism or are negated by harvest regimes. There is an overwhelming lack of clear interpretive messaging about the CEF, its purpose and place as part of Clemson University.

This report archives the work and findings of the Faculty Senate Temporary Committee on the Clemson Experimental Forest (TCEF), charged by the Faculty Senate President Mefford in March of 2021. The purpose of the committee was to examine the report findings from the 2020 survey entitled Faculty Use of the Experimental Forest (APPENDIX A), go beyond these findings and to create goals and actionable recommendations. The committee included faculty members, administrators and staff directly involved in the management of the Clemson Experimental Forest (CEF). The Faculty Senate efforts were inclusive of all levels of decision making at Clemson University. Our research uncovered a vast universe of people engaged with the CEF who we did not know about, including faculty, staff, students and the Athletic Department. Our goals and recommendations come from a collaborative process thereby creating more possibility of success. In just over ten years the CEF will be 100 years old, and if we are managing this system the same way we are now, we will have failed. This is an opportunity, but only if we act.

WHEN I AM AMONG THE TREES

By Mary Oliver

*When I am among the trees,
especially the willows and the honey locust,
equally the beech, the oaks and the pines,
they give off such hints of gladness.
I would almost say that they save me, and
daily.*

*I am so distant from the hope of myself,
in which I have goodness, and discernment,
and never hurry through the world
but walk slowly, and bow often.*

*Around me the trees stir in their leaves
and call out, "Stay awhile."
The light flows from their branches.*

*And they call again, "It's simple," they say,
"and you too have come
into the world to do this, to go easy, to be
filled
with light, and to shine."*

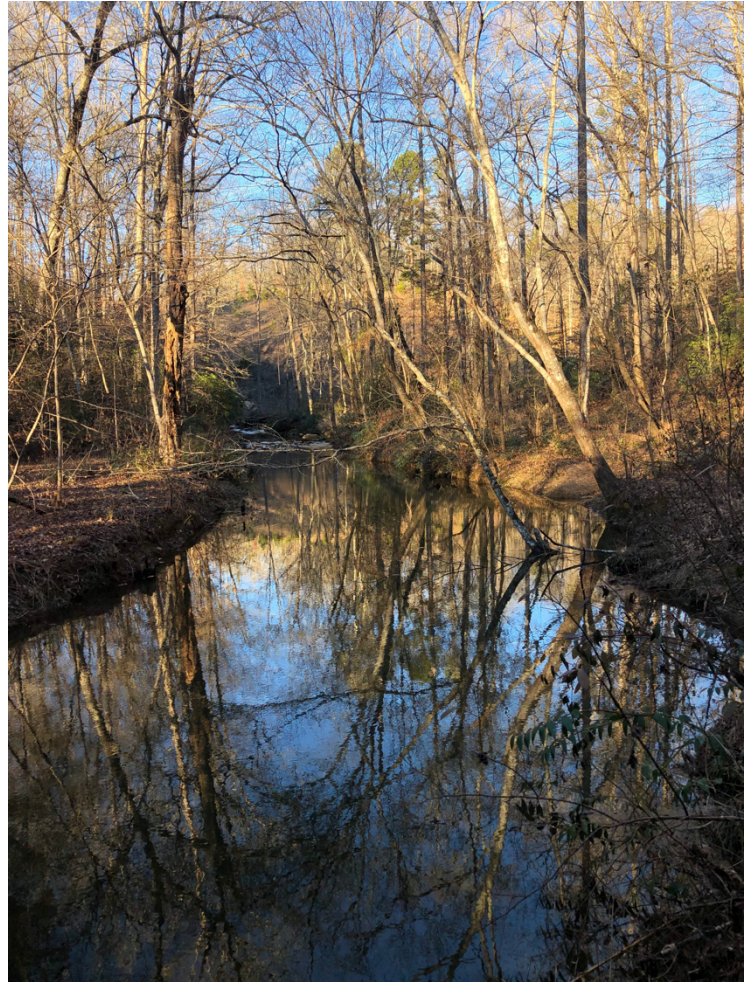


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INTRODUCTION

On any given day, the Clemson Experimental Forest (CEF) provides a setting for research, classrooms, and recreational experiences. The asset of the forest to the University is understood differently, but not clearly measured by any. Timber harvest is the most visible activity, recreation is also highly visible, and includes mountain biking, horse-riding, hunting, trail running, and dog walking. It is a setting for Scout projects and other service-learning opportunities. Anecdotally, the recreational use in the CEF has expanded in volume and type, as well as the desire by groups to manage favorite areas themselves. Mountain bike teams from as far away as Atlanta and Greer train in the CEF. Through social media, biking and hiking groups have publicized trails in the CEF, bringing new users into the forest on a regular basis. The growth of Clemson University and the surrounding area has brought more development to the Upstate, and pressure for development and conversion of forest parcels. New pressures make it important for the University to determine how the forest represents and reflects *who we are* as a public research institution, and not get de-valued from diverse pressures of *what we want* from this forest.

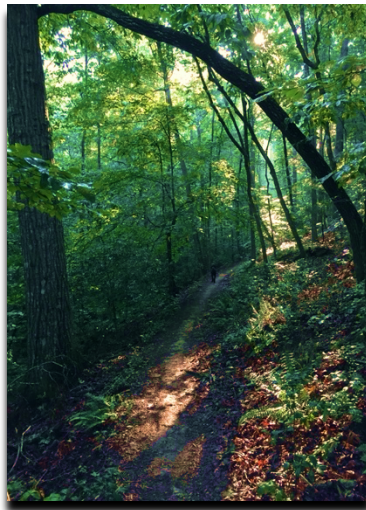
Recent Faculty Senate efforts regarding the Clemson Experimental Forest

This section outlines the efforts by the current and last three Faculty Senate presidents that led to the creation of the TCEF and the work represented in this report. The Faculty Senate led efforts in 2005 to engage with the direction of the Clemson Experimental Forest (APPENDIX D). Past efforts reacted to conflicts and attempts by the University to sell off or develop lands that are a part of the CEF. This report does not attempt to detail all efforts by the Faculty Senate, but instead to focus on the recent efforts that span four years (2018-2022). This report on the work and recommendations of the Faculty Senate Temporary Committee on the Experimental Forest TCEF has its roots in the 2018-2019 Faculty Senate and the Faculty Senate President at that time, Jan Holmevik.

- 2018, President Jan Holmevik—initiated recent Faculty Senate focus on the Clemson Experimental Forest (Forest) and assigned *it as a topic of focus for the Welfare Committee in the 2018-2019 senate term*.
- 2019, President Danny Weathers—made the Forest a top agenda item and added it to Welfare, Research and Scholastic Policies committee assignments. All three committees issued reports regarding the Forest in 2020 and generally found more broad use and value

noted for the CEF across all colleges of the University. *President Weathers supported a survey of the entire faculty*, and this was developed in the winter/spring of 2020 with Welfare Committee Chair Baldwin and Doctoral student studying the CEF at the time, Taylor Parker. The survey went to Institutional Research for review and then the Covid-19 pandemic put the University online, and movement of the survey temporarily halted.

- 2020, President John Whitcomb—*continued the efforts from President Weathers to examine faculty use and value of the CEF and oversaw the deployment of the survey* and charged Danny Weathers to lead the effort. The survey was launched in June of 2020 and results were analyzed in the winter of 2020/2021. President Whitcomb charged the Welfare, Research and Scholastic Policies committees to examine the survey results and make recommendations based on the focus of their committees. The full report (Faculty Use of the Clemson Experimental Forest), and recommendations were presented to the Faculty Senate in March 2021 by Danny Weathers and by the Welfare Chair, Tim Brown (APPENDIX A).
- 2021, President O. Thompson Mefford—*charged a temporary committee to examine the survey, report and extend to other sources where needed to outline goals and recommendations regarding the Clemson Experimental Forest*. Senator Betty Baldwin was chosen to lead the Faculty Senate Temporary Task Force on the Clemson Experimental Forest (known in this document as the Temporary Committee on the Experimental Forest or TCEF), and built a committee with Senate approval that incorporated Senators and outside partners knowledgeable about the Clemson Experimental Forest and past president Danny Weathers.



The Temporary Committee on the Experimental Forest (TCEF)

The TCEF followed the charge that created the task force from the April 2021 report by the Faculty Senate Welfare committee. The Faculty Senate initiated a survey of all faculty in June 2020 regarding the Clemson Experimental Forest, and the findings of this survey and the report that followed were the catalyst for creating a temporary committee to examine the findings, collect additional data where needed and develop goals and actionable recommendations. Although the original charge was for six months of work, the extensive nature of the findings, and the additional collaboration with a Provost committee focused on the Clemson Experimental Forest extended the work of this committee to the entire Senate term (2021-2022). The original charge reads:

It is the recommendation of the Welfare Committee that a temporary committee be charged to investigate the findings and recommendations of this report to identify any recommendations that can be adopted or resolved by the committee, to identify and provide background and mechanism for any recommendations that can be resolved by the Faculty Senate, and finally to identify recommendations in the report that are out of the scope of the Faculty Senate, but can be actioned through resolution or influence of the Faculty Senate leadership. It is the recommendation of the Welfare Committee that this charge does not exceed six months, with a final report presented to the Faculty Senate in the seventh month. Additionally, it is the recommendation that this committee be chaired by Senator Betty Baldwin and membership appointed by the Advisory Committee, based on recommendations from the Chair, will include no more than 49% non-Faculty Senate members. Further, it is the strong recommendation of this committee, that in the interest of efficiency and the fact that external stakeholders are necessary for carrying out this work and may be added at any time during the course of investigation, that the non-member approval authority in this case be granted to the Executive Committee in leu of a full Faculty Senate vote.

For the purpose of this report the committee noted in the charge will be known as the Temporary Committee on the Experimental Forest (TCEF). We are aware the Clemson Experimental Forest (CEF) is also called the Clemson University Experimental Forest (CUEF). For the purpose of this report we will use CEF or the Forest to refer to the Clemson Experimental Forest.

Members of the TCEF listed alphabetically with a brief bio (* denotes Faculty Senator)

*Elizabeth D. Baldwin, Ph. D., Chair
Associate Professor, Parks, Recreation, Tourism Management
Department
College of Behavioral, Social and Health Sciences



Dr. Baldwin is a conservation social scientist with a PhD in Forest Resources. Her research is focused on the many layers of value associated with natural areas. She has advised three graduate students researching an aspect of the Clemson Experimental Forest, one with a systematic focus on the entire system. She has served on Faculty Senate for four years as chair of Welfare, Scholastic Policies and the Temporary Committee on the Experimental Forest.



Phil Gaines
Professor of Practice
Parks, Recreation, Tourism Management Department
College of Behavioral, Social and Health Sciences

Phil Gaines served as the Director of South Carolina State Parks for more than twelve years and is a frequent presenter at various State and National Conferences in the US and Canada where he focuses on leadership, and innovative approaches to park management. Phil has served on the Board of the National Association of State Park Directors and The National Association of State Outdoor Recreation Liaison Officers. He has served Clemson on various boards and committees over the years, most recently as a member of the External Advisory Board for the College of Behavioral, Social and Health Sciences, and a board member of the Institute for Parks. Gaines received the Walter Cox Award for Public Service and Leadership in Natural Resources, from Clemson University in 2013 and in 2015 and the Distinguished Service Award for national leadership for America's State Parks, from the National Association of State Park Directors.

Russell Hardee
Manager, Clemson Experimental Forest
Public Service and Agriculture

Russell Hardee is the Clemson Experimental Forest's forest manager. He is a Certified Forester. He has diverse experience as an independent contractor, and at Fortune 500 corporations, utilities, private firms, small entrepreneurial business, a state public service agency and a public land grant university. He is incredibly knowledgeable about planning, zoning, timber sale administration, and many other skills needed to properly manage extensive tracts of forest land.



*David Jachowski, Ph. D.
Associate Professor
Forestry and Environmental Conservation

In 2014, Dr. David Jachowski came to Clemson University where in addition to maintaining research collaborations in the Great Plains and Africa, a recent emphasis of his research is to investigate the ecology of wildlife in the Southeastern US. Jachowski was recipient of the Researcher of the Year Award (2019) and Advisor and Mentor of the Year Award (2021) for the College of Agriculture, Forestry and Life Sciences. Jachowski is interested in studies that help better inform our understanding of restoration of wildlife populations and human-wildlife coexistence.

*O. Thompson Mefford, Ph. D.
Associate Professor
Materials Science and Engineering
College of Engineering, Computing and Applied Sciences

Dr. Mefford is the 2021-2022 Faculty Senate President, charged the committee responsible for this report and was a key member of the team during the year. His own research focuses on developing stable, biocompatible polymer-metal oxide nanoparticle complexes and composites for biomedical, environmental, and energy applications.





*Matt Turnbull Ph. D.
Biology Department
College of Science

Dr. Turnbull is an Associate Professor in the biological sciences department. His research interests broadly encompass the biology of insects. They include investigation of the molecular biology and cell physiology of insect gap junction molecules, as well as the patterns and processes of bioelectricity in insects.

*Joey Manson, M.F.A.
Senior Lecturer of Art
College of Architecture, Art, and Humanities

Mr. Manson is a sculptor with a strong interest in public and outdoor art. He earned a BFA from Clemson University in 1994 and later joined the faculty in 2002. Manson actively participates in public art exhibitions nationally and has permanent sculptural installations on the Clemson University campus and in Chattanooga, TN and Wilmington, NC.



*Mike Sears, Ph. D.
Associate Professor
Department of Biological Sciences

Dr. Sears is in the department of Biological Sciences. His research focuses on the effects of environmental heterogeneity through both time and space on the physiology, behavior, and ecology of individuals. He is specifically interested in understanding whether and how animals (typically reptiles and amphibians) respond to ongoing climate change.

Laura Stoner, Director
Office of Land and Capital Asset Stewardship



Laura Stoner works with University departments and outside consultants regarding issues and decisions impacting land and capital assets owned by the University and its affiliated organizations. Stoner is responsible for navigating the state processes related to leasing, acquisition and disposition. Previously, Stoner was the director of real estate for the University's Real Estate and Land Stewardship foundations, where she managed all properties donated to, owned and held by the foundations, including the property at CU-ICAR. Stoner received both her bachelor's degree in financial management and Master's degree in real estate development from Clemson University. She is a member of the Urban Land Institute, the Clemson University Advancement Board for Real Estate Development and the March of Dimes Real Estate Development Executive Leadership Team.



J. Todd Petty, Ph. D.
Department Chair and Professor
Forestry and Environmental Conservation

Originally from Richmond, VA, Dr. Petty graduated with a bachelors from the University of Virginia and an MS and PhD degree in Forest Resources from the University of Georgia. Dr. Petty joined the Clemson University faculty in 2020 and serves as chair of the Department of Forestry and Environmental Conservation. Prior to coming to Clemson, he taught and conducted research in the Department of Forestry and Natural Resources at West Virginia University for 21 years. Dr. Petty's lab specializes on the effects of landscape and climate change on watershed dynamics of forests and aquatic ecosystems.

Danny Weathers, Ph. D.
Associate Professor
College of Business



Dr. Weathers is in Clemson's marketing department. He teaches mainly quantitative courses, such as Marketing Research and Marketing Metrics for undergraduates and Multivariate Data Analysis for graduate students and is also the leader of a study abroad program in Europe for International Marketing. His research focuses on consumer price judgments and measurement/methods issues. He was also the 2019-2020 Faculty Senate president.

Additional support for TCEF

Dr. George Askew, VP, Public Service and Agriculture

Dr. Keith Belli, Dean, College of Agriculture, Forestry and Life Sciences

Dr. Leslie Hossfeld, Dean, College of Behavioral, Social and Health Sciences

Dr. Kristine Vernon, Faculty Senate President Elect, CU Equine Center Director, CAFLS

Dr. Brian Powell, Faculty Representative to the Board of Trustees, CCAS

Dr. Greg Yarrow, Former Department Chair, Forestry and Environmental Conservation, CAFLS

Dr. Robert Baldwin, Professor and Margaret H. Lloyd Endowed Chair, Conservation, CAFLS

Dr. Matt Browning, Director, Virtual Reality and Nature Lab, CBSHS

Dr. Dan Harding, Director, Community Research and Design Center, CAAH

Dr. Aby-Sene Harper, Assistant Professor, Parks, Conservation and Outdoor Recreation, CBSHS

Dr. Robert Powell, George B. Hartzog, Jr. Endowed Professor, Director, Institute for Parks, CBSHS

Dr. Bob Brookover, Senior Lecturer, Coordinator of Online and Enterprise Programs, CBSHS

TCEF Timeline of Work

Our work spans from April 2021-April 2022. Initially we planned a shorter timeline, but the existence of another taskforce (the Provost Task Force on the Experimental Forest) let us to collaborate with this group and incorporate information they believed would help us elaborate the land grant mission and the faculty involvement in the CEF. We met every month, met managers from other school forests and spent much time incorporating the stories of faculty engaged with the CEF, and in meetings with the Provost task Force. Below is our timeline of activities.

<i>Date</i>	<i>Action</i>
<i>April 12, 2021</i>	<i>Meet with Land Asset and Stewardship Committee</i>
<i>May 18, 2021</i>	<i>Meet with CEF Task Force for overview</i>
<i>June 15, 2021</i>	<i>Meet with Duke Forest Manager, Sara Childs</i>
<i>July 20, 2021</i>	<i>Meet with NC State Forest Manager John Sanders</i>
<i>August 17, 2021</i>	<i>Meet with Clemson Experimental Forest Manager, Russell Hardee (recorded meeting)</i>
<i>September 21, 2021</i>	<i>CEF task force meeting, draft recommendations and assignments</i>
<i>October 19, 2021</i>	<i>Panel of Faculty engaged in CEF through research and teaching</i>
<i>November 16, 2021</i>	<i>Panel of Faculty engaged in CEF through research and teaching</i>
<i>December 16, 2021</i>	<i>Meet with Provost task force on the CEF</i>
<i>January 21, 2022</i>	<i>Develop Goals and Recommendations, edit and share for feedback Continue to interview faculty engaged with the CEF</i>
<i>February 22, 2022</i>	<i>Present goals and recommendation from the committee to the Provost Task Force on the Experimental Forest Continue to interview faculty engaged with the CEF</i>
<i>March 2022</i>	<i>Finalize Report and distribute</i>
<i>April 2022</i>	<i>Present report and recommendations to the faculty senate</i>

Provost Committee on the Clemson Experimental Forest

In the Fall of 2019 the Chair of the TCEF was made aware of an existing effort to develop a long-range plan for the Clemson Experimental Forest, by incorporating external, influential private citizens. This effort became clear during interviews conducted by Taylor Parker for his dissertation regarding the Clemson Experimental Forest (Parker, 2021). The vision for a potential forest endowment came from Dr. Greg Yarrow (Appendix B), then Department Chair of Forestry and Environmental Conservation. The Covid-19 pandemic halted these efforts.

In the Fall of 2021 the TCEF was made aware of a renewal of the Provost level task force (Provost Committee on the Experimental Forest, PCEF) focused on the Clemson Experimental Forest. TCEF chair Baldwin and Faculty Senate President Mefford met with Provost Jones to determine best way for the two groups to collaborate. The Provost encouraged meetings with Clemson University members of the task force as well as outside members of the group to share information. The goal of the Provost task force is to communicate future possibilities related to the Clemson Experimental Forest to decision-making members of the Clemson University community. This task force agreed to use our report and recommendations as a part of their efforts.

Members of the PCEF

Clemson University Members: Provost Robert Jones, VP George Askew, Dean Keith Belli

Outside members:

Carlton Owen, Former President and CEO, US Endowment for Forestry and Communities, Inc.

Mike McShane, Former Chairman, South Carolina Department of Natural Resources

Doug Harper, President, Harper Corporation General Contractors

Collaboration with the PCEF

Our committee had meetings with the PCEF on campus in November 2021 and two meetings with the outside members of the PCEF (December 16, 2021 and February 22, 2022) at CU ICAR in the Land Stewardship office. In both meetings the TCEF shared finding, goals and recommendations with a focus on collaboration and open communication.

The Clemson Experimental Forest

The Clemson Experimental Forest (CEF) is a 17,500 acre university forest adjacent to campus. Approximately half of the CEF is north of campus, the other half is south of campus. The CEF is located in three counties, Oconee, Anderson, and the bulk of it in Pickens County. The North Forest is an upper Piedmont/lower foothills topography and ecosystem. There are many creeks and waterfalls and hillsides covered in mountain laurel, dog hobble and short-leaf pine. The south forest is lower in elevation, and holds many wetlands and the Aull Natural Area.

Each section of the CEF is used for teaching and research from departments across many disciplines from forestry and wildlife to air quality and archaeology. Trails and forest roads follow ridges and streams and create a system of engagement for the University community and the citizens of South Carolina and beyond.

The designation of a University Forest can be confusing. It is a green spot on our map that can be found on the University website or at the Garden gift store, but on other maps there is no clear demarcation. It is difficult for people to understand what the CEF is for, and what they

are able to do. Even so, use is increasing. New phone APPS like All Trails, Strava and The Hiking Project (to name a few) give people the confidence needed to venture onto trails following the suggestions of others and following their digital bread crumbs now covering the CEF landscape.



History and Context of the Clemson Experimental Forest

(originally written by Elizabeth Baldwin for the report entitled Faculty Use of the Clemson Experimental Forest, March 2021)

The Clemson Experimental Forest exists because of the visionary actions a faculty member took in 1933. Dr. George Aull, a professor in agriculture at Clemson College, recognized the transformational potential of securing New Deal federal funding to re-settle farmers from worn-out farmland (Maddox, 1937) and having the College manage the restoration of that land through sustainable farming, the planting of a forest and the re-introduction of wildlife (USDA & Clemson College, 1938). In the 1930's, the upstate of South Carolina suffered a devastating loss of topsoil, severe erosion gullies, forest loss, silted streams and extirpated wildlife. Aull's original focus was a grouping of farms that collectively were an 8,000-acre parcel in the Fants Grove area, now called the South Forest (Crunkleton, 2012). Federal officials deemed the Fants Grove proposal too small for a federal project (Sorrells, 1984). Aull then expanded the request to over 30,000 acres adjacent to Clemson College. This proposal was accepted, and in 1934, an effort was made to begin buying parcels of land. The aim was both to help families in the region and to have a laboratory for restoration of the worn out "lands of the cotton belt" landscape and to transform this land into healthy research forests and farms. Another goal was outreach and demonstration for faculty, students and the community "to fill the social and economic needs of people in the region" (USDA & Clemson College, 1938).

The Clemson College Land Utilization Project, also known as the Clemson Community Conservation Project, started with the purchase of 206 parcels of land by the federal government for a total of 29,665 acres, and George Aull became the project manager (Sorrells, 1984). The Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA), both New Deal programs, set up camps in the area, and workers planted native trees, built roads, bridges, the dam creating Lake Issaqueena, and the recreation sites in the area now known as the North Forest. By the early 1940's, there was support for the project throughout the University and the local community, and from the United States Department of Agriculture (USDA) (managing the project at the federal level). Clemson hired the first forest manager from Duke University in 1946, Norbert Goebel, in the Department of Botany. Goebel started timber inventories in the new forest and the re-introduction of white-tailed deer and wild turkeys to the area, and he worked with Dr. Koloman Lehotsky to start a forestry curriculum. The effort to make this area an experiment station in partnership with the USDA and the United States National Forest Service failed, but the name Clemson Experimental Forest got its start.

In 1955, the federal government released the land that is now called the Clemson Experimental Forest (CEF) to Clemson through an act of Congress (Public Law 237, August 4, 1955). Two years later, the Forestry Department began at Clemson and took over the management of the Clemson Experimental Forest. In the 1980's, the CAFLS Dean directed the management of the forest, but the directive still came from the Forestry Department (Sorrells, 1984). Currently, the CEF falls under Clemson University Public Service and Agriculture (PSA). Since 1946, the Forest has had a forest manager, the first one from Duke, the second from Yale, and since the late 1960's all forest managers have been graduates of the Clemson University Forestry program. Their goal has always

been a sustainable timber management program that provides income to support the operation of the CEF.

The Clemson Land Utilization project sold land back to the federal government for the creation of Lake Hartwell and created research farms. The current Clemson Experimental Forest (CEF) is 17,500 acres, and it is separated into two sections, the North and South forests. The proximity to campus makes it notable as compared with most other school forests, and the fact that the two sections are in different ecological zones creates opportunity as a laboratory for Clemson University. The forest is an important habitat for Upper Piedmont and lower Blue Ridge species; it is managed for timber sales and production while providing a laboratory for scientific research, an important field classroom across all colleges of the University, and an amenity of high value for the Clemson University community and the Upstate of South Carolina. It is an area that is part of the Cherokee story, contains two known slave cemeteries and is the site of displaced farmers. There are many layers of place meaning and opportunities for recognition of this diversity of values and narratives of place. The mission of the CEF echoes that of the early school forests by combining the mission of the university (teaching, research and service), timber and forest management with community enhancement. The most recent CEF mission is:

The prime directive for the forest is to be a well-managed, self-sustaining, ecologically healthy, living laboratory, classroom and recreational resource for the benefit of the university, commerce and citizenry of South Carolina, vouchsafed with a mandate to protect and promote in perpetuity the forest as an irreplaceable educational, environmental, scientific and social asset. Clemson Forest Website.

Context for the Clemson Experimental Forest

Many colleges and universities own forests, including public, private, and two-year institutions. Most schools own the acreage themselves, and in a survey of forestry programs, the average holding is 6,185 acres; however, three schools have holdings of over 20,000 acres each (Universities of GA, MT and SUNY-Syracuse) (Burkhardt and Straka, 1988). Most school forests are in the eastern United States and about half of them are near their home campus. Most are linked to forestry programs and define the primary objective of the forest as research, teaching, field instruction and demonstration (Straka, 2010; Coleman et. al. 2020). The early forests established in the late 1800's and early 1900's (Cornell, Syracuse and Harvard) all included benefits to the greater community in the mission and purpose statement of the forest. This framework for including teaching, research, demonstration, and community enhancement values carried over to mission statements of school forests that followed. In the mid-1990's, an effort by some schools to develop portions of their forestland created unanticipated "public outcry," making known the community value of these assets (Straka, 2010). This outcry has extended to timber harvesting, the primary way most forests generate income for their own operations, and started a discussion related to other ways to monetize forest assets. Some universities are now charging for recreational use and providing more services for that use while working to maintain the value of naturalness desired by long-term research interests, as well as adjacent communities for amenity and recreation purposes. Finally, there is an effort to understand the racialized landscapes that make up university


lands and forest areas, the profits from indigenous lands, slave labor and tenant farmers, and the representations of that history such as cemeteries and ancestors (Lee & Ahtone, 2020).

Other university and School Forests

<i>school</i>	<i>acreage</i>	<i>notes</i>
<i>Duke University</i>	<i>7,000 acre forest</i>	<i>Managed for teaching and research primarily, timber management to supplement an endowment and other fundraising efforts</i>
<i>NC State</i>	<i>Hill Forest 2,690 Schenck Forest 286 acres Chowan Swamp Forest 3,815 acres Hoffman Forest 79,000 Hosley 254 acres PLUS five more properties for research only</i>	<i>Hill is an hour from campus, Schenck is 10 min. from campus Chowan is three hours from campus, and privately owned Hoffman is in eastern NC and an industrial production forest Hosley is 1.5 hours from campus</i>
<i>VA Tech</i>	<i>2,000 total acres of research forests 1,353 acre Fishburn Forest</i>	<i>Fishburn is 10 minutes from campus and the other properties are 70 miles from campus.</i>
<i>University of Maine</i>	<i>2700 acre Dwight B. Demeritt Forest adjacent to campus 3231 acres of other woodlands 3,587 acre Penobscot Experimental Forest with USDA Green Endowment Lands, 21 parcels at 3775 acres</i>	<i>The Demeritt Forest is adjacent to campus and is a regular recreations destination. Trails are groomed for cross country skiing in the winter</i>
<i>University of Minnesota</i>	<i>4,196</i>	<i>four properties</i>
<i>Colorado State</i>	<i>1600 acre Mountain Campus At 9,000 plus feet and only 24 miles from campus</i>	<i>Main web page has a land acknowledgement statement</i>
<i>Sewanee</i>	<i>The Domain 13,000 acres Adjacent to campus and integrated with all aspects of campus life</i>	<i>Forestry plan published in 1903, and one of the first ever written</i>
<i>Oregon State</i>	<i>15,000 acres of college research forests USDA collaboration All for activities are supported through timber harvests</i>	<i>Forests donated for living laboratory and outdoor classroom. Have a recreation and engagement position Forests serve as a “refuge for the community”</i>

Experimental Forests

The term Experimental Forest often refers to USDA National Forest Service research forest. There are university forests in the United States that are also a USFS Experimental Forest (ex. Oregon State University Forest), but many university forests are not. All USDA Experimental Forests are used by universities, however. There was a proposal long ago for the Clemson Experimental Forest to be an Experimental Forest with the southern USDA National Forest Research station. The proposal failed but the name stuck. Comparatively, the CEF is much larger than the Experimental Forests in the region. These forests offer a model and a guide for what a research forest can be, and they do it on far less acreage.



United States
Department of
Agriculture

Southern Research Station

Experimental Forests Network Facts

Current Research in the Network - Southern Pines



Beautiful longleaf pine savannas used to grace much of the southern landscape. Photo courtesy of Wikimedia Commons.

Key Messages

- Southern pines are important to the forest industry and are thus a research priority in experimental forests
- Many facets of southern pines such as regeneration and silvicultural practices are researched on experimental forests
- Conserving, understanding, and regenerating longleaf pine is particularly important due to its historical significance in the region
- Experimental forests allow research projects to naturally build on top of previous projects
- New research on the Santee EF is studying the hydrologic effects of replacing loblolly pine with longleaf pine

An Introduction

Because each experimental forest houses a specific ecosystem or forest type, they each present scientists different research opport

Screenshot

versatility gives the

The following table is a list of USDA Experimental Forests in the Southern Research Station. Each forest has a list of research projects and newsletters to demonstrate what is being learned from the research on and about the forest.

Experimental Forest	National Forest	State	Acres	Date Established
Escambia	(Private)	Alabama	2,990	April 1, 1947
Alum Creek	Ouachita	Arkansas	4,281	April 2, 1959
Crossett	Ouachita	Arkansas	1,675	January 1, 1934
Henry R. Koen	Ozark	Arkansas	720	September 17, 1951
Sylamore	Ozark	Arkansas	4,290	March 28, 1934

Experimental Forest	National Forest	State	Acres	Date Established
Chipola	Federal/Leased	Florida	2,760	March 28, 1934
Olusee	Osceola	Florida	3,135	March 28, 1934
Hitchiti	Oconee	Georgia	4,602	September 17, 1938
Scully Shoals	Oconee	Georgia	4,487	December 04, 1961
Palustris	Kisatchie	Louisiana	7,515	July 19, 1935
Delta	(Private)	Mississippi	2,580	June 14, 1961
Harrison	Desoto	Mississippi	4,111	July 19, 1934
Tallahatchie	Holly Springs	Mississippi	4,569	April 12, 1950
Bent Creek	Pisgah	North Carolina	5,242	June 25, 1925
Blue Valley	Nantahala	North Carolina	1,400	June 23, 1964
Coweeta	Nantahala	North Carolina	5,482	March 28, 1934
John C. Calhoun	Sumter	South Carolina	5,082	October 08, 1947
Hill Demonstration Forest		North Carolina	2,690	October 08, 1947
Santee	Francis-Marion	South Carolina	6,000	July 6, 1937
Stephen F. Austin	Angelina	Texas	2,560	September 19, 1945

To continue comparisons for size and complexity of management of other large natural areas related to the CEF, we also looked into the acreage of regional parks and forests. Since there were many critiques of the CEF and management for values other than timber we thought it was important to develop regional context. In noting the size of state parks and forests in the region it became evident that the CEF size is not only ***larger than all Experimental Forests in the region, it is also larger than all state parks and forests in the region***, with the one exception being the 85,000 acre Sumter National Forest. This points to the need for more support and infrastructure to deliver the mission of the CEF.

CEF in Comparison with state and federal lands

Park	Acres
Clemson Experimental Forest	17,000
Table Rock State Park	3083
Devils Fork State Park	622
Caesars Head State Park	7467
Oconee State Park	1165
Mountain Bridge Wilderness system (TRSP, CHSP, and JGSP)	11,000
Sumter National Forest, Andrew Pickens Ranger District	85,000
DuPont State Recreational Forest	12,500

Recent Research about the history and purpose of the Clemson Experimental Forest

Taylor Parker's Dissertation entitled Forest/People is an examination of the purpose and values associated with the Clemson Experimental Forest, using data collected 2018-2021. *This section written by Dr. Taylor Parker in consultation with Dr. Elizabeth Baldwin, Provost Robert Jones, Dr. George Askew, Dr. Drew Lanham and Dr. Wayne Freimund.*

Dr. Taylor Parker is now the Forest Fellowship Director for the Sierra Nevada Institute

Dr. Parker's research was a narrative inquiry of decision leaders and written sources to answer the question, *what is the CEF for?* Below is an outline of his findings and a summary, with quotes to give more context.

Generally, he found the following:

1. There is not alignment with how the purpose of the Forest is perceived and acted on.
2. Because of that lack of alignment we are
 - a. Limiting ourselves in terms of capacity for research and teaching across the University

- b. Limiting ourselves in terms of revenue from the Forest (recreation, carbon banking...)
 - c. Limiting the Forest as part of the school identity
- 3. We are sharing a limited view of the land story of this place, its meaning and its relevance to so many different people and values of place.

Conflicting Values, Perceptions and Subsequent Actions

The Clemson Experimental Forest (CEF) is an extensive property with a long history. As societies guide their behaviors and actions by their values and perceptions, so do decision makers and the CEF is burdened by an abundance of perceptions. As the community around the CEF expands to address new challenges and opportunities, it is important to not delimit decision-making capacities by adhering to values and perceptions that have not evolved with the changing circumstances.

Three important results were discovered: there is not alignment in how different sectors of the University perceive the purpose of the CEF as a part of the mission of the University; there are a lot of creative ideas, perceived threats, knowledge, and history within extended the CEF community and examined artifacts not known by the larger community; and within a larger context of looking beyond the current spatial and temporal boundaries of the CEF, larger issues of social justice are integrated into how the Forest was established, continues to be managed, and values accepted or abdicated. These results can help inform current and future CEF management decisions.

“The Forest means more to me than a salary in many ways”

“The Clemson Experimental Forest is part of our DNA as a University”

“I use the Forest as a selling feature in faculty recruitment”

Interviewees quotes on the CEF from Dr. Parkers' work

- “The forest saved the upstate”
- A major threat is having the Forest defined for us, we need to get out ahead of that instead of the adhocacy we have now.
- We need to pay attention to the role of this forest in the Charlanta corridor
- Our greatest value of this place may be the quality of life asset it provides the University and surrounding area, yet we see it as a necessary evil.
- We can think that the community doesn't understand the Forest and what it's for, and that is not their fault. In an absence of our ability to share guidance they have created their own rules and regulations.
- It is our best classroom
- We have a habit of doing things based on our own life span, we need to think bigger than that.
- If we take a parts based approach to the Forest and focus on satisfaction we will sacrifice the integrity of the system
- My dream is an endowment to support research and the timber management in the Forest. Then we could really get back to doing experiments out there.
- We need recreation staff

“A major threat is having the Forest defined for us.”

“The Forest is the face of Clemson”

Students are running 70-80 miles a week in the Forest”

APPROACH

All projects can benefit from a framework used to examine a topic of interest. Expert driven frameworks help point out gaps in understanding and management. This information can be incorporated with lessons learned in similar systems. This section will start with the framework we used to examine our system, the Clemson Experimental Forest. We also examined internal information pertinent to our system and gained insights from discussions and examinations of other forest management systems. All of this taken together with the findings from the 2020 Faculty Survey led to our final goals and recommendations.

A framework for understanding the CEF

David Barth (2020), is a landscape architect and city and natural area planner with a focus on how to generate greater influence of any system while adhering to principles that will support sustainability and resilience. In 2015 Barth noted that there are six common factors of success in developing a High Performance Public Space. These are:

1. Strong leader
2. Collaborative relationships
3. External characteristics like system openness and stakeholder involvement
4. Reception of innovation
5. Perceived economic benefits
6. Presence of a long-range vision

Using a sustainability model we can address how the Clemson Experimental Forest is generating significant benefits to the community through economic prosperity, environmental sustainability and alleviation social problems. These benefits “don’t automatically accrue to a community”, they require planning, design, maintenance and operation of the system. (Barth, 2020). He goes on to explain that generating significant benefits also requires leadership, collaboration and transcendence. His three-step framework is designed to generate significant benefits. The three steps are **1) plexus, 2) multiple dimensions and 3) high performance public space**. We used this model to examine the CEF, the survey results and other data from faculty engaged with the system in order to develop final goals and recommendations. We will describe the importance of each part of the framework.

The **plexus** is Barth's concept of understanding and responding to the **integrated public realm**. In a city this might be the public works, parks, recreation centers and the public library. The idea is to respond to your place as part of a larger system and manage with the system in mind. For us this supported our effort to examine the CEF as part of the University. Being a part of the University makes this Forest part of the Land Grant mission, part of the colleges and the departments and part of the history of the University. Likewise, seeing the Forest as part of the University means identifying and understanding the impact of the Forest across campus intellectually.

The second part of the Barth (2020) framework is called **incorporating multiple dimensions**. This means that we operate and grow a system in a meaningful and resilient way when we understand the many dimensions of place, and this includes intellectual, temporal, spatial, recreational and spiritual. Our focus was the faculty connection to the Forest and our work focused on expanding the story of the Forest to include many faculty stories from many perspectives. We believe this group, and the other faculty that are engaged with the Forest in a regular way are the experts on campus needed to make the most sound decisions regarding the research and education part of the mission of the Forest. Many of the faculty research pertinent issues related to the long-term "infinite game" (Sinek) of managing the Forest. We also have the benefit of the dissertation by a recent doctoral student focused on the story of the Forest. This gave us data on Cherokee, local views and values, community members engaged with the forest and members of the Clemson University community (alive and through archival material) engaged with the CEF.

The final aspect of the Barth framework is the creation of a High Performance Public Space through **aspirational action**. This part of the framework asks the question, *how can we grow the influence of a system?*. This helped us begin to ask how can we make a plan to change the paradigm of the Forest? How can the Forest have a vision that supports the mission? How are our actions supportive of the mission? How can this be an R1 Forest? Where are our academic leaders in this system? What ideas and inspiration can they share? How can we better incorporate science from across the University into the management of the Forest?

Review of the June 2020 Survey of Faculty about the CEF

Our next approach was to review the Faculty Use of the Clemson Experimental Forest (Appendix D). We took the findings and organized them under general goals as a way to begin incorporating the survey findings into our work, understanding them through the framework and subsequent meeting and data we collected over the year. We also pulled important survey findings to highlight

in elucidating the story of faculty connection to the CEF and this led to our work collecting faculty profiles.

External Information Gathering

Our committee met with representatives from the Duke Forest and the North Carolina State Forest. These meetings were both held on zoom and allowed the committee to ask questions to help us examine questions we had, and understand innovative problem solving for integrating academic missions into the university forest. We also examined funding models and ways to organize the community interface.

Our committee reviewed other land management models. For the purpose of this work we will focus on the Duke Forest, The Dupont Forest and the ACE Basin Task Force model. All three are in this region, the first two capture multiple uses similar to the CEF and the third model offers an example for collaboration.

Internal Information Gathering

We had a meeting devoted to questions and answers between the committee and Russell Hardee, CEF Forest Manager. This was useful for the whole committee to understand funding models, constraints and current organization for timber management, recreation management, education and academic interface of the CEF. Our committee also reached out to two members of the athletic staff to understand the use and perception of the CEF. These were Mark Elliott and Monty Lee, both recommended by Russell Hardee.

Our committee also reviewed other proposals for the CEF. The first from Dr. Greg Yarrow (Appendix B), a vision he created for an endowment in 2019 when the Provost first engaged members of the Clemson administration with the responsibility for the management of the forest to develop a vision. Dr. Yarrow also met with the TCEF chair during this work, and reviewed the final Goals and Recommendations. The vision is shared in the Appendix with his permission granted in March 2022. Similarly, Dr. Ben Sill, emeritus faculty from Clemson University met with outside leaders regarding the CEF. When our task force was made aware of their work we requested a copy of their vision (Appendix C), and are sharing it with Dr. Sill's permission granted in March of 2022. Dr. Sill was also part of a Faculty Senate Task Force with a focus on the Clemson Experimental Forest issues in 2005, and he provided this report to our committee (APPENDIX D).

We are grateful for the support from Dr. Yarrow and Dr. Sill and their continued support of the CEF.

Finally, one of the most meaningful parts of our journey on this committee was the collection of **faculty insights** and **profiles of engagement**. We collectively interviewed in person or via email over twenty faculty engaged with the Clemson Experimental Forest. We also had faculty join us in two meetings during our work. It became evident that we indeed have incredible insight and leadership in this collective of people engaged now or in the past with the CEF. We believe this expertise is the place all planning must be anchored.

Provost Committee on the Experimental Forest

We met with Provost Jones, VP Askew and Dean Belli to share our purpose and charge, identify our members and share findings from the 2020 survey noted above and information gained from other forest and land management models. We discussed options for collaboration. The second step of collaboration was to have representatives of our task force meet the outside members of the PCEF at CU-ICAR in December 2021. This was an opportunity to share data, and purpose and aim of each group and develop a strategy to work collaboratively. The third meeting was again at CU-ICAR where the final Goals and recommendations were shared and discussed along with strategies and changes to strengthen the report and findings. The key suggestion was to include profiles of faculty engaged with the CEF.

KEY FINDINGS

A High Performance Public Space

“How do we generate greater sustainability and resiliency benefits at a system-wide level? “ knowing that “The benefits of a system do not automatically accrue.” (Barth, 2020)

As a review the framework guiding our work is the following:

1. Integrated Public Realm-planning a system as part of a larger system
2. Review the breadth and depth of alternate dimensions and perspectives of a system that can be addressed.
3. High performance public spaces are aspirational, and address the question, ***How can we increase the influence of a system?***

During the year of work we developed metaphors useful in describing the CEF as a way to interpret meanings of the Forest beyond timber production and work to develop an aspirational vision for the Forest that both incorporated the integrated public realm and the many dimensions of place.

The two most effective for communication of the goals we developed are A Teaching Hospital and Our Town Square. The first concept came from Dr. Todd Petty and the second from Dr. Dan Harding.

Our Teaching Hospital—A teaching hospital is “a teaching hospital or academic medical center, is a hospital that that partners with medical and

nursing schools, education programs and research centers to improve health care through learning and research” (from the University of Michigan C. S. Mott Children’s Hospital). The power of this model is that it links the forest with the university and citizens. The model asks us to be at the cutting edge with forest management, wildlife management, forest ecology, recreation



management, interpretation, road building, endangered species management and all sciences working in and around the CEF. It supports teams of researchers partnering with applied practitioners to advance science. The model is accessible and grounded in education.

Our Town Square—In a University town built on a plantation and geared to the undergraduates the CEF offers a town square or nexus for the community. It is a place that brings together like minded faculty with each other, and different perspectives often found in people with very different recreational or academic pursuits. People discussed how they enjoyed meeting different kinds of people with different values and views of the CEF. An interview with local middle and high school principals indicated that they saw the Forest much like their schools. It is a nexus. It is a place that brings everybody together, all walks of life. Maybe your family goes back generations, maybe you just got here. We need places that bring us together. That’s what the Forest does.

Others to contemplate

A nexus for connection

A catalyst for discovery

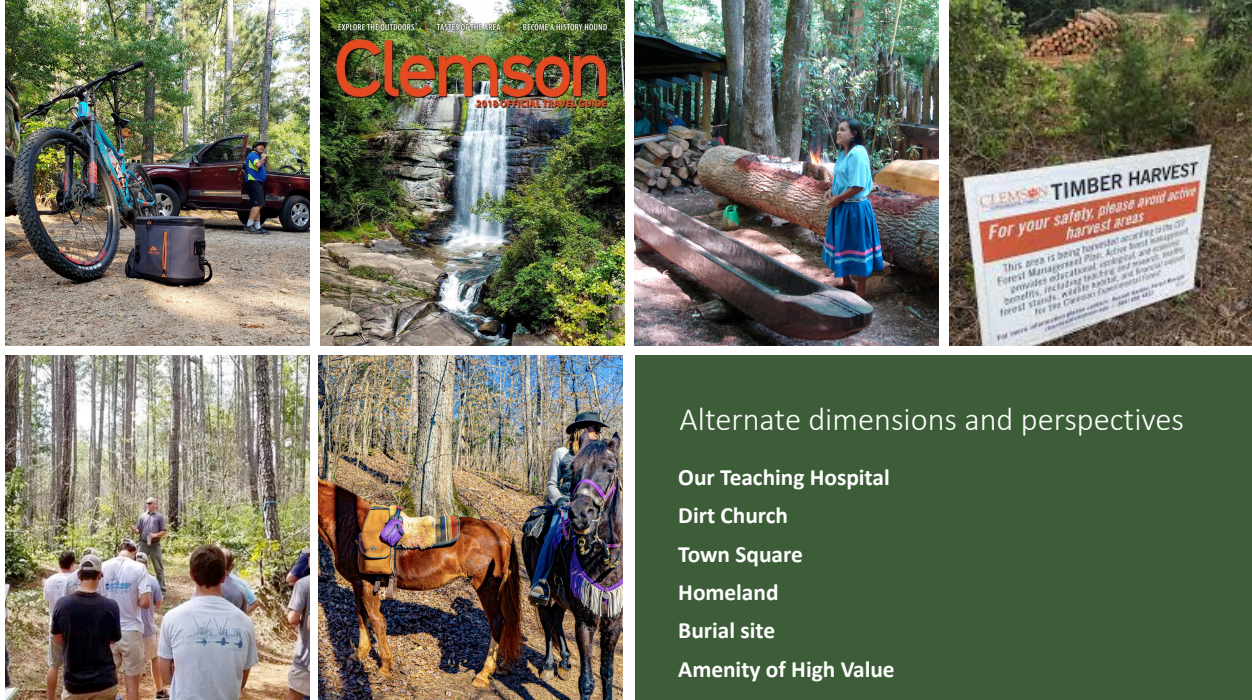
A refuge

A source

Our story



“This (CEF) has helped increase my productivity. I am a biomedical scientist. I must be inspired to think and write, and I find this nearly impossible in the sterile offices and buildings on campus. I write my grants and manuscripts, design experiments, and find solutions, all walking through the CEF.”



An examination of the CEF as part of the integrated public realm led us to ask how can our recommendations better integrate the academic mission with the forest mission?

First we pulled the mission statement for the University and the Forest.

Clemson University Mission

Clemson University was established to fulfill our founder's vision of "a high seminary of learning" to develop "the material resources of the State" for the people of South Carolina. Nurtured by an abiding land grant commitment, Clemson has emerged as a research university with a global vision. Our primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times. The foundation of this mission is the generation, preservation, communication, and application of knowledge. The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others. Our distinctive character is shaped by a legacy of service, collaboration, and fellowship forged from and renewed by the spirit of Thomas Green Clemson's covenant.

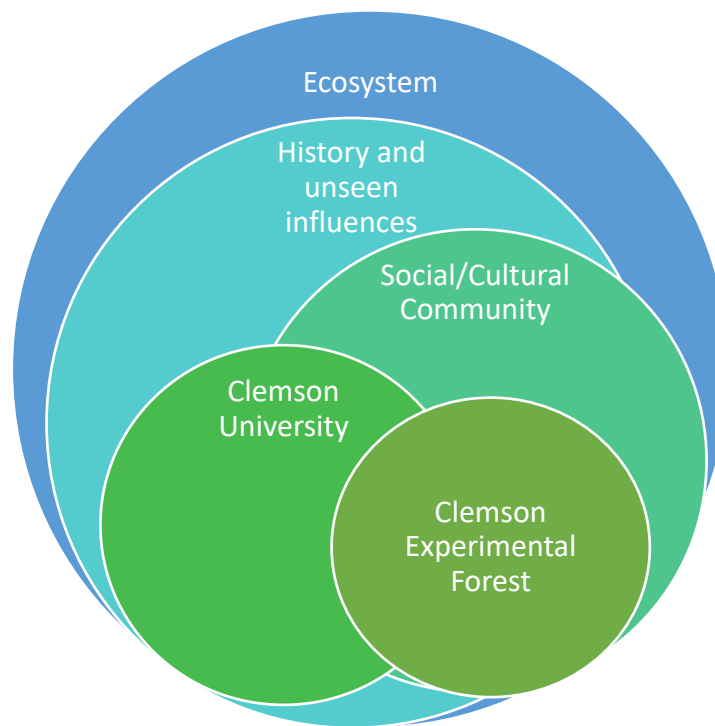
Clemson Experimental Forest Mission

The prime directive for the forest is to be a well-managed, self-sustaining, ecologically healthy, living laboratory, classroom and recreational resource for the benefit of the university, commerce and citizenry of South Carolina, vouchsafed with a mandate to protect and promote in perpetuity the forest as an irreplaceable educational, environmental, scientific and social asset.

We wanted to examine them together, to determine where the forest can help achieve the University mission. Looking at them together one can see the overlap and the opportunity and potential for the CEF to be a robust vehicle for the University mission, if faculty are involved in a more organized cohesive way. Much of the mission involved the work of faculty. There are many faculty doing incredible science and teaching in the CEF. They are doing it on their own without a research infrastructure to support them and help them find each other and collaborate.

Clemson University	Clemson Experimental Forest
"a high seminary of learning"	
to develop "the material resources of the State" for the citizens of SC	well-managed and self-sustaining
a research university with a global vision	ecologically healthy irreplaceable educational, environmental, scientific and social asset.
primary purpose is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times	living laboratory, classroom
generation, preservation, communication, and application of knowledge	living laboratory and classroom
The University also is committed to the personal growth of the individual and promotes an environment of good decision making, healthy and ethical lifestyles, and tolerance and respect for others.	recreational resource for the benefit of the university, commerce and citizenry of South Carolina,
Our distinctive character is shaped by a legacy of service, collaboration, and fellowship forged from and renewed by the spirit of Thomas Green Clemson's covenant.	a mandate to protect and promote in perpetuity the forest as an irreplaceable educational, environmental, scientific and social asset.

The effort to examine the multiple dimensions of place helped us think about the nested system the CEF is a part of and what faculty we could talk in order to elucidate some of the layers. We did not examine the community groups in detail for this research project. Instead we decided to seek out narratives of place by our faculty that are engaged with the CEF, and that information is found later in the report. From this group we did learn about the interface with the community.



What we learned about the CEF interface with the community

- *People are being paid to bring others to the forest.*
- *A top hydrogeology summer camp trains college students from all over the country in the Clemson Forest every summer.*
- *Other school forests have an advisory panel of faculty, or an academic director*
- *More enslaved people have been found in the CEF.*
- *There are ways to generate income from recreation*

- *There are models for research dollars to return to the forest*
- *No school busses run to the forest from the Clemson University main campus*
- *School forests are addressing JEDI concerns*
- *School forests have newsletters to highlight activities and communicate with all constituencies.*
- *Confusion of identity and rules the CEF*
- *The world changed on us during COVID, use in the forest has exploded*
- *There are models to help us.*

*“An absence of
definition exists
related to the
purpose of the
forest”*

Review of the June 2020 Survey of the Faculty

The survey was initially presented in March of 2021 to the Faculty Senate by past President Danny Weathers. Dr. Weathers presented the quantitative results and the pertinent findings from the Welfare, Scholastic Policies and Research Committees. This work below is not an attempt to summarize that work, but to add to it from a deeper review of the data. The open ended questions found in the Report of the Survey results offered excellent data to add to our own discussions with faculty and we also used the report to develop the early goals for the work of the current task force. We later took the early goals listed below, with the other information from internal and external sources to develop the goals and recommendations in the subsequent section of this report. Therefore, this section will give a reader a chance to engage with the data we used to guide our thinking.



Generally we learned that:

- Faculty have a high degree of awareness of the CEF and strongly associate the CEF with the identity of Clemson University
- The CEF is widely used by faculty **across all colleges**, either for personal recreation, research, and/or teaching
- The CEF plays a role in recruiting and, more strongly, in retaining faculty

What specifically we learned from the survey about faculty engaging with the CEF

- 311 faculty say the forest contributes to their quality of life
- 68 use the forest for teaching currently and 82 plan to do so in the next five years
- 70 are current using it for research
- 138 say it plays a role in their continuing to work at Clemson
- 50 women say that safety concerns alter how and if they use the forest
- 22 are using it for research
- An absence of definition exists related to the purpose of the forest

Barriers to Research in the CEF

- Accessibility
- Lack of restroom facilities, especially for female students and researchers
- WIFI access
- Disturbance from harvesting or vandalism
- Funding to support experiments in the CEF by students
- Lack of attention to diverse forest types
- No clear person to collaborate with for grants
- Not knowing what other projects are happening, lack of support for collaboration in research

Amenities and services Faculty would like to see

- Interpretation done by a professional noting the story of the forest, what it is for, clear maps and importance of research from the forest
- Land acknowledgement statement
- Visitor Center, facilities
- Student rangers, supported by the school. Can be competitive, like tour guides on campus.
- Transportation from campus to the Forest
- Water
- MTB trail maintenance, some trails are examples of poor management
- Camping either primitive or a campground to use as a lab for students to study
- Community educational hikes with different researchers

“What is missing is a platform of who is doing what and where in the CEF. It can be spatial (and temporal) information and text about projects (teaching and research). This can be leveraged for grants, especially a study at the site of a past study.”

Early goal building by the TCEF around survey findings and other data mentioned in this report

Goal	Need
Enhance the mission of the CEF (do no harm)	Preserving the naturalness and openness that exists for faculty using the CEF currently as a teaching, research and quality of life facility. Whatever is done-please don't jeopardize what is working now.
	Collaborate with the forest manager
Explicitly incorporate academic mission of Clemson University into the management of the Clemson Experimental Forest.	Have a representative for the faculty or a faculty advisory committee that works with forest management.
	Most respondents view the Clemson Forest as a recreational setting and there is a lack of general knowledge as to the purpose of the Clemson Experimental Forest as part of the University Mission of Teaching, Research and Service.
	The identity and communication of the forest needs to grow to include the breadth of the expertise of the colleges at the University, and this needs to incorporate currently muted stories of place along with the forest management history.
Enhance CEF as a teaching facility	Better infrastructure in the forest, including restrooms, signage, and trails, while also maintaining the naturalness of the forest
	<i>The CEF is an important classroom across most colleges at the University, yet examples from this group are not readily available.</i>
	<i>Theme Two: The lack of understanding of the Clemson Experimental Forest and how to incorporate it into teaching is a key barrier for instructors.</i>
Enhance CEF as a research facility	Faculty want to learn from each other how the forest is being used for teaching and research
	Small seed grants to encourage faculty to make the initial investment in learning how to use the CEF for research.
	An internal marketing campaign, perhaps paired with a "road show," to illustrate how people are using/could use the CEF for research.
	Providing basic research-related infrastructure, improved access, and safety (both personal and research equipment).
	Improved capabilities for tracking and reporting research projects that are using the CEF. For example, a relatively simple and low-cost solution would involve modifying the standard InfoEd proposal form to indicate CEF usage.
Enhance CEF as a part of campus	More parking and reliable bus service
	Address safety concerns in the forest
	Police presence at parking lots
Enhance the face of Clemson University through the CEF GROW OPPORTUNITIES	Clearly communicated rules and procedures for using the forest for research and teaching
	Better communicating the full history and purpose of the forest to faculty and the wider Clemson community
	Better trail signs
	Grow sources of revenue Parking Pass Research Overhead Carbon Markets

Internal Sources

Discussion with Russell Hardee—The TCEF included Russell Hardee, and he contributed to our understanding of the forest management. Russell is a graduate of Clemson University and worked in forest management for a utility company before getting hired by Clemson University to manage the CEF. When he worked for the utility he had to manage the forest and recreation in that forest. My directive is to manage the Forest like a tree farm, and follow the SFI best management practices for the Forest, soil and water. This is the sustainable harvest support of best management practices. The wildlife is managed by South Carolina Department of Natural Resources (SCDNR). Mr. Hardee collaborates across the administration at the University, the Land Asset committee, the SCDNR, faculty and community members.

He discussed recreation as both an asset and a considerable drain. There are increasing numbers of people out there. They are great partners but they all have their own agenda. He discussed the need for a full-time person to manage the recreation. His work is taken up more by recreation demands than in the past, while the timber market is variable. Distance to the mill, the market for SFI certified wood, managing the loggers on staff, clearing storm damage and working with utility companies with powerlines crossing the Forest, all take considerable time. In terms of priority, emergency access is first and second are the timber resources. Russell is interested in partnering with recreation leaders and the faculty to develop more partnerships in the Forest management system. He currently works with fire scientists and the fire commission, and this includes faculty. His commitment to managing this Forest in a changing landscape is why he joined the committee, and continues to seek collaborative partnerships with faculty

The Provost Committee on the Experimental Forest—After two meetings with this group we shared our final five goals and recommendations. One part of the focus was to work to support the development of an endowment for and endowed chair and for the forest. There was support for this idea and structure laid out in our goals and recommendations. Members of the TCEF had expertise in this area and were crucial in the discussion of these details (Gaines and Stoner). A second aspect we recommended was a working group charged by the internal members of the PCEF (Provost Jones, Dean Belli and VP Askew). On February 4, 2022 the Clemson University Experimental Forest University Users Group was started.

The following text is from the email call to build members for the CUEF University User Group

Vice President for Public Service and Agriculture George Askew, Dean of the College of Agriculture, Forestry and Life Sciences Keith Belli and I serve as the Clemson Administrative Leadership Team charged with developing a strategic roadmap for the Clemson University Experimental Forest (CUEF). The purpose of the roadmap is to 1) optimize delivery of Clemson's mission of teaching, research, and service through CUEF activities and initiatives and 2) provide for the Forest's long-term financial health.

The CUEF University Users group will:

- discuss issues, opportunities and concerns associated with the Experimental Forest
- help with both short- and long-term planning efforts
- support communication with the greater community
- assist CUEF leadership with the development of a CUEF public users group that will include community patrons and stakeholders.

The Clemson University Experimental Forest (CUEF) University Users Group will be composed of **one faculty representative from each academic College (chosen by the respective Dean), and will also include one representative and one alternate from the following major user groups and organizations associated with Clemson University:**

Campus Planning & Design (Finance and Operations Division)

- Campus Facilities Services (Finance and Operations Division)
- Student Organizations (Student Affairs Division)
- Campus Recreation – Outdoor Recreation & Education (Student Affairs Division)
- Faculty Senate
- Graduate Student Government
- Undergraduate Student Government
- Sustainability Commission

The CUEF University Users Group will begin work on 4-13-22. They will use this report as a starting point.

Faculty Insights

Our task force invited faculty members from across campus and coaches from the Athletic Department to share stories about their engagement with the Clemson Experimental Forest (CEF). Some shared stories through conversation while others shared perspectives through email. Several faculty members illustrated their perspectives through photos of the CEF. Some even joined one of our monthly task force meetings or met with task force members on the phone, in person, or through email. **Just as the way people engage is diverse, so too are the ways that faculty members discussed the values of the CEF.**

It is our hope that this section demonstrates these multifaceted values of the Forest that are not always seen. Notable examples of these values are:

- Students cleaning a stream for a class on water quality
- Students photographing the Forest for a senior project
- Faculty members raising their children to have significant time in the Forest
- Faculty members collecting pre-burn data before a prescribed fire
- Students tracing William Bartram's journey through the Forest
- Coaches volunteering their time to maintain the trails
- Young women learning to ride mountain bikes, increase their physical activity levels, and improve their self-esteem
- Faculty members using a saw mill to process and sell wood from the Forest



Beyond stories, faculty members also provided insights into the Forest and its management and value. The sections that follow include these *Insights*, which are followed by the *Profiles of Engagement*. We hope this report enables future efforts to move forward while crediting the work and thought from faculty members across campus.

“The Forest keeps Clemson, Clemson. No matter how much we grow, we have the Forest north and south of campus. We don’t have to worry about losing what is special.”

Selected quotes on the management of the CEF from faculty members across campus include:

*The Forest is a barrier to leaving [my job at] Clemson. It adds to my quality of life. It is a wild out of the way place. Most of the time I go running [and] I do not see anyone. **The quality of life it provides means more than a salary** in a lot of ways.*

Dr. David Ladner

*The land grant mission is about **putting our minds in service of the land.***

Dr. Robert Baldwin

How do you steward over 1700 acres (of cultural resources)? You do it with an inventory.

Dr. David Markus

Faculty have to lead the way and demand that we act as a University in the management of our assets and resources.

Dr. Rhondda Thomas

Enjoying the outdoors is at the fiber of people that are here.

Head Baseball Coach Monty Lee

***What is missing is a platform of who is doing what and where in the CEF.** It can be spatial (and temporal) information and text about projects (teaching and research). This can be leveraged for grants, especially a study at the site of a past study.*

Dr. Patrick Hiesl

***The Forest keeps Clemson, Clemson.** No matter how much we grow, we have the Forest north and south of campus. We don't have to worry about losing what is special.*

Head Baseball Coach Monte Lee

There has never been a systematic survey of historic sites in the Forest, and no stewardship plan for these resources.

Dr. David Markus

I wish we managed recreation and use in a structured way. Other than trails and parking lots there is not much else. Forest Fest was a step in the right direction. How about an Experimental Recreation Site?

Dr. Jeff Hallo

*Converging evidence suggests regular contact with nature promotes health. In rigorously controlled studies, **walks in green spaces and along blue spaces (precisely like the CEF offers) improve biomarkers with important long-term health consequences.** Walks in nature improve alpha brain waves, blood glucose and blood pressure, cortisol, heart rate, inflammatory cytokines, natural killer cells, parasympathetic nervous activity, prefrontal cerebral activity, serotonin levels, and serum levels of adiponectin and DHEA (dehydroepiandrosterone) — whereas walks in urban settings without nature yield smaller or no such improvements.*

Dr. Matt Browning

***The CEF is an extremely valuable resource for research, teaching, and recreation.** Proximity to campus is a key advantage. Sure the Appalachians are really not that far away, but the energy barrier to overcome to get there as opposed to the CEF right next door is a big one. Thus, the CEF is much more easily accessible for faculty and students.*

Dr. Andrew Metcalf

*Revenue capture for recreation is being ignored. **We need a recreation management plan and a recreation manager.***

Dr. Matt Brownlee

What would be of benefit is more transparency and information. When there is a clear-cut, there is disappointment. I have trust in the management, but I would be interested in knowing the reason for the cut. Explanation of the harvest.

Dr. David Ladner

*I don't know many faculty and students outside of my department who are interested in the land. Why not create a directory to help us discover the collaborations that can be developed? **We can start a national conversation right here.***

Dr. Rhondda Thomas

*The reputation of the Forest is that it is a technical ride. **The CEF has a presence on the internet, especially portals for the mountain bike world.** People are coming here to ride from SC, NC, TN, FL, and GA.*

Dr. Pat Jodice

Comparison with other Land Management Models

Our committee examined a few models to provide ideas, insights and models from what works in other places. As all academics know, you must see what other people are doing and thinking. We must examine what is working and how to incorporate the best of those ideas into our own plans. We spoke with representatives of the Duke Forest and the NC State Forest for two regional models. From Duke we learned a lot about strategic management, and firmly anchoring the management of the forest in the academic institution. NC State information taught us about monetizing the recreation, by making all users buy a parking pass to park at any trailhead. They also have many forests for research only and do not allow public access at all. We examined the written model of Multiple value management from the Stoddard-Neel approach to forestry, nearby recreation areas, especially Pisgah and Dupont State Forest. We had the benefit of having Phil Gaines on the committee. Phil is a professor of practice at Clemson University, and most recently was the Director of SC State Parks. Phil is a bridgebuilder at Clemson and served in this capacity on our committee. He had worked closely with many on the PCEF and was also a link to the collaborative model on the coast of SC, the ACE Basin Task Force. For this report we will include some of this information to inspire future work to always be reminded to look outside for ideas. Not all of them will apply, but we run the risk of not managing with the best available science and thinking if we ignore it.

Duke Forest

The Duke Forest is in its 90th year as an Experimental Forest. Duke Forest is supported by an endowment as well as monies generated from the forest programs, recreation and timber management. Our committee met with the Director, Sara Childs. She works with a forest manager that manages timber sales and operations, and with a faculty advisory committee. She stated multiple times that “teaching and research is the driving factor of the forest”, and it was her mission to think of this across all parts of the University. The [Duke Forest](#) is under the Executive VP office at Duke University.

The mission of the Duke Forest is to facilitate research that addresses fundamental and applied questions across a variety of disciplines and to aid in the instruction of all students in their pursuit of knowledge, especially regarding the stewardship of our natural resources.

Management of the Forest is guided by a comprehensive plan that promotes the Forest’s academic mission while ensuring the protection of its natural resources. The Duke Forest also provides education and outreach through tours and volunteer events and offers

nature-based recreation opportunities that do not conflict with its mission and management.

The Duke Forest has a strategic plan, and this is adapted every five years. It supports the primary mission of the forest as an asset for teaching and research. They work with stakeholders to develop the strategic plan, making sure to incorporate the community engagement in the plan. In an effort to communicate about the research, teaching, harvesting and other activities in the forest the Duke Forest Management team also puts out a newsletter called the Forest Log. This allows for an updated flow of information about special events, and areas that are closed due to research or timber management. There are areas of the forest also closed every fall for twelve-weeks for hunting only during hunting season.



The faculty that work closely with the forest director are on the Duke Forest Advisory committee. This committee is chaired by the Dean of the Nicholas School for the Environment. The committee is faculty and administrators and Director Childs says “they are my essential support system”. The Duke Forest has a “simple registration” system for all faculty that want to use the forest for teaching and research. This allows for easy reports to be generated about the teaching and/or research activities for any date range. Sara says “we regularly remind faculty of the system, and help them access and use the system so that we can facilitate teaching and research use of the forest”. This system helps to close the loop, get researchers to clean-up research sites and post data generated to our Duke Digital library.

The Duke Forest has created an interpretive loop trail to help people learn about the forest. The efforts at Duke cover the forest ecosystem, forest management and cultural and social aspects of the Duke forest. They see recreational use of the forest as important, and now have a new position to focus on communication and community engagement, but always describe recreation as an “ancillary value of the forest” that is always second to the academic mission and timber management of the forest. The public has access dawn to dusk, they do not allow the community to use the forest after dark. There are picnic shelters for rent, and they have added pit toilets only and no trash cans anywhere. They are a pack it in/pack it out system.

The new position called Community Engagement is funded by the endowment and it was supported based on the recognition that our recreation users and community members that come to research talks and programs are the stewardship partners that will support the teaching and research. Duke Forest has an active friends group and ways for this support network to donate to the Forest.

Funding for the Duke Forest comes from University Funding, Timber revenue, endowment funds, and electric lease, a cell phone tower lease and Friend of the Forest annual membership of \$50. The Community engagement position is now working on more strategic ways to fundraise and incorporated planned gifts from estates. These added efforts are to offset the declines in timber revenue.

Another source of income is from grants, and the Nicholas School of the Environment has a grants coordinator that supports teams working together to secure collaborative grants. These are highlighted in our newsletter the Duke Forest Log.

THE DUKE FOREST LOG

A bulletin from the
Office of the Duke Forest
Fall 2021



Director's Message: The Future is Collaborative

Throughout this special 90th anniversary year, we have been looking back and celebrating the Forest's rich history and enduring legacy—a sample of which we share in this year's *The LOG*. With a deep appreciation for those that shaped and stewarded this land before us, our team boldly presses forward in new ways across all aspects of our mission—teaching and research, management and stewardship, and community engagement.



Dr. Clarence Korstian (foreground, left), speaking to Forestry students on Duke Forest, circa 1949.

Often times, the future is associated with advancing technologies. We're sure that our first director, Dr. Clarence Korstian, would be fascinated by our geospatial and modeling capabilities that we not only leverage to efficiently manage this resource but also to stimulate teaching and research around the globe. While these and other advances are critical to the future of the Duke Forest, even more important is the greater understanding of and appreciation for the dynamic role Duke Forest plays in academic discovery and our overall well-being.

The increasing recognition of the Forest's irreplaceable value offers us opportunity to engage, partner, and collaborate in new ways and with new audiences in the protection of this resource and the advancement of its mission. Although the shape and structure of the Office of the Duke Forest has evolved over time, the engagement and education

Our team boldly presses forward in new ways across all aspects of our mission.

of students remains a core priority. While we are often approached directly by faculty and students to initiate research or teaching activities, we also actively promote and solicit partnerships with faculty and students interested in studying topics that advance our strategic objectives.

I specifically want to highlight some remarkable new teaching and research partnerships that are helping move this incredible 90-year old forest forward. In the past year, we worked with an undergraduate Code+ team through the Bass Connections initiative; two Ph.D. students jointly funded by the Provost Experiential Fellowship program and the Duke Forest; and a group of graduate students, staff, and faculty across campus that began as a Franklin Humanities Interdisciplinary Working Group and then received a Provost-funded Reckoning with Race, Racism, and the History of the American South grant.



Professors Nicolette Cagle (center) and Daniel Richter (right) touring the Robison mill site with Unearthing Duke Forest group members.

The Code+ team consisted of Duke Forest staff and researchers as well as Duke Office of Information Technology staff, but the primary

THE DUKE FOREST comprises over 7,000 acres of land in Durham, Orange, and Alamance counties and has been managed for research and teaching purposes since 1931. The mission of the Duke Forest is to facilitate research that addresses fundamental and applied questions across a variety of disciplines and to aid in the instruction of all students in their pursuit of knowledge, especially regarding the stewardship of our natural resources.



dukeforest.duke.edu

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Multiple-Value Management, the Stoddard-Neel approach to ecological forestry and the Jones Ecological Research Center

The forestry model known as the Stoddard-Neel approach was born in Thomasville, GA, and from an approach to forestry that incorporated ecological forestry based-on a land ethic, and management for quail. Leon Neel was a forester and land manager and Herbert Stoddard known for wildlife management. They came together to develop a model for ecological land management known as the Stoddard-Neel Method (Way, 2006).

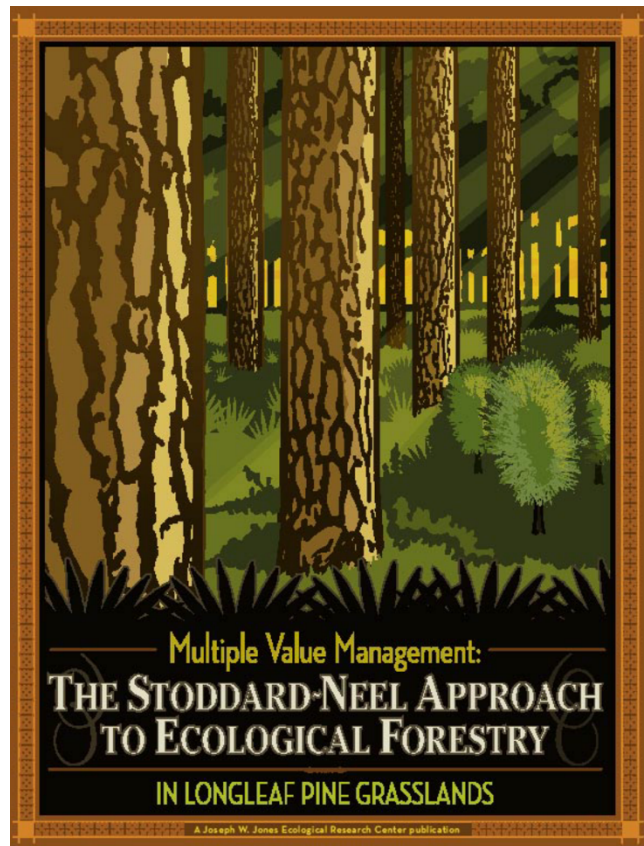
This method is described in an article in the Journal Forest History Today (Way, 2006). It seeks to do the following:

- Maintain a diverse understory incorporating prescribed-burns, sustained-yield, and a multiage forest through selective harvesting.
- Expressed as a worldview based on experience in the woods
- Foundational concept is a Land Ethic
- Land management is an art based on science BUT science cannot teach the art

In an interview with Stoddard and Neel Stoddard told Way (2006) “why destroy an ecosystem just because you want more money out of the trees? It does not have to be this way”.

The Jones Ecological Research Center uses this method. The center is on land donated and managed by an endowment and research funds generated by activities on the site. They have 85 employees and support 100 graduate students from regional universities. The concept of multiple-value management is an alternate to the multiple-use concept. The Management of the site at the Jones Center is based on Stoddard-Neel and is presented as a “tangible expression of the natural resource management philosophy”.

[The Jones Center notes](#) that *society now recognizes a broader range of values from forests than in the past. In addition to supplying wood products, forestland is now seen as a multiple-value resource that provides wildlife habitat, recreational opportunities, a clean and abundant supply of water and a host of non-timber goods and services. Today's forestland owner or manager desires a balance of various combinations of these multiple-values.*



Dupont State Recreational Forest

The Dupont State Recreational Forest is part of the North Carolina Forest Service and is located only an hour away from the Clemson Experimental Forest. It is a forest well known as part of the same system of recreation as the CEF. The Dupont Forest is 12,500 acres and is a recreational forest where active forest management is taking place. This system may offer a model for incorporating forest management in to the community that lives adjacent to the forest as well as visitors to the site.

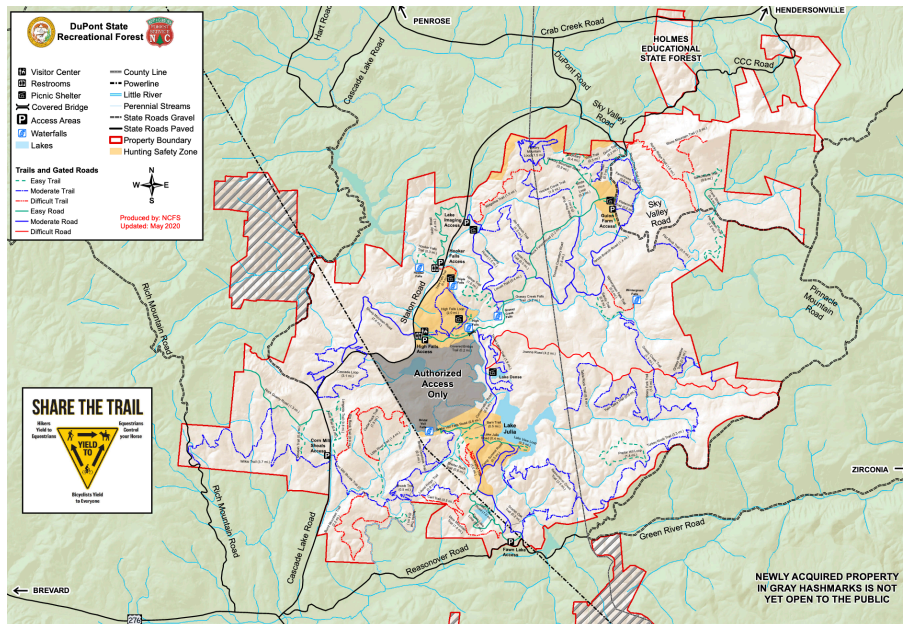
SHARE THE TRAIL

Multiuse Trail System

Make yourself known on the trails, say "hello" to equestrians to identify yourself as a human and not a predator for the oncoming horse. Blind turns are common. Slow down and be prepared to stop suddenly.

Endangering or disrupting others is considered Disorderly Conduct, a Class III Misdemeanor which may result in a fine and court costs. See more about responsible riding here: [International Mountain Biking Association's \(IMBA\) Rules of the Trail](#).

They effectively use their website to communicate trail closures and activities regarding the forest management. The trail maps for recreation are detailed and have information like distance and conditions. They have a visitor center as a way to orient new users and provide a point of contact for information to forest users and from forest users.



PROFILES OF ENGAGEMENT

We have left the profile how it was collected to maintain authenticity.

PATRICK HIESL, PH. D.
Assistant Professor of Forest Operations
Forestry and Environmental Conservation Department
College of Agriculture, Forestry and Life Science

Dr. Hiesl uses the forest extensively for teaching forestry, and for forestry summer camp. He engages with the forest with graduate students as a study site, examining harvesting, forest roads and for use with Creative Inquiry. The classes he teaches in the CEF are Harvesting, Forest

Mensuration, and Forest Operations. He says “my relationship with Russell is key to my use and engagement with the Clemson Experimental Forest”. Patrick is also teaching students by doing, in his efforts to mill and sell products from the forest. He also noted that he would use a data base of old research sites, and

leverage these for grants and insight gained from study areas that are older, and hold a lot of information and data in them. He worries that we are “loosing history and information” without this database.



**Photos show students running a sawmill in the CEF
(Photo by Dr. Hiesl)**

PROFILES OF ENGAGEMENT

DAVID LADNER, Ph. D.

Associate Professor

Department of Environmental Engineering and Earth Sciences

College of Engineering, Computing and Applied Sciences

All photos in this profile by Dr. David Ladner



I am a big fan and user of the experimental forest. I came in 2010 and I have always been someone that loved being in the woods. I immediately began to explore the Forest using maps that were online. Most of my time is in the Fants Grove area, and teaching about drinking water treatment and water quality. My work overlaps with other disciplines but it is hard to interact with each other. My students I take to the Forest are mostly undergraduates in the REU program. We use the Forest for a more holistic experience. We sample 18-mile creek for the Adopt-a-Stream program. The location is either in the experimental forest or adjacent to it.

This is my “Water Quality Monitoring” Creative Inquiry class. Ties in with water quality research I have been doing many years.



We also do a lakeshore cleanup event every year. We have gone many times to near the rock quarry. I also try to take my students for recreation outings.

The Forest is a barrier to leaving Clemson. It adds to my quality of life. It is a wild out of the way place. Most of the time I go running I do not see anyone. The quality of life it provides means more than a salary in a lot of ways. It is a unique space in that there is a lot of lake shoreline surrounded by the wild, it is unparalleled. My kids benefit from it as well and are being raised in



the Forest. Love to see the addition of primitive camping, not a big RV development, but maybe permits for backcountry primitive camping.

What would be of benefit is more transparency and information. When there is a clear-cut, there is disappointment. I have trust in the management, but I would be interested in knowing the reason for the cut. Explanation of the harvest.

PROFILES OF ENGAGEMENT

MIKE CATERINO, Ph. D.

**John and Suzanne Morse Endowed Professor of Arthropod Biodiversity
Department of Plant and Environmental Sciences**

Dr. Caterino spends a significant amount of time and energy at the CEF! He first became aware of the CEF, and possible lines of communication, as a consequence of utilizing other experimental forests – as such, he reached out to the CEF manager predating Russ Hardee. Dr. Caterino simultaneously runs two Creative Inquiries with the CEF serving as the primary study sites, and sees growth opportunities in those (and additional) courses; two additional courses (ENT4150/6150 Insect Taxonomy and ENT4200/6200 Systematics and Biodiversity) regularly focus on the natural environments offered by the CEF for hands-on fieldwork. Several graduate student theses/dissertations have utilized the CEF for collections (including Curt Harden’s identification of two new species of beetle!). Fantastically, the long history of collection at the CEF provides a baseline for future comparisons of environmental changes (climate change, insect decline, successional studies, etc.). Dr. Caterino’s family additionally uses the CEF regularly for walks and nature appreciation. The CEF thus provides an important daily resource, and recruitment made heavy use of this as a proximate attraction to the university. While an LTER status might be nice from a research perspective, a research working group compiling/sharing ecological data would alone be a positive outcome of these committees. However, absent an LTER designation, the CEF might also aim for NEON status (permitting/encouraging climate considerations) as a foundational monitoring site. Finally, CEF could readily serve as a field course resource akin to Highlands, NC.



PROFILES OF ENGAGEMENT

ANDREW RICHARD METCALF, Ph. D.

Assistant Professor

Department of Environmental Engineering and Earth Sciences

College of Engineering, Computing and Applied Sciences



I currently use the CEF to conduct ambient sampling of air quality. My group specializes in measuring black carbon/soot aerosol, and so we are especially interested in what is emitted during the prescribed fire activities in the Forest. We are also planning other sampling campaigns with both internal and external collaborators to study topics such as new particle formation in a forest environment, fluxes of CO₂ and water within the forest canopy, and interactions between natural and anthropogenic air pollutant emissions.

The CEF is an extremely valuable resource for research, teaching, and recreation. Proximity to campus is a key advantage. Sure the Appalachians are really not that far away, but the energy barrier to overcome to get there as opposed to the CEF right next door is a big one. Thus, the CEF is much more easily accessible for faculty and students.



The CEF was definitely a factor in me deciding to come to Clemson. During my interview, someone drove me through the forest and I could immediately see several lines of research that I could perform here. The CEF is something that faculty startup cannot buy, and thus very few other universities in this country can offer a similar outdoor space as we can

As my kids get older, I plan to get them hiking through the forest.

With all the rapid development and expansion of housing in Clemson and Pendleton and surrounding areas, we need to hang on to as much ‘natural’ landscape as possible. The CEF is a

direct way that the university can have a positive impact on the community by protecting this land from further development.

PROFILES OF ENGAGEMENT

DON HAGAN, Ph. D.

Associate Professor

Forestry and Environmental Conservation Department

College of Agriculture Forestry and Life Sciences

I use the forest for three classes. I teach three sections of Dendrology, four sections of Forest Ecology, and one section of Forest Communities. Forest Communities is an intensive field course that I teach as part of our Forestry Summer Camp program. Dendrology is often the students first experience in the Forest for class. Our first trip is to the North Forest and along the Issaqueena Lake Road. From this trip they very quickly gain an appreciation for how vast the forest is.

I also use the forest extensively for recreation. I run on forest trails several times a week, and my family and I enjoy hiking to the waterfalls, foraging for mushrooms, and exploring new areas.

I have also had a handful of research projects in the forest. Current and recent projects have focused on invasion ecology and the distributions of rare plants like Georgia aster. Several of these studies have resulted in peer-reviewed publications with student authors. It is so convenient and it is a great place to test ideas with Creative Inquiry students. We are fortunate to have a great forest manager (Russ Hardee) who recognizes that the management of an experimental forest should



involve close collaboration with researchers. That said, there are barriers to research in the forest. For example, if we want to implement a silvicultural treatment, it typically has to be an economically viable harvest – otherwise it is hard to find a logger to bid on the job. Russ is aware of this and has come up with some creative ways to implement small-scale harvests for research in the past – but it has been a challenge. I am excited about all of the prescribed burning that is going on in the forest, and I look forward to finding ways to work with Russ in the future to study the effects of these burns.

The forest is a public resource and would benefit from having more interpretive signage. An example is Seed Orchard Road where there are a couple of research projects and some much-needed timber stand improvements underway. This would be an excellent opportunity for public outreach and education.

PROFILES OF ENGAGEMENT

MARY KATHERINE FIDLER, Ph. D.

Lecturer in Geology

Department of Environmental Engineering and Earth Sciences

College of Engineering, Computing and Applied Sciences

Photos for this profile come from the CECAS web page for the summer hydrogeology field course.

Personally I hike and mountain bike in the Issaqueena part of the Forest. Professionally, I teach three courses per semester in Physical Geology, I do research and advising for senior theses and in the summer I work with Scott Brame and Larry Murdoch to teach a 6-credit hour summer camp, field course. It is a capstone experience and is open to college students from around the country. The course is exclusively hands on work in hydrogeology, and focused on skills needed for industry. Our course is one of three in the country focused on field-based hydrogeology for industry and every summer students from around the country apply to take the course with our students, and for the summer they too become Clemson students. We use the Bottoms for two weeks and Fants Grove part of the Forest, specifically the area of 18-mile creek. The students in the summer camp study soil horizons from Simpson Station and compare this to 18-mile creek. They dig their own pits and think about the difference. They work in the creek to measure water flow, and sample water and sediment.

Department of
**ENVIRONMENTAL ENGINEERING
AND EARTH SCIENCES**

ABOUT US ACADEMICS STUDENTS PEOPLE RESEARCH NEWS

Clemson Hydrogeology Field Camp

CLEMSON HYDROGEOLOGY FIELD CAMP

We have closed the application process for our 2022 field camp.
It will run from May 18-June 24, 2022.
All students pay in-state tuition!

Attendance options are fully in-person, remote with real time streaming activities and data collection, or hybrid which is a mix of in-person/remote. This last option is ideal for those whose school period ends after our start date.

- Clemson Hydrogeology Field Camp
- Non-Clemson Students
- Application
- Estimated Costs
- Methods
- Field Trips
- Hydrogeologic Settings
- Requirements
- Schedule
- Instructors
- Past Syllabus
- Friends
- Previous Camp Photos

I have advised two student research projects in Issaqueena sampling rocks and geologic mapping. The Forest is freely accessible for research. I have been here for four years and have worked in the Forest since coming to Clemson University. I heard about the Forest when I came to interview



and it was an important selling point. In South Carolina it is hard to find rock outcrops, but there are rock outcrops in the Clemson Experimental Forest for research and teaching.

PROFILES OF ENGAGEMENT

MARK A. ELLIOTT

**Director of Track and Field and Cross Country
Clemson University**

“One of our facilities for training is the natural forest and the terrain it provides”, and the “unique terrain helps train our student to be better competitors”. Mark discussed how the forest helps with injury prevention because the athletes are able to run on dirt, and safety because they are away from traffic.



“Students are running 70-80 miles a week in the forest. We are spoiled having it so close to campus.” “In my previous job I had to transport students one hour away for a setting like this.”

Eighty percent of foundation building is in the forest. The students train out there on their own, the seniors know where to go and they show the new ones. But athletes like to explore. They explore the forest trails and add to the loops and they really get to know the forest. If they get lost they find their way back or I go and get them. They grow to be in tune with it (the forest).

I use the forest to recruit athletes. It is a major element for recruiting prospects. Let’s say a recruit from Oregon comes with their family and they see the forest and that is right at campus, that’s big.

The forest is great to have and not something you ask for, and the access is so important. It provides an easy free mind to run.

PROFILES OF ENGAGEMENT

SHARON BEWICK, Ph. D.
Assistant Professor
Department of Biological Sciences
College of Science

Dr. Bewick became aware of the CEF gradually, educating herself due to her needs for close research sites; she was able to gain information from her chair (Dr. Saara Dewalt), who gave her a contact (the CEF Manager, Russ Hardee), but otherwise was unaware of scope of past, current, or possible research. Since then, Dr. Bewick regularly utilizes the CEF, in conjunction with the South Carolina Botanical Garden, as a fieldsite for BIOL4451 Ecology Lab. Her lab also makes extensive use of the CEF for both graduate and undergraduate research projects, including animal community sampling, sampling for the cryptic insect Zoraptera, and association of skin microbiota and tick attraction. Dr. Bewick's family spends significant time in the CEF pursuing activities from hiking, walking, and running, to teaching family members the importance of nature appreciation. In considering the long-term interests of the CEF, Dr. Bewick compared it favorably to the forests of Harvard and Duke, but noted that those forests are significant community resources which are hardly promoted, supported by revenue stemming from both research and education (K-12, for example). Why, Dr. Bewick asked, couldn't CEF similarly serve as a resource center for the southeastern USA, attracting individuals to study the consequences of removal of invasives (which might enable CEF's proposal and use as a Long Term Ecological Resource Site), aquatic insects, and so forth?



PROFILES OF ENGAGEMENT

BARBARA CAMPBELL, Ph. D.
Associate Professor
Department of Biological Sciences
College of Science



Dr. Campbell has interacted with the CEF almost exclusively through familial activities; her husband uses the CEF extensively as a resource for Boy Scouts of America. Thus, the CEF is an important quality of life aspect (particularly during the CoV2-pandemic) of employment at Clemson University. There has been little awareness of professional resources available through/at the CEF, in part due to research interest: Dr. Campbell's research focuses on microbial habitat, and there are few useful aquatic habitats or undisturbed areas of the CEF (which is strongly affected by invasive species) to work with. Dr. Campbell's experience may in many ways represent a typical individual's in being aware of the CEF as a wonderful opportunity, but

being unaware of potential due to lack of advertisement of the CEF itself as a teaching and research resource.



PROFILES OF ENGAGEMENT

MATT KOSKI, Ph. D.
Assistant Professor
Department of Biological Sciences
College of Science

Dr. Koski was acutely aware of the CEF as a resource upon applying and interviewing at Clemson University – the research and recreation opportunities offered by the CEF served as very strong draws (such that Dr. Koski uses it extensively in recruitment of future faculty and graduate students). Dr. Koski's research program, supported by the National Science Foundation and involving both graduate and undergraduate students, utilizes field plots in the CEF, investigating – among other items – populations and distributions of plants.



While Dr. Koski found gaining approval from the CEF manager easy, identifying the lines of communication was not intuitive and as such, can sometimes be difficult to communicate to potential students. The big dream/vision for the CEF? To keep it the same! While Research Experiences for Undergraduate (REU) opportunities (particularly for students interested in the fields of evolution and ecology) and the like could increase, the recreation and research opportunities that abound make it ideal for someone willing to do a little bit of legwork to determine how it can be used, and dream up potentials.

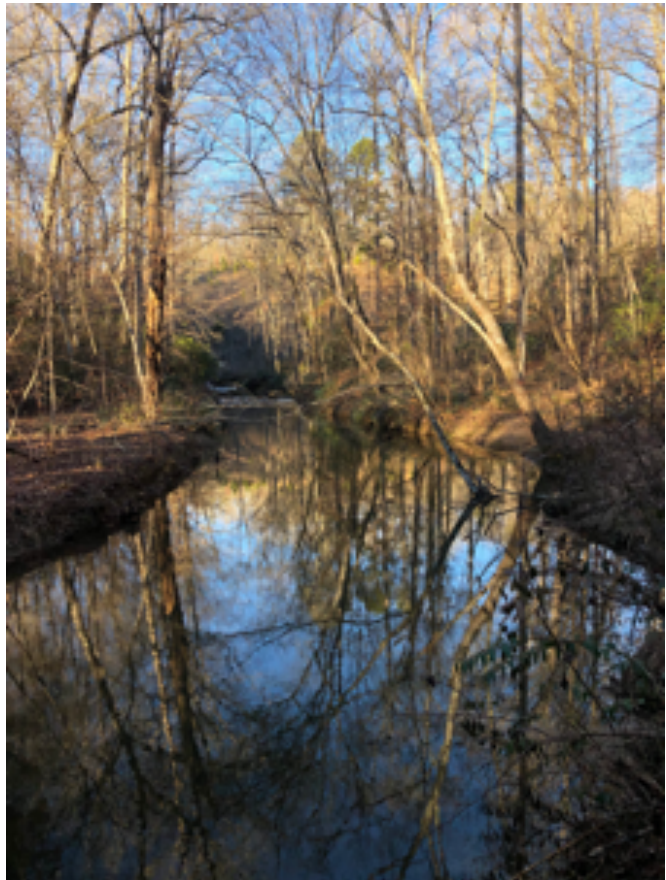
PROFILES OF ENGAGEMENT

MATT BROWNING, Ph. D.

**Assistant Professor and Director of the [Virtual Reality & Nature Lab](#)
Parks, Recreation and Tourism Management Department
College of Behavioral, Social and Health Sciences**

[In terms of research] the Virtual Reality and Nature Lab, which I direct, hopes to partner with other departments such as landscape architecture that have working plots in the forest to design and build different nature-based designs and measure resulting short-term health outcomes. We teach high school students in the Clemson Summer Scholars program along with undergraduate/graduate lab members how to use equipment (i.e., 360-degree cameras, spatial mics, etc.) used to create VR simulations in the Forest.

Personally, I visit both the northern and southern forest approximately three times per week to go mountain biking, rucking, and canoeing. These exercises are critical for my mental health and life satisfaction. At another R1, I had to travel hours to access similar trails/lakes.



Converging evidence suggests regular contact with nature promotes health. In rigorously controlled studies, walks in green spaces and along blue spaces (precisely like the CEF offers) improve biomarkers with important long-term health consequences. Walks in nature improve alpha brain waves, blood glucose and blood pressure, cortisol, heart rate, inflammatory cytokines, natural killer cells, parasympathetic nervous activity, prefrontal cerebral activity, serotonin levels, and serum levels of adiponectin and DHEA (dehydroepiandrosterone) — whereas walks in urban settings without nature yield smaller or no such improvements. Not only do brief exposures to nature yield short-term improvements in biomarkers but routine exposures appear to yield persisting improvements. Over one hundred large-scale epidemiological studies find that better access to nature predicts better long-term health outcomes — even when income and other socioeconomic factors are accounted for. These outcomes include attention-

deficit/hyperactivity disorder (ADHD); anxiety disorders; birthweight; cancer; cardiovascular disease; depression; diabetes; post-surgical healing; infectious disease of the intestinal canal; MUPS (medically unexplained physical symptoms); migraines; musculoskeletal complaints; respiratory disease, upper respiratory tract infections, urinary tract infections; and vertigo (though allergies, asthma, and eczema are sometimes positively or negatively tied to nature).

The Clemson Experimental Forest provides the community, staff, students, and faculty with the unique opportunity to access relatively wild natural areas exactly like the research suggests we need for our sustaining our mental and physical health. While there are other natural areas in the upstate, there is no replacement for the CEF given its proximity to campus and large tracts of land to both the north and south of the town. I believe that the loss of the CEF would have measurable negative impacts on the health of the local residents and thousands of members of the broader community, in addition to increased difficulties with faculty recruitment and retainment.

The proximity to the forest has allowed me to continue my love (dare I say need) to be in wild settings on a regular basis. Betty Baldwin took me on a short hike in Isaqueena during my job interview at Clemson. This “sealed the deal.” I knew I wanted to live and work at Clemson after seeing how wonderful a natural resource we have so close to campus.

PROFILES OF ENGAGEMENT

DAVID M. MARKUS Ph.D., RPA

Assistant Professor

Department of Sociology, Anthropology and Criminal Justice

College of Behavioral, Social and Health Sciences

Photo credit Ken Scar, Clemson News

What the forest means is more than you think, always more. I'm the campus archaeologist for Clemson. My engagement with the forest started with Russell Hardee to find out what known historic sites there were in the forest. There were ad hoc surveys done, and he helped me. We now know of 250 sites. There has never been a systematic survey of historic sites in the Forest, and no stewardship plan for these



resources. Keowee Heights has interpretation at the trail head done by the Boy Scouts. After the tornado there was damage to the cemetery and the foundation of the homesite. What is the mitigation plan for this site, and what is the recovery plan. Should we bring back the historic landscape? [I am currently working on Fort Rutlage through a grant with the National Park Service.](#) This grant includes a one-year post doc that will spearhead a cultural resource survey of the campus and forest. They will document every site they can find. There has never been a survey like this and it will be a part of the Master File for the State of SC. It will need to include plans for protection and mitigation. The sites are pre-Columbian, a robust collection of Native-American sites and later. This is an untapped resource for cultural resources.

Clemson University has not done much with local archaeology. Until my hire the University existed in a gray area with compliance for archaeological surveys of developed sites. Section 106 law covers this. The Forest is not policed and not stewarded in terms of cultural resources. How do you steward over 1700 acres? You do it with an inventory. Then you develop low, medium and high priority sites. We are also limited because we do not have geo-physical equipment in house. A one-time cost of \$200,000 would buy the equipment, help us create the inventory and allow us to train many students to use this equipment. Currently we must rent it at a high cost. We also need signage, and we can get the public involved in stewardship. People care about this place. We have a WWII bomber that crashed in the forest. We could memorialize that event. There are oral histories and knowledge about the area in the community.

PROFILES OF ENGAGEMENT

RHONDDA ROBINSON THOMAS, Ph.D.

Calhoun Lemon Professor of Literature

Department of English

College of Art, Architecture and Humanities

Photo for this section by Taylor Parker. Unmarked enslaved peoples cemetery in the Forest.

I have been working on the African American history of this area for over a decade. After my book came out and I won a National Endowment for the Humanities grant it was a game changer. The University community started to see what I was doing. People thought “*She must be onto something*”, and it led to wonder about what else is out there we don’t see. Faculty have to lead the way and demand that we act as a University in the management of our assets and resources. We need to be working with each other across the University. Clemson sits on one of the most culturally rich parts of the state. The confluence of all these things is campus and the forest. Can we use our own history to teach our students? The silo walls of work need to come down. We need to have a faculty member on the Land Stewardship committee. We need a archaeology survey of the land. I know the people in my Department, but what about a directory and a way to find each other with an interest in the land with different expertise. What are the collaborations



that can be developed? We are a Land Grant University. We can start a national conversation right here.

PROFILES OF ENGAGEMENT

MONTE LEE
Head Baseball Coach
Clemson University

Coach Lee hikes, mountain bikes and bow hunts in the forest. He also volunteers on trail crews organized by the Greater Clemson Mountain Biking Club.

The archery only hunting is safe and ethical, “when you hunt with these restrictions it brings out ethical hunters”. These are highly rules oriented hunters. “I volunteer with the other CEF users, this shows our respect for the forest, we volunteer with our hands, grit and sweat to give back to the forest”. “Russ is in a tough spot and does a good job to restrict volunteers [provide them rules and guidelines], and I respect that as a coach”. “Everybody involved in the volunteer work feels the rules and the integrity in the forest. It is a very ethical use of the forest and **people who invest in the forest** understand this”.



The forest keeps Clemson, Clemson. No matter how much we grow we have the forest north and south of campus. We don't have to worry about losing what is special. Enjoying the outdoors is at the fiber of people that are here. The CEF provides that quality of life. I've lived in Charleston, it's a great city and I'd rather live in Clemson every day. If the Forest wasn't here it would be a different place.

The Forest brings so many different people together. One morning I was out hunting, it was 6am and I came across a guy doing research on Woodcocks. We had an interesting conversation. There are unique people and opportunities out there that bring people together. I've learned from friends the importance of the hardwood forest on providing food for many wildlife species. The Forest provides this food for wildlife, that's because of Clemson University. If you come to Clemson you can hike, bike, hunt, ride horses, trail run, walk and train your dog, or go fishing on any given morning. We can all share the Forest in an ethical way. The CEF gives people these experiences for free. A lot of our guys (players) enjoy that. Love to do more to bring our guys out there in the fall. I really just found out about it three years ago. Now I'm out there at least two times a week.

PROFILES OF ENGAGEMENT

JEFF HALLO, Ph.D.

Professor, Interim Chair

Parks, Recreation and Tourism Management Department

College of Behavioral, Social and Health Sciences

I live within a block of the Forest. We (family) use the Forest to walk, exercise, relax and find peace. I also drive past the Forest daily, it is part of where I live. I see it as a marker of time. An area near my house was clear-cut and I know that is part of the purpose of the forest. I watch it regenerate. It [the Forest] is something I think about every day.

Professionally students have conducted research in the Forest and won awards for their work. It's a source of pride for me, and a source of pride as a University. Truthfully, when I take classes out there, it is to show them examples of what not to do in the management of recreation resources. We have a world class forest and can't seem to manage with best practices. Signage is inappropriate related to the Forest and some experiments work and others don't, yet they all seem to stay out there. It's a multiple use forest without multiple dimension management. I am so proud we have it, but professionally embarrassed. This is not on Russ, he's doing his job.

I wish we managed recreation and use in a structured way. Other than trails and parking lots there is not much else. Forest Fest was a step in the right direction. How about an Experimental Recreation Site? Could be a campground or cabins. Reconstitute Issaqueena Lake for this purpose, have students run it and use it for research on interpretation, human wildlife interactions and recreation. Issaqueena has everything you need to be a wonderful facility. It follows a state park model of being structured around a lake. Could be great for game day. Part of the site could be an education center for classes. It could be rented out for events. It's impossible without solving the funding and connectivity with campus.



PROFILES OF ENGAGEMENT

PATRICK JODICE, Ph. D.

Professor, Leader SC Cooperative Research Unit

Leader, SC Cooperative Research Unit

Forestry and Environmental Conservation Department

College of Agriculture Forestry and Life Sciences

My research is on seabirds, so I do not teach or conduct research in the Forest, but spend many days every week in the Forest on my bike. I have sat on two scientific boards and served on the Board of Directors for a public use group called the Access Fund, where we created a science advisor position. I have ideas that come from experience and expertise and an understanding of the Forest and why it was created.



In 2005 I do not remember a nice day when there was no parking available. Now this is the case and the overall volume of users has increased. There was a faculty meeting about the Forest sometime between 2005-2010 that included a Trails Committee. I worked on this with Knight Cox, Bob Powell and Rocky English. We were concerned about water quality at creek crossings and especially the horse impact on streams. I remember that Knight (Forest Manager at the time) was amazed that people were spending 4-5 days a week in the Forest. They just did not know there was already such frequent use. Since that time number of users has increased and the advancement of mountain bike quality has impacted this increase.



The reputation of the Forest is that it is a technical ride. The CEF has a presence on the internet, especially portals for the mountain bike world. People are coming here to ride from SC, NC, TN, FL, and GA. For a while our poor maps were a barrier, but now there are many phone apps that support this group. People do still get stuck and lost. There still is not a good map for the forest. The forest is used by the local and University cross-country teams for training, bike groups and others are out there

regularly. The increase of use has led to trail erosion, and there are trails that need re-routing. The

original purpose of the restoration project that led to the Clemson Experimental Forest was soil conservation. It shifted from soil conservation to production and it's still that way.

Projects to address soil erosion and water quality, specifically the bridges added help a lot. Vic Shelbourne supports this effort with scout projects. More could be done. This is a national issue, and we could look at what is being done in our region, especially in places with a lot of mountain bike activity like Pisgah. Trails can be made better for riding and better for water quality. By not doing this work we are increasing the chance of injury.

There are over 800 members of the Greater Clemson Mountain Bike Club. It is hard to see harvests where there are trails and then debris piles located on trail junctions. Trail signs get cut down. The trail signs and trail work is done by volunteers from this group. This communicates that "you don't matter". It would be more beneficial to work together, mark trails ahead of a harvest so that putting them back is easier. Maybe harvest sites could be cleaned up, or at least offer support to clean up the site. The lack of communication creates the issue. I know all user groups can be difficult to manage and I understand both sides. It is complicated. There will always be users that are jerks, but most are not. It would not take much to get the mountain bike community on your side.



I have people ask me about the money. I explain they have to cut trees to pay for everything. The problem is there are not maps, the trail work is done by volunteers, the signage is from faculty projects, and there is no clear effort to enhance the community understanding of the forest through signage. There is a disconnect with the community.

It blows my mind that there is no advisory from faculty. Its 2022 and we have a more diverse user group than ever before. We have more diverse faculty interested in the Forest. We use the Forest to sell Clemson to people we want to hire. Every search committee I've been a part of the CEF is part of ever process. When faculty think of retiring, they don't want to leave. The lakes and the access to trail is hard to replicate.

PROFILES OF ENGAGEMENT

MATT BROWNLEE, Ph. D.

Associate Professor and Associate Chair

Parks, Recreation and Tourism Management Department

College of Behavioral, Social and Health Sciences

The Forest is central to my life personally and professionally. It is the big reason why being at Clemson is inviting. Without the forest I would not have my sanity and it is my primary spot for rest and renewal. There is a spring near my house and I can walk along a creek in the Forest from my house. We have our own little trail for my family and it is our special place. It is a place I walk every day. Right now I am in the busy season of my life and nearby nature is so important. It allows too for special bonding with others. We walk with other families, their children and dogs come too. In these fun times in the forest we discuss the forest and people discuss how cherished the forest is to them.

I take every graduate student I work with out there. I think it says something about the University. It is a recruitment tool. It could be leveraged in this way as a huge asset. It is also a great appeal of Lake Hartwell. It is wild nature all around us. Although it is an asset, I want the University to know how poorly managed the recreation and visitor use is. I take classes to the Forest in Advanced Recreation Management and Recreation Policy. I take them there to discuss what is missing or examples of negligent recreation and visitor management. Our Department is funded nationally and internationally to study recreation management and I have never been asked by forest managers to apply my expertise at home. I get asked at conferences “why don’t you do more research in your own forest?”. It seems like it is still 1970s management. I don’t know of any long-term plans.

The Forest service has noted that spending for outdoor recreation is increasing and that revenue capture in the CEF is being ignored. We need a Recreation Management Plan and a Recreation Manager. There are innovative programs like the Urban Rangers, supported by funding from the National Park Service that could be a way to manage recreation and incorporate students. We could be innovative here.



PROFILES OF ENGAGEMENT

BETTY BALDWIN, Ph. D.

Associate Professor

Parks, Recreation and Tourism Management Department

College of Behavioral, Social and Health Sciences



I first knew I could access the forest from a friend, Dr. Bryan Brown. Dr. Brown was conducting a study of stream invertebrates using Wildcat Creek. I remember hiking to the creek and realizing that a whole new world was opening up for me. I started to imagine how I might incorporate this with my teaching, my research and with my family. Shortly after that my husband (Dr. Rob Baldwin, Professor and Margaret H. Lloyd Endowed Chair of Conservation Ecology, Department of Forestry and Environmental

Conservation) conducted a study in the CEF on the use of small isolated wetlands by amphibians. I remember getting a panicked call one night by his graduate student, the spring rain had brought so much life out to the wetland that the forest floor was covered in species, all on the move to lay eggs in the water. He needed help cataloging all of them. We took our children to the study site to see the frogs and salamanders. The forest now felt integrated into our life, a part of the campus.

I started to incorporate the forest into most of my classes, and ran many creative inquiry (CI) projects in the Forest. My students surveyed people in the forest, and found that one thing the community of users was interested in was a place to camp in the CEF. A following CI group worked with Knight Cox (forest manager at the time) to locate a site. The group worked with a local contractor and built a picnic shelter and three campsites at the end of Seed Orchard Road. The more I was in the forest with groups, the more I saw what it did to students. It opened



them up to learning in a way not possible in the classroom, and helped them bond with each other. They learned how to conduct interpretive programs, lead walks, collaborate and think across the wide range of the PRTM field. I finally shifted one class to 3hrs, one day a week and we spent

every other class in the Forest. We also worked with James Wilkins and Russell Hardee and help run, manage and expand Forest Fest.

In the past four years I have worked with four graduate students focused on some aspect of the Clemson Experimental Forest (mission and purpose, bike recreation, outreach and wildlife interactions). In my work on Faculty Senate I have been very involved in the senate efforts regarding the forest for my four years on senate, culminating in my work as chair of the committee that created this report. It is the thread that connects my teaching, research and service. I will now represent my college (Behavioral, Social and Health Sciences) in the new CUEF University Users Group that will start in April, 2022.

The forest for me is also my place of calm and connection. I relax, I exercise, discover new places, spend time with my dog and myself. I sometimes write papers in my head, work out problems, meet friends, make new friends and heal. I meet new birds, look forward to the spring and fall migrants and listen to the sounds of the familiar ones like the scarlet tanager and red-eyed vireo. The friends I have from the Forest that also work on campus are my people. I have collaborated with many of them, inspired by conversations and ideas from our meeting in the forest. My friends I know that are not on campus help me connect to the community of people that love, deeply love the Forest. From the couple I see often on the horse drawn wagon to the man that gave me a walking stick he made after many mornings over a year seeing each other at the start of the day by Wildcat, to the bike crews enjoying the Forest with more frequency and working on the trails. After knee surgery I started mountain biking because my doctor told me that biking was a great way to heal and exercise my knee. One of my friends saw me biking, and after a year, he said “I’ve been looking at that old heavy bike you ride-I have an old bike of mine that is better-and you can have it”. Really. Have it.



After living in Clemson for ten years, Rob and I decided to move out of town and be closer to the trails we walk and bike frequently. We moved to the Todd’s Creek area of the Forest, part of the north forest. On my road are faculty from Chemistry, Biology and Engineering. My other friends have moved to be closer to trails as well. The forest is a catalyst for discovery. It draws people in and it becomes part of them. It is my hope that we find a way to support the longevity of this function of the forest, and we begin to use sound principles to interpret the meaning of this place and why it is special. I also hope we find a way to connect more faculty with the Forest and with each other to build on our collective expertise and love of place to think in strategic ways about growing the influence of the Forest without sacrificing the integrity of it now.

PROFILES OF ENGAGEMENT

AMANDA FINE, Ph. D.

Senior Lecturer

Marketing Department

College of Business

Both my husband (Dr. Jeffrey Fine Political Science) and I have used the forest as a selling feature when engaged in faculty recruitment. The forest is extremely versatile. While hiking I have come across military training exercises, college biking tournaments, racing events (5K and marathons), horse drawn buggies, PRTM programming, research studies, controlled burns, training for various college sports teams, youth running and biking clubs, and scout projects.

The forest has had a huge impact on me in terms of quality of life. Being able to walk to it from my house has been extremely beneficial for my wellbeing when it comes to achieving a work life balance. After extremely hard days or between teaching days, the forest has been a place where I can re-center. I can even listen to readings I've assigned for the next day's honors class while hiking. I have been able to stay fit during my time here because it is easy access. I trained for my first half marathon in the woods (for 2015) and then later ran two marathons in the woods in 2019 (one a month before I turned 40 and one the month after I turned 40). It has been a wonderful way to exercise my Labrador who had endless energy for years. (She is now 12 ½ and is only up for 1-3 miles per day. We used to do at least 6 when she was younger.) Once the forest opened back up during COVID, it was even more important to me as it is where I first started reconnecting with friends I had not seen for months.

Is there anything else you'd like to share about the importance of the forest? There is a sense of community in the forest. When you become a regular and go around the same time each day, you get to know the people, their dogs, their horses, or their favorite biking/hiking trails. People will support your training, ask about your life, and even leave Christmas presents for your dog on your car.



GOALS AND RECOMMENDATIONS

Recommendations from the Faculty Senate Clemson Experimental Forest Task Force

Major problem: Due to a lack of centralized decision making regarding the mission of the Clemson Experimental Forest (CEF) and its resources while it is increasingly utilized for education, research, and recreation, the CEF risks unsustainability.

Overall Goal: To grow the influence of the Clemson Experimental Forest by realizing and planning for opportunities tied to the integrity of the Land Grant mission of Clemson University and expanding the understanding of the values of the Clemson Experimental Forest while doing no harm to the existing system.

Goal I: Clearly Integrate the Clemson Experimental Forest into the Land Grant Mission of Clemson University.

Actionable recommendations to support this goal:

1. Create a working group of faculty and administrators with needed expertise to create an actionable vision for the Clemson Experimental Forest. This working group can be charged by VP for PSA and the Provost. The group should have members from colleges and departments already engaged with the Clemson Experimental Forest (see report for examples), special faculty with expertise in the areas of land asset management and administrators clearly linked to the asset.
2. This working group will become the basis for a research center or institute with a chair to serve as the advisory liaison with endowed chair, forest manager, administration, and the Land Asset Committee.
3. The working group can become the Advisory Board noted in this document, with gaps in expertise remedied by additional members and others may leave the group as needs become evident.
4. Embrace the many dimensions of place associated with the CEF and seek working group members that can support these dimensions (i.e., ecological, forest management, recreational management, art, design, business, history, philosophy, etc.).
5. Establish a connected and strategic relationship between the Clemson Experimental Forest Management Office, the Institute, and the Chair of the Advisory Board to ensure longevity of the asset for future generations.
6. Seek and endowment of >5 million dollars to support an endowed chair, and an endowment program (institute) and the described programs herein, supplemented with research funding for specific projects following the model of Clemson property Hardscramble in the Forestry and Environmental Conservation (FEC) Department.

7. Seek an endowment of >15 million dollars to support the Forest and the physical aspects of the vision and described programs herein, supplemented with research funding for specific projects following the model of Clemson property Hardscrabble in the FEC Department.
8. Seek funds for a startup package to cover three years for the endowed chair to reduce the three-year wait for the endowment 4% to become available for use.
9. Create a four-digit sponsor program code to assign indirect returns to the above institute.

Goal II: Reconceptualize the Clemson Experimental Forest as part of the greater Clemson University academic infrastructure.

1. Add bus service between the Forest and campus
2. Work with campus and City police, County Sheriff, and DNR offices to provide law enforcement presence.
3. Add facilities to the high use area at Issaqueena trail head to enhance safety concerns reported to us from faculty and students.
4. CEF Institute will fund faculty and student-driven research and teaching projects, through a systematic application process.
5. CEF Institute will manage a centralized source of teaching resources and research conducted resources.
6. Initiate internships and service learning for students with the Institute, possible name for a program-CU Forest Stewards.

Goal III: Involve faculty with decision making related to the Clemson Experimental Forest.

1. The working group, the Institute, the Endowed Chair, and the Advisory Board will serve as the hub for faculty engagement, communication, and collaboration.
2. Create a Clemson Forest Fellows Program funded by the Endowment to recognize faculty teaching courses and those conducting and leading research in the Clemson Experimental Forest. Have yearly meetings of fellows for sharing of teaching and research findings, as well encourage collaborations for grant opportunities.
3. Clearly draw from faculty expertise for decisions regarding the research and education elements of the vision, as well as the decision making that will impact these values.
4. Create a system to track teaching and research activities that is searchable and nimble to use, that can easily support generation of reports modeled after the Duke Forest.
5. Offer an introduction to the Forest for faculty interested in teaching and research opportunities in the CEF and present guidelines for this work.

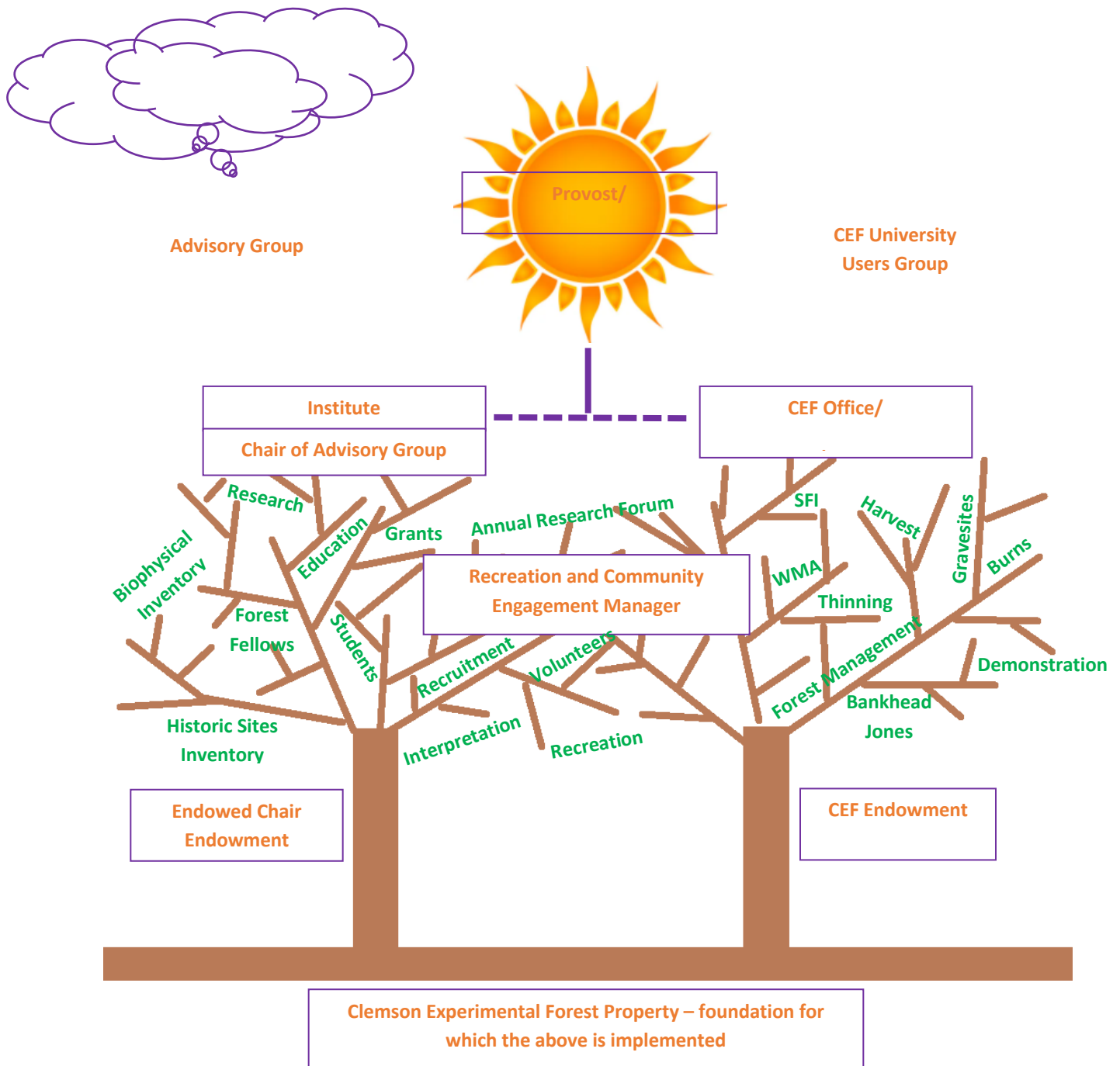
Goal IV: Enhance communication and collaboration strategies for the CEF that support the mission and vision.

1. Support a community engagement and recreation management position that will work for the above mentioned Institute and be overseen by forest manager, and work cooperatively with the endowed chair.
2. Incorporate internships and service-learning opportunities for students as a part of the Institute and in support of community engagement and recreation management.
3. Interpretive signs must follow widely used park interpretation principles and state what the purpose of the Forest is, why it matters and what guiding principles are supported. There should be a small sign at every trailhead or pull-off indicating that Clemson University owns the land.
4. A newsletter supporting the guiding principles and highlighting teaching research and stories from the community partners. This can be supported by the community engagement and recreation management position in consultation with the Institute, Advisory Board, and CEF Forest Manager.
5. Set up a community partners program to maintain consistency of messaging. If an organized group outside the University wants to interact with the Forest, they must be a part of the program.
6. Work with University Relations to grow the Clemson Experimental Forest brand in a more understandable way.
7. Engage with campus recreation and club sports, and document and track courses and efforts supported by the Clemson University Experimental Forest. Examples of this of this are mountain biking courses through CORE and student mountain biking and trail running clubs and teams.
8. Partner with the University and specific departments (i.e., Human Resources, the Athletic Department, etc.) in identifying the Forest as a recruitment and training tool for faculty, staff, and students, as well as a place nearby to unwind from the pressures of life.

Goal V: Explore all mechanisms for funding Clemson Experimental Forest land asset management, mission, and vision.

1. Initiate annual parking passes for recreation users at all trail heads and pull-outs, following the NC State model. Exception to this pass is hunters already in possession of a Wildlife Management Area pass for hunting.
2. Provide web and onsite ways for donations to be made directly to the Forest in support of the vision and specific initiatives called a “Friend of the Forest”, modeled after a “Friend of the Garden”. Joining could include the parking pass.

3. Collect a portion of lab fees for courses taught in the Clemson Experimental Forest.
4. Collect monies from research projects using the Clemson Experimental Forest, biota or artifacts as research subjects. Once formed, the Institute will be eligible to receive 6% of the F&A return directly from the VPR.
5. Examine collaborations that support funding of ecosystem services like water quality and carbon sequestration.
6. Examine creative ways to secure financial rewards for land stewardship with a priority placed on working through the Clemson University Foundation to manage and protect the University's long term vision of the Forest.
7. Examine possible field station for teaching, research and learning modeled after the [Highlands Biological Field Station](#). This would bring in researchers and students from around the country. Our model could expand on the biological with opportunities for cultural, social, and recreational research opportunities. The "camps" can be revenue generating in support of research in the above areas.



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STAFF SENATE



CLEMSON UNIVERSITY
FACULTY SENATE

JOINT SENATE RESOLUTION 202201

TOPIC: "Juneteenth Independence Day"

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

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

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

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

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

Resolution passed by the Clemson University Staff Senate January 2022.



FACULTY SENATE RESOLUTION 202201

A RESOLUTION TO AMEND THE FACULTY SENATE BYLAWS

Faculty Senate Consideration: April 2022

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

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

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

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

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

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

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

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

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

Article VIII. Convention of the Delegates

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

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

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

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

Final Proposed Language:

ARTICLE VI: College Delegation

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

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

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

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

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

ARTICLE VIII. Delegates

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

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

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

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

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

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

Article VIII. Convention of the Delegates

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

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

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

ARTICLE IX. Convention of the Delegates

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

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

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

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

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

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

ARTICLE X. Committees

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

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

Faculty Senate Resolution 202202

Topic: Revision of the University Assessment Committee

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

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

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

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

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

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

"1. University Assessment Committee

a. Responsibilities

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

ii. The committee develops and recommends University-wide assessment policies, assists in developing assessment procedures that meet accepted standards for data collection and analysis, reviews assessment procedures for consistency with goals and objectives, reviews results of assessment activities and recommends improvements, reviews the progress of the University in implementing assessment activities, reviews all assessment reports and coordinates the preparation of annual

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

5 b. Membership

- 6 i. Two representatives from each college and one from the
7 library appointed by the respective deans for three year terms;
8 ii. Two representatives from different areas of administration and
9 advancement appointed by the Vice President for Administration
10 and Advancement for three year terms;
11 iii. One representative appointed by the Dean of Undergraduate
12 Studies for a three-year term;
13 iv. Two representatives from student affairs appointed by the
14 Vice President of Student Affairs for three year terms;
15 v. One representative appointed by each of the following:
16 (1) The Athletic Director;
17 (2) The Dean of the Graduate School;
18 (3) The Vice President for Agriculture, Public Service and
19 Economic Development;
20 (4) The Vice President for Research.
21 vi. Two undergraduate students are appointed by the Vice
22 President for Student Affairs for two year terms;
23 vii. A representative of the Faculty Senate;
24 viii. One college dean appointed by the Council of Academic
25 Deans;
26 ix. One graduate student appointed by the Dean of the Graduate
27 School serve one-year terms.

28 x. Non-voting Members

- 29 (1) The directors of assessment and of planning are ex-
30 officio, non-voting members;
31 (2) The head of institutional research and other non-voting
32 members, recommended by the committee and appointed
33 by the Provost for one-year terms, serve as resource
34 persons for the committee.

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

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

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

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

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

3
4 "University Council on Assessment and Accreditation

5 a. Responsibilities

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

43 b. Membership

- i. The college assessment coordinator/liaison identified by each college/Libraries dean
 - ii. The Faculty Senate President or their designee
 - iii. A representative of Enrollment Management as appointed by the Vice President of Enrollment Management
 - iv. A representative of Undergraduate Studies as appointed by the Dean of Undergraduate Studies
 - v. A representative of the Graduate School as appointed by the Dean of the Graduate School
 - vi. A Student Affairs representative as appointed by the VP of Student Affairs
 - vii. A finance and operations representative as appointed by the EVPFO
 - viii. A representative appointed by the Vice President of Research
 - ix. An advancement representative appointed by the VP Development and Alumni Relations
 - x. A CCIT representative appointed by the CIO
- c. The Associate Provost for Institutional Effectiveness or their designee serves as non-voting chair.
 - d. The UCAA will meet at least once an academic semester, or more frequently as business and requests dictate."