

PRESIDENT: Lauren Duffy

## MEETING AGENDA

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**Date:** December 10, 2024 | **Time:** 2:30 p.m.

**Location:** Madren Center

[Join Meeting](#)

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1. The Secretary verified quorum.

2. **APPROVAL OF MINUTES**

- [Minutes](#)
- The minutes were approved as distributed.

3. **SPECIAL ORDERS**

- 1) Brian Voss, Vice President and Chief Information Officer; Nathan Long, Associate Vice President – CCIT and Google
  - i. CIO Voss provided an update on the plan to transition away from Gmail. He explained that Google was free in the past, but that now the charges are significant. The security environment is also an issue. Exchange is much more secure than Gmail.
  - ii. AVP Nathan Long explained that Google alumni accounts have been discontinued; graduates had a year to transition. Graduates can access all of their Clemson accounts for a year post-graduation.
  - iii. New students and employees now get an Exchange email account, but still have access to Google Workspace.
  - iv. Long said that the number of Clemson Gmail accounts and the total storage usage are down. New students and faculty have a quota.
  - v. As students graduate, their Gmail accounts disappear. Gmail will be kept through 2027, and then any remaining accounts need to be converted to Exchange.
  - vi. Because of continuing security issues with Gmail, it will soon go under Clemson's single sign-on. There will be a way for individuals to initiate a conversion from Gmail to Exchange soon. CCIT is working on a communication plan for this conversion option.
  - vii. Long said that CCIT wants to get rid of g.clemson.edu email addresses and use only clemson.edu addresses so that document sharing is less confusing.
  - viii. Question: What is Google Workspace? Long: It includes all Google features except for Gmail.
  - ix. Question: How much does Google cost? Voss: It is \$150,000 per year, which is currently covered by student tech fees. It will have to be covered under RBB in the future. Long: Google's cost will increase when we renew next year.
  - x. Question: Will we still be able to use Google for collaboration in our courses? Long: Yes. Nothing will change except for Gmail going away.

- xi. Question: Can we pay for Gmail out of our own professional development funds?  
Long: No. There is still a security issue with Gmail.
  - xii. Statement: Colleagues have noted that their g.clemson.edu email addresses are widely known. Long: This information will be relayed.
  - xiii. Question: Is there a plan in place to institute an alumni email address so that we can stay in touch with alumni? Voss: The Alumni Association opted not to do this due to cost and management issues. Long: CCIT is helping the Alumni Association with planning an onboarding process (e.g., collecting contact information).
  - xiv. Voss addressed the cybersecurity landscape. He said that Iran, Russia, China, and North Korea are rapidly intensifying their threats. They are seeking to access money, personal information, and intellectual property, to plant malware, and to create chaos.
  - xv. Clemson is a target because we are well known. We are attacked more than 85% of our R1 peers; we get hit 250,000 times a year.
  - xvi. Universities are soft targets. IT infrastructure often is not maintained, people aren't vigilant, and new technologies are being created. Voss highlighted several recent cyber attacks against Clemson and how CCIT has worked to stop them.
  - xvii. New federal requirements will necessitate greater investment in protecting data. Clemson has already invested more than \$50 million to upgrade our infrastructure.
- 2) Dr. Keith Belli, Associate Vice President of Public Service and Agriculture; Lori Kinley, Associate Director of Online Development – Coursera
- i. AVP Belli explained that Coursera is a company that partners with institutions and other providers to offer learning opportunities to their subscribers.
  - ii. Coursera sought us out for a partnership, and we signed a contract with them in 2023. We began exploring opportunities that were a good match for Coursera's 148 million subscribers and decided that the Master of Science in Computer Science would be the first program to move to the platform. Clemson started working with Coursera to build an infrastructure so that it will be easier to add programs in the future.
  - iii. We started out with 75 students in the Computer Science program this fall. There are currently two courses available, and three more will be added in the spring.
  - iv. Clemson is exploring other graduate and certificate programs to add to Coursera.
  - v. Coursera's learners are early to mid-career professionals who are interested in online learning. Most learners are in business and computer science, with some in public health and engineering.
  - vi. Coursera does market analysis, and we want to make money and reach more potential students. We will have a handful of strong programs, and this will put us on the map for online education.
  - vii. Question: What direction are the numbers heading for this spring in the computer science program? Belli: They are lower for new students in the spring. New enrollments tend to be highest in the fall.
  - viii. Point: There are concerns that Coursera is not promoting the computer science program as much as expected. Belli: This is a legitimate concern, but this is the first year. We don't have an online reputation yet, but we should be attractive to

learners in our region. Lori Kinley has raised some concerns to Coursera about their marketing, though.

- ix. Kinley pointed out that all of the faculty teaching in the computer science program are tenure-track, which is unique and will help us gain more students.
  - x. Question: How does tuition for Coursera courses compare to Clemson tuition?  
Belli: It's the same as Clemson online tuition. These are Clemson courses, and the students are Clemson students. They receive Clemson credentials.
  - xi. Question: Do students apply to Clemson? Belli: It's a performance-based application. Students sign up for two courses and have to earn a B or better to move from non-degree status to admitted students in the program.
  - xii. Question: Should departments consider transitioning their online summer courses to Coursera? Answer: There are no obstacles to this, and Coursera does have an interest in general education-type courses for degree completers. Clemson's focus is not on undergraduate courses, though.
  - xiii. Question: How much does the partnership cost? Answer: Coursera takes 40% of the tuition.
  - xiv. Question: Do faculty get paid for the courses? Belli: The tuition covers faculty workload if it's part of the workload, and it will cover summer pay. It's no different than if someone teaches a Clemson course. Provost Jones commented that, as programs grow, there could be incentives for faculty to participate through revenue-sharing. Belli said that TA's often manage very large courses, and multiple faculty members may direct them. The tuition funnels back to the colleges and departments.
  - xv. Question: Is the 100% of tuition that the colleges receive under RBB after the 40% taken out by Coursera? Provost Jones: All tuition money will go to the colleges after Coursera takes their cut.
  - xvi. Question: Does all of the Coursera marketing include our logos and information?  
Belli: Yes, this increases our visibility.
- 3) Dr. Robert Baldwin, Executive Director of the Clemson Experimental Forest and Lloyd Endowed Chair – Clemson Experimental Forest
- i. The presentation is attached.
  - ii. Question: Can you tell us more about the Southern pine beetle infestation?  
Answer: Southern pine beetles infest pine stands that are fairly dense, and they can cause a lot of damage if the conditions are right. To slow them down, you have to cut the living trees in front of their advance. Over 300 acres were cut this summer, and we may have to cut more next year. The trees will be replanted.
  - iii. Question: When a land swap is necessary, does the land have to be contiguous with the campus, and is it an acre-for-acre or value-for-value swap? Answer: It has to be value for value. In Baldwin's view, it has to be contiguous.

#### **4. REPORTS**

- 1) Robert H. Jones, Executive Vice President for Academic Affairs & Provost
  - i. Clemson is going to be following through with support for research compliance, including revised versions of IRB and IACUC protocols.

- ii. The university is slowing down spending after two years of 12% revenue growth, followed by 6% growth this year. We aren't making cuts, but are trying to preserve a margin and get closer to the 6% growth. There may be delays in filling positions.
  - iii. The Provost's Office just set up an academic and administrative leadership group to explore online undergraduate degrees.
  - iv. The strategic compensation task force is coalescing around a strategy.
  - v. Senior Associate Provost Lawton-Rauh is making progress on aligning evaluation processes to happen just once a year and on finding ways to reward teaching, innovation and entrepreneurship, and outreach in TPR evaluations.
  - vi. Question: Can you provide more information about the logistics for improving the IRB process? Answer: A workforce shortage is driving the slowness of the process, so there are plans to hire additional people.
  - vii. Question: Will the decrease in spending relate to research expenditures? Answer: To receive a strong bond rating, all revenues and expenses count, including those for research. We don't want to stop research spending, but we have to account for that growth. If faculty need to hire for their grants, they should. Reach out to the Provost's Office if there are concerns. They will be meeting with the business officers and Deans in the colleges soon.
- 2) Standing Committees
- a) Welfare Committee; Chair Jennifer Holland
    - Senator Holland reported that \$2525 was raised through the Nook donation drive, and several boxes of nonperishable food items were collected as well.
  - b) Finance Committee; Chair Jace Garrett
    - No report
  - c) Scholastic Policies Committee; Chair Andy Tennyson
    - No report
  - d) Research, Scholarship, and Creative Endeavors Committee; Jessica Larsen
    - No report
  - e) Policy Committee; Chair Tyler Harvey
    - [PCR 202325 Graduate Study by Faculty](#)
      - Senator Harvey presented the report and its recommendations.
      - The report was accepted with 48 in favor and 0 opposed.
    - [PCR 202423 Faculty Senate Abrogation of Faculty Manual Policy](#)
      - Senator Harvey presented the report and its recommendations.
      - Question: Would a two-thirds vote of the entire Senate or of those present and voting be required? Answer: It would be two-thirds of those voting, assuming quorum is met.
      - Question: How would an emergency situation be handled? Answer: There is a process in place to address truly emergent situations after the fact. Action can be taken, and forgiveness can be granted later. This is for situations for which there is time to approve actions on the front end.
      - Question: Is this for actions or policies? Answer: This is for actions and policies. It provides clarification for both.

- The report was accepted with 49 in favor and 0 opposed.
- [PCR 202417 College Advisory Committees](#)
  - Senator Harvey presented the report and its recommendations.
  - Question: What is a standing committee? Answer: It is a committee that is specified in the bylaws as being composed for a specific purpose. Colleges can structure standing committees as they wish.
  - Question: For the Libraries, how does the department Advisory Committee factor in since there's only one department? Answer: As long as it's specified in the college bylaws, the department committee can serve as the college Advisory Committee as well.
  - The report was accepted with 46 in favor and 0 opposed.
- [PCR 202202a Review of Academic Administrators](#)
  - Senator Harvey presented the report and its recommendations.
  - The report was accepted with 47 in favor and 0 opposed.
- [PCR 202327 Search and Screening Committees](#)
  - Senator Harvey presented the report and its recommendations.
  - The report was accepted with 51 in favor and 0 opposed.
- f) Non-Tenured Faculty Issues and Representation Committee; Chair Amanda Rumsey
  - No report
- g) Recruitment, Engagement, and Communication (REC) Committee; Chair Billy Terry
  - Senators are invited to get together at Sole after the meeting.
- h) Alpha Committee: Chairs Lauren Duffy and Sarah White
  - No report
- 3) University Committees/ Commissions
  - a) Committee on Committees; Chair Fran McGuire
    - [Minutes](#)
    - President Duffy provided a report on behalf of Fran McGuire. The Committee met recently and moved some items forward, including those related to the membership composition and selection process for university governance committees that are involved in government compliance. They also discussed interdisciplinary programs and the MBA.
- 4) Faculty Representative to the Board of Trustees; Brian Powell
  - Powell stated that he will not be available at Sole on the fourth Tuesday of the month due to the fact that it is Christmas Eve.
- 5) Faculty Senate President's Report
  - President Duffy welcomed Stacey Altman, the new Assistant Provost for Faculty Affairs.
  - Duffy thanked Senators for completing the recent survey on perceptions of compensation. There was an 85% response rate, and the responses provided thoughtful feedback. The results match up with what Duffy has heard through informal conversations with a number of constituents.
  - Retention is a major issue right now. Our perspective on work has changed for various reasons. Younger people will not make sacrifices for work the way

that previous generations did. The pandemic also allowed us to think about how we're impacted by work and allowed us to collectively ask questions about our relationship with work.

- This relates to the top theme in the survey, which was the importance of feeling valued. How do we feel valued? How can Clemson help us feel valued? Feeling valued is an important outcome of compensation.
- Any personal qualitative data from the survey will not be released, but major themes will be shared in venues in which the data will be useful.

**5. UNFINISHED BUSINESS**

**6. NEW BUSINESS**

**ADJOURN 4:18 p.m.**

**ANNOUNCEMENTS:** Class of '39 Unveiling (Carillon Gardens) December 17 at 4:15 PM and Reception (Madren Center) until 7:30 PM. Must RSVP to attend reception. RSVP to [senate@clermson.edu](mailto:senate@clermson.edu) no later than December 9.

**UPCOMING MEETINGS:**

Committee Meetings	December 17 (variable times and locations)
[ALL Senators]	Class of '39 Unveiling (Carillon Gardens) December 17 at 4:15 PM and Reception (Madren Center) until 7:30 PM. Must RSVP to attend reception. RSVP to <a href="mailto:senate@clermson.edu">senate@clermson.edu</a> no later than December 9.
[Committee Chairs]	Executive Committee Meeting: January 7, 2:30 pm, 158 Surrine Hall
[ALL Senators]	Faculty Senate Meeting: January 14, 2025, 2:30 PM, Madren Center
Committee Meetings	January 21 (variable times and locations)
[Lead Senators]	Advisory Committee Meeting: January 28, 2:30 PM, 158 Surrine Hall

Jennifer L. C. Holland, LMSW  
 Principal Lecturer and Undergraduate Coordinator  
 Secretary, Faculty Senate  
 Clemson University



**CLEMSON**<sup>®</sup>

*Experimental  
Forest*



## Clemson Experimental Forest: It's Future

December 2024 – Faculty Senate



# The Clemson experimental Forest is 18,000 acres that wraps around the campus


- Largest Forest contiguous with its University in the lower 48 States
- 100 miles of shoreline on Lake Hartwell, 90 miles of maintained trails, 150 miles of forest roads
- Available for teaching, research, and is used heavily for recreation by the surrounding community, students, faculty, and staff

The CEF was  
purchased  
by the  
Federal  
Government  
through the  
Bankhead  
Jones Act of  
1937

# CLEMSON COLLEGE LAND UTILIZATION PROJECT

UNITED STATES DEPARTMENT OF AGRICULTURE  
AND CLEMSON COLLEGE

- 
- Initial purchases coalesced to its current area following the flooding of Lake Hartwell (1955-62), and land trades and sales
  - Land use is restricted by the USDA: can only be for public use
  - Total current acreage of “natural resources” land cover: 18,400



Such management practices as prescribed burning, thinning, and planting of a variety of species helped bring the forest to where it is today



Clemson Forest is mostly trees today, but once looked different. Its recovery is a story of ecological resilience

From eroded farms and overused woodlands in the 1930s, to a forested landscape



For decades the CEF was able to mainly support itself by harvesting and growing timber

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- Changing markets for pine
- Differing expectations for the CEF from the users



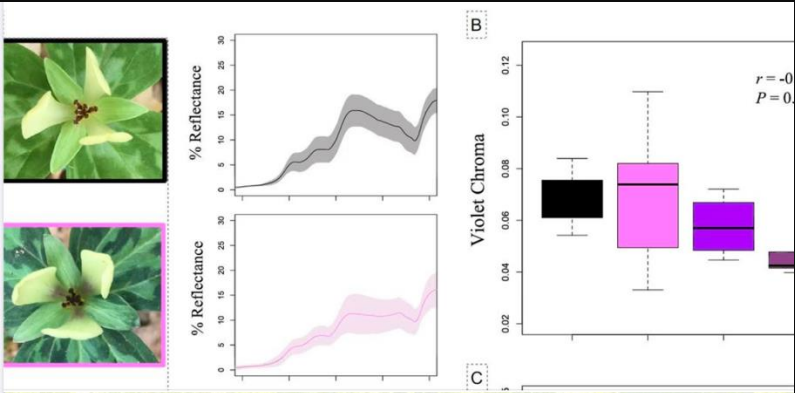


In the early days the focus of teaching and research in the forest was silviculture



Learning to grow and manage trees was the primary academic use of the forest: 1970s

Forestry students learning their trade in silviculture laboratory as they study the responses of the Forest to various types of cutting.



By the 2020's, classes in multiple disciplines, research in multiple colleges

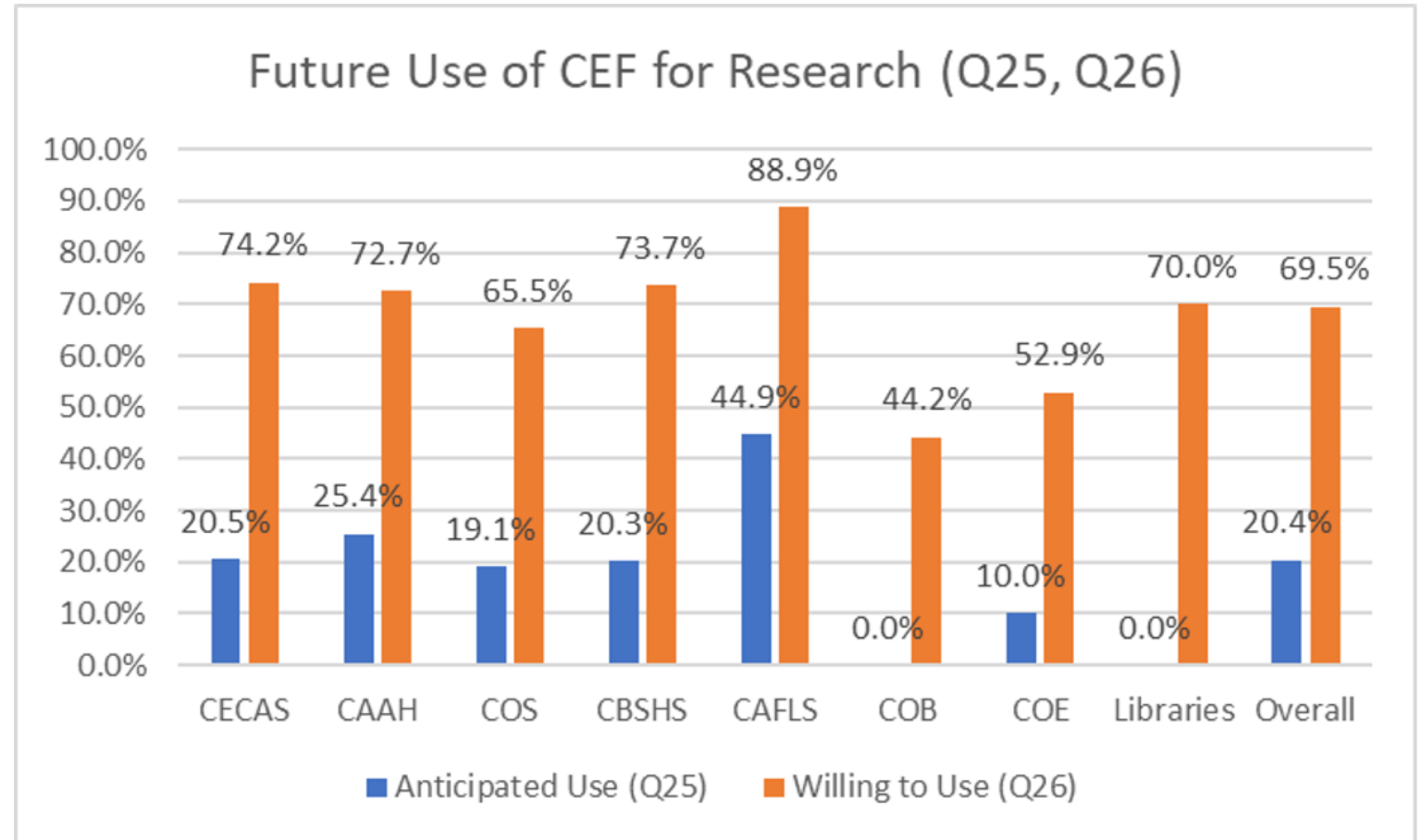


Art class at Indian Springs, 2024

# Surveys documented broad faculty use and interest

A 2022 Faculty Senate report set the tone

Faculty from all colleges report current or future use for teaching or research



19% of faculty currently use CEF for teaching, 17.5% for research.



Clemson Forest  
adds a natural  
dimension to life in  
the community that  
is unmatched in  
most college towns

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Faculty Senate Report Interviews: “I must be inspired to think and write...I write my grants and manuscripts, design experiments, and find solutions all while walking through the CEF”

79% of the Faculty reported they use the CEF for recreation

“I would not be here as a faculty member if the forest was not available for recreation, research, teaching, family outings, hiking time with students and friends.”



# The Clemson Forest has areas of outstanding natural value

- The CEF has nearly 1000 species of vascular plant, making it one of the most diverse locations in the SE United States
- Faculty research is always turning up new species – below, long-tailed weasel

Dr. Lorena Endara,  
Clemson Herbarium





The CEF is loved by its user community - trails are maintained by volunteers – neighbors, students, and faculty

- Coordination and support – New Position - Forest Recreation Manager



Volunteers from the Cliffs - Helene





As campus has grown (3,000 students in 1950 to nearly 30,000 now), the land base for that growth has been the Experimental Forest – Bankhead Jones lands

- Recent conversions include the College of Veterinary Medicine and the Ravenel – Facilities area



# A significant Challenge and Solution

- **BOUNDARY:** The US Forest Service Holds us to No Net Loss of Forest Land
  
- **CHALLENGE:** But Clemson needs to expand land holdings near main campus to meet its mission:
  - Clemson Veterinary College
  - Ravenel Facilities Development
  - Athletics
  - Further growth of the campus
  - Future development for financial and other benefits
  
- **SOLUTION:** Add acreage to the CEF to offset withdrawals, thus keeping the CEF land at “no net loss”



# A second Conundrum

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How do we allocate land uses within the CEF to avoid conflict, maximize resources, and support future needs?



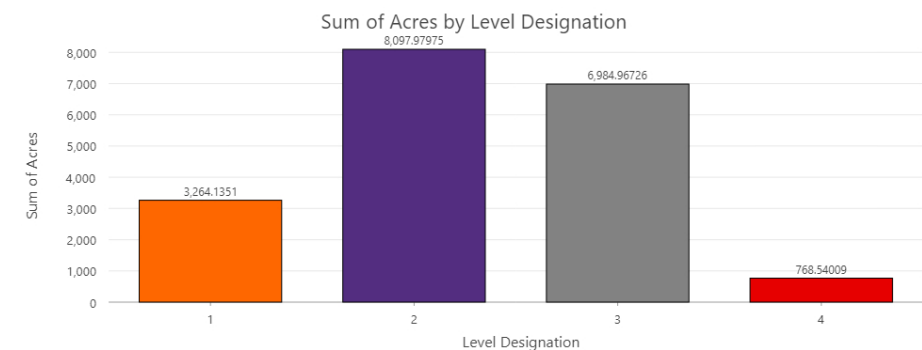
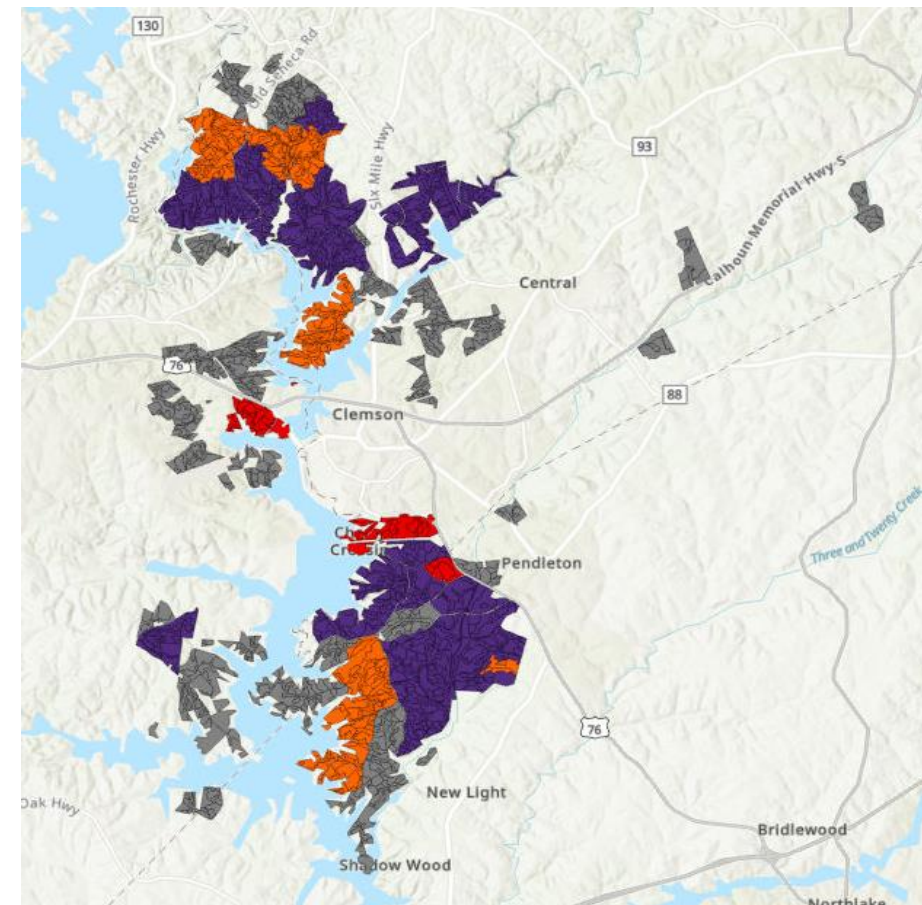


# **Solution:** Allocate uses across the landscape: Parcel prioritization plan

Shown here are four categories (“zones”)

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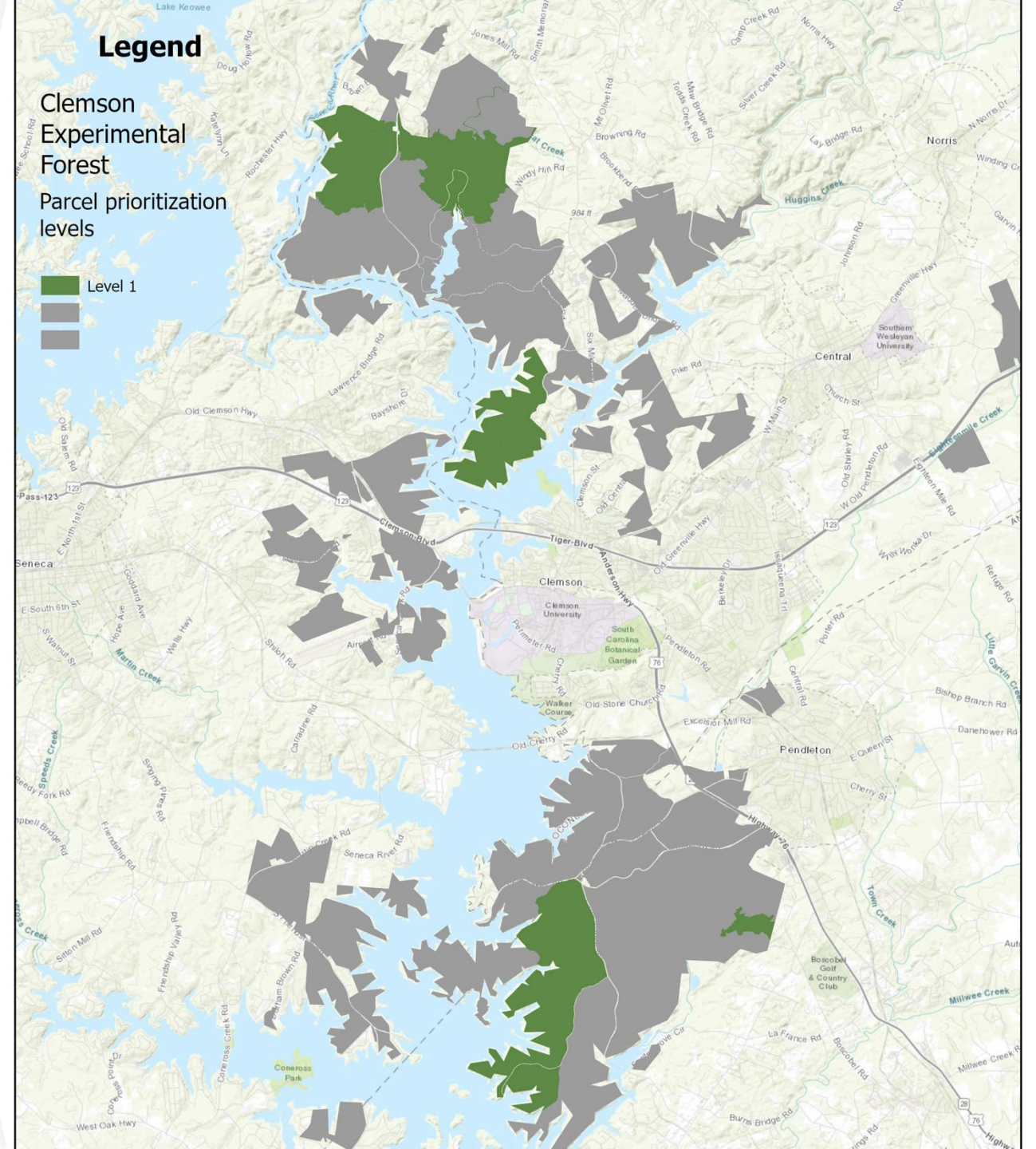
- Zone level 1 – Sensitive ecological areas, restoration ecology, science, education
- Zone level 2 – Sustainable forest management, recreation
- Zone level 3 – Intensive forestry
- Zone level 4 – Campus Long Range Plan



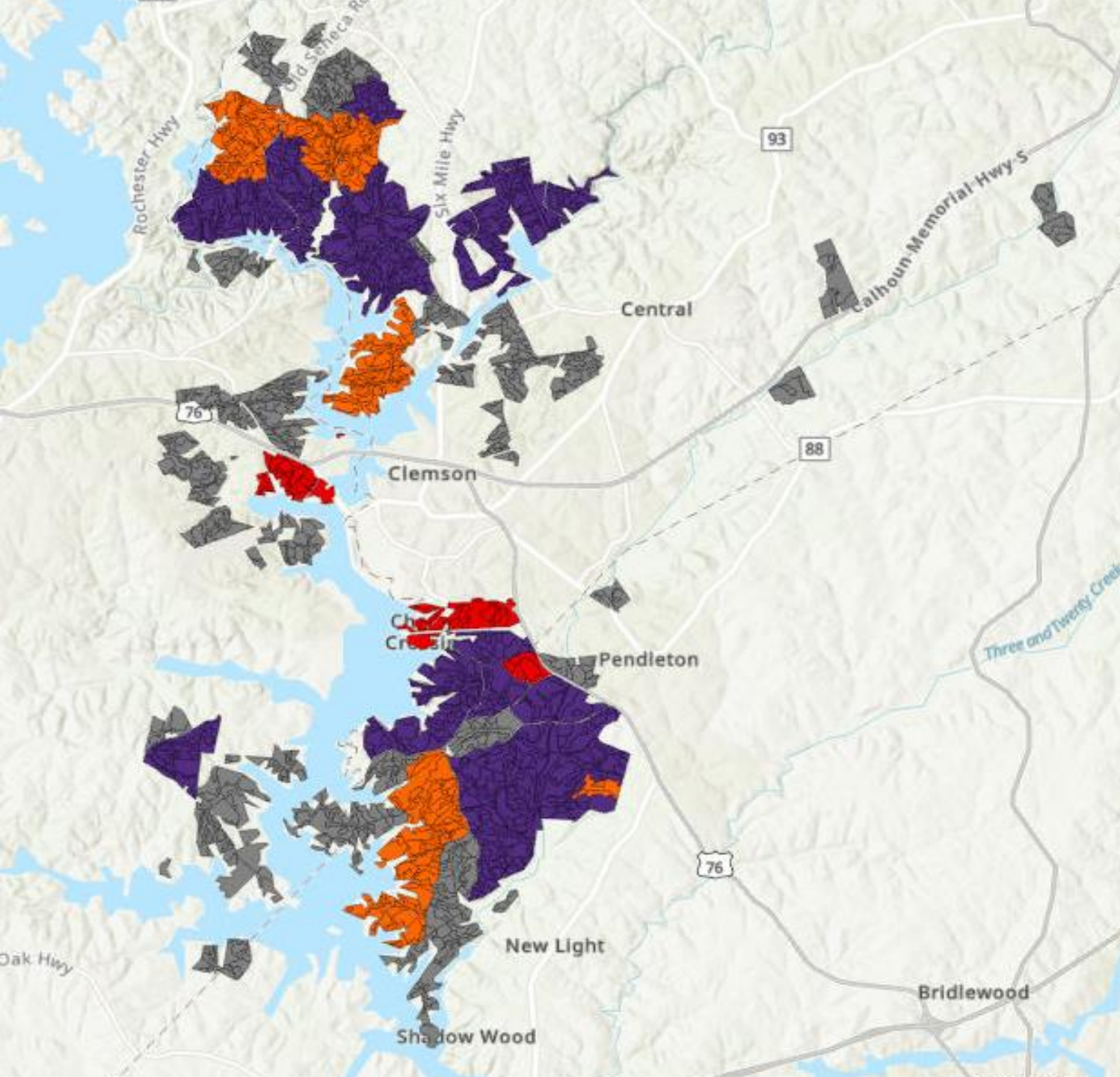


Approved the most ecologically sensitive areas, while allowing for restoration forestry in those areas – BoT, October '24

- 17% of the Forest
- 3,265 acres
- Zone 1: sensitive ecological areas, restoration ecology, science, education







Zone 1	3,264 acres
Zone 2	8,098 acres
Zone 3	6,985 acres
Zone 4	769 acres

**NO NET LOSS:**  
 As Campus Long Range Plan is executed, will take areas to “develop” from zones 2,3,4.  
These areas will be tracked and accounted for, so equal value acquisitions can be pursued.

# “Land Ethic” to guide our decisions

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- Future uses will be guided by a single set of principles that maintain the integrity of the forest, while allowing for multiple uses and flexibility
  
- Aldo Leopold, one of the “fathers” of natural resource science, extended the concept of ethics from our own communities to how we treat and manage the land



# A Clemson Forest Land Ethic (Philosophical)

- *The Clemson Experimental Forest Ethic is rooted first in the safety and integrity of the biotic and abiotic system of the Forest over the long-term.*
- *We recognize the Forest for its intrinsic value, incorporating that which we cannot see and understand, including values of the Forest beyond any perceived use to humans.*
- *From this core our ethic extends to the purpose of the restorative ethic in the Bankhead Farm Jones Tenant Act and as an expression of the Land Grant mission of Clemson University, and as integral to the University mission of a high seminary of learning and knowledge creation.*
- *We value the Forest as a source of aspiration; discovery through research, instruction and enterprise as well as a source of human well-being and flourishing.*
- *We recognize the importance of the Forest as an interface between the University with citizens, and as such our values of place will be communicated clearly.*
- *The Forest is also a collection of stories, including but not limited to forest renewal and succession, the many human connections to place, poverty alleviation, survival, opportunity, discomfort, learning, loss, and renewal. We value revealing stories that express the dialogue of place that can grow our deeper understanding of place.*
- *We understand the Forest as a nexus of the community and region, and a catalyst for connectivity with many values of place.*
- *We support aspirational actions that enhance and amplify the values of place in line with the Land Ethic of the Forest.*

- Author: Dr. Elizabeth Baldwin



# Future: 18,400 acres of Clemson forest

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- **Parcel Prioritization Plan**
- **No Net Loss**
- **Recreation Manager**
- **Land Ethic**





**FACULTY SENATE RESOLUTION 202409**

**Policy Committee Approval: November 19, 2024**

**Faculty Senate Consideration (proposed): January 14, 2025**

**Topic: “Graduate Study by Faculty”**

**Whereas**, Clemson University makes provision for faculty participation in planning, policymaking, and decision-making with regards to matters of faculty welfare and general university concern; and

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

**Whereas**, faculty continuing education enhances teaching effectiveness, fosters innovation and keeps faculty current with advancement in their disciplines, ultimately improving an institution’s academic reputation; and

**Whereas**, the consolidation and advancement of academic disciplines has created opportunities for tenured and tenure-track faculty professional development through the pursuit of additional advanced degrees; and

**Whereas**, the *Faculty Manual* currently restricts tenured and tenure-track faculty from being candidates for some graduate degrees related to their primary areas of professional responsibility; and

**Whereas**, Policy Committee Report 202325 (FSR202325), which was adopted by the Faculty Senate on December 10, 2024, recommended amendments to the *Faculty Manual* to remove the restriction on tenured and tenure-track faculty from being candidates for an advanced degree; and

**Whereas**, two amendments to the *Faculty Manual* are required to affect the recommendations of PCR202325; it is therefore

**Resolved**, that Chapter VI§K.1 of the *Faculty Manual* be amended to **strike** the words “Vice” and **insert** the word “Associate” before the word “Provost”; and it is

**Resolved**, that that Chapter VI§K.1.a of the *Faculty Manual* be amended to **strike** the entirety of this section and **insert** the following text in its place:  
“a. Faculty members pursuing graduate degrees in their primary area of professional responsibility or in the unit(s) in which they are appointed should be cognizant of potential conflicts of interest that may arise from their dual role as faculty and student. The

44 department chair (or school director) shall be responsible for monitoring and mitigating  
45 and potential conflicts of interest that may arise.”

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47 *This resolution will become effective upon approval by the Clemson University Executive*  
48 *Vice President for Academic Affairs and Provost and its inclusion in the Faculty Manual.*

49

50 **Final Proposed Language**

51 K. Graduate Study by Faculty

52 1. With the approval of the appropriate administrators and the ~~Vice~~ **Associate** Provost and  
53 Dean of the Graduate School, University faculty, administrators, and staff may pursue  
54 graduate work for credit at Clemson.

55 a. ~~No tenured or tenure track faculty member, other than instructor, may be~~  
56 ~~considered as a candidate for an advanced degree at Clemson University in the~~  
57 ~~faculty member’s primary area of professional responsibility or in the department in~~  
58 ~~which the faculty member is a member.~~

59 **a. Faculty members pursuing graduate degrees in their primary area of**  
60 **professional responsibility or in the unit(s) in which they are appointed should be**  
61 **cognizant of potential conflicts of interest that may arise from their dual role as**  
62 **faculty and student. The department chair (or school director) shall be responsible**  
63 **for monitoring and mitigating any potential conflicts of interest that may arise.**





**FACULTY SENATE RESOLUTION 202410**

**Policy Committee Approval: November 19, 2024**

**Faculty Senate Consideration (proposed): January 14, 2025**

**Topic: “Faculty Senate Abrogation of Policy”**

**Whereas**, Clemson University makes provision for faculty participation in planning, policymaking, and decision-making with regards to matters of faculty welfare and general university concern; and

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

**Whereas**, in exceptional circumstances, policies within the *Faculty Manual* may impede an individual or academic unit from efficiently carrying out the academic mission of the University; and

**Whereas**, such cases may warrant the Faculty Senate exercising its authority to grant a temporary abrogation of *Faculty Manual* policies; and

**Whereas**, the *Faculty Manual* does not currently contain provisions governing the exercise of this authority; and

**Whereas**, Policy Committee Report 202423 (FSR202423), which was adopted by the Faculty Senate on December 10, 2024, recommended amendments to the *Faculty Manual* to formalize the process by which the Senate may consider and approve temporary abrogation of policies; and

**Whereas**, one amendment to the *Faculty Manual* is required to affect the recommendation of PCR202423; it is therefore

**Resolved**, that Chapter III§A.1.c of the *Faculty Manual* be amended to insert the following text as a new section: “Under exceptional circumstances, polices within the *Faculty Manual* may impede an individual or academic unit from efficiently carrying out the academic mission of the University. In such cases, individuals may request temporary abrogation of *Faculty Manual* policies by submitting a formal request to the President of the Faculty Senate. Any abrogation of policy must receive approval of the Faculty Seante Advisory Committee, a two-thirds majority of the Faculty Senate, and the Executive Vice President for Academic Affairs and Provost.”

44 *This resolution will become effective upon approval by the Clemson University Executive*  
45 *Vice President for Academic Affairs and Provost and its inclusion in the Faculty Manual.*

46

47 **Final Proposed Language**

48 Chapter III: Introduction

49 A. Overview

50 1. The Nature and Function of This Manual

51 c. Policies set forth in the *Faculty Manual* identify the rights of faculty members at  
52 Clemson University. No Department, School, College or University policies  
53 related to these rights may abrogate or alter the policies specified in the manual  
54 without approval of the Faculty Senate.

55 i. **Under exceptional circumstances, policies within the Faculty Manual may**  
56 **impede an individual or academic unit from efficiently carrying out the**  
57 **academic mission of the University. In such cases, individuals may request**  
58 **temporary abrogation of Faculty Manual policies by submitting a formal**  
59 **request to the President of the Faculty Senate. Any abrogation of policy**  
60 **must receive the approval of the Faculty Senate Advisory Committee, a two-**  
61 **thirds majority of the Faculty Senate, and the Executive Vice President for**  
62 **Academic Affairs and Provost.**

63



**FACULTY SENATE RESOLUTION 202411**

**Policy Committee Approval: November 19, 2024**

**Faculty Senate Consideration (proposed): January 14, 2025**

**Topic: “College Advisory Committees”**

**Whereas**, Clemson University makes provision for faculty participation in planning, policymaking, and decision-making with regards to matters of faculty welfare and general university concern; and

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

**Whereas**, Faculty Advisory Committees perform an important shared governance function in advising the administration on matters of academic policy and faculty welfare; and

**Whereas**, the *Faculty Manual* currently requires standing Faculty Advisory Committees at the departmental (unit) level, but does not require them at the College level; and

**Whereas**, Policy Committee Report 202417 (FSR202417), which was adopted by the Faculty Senate on December 10, 2024, recommended amendments to the *Faculty Manual* to require colleges to establish standing Faculty Advisory Committees within their bylaws; and

**Whereas**, three amendments to the *Faculty Manual* are required to affect the recommendations of PCR202417; it is therefore

**Resolved**, that Chapter VI§H.1.g of the *Faculty Manual* be amended to **strike** the words “(or a college faculty as a whole if no College Advisory Committee exists)” from the end of this section; and it is

**Resolved**, that Chapter VIII§E.5.b.ii of the *Faculty Manual* be amended to **strike** the words “only in the absence of a unit” and **insert** the words “the Faculty” before the words “Advisory Committee” and to **strike** the words “a committee consisting of at least four faculty members, excluding administrative faculty, elected from and by the unit’s constituent group” from the end of the section; and it is

**Resolved**, that Chapter IX§K of the *Faculty Manual* be amended to add the following words as a new section:

“4. Standing Faculty Advisory Committee

a. Each college shall establish a standing advisory committee of faculty members, the

- 44 composition of which shall be specified in the college bylaws.  
45 b. This committee shall advise the dean on matters which the dean or college faculty  
46 brings to it, as well as fulfilling specific shared governance functions required by the  
47 *Faculty Manual*, as needed.  
48 c. In the absence of a standing advisory committee in the bylaws, or whenever such a  
49 committee has not been convened, the role of the committee shall be filled by the  
50 college's Faculty Senate delegation.”

51  
52 *This resolution will become effective upon approval by the Clemson University Executive*  
53 *Vice President for Academic Affairs and Provost and its inclusion in the Faculty Manual.*  
54

55 **Final Proposed Language**

56 **Chapter VI.H.1g.**

- 57 ii. A chair or dean may propose an alternative policy, which would take effect if approved  
58 by the Departmental or College Faculty Advisory Committee ~~(or the college faculty as a~~  
59 ~~whole if no College Advisory Committee exists).~~

60 **Chapter VIII.E.5.b.ii.**

- 61 (2) For academic college-level interim appointments: ~~only in the absence of a unit **the**~~  
62 **Faculty** Advisory Committee; ~~a committee consisting of at least four faculty members,~~  
63 ~~excluding administrative faculty, elected from and by the unit's constituent group;~~

64 **Chapter IX.K.**

65 **4. Standing Faculty Advisory Committee**

66 **a. Each college shall establish a standing advisory committee of faculty members,**  
67 **the composition of which shall be specified in the college bylaws.**

68 **b. This committee shall advise the dean on matters which the dean or college**  
69 **faculty brings to it, as well as fulfilling specific shared governance functions**  
70 **required by the Faculty Manual as needed.**

71 **c. In the absence of a standing advisory committee in the bylaws, or whenever such**  
72 **a committee has not been convened, the role of the committee shall be filled by**  
73 **the college's Faculty Senate delegation.**

74

75

## POLICY COMMITTEE REPORT

### Standing Agenda Items:

202202a (Review of Academic Administrators)

### Related Senate Reports and Resolutions:

PCR 202202 (Review of Academic Administrators)

FSR 202302 (Resolution to Affect Recommendations of PCR 202202)

PCR 201906 (Review Cycle for Administrators)

### See Also:

PCR 202326 (College- and University-level Administrative Appointments)

PCR 202324 (Academic Administrators and Administrative Faculty)

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The Policy Committee has considered this matter under the charge of general university policy review, faculty professional ethics; the appointment, tenure, and promotion of faculty, and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

### Background

Standing agenda item 202202 was originally committed on November 9, 2021, by the Faculty Senate upon the adoption of PCR 201906 and its recommendations with the charge to

“Review the language on the *Faculty Manual* that describes the review process for academic administrators. Specifically discuss the criteria and evaluation forms to determine best practices and research peer and near-peer policies regarding similar survey instruments and evaluation criteria.”

PCR 202202 was adopted by the Faculty Senate on May 10, 2022 and recommended 16 changes to the *Faculty Manual* to revise the review process for academic administrators. FSR 202302, which resolved to amend the *Faculty Manual* to affect the recommendations of PCR 202202 was adopted by the Faculty Senate on February 14, 2023. Subsequently, the Provost rejected FSR 202302 and returned it to the Policy Committee for revision.

This standing agenda (202202a) was recommitted on August 1, 2023 during a meeting of the Faculty Senate Executive Committee with the updated charge to

“Discuss the Provost’s feedback on FSR 202302 and make recommendations to revise the findings and/or recommendations of PCR 202202 to address the concerns raised. If needed, present an alternate plan to implement the recommendations of PCR 201906. ”

## Discussion and Findings

Faculty Senate President Duffy and Vice President White met with the Provost Jones on multiple occasions to discuss feedback on FSR 202302. The primary concerns with the proposed amendments to the *Faculty Manual* were the perceived magnitude of the changes and the inability to predict how the changes might increase the workload of administrators (both those undergoing review and organizing reviews for their subordinates) and faculty serving on review committees. Furthermore, the Provost would like the Faculty Senate to discuss ways to ensure the policies and procedures for administrator review are as efficient as those of our peer and aspirational peer institutions, while still upholding the university's commitment to shared governance. Following this feedback, the Policy Committee reviewed and discussed each of the recommendations of PCR 202202 separately to determine their alignment with these considerations.

### Recommendation 1:

*"The Policy Committee recommends that the Faculty Manual be amended to indicate that only the evaluative questions provided on the approved review form be used. Demographic questions can be added or amended based on the will of the review committee, with the approval of the immediate supervisor."*

### Recommendation 2:

*"The Policy Committee recommends that the forms in Appendix E of the Faculty Manual be amended to indicate which questions are demographic (and can be changed) and which are evaluative (and cannot be changed)."*

### Recommendation 3:

*"The Policy Committee recommends that the evaluative questions in Appendix E of the Faculty Manual be updated, using an ad hoc committee to propose these updates."*

These three recommendations have been incorporated into standing agenda item 202301 (Appendix E: Administrator Evaluation Forms) which is currently committed to the standing agenda of the Welfare Committee. The Policy Committee finds that these recommendations have no impact on the concerns raised by the Provost other than the comparison to the evaluation tools of peer and aspirational peer institutions, which is included in the scope of the Welfare Committee's charge.

### Recommendation 4:

*"The Policy Committee recommends that the Faculty Manual be revised to ensure that a window of 21 calendar days be provided for the return of the forms from constituents and peers after their distribution."*

Recommendation 5:

*“The Policy Committee recommends that the Faculty Manual be revised to either remove the phrase ‘In all instances of an administrator’s review’ or change it to ‘When performing a review for continued appointment as an academic administrator.’”*

These recommendations are simply a clarification of the current *Faculty Manual* language to remove ambiguity and do not represent a change in policy. The Policy Committee finds that these recommendations have no impact on the concerns raised by the Provost except to confirm the importance of ensuring all faculty (and staff) who are affected by an academic administrator have adequate opportunity to participate in the review process.

Recommendation 6:

*“The Policy Committee recommends that completion of reviews for the purpose of continued time as an academic administrator be based on the appointment date of the academic administrator.”*

This recommendation removes ambiguity from the *Faculty Manual* about when the first year of service begins for an academic administrator and creates internal consistency with the Manual. The Policy Committee finds that this recommendation has no impact on the concerns raised by the Provost.

Recommendation 7:

*The Policy Committee recommends that the Faculty Manual be amended to emphasize the ability of the immediate supervisor to begin a review before the latest year listed.*

This recommendation is a clarification of the existing *Faculty Manual* language, since the policy on administrator review already provides that review for administrative appointment must occur *“at least* every five years.” However, policies applying to specific administrators (department chairs and deans) specify exact times when the review must occur. The Policy Committee determined that creating additional provisions for more frequent reviews may create inefficiencies and increased workload for both administrators subject to review and the faculty committees which must be established to perform the review.

Recommendation 8:

*“The Policy Committee recommends that specific windows for the review of academic administrators be defined to avoid busy times related to faculty tenure, promotion and reappointment processes.*

This recommendation is important for conducting reviews in an efficient manner and ensuring they are completed during the academic year (so as not to subject nine-month faculty to additional service in the summer months.) However, a strict calendar such as the one proposed in the report may have the opposite effect and removes the agency of the supervisor and committee to determine the most efficient timeline for a specific review.



The Policy Committee recommends implementing this recommendation by specifying only the date by which review committees must be established and charged, such that the entire review process can be completed by May 15. The Committee also recommends including a provision if this timeline cannot be met, such as requiring compensation for 9-month faculty if reviews extend into the summer.

Recommendation 9:

*“The Policy Committee recommends that a calendar [describing when every academic administrator’s reviews must be conducted, at the individual level] be established and published on the Provost’s Website for all academic administrators to which this policy applies, and such a requirement be codified in the Faculty Manual.”*

The Policy Committee determined that while potentially burdensome, this recommendation would ensure that administrative reviews are conducted efficiently by having a central authority monitoring the schedule for administrative reviews. Practically, this task could be managed by the Faculty Senate.

Recommendation 10:

*“The Policy Committee recommends that the nature of the written report from the review committee be expanded from being based on faculty or staff opinion as solicited by the approved form to being (1) a summary of the input received from the form; (2) the committee’s interpretation of that input relative to the materials submitted by the academic administrator; and (3) recommendations to the immediate supervisor relative to the continued appointment of the academic administrator and recommendations to improve the administration of the unit.”*

The Policy Committee determined that the nature of the written report suggested by this revision produces more actionable feedback for the reviewing administrator than what the current *Faculty Manual* language requires and supports its adoption as originally recommended.

Recommendation 11:

*“The Policy Committee recommends that the Faculty Manual specify that the conclusion of the review process be communicated to the constituent group by a formal communication with a deadline.”*

This recommendation introduces a policy change to disseminate the results of an administrative review to the constituent group. The Policy Committee determined that this added transparency at the end of the review process would reinforce accountability and empower faculty in the shared governance process by demonstrating that their feedback has a tangible impact on the administration of the university. This recommendation has only a minor impact on the efficiency of the review process but substantially increases its legitimacy and aligns well with the university’s commitment to shared governance. The Policy Committee recommends keeping this amendment, but clarifying the expectations

for the formal communication such that there is no ambiguity of what the communication includes and who receives it.

Recommendation 12:

*“The Policy Committee recommends that the review committee be provided the report of the immediate previous review, if any, by the immediate supervisor.”*

This recommendation is simply a clarification that this information should already be made available to the committee and does not represent a change in policy. The Policy Committee finds that this recommendation has no impact on the concerns raised by the Provost.

Recommendation 13:

*“The Policy Committee recommends that the review committee be empowered to request additional input mechanisms, including but not limited to additional surveys, focus groups, etc., to be approved by the immediate supervisor.”*

The Policy Committee determined that this recommendation may place an unfair burden on some administrators under review and decrease the efficiency of the review process. The Committee feels that if there is insufficient data to perform administrative reviews, a better solution is to update the required data that must be provided to every review committee. The Committee recommends the Welfare Committee address this in their review of the questions on the standard form for review of administrators.

Recommendation 14:

*“The Policy Committee recommends adding a definition of University-level academic units, academic college, and units within colleges, to support formation of review committees application of the proposed timelines for academic administrator review. The categorization of an academic administrator will be based on the academic homes of the majority of faculty and departments of the majority of students impacted by that academic administrator.”*

This recommendation was already addressed separately in PCR 202326 and is no longer relevant to this agenda item, except that these classifications can be used to tailor policy language to specific administrators.

Recommendation 15:

*“The Policy Committee recommends that a uniform phrase of ‘review committee’ be used throughout Chapter VIII.”*

This recommendation is a clarification of policy language in the *Faculty Manual* and does not represent a change of policy. The Policy Committee finds that this recommendation has no impact on the concerns raised by the Provost.

Recommendation 16:

*“The Policy Committee recommends that Chapter VIII E4 be reorganized and expanded, consistent with the recommendations above.”*

This recommendation is a reorganization of this section of the *Faculty Manual* to increase readability and make it easier for supervisors and review committees to find the policies and procedures relevant to a particular search. While this (marginally) increases the efficiency of the process, a total restructuring of this section contributes to the *perceived* magnitude of the changes outlined in the report. Since pending reports from the Policy Committee standing agenda (PCR 202324 and PCR 202327) also recommend amendments to Chapter VIII, the Policy Committee recommends the reconsidering the reorganization of this section as a part of broader changes to this chapter in one comprehensive resolution, to be drafted in consultation with the Provost’s office prior to consideration by the Faculty Senate.

**Recommendations**

Following discussion, the Policy Committee recommends:

1. that recommendations 1-6, 10-12, and 15 be implemented as previously adopted by the senate in PCR 202202, without revision;
2. that recommendations 7-9 and 13 from PCR 202202 be implemented as amended in this supplementary report;
3. that no further action be taken on recommendations 14 and 16 from PCR 202202; and
4. that the *ad hoc* select committee, established by the Faculty Senate in the acceptance of PCR 202324, incorporates the recommendations of PCR 202202 (as amended herein) into the draft resolution to amend Chapter VIII of the *Faculty Manual*.

## POLICY COMMITTEE REPORT

### Standing Agenda Item:

202325 (Graduate Study by Faculty)

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The Policy Committee has considered this matter under the charge of general university policy review, faculty professional ethics; the appointment, tenure, and promotion of faculty, and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

### Background

Standing agenda item 202325 was committed on Tuesday, December 12, 2023 by the Faculty Senate upon adoption of PCR 202302 (Faculty Manual Constitutional Alignment) with the charge to:

“Produce a report that examines, discusses, and issues recommendations regarding the *Faculty Manual* policy on Graduate Study by Faculty (Chapter VI§K1) specifically considering the breadth, or lack thereof, of the policy.”

### Findings

#### Faculty Manual Policy

In PCR 202302, the Policy Committee interpreted the impact of the 2023 amendments to the *Constitution* as they relate to rights and responsibilities of faculty and the restriction of certain faculty functions based on faculty designation and recommended amendment to the policy on Graduate Study by Faculty found in Chapter VI§K1 of the *Faculty Manual*:

#### K. Graduate Study by Faculty

1. With the approval of the appropriate administrators and the Vice Provost and Dean of the Graduate School, University faculty, administrators, and staff may pursue graduate work for credit at Clemson.
  - a. No ~~tenured or tenure track~~ regular faculty member, ~~with a rank higher than instructor~~ **other than instructor**, may be considered as a candidate for an advanced degree at Clemson University in the faculty member’s primary area of professional responsibility or in the department in which the faculty member is a member.

## Peer Institutions

The Policy Committee looked at our peer (LGPR1) and peer aspirational (LGPR1AAU) institutions to determine the breadth of similar policies. These policies are summarized in Table 1.

*Table 1: Policies on graduate study by faculty at peer and aspirational peer institutions*

	Institution	Policy Details
Peer (LGPR1)	University of Delaware <sup>1</sup>	Faculty cannot concurrently pursue a degree in the program in which they are employed at the University.
	Auburn University <sup>2</sup>	Employees are eligible to pursue undergraduate and graduate degrees and receive a tuition waiver. There is no specific policy restricting faculty from being enrolled in a degree program.
	Kansas State University <sup>3</sup>	Employees (including faculty) are eligible to receive tuition assistance for one undergraduate or graduate course per semester. There is no specific policy restricting faculty from being enrolled in a degree program.
	University of Nebraska-Lincoln <sup>4</sup>	Employees (including faculty) are eligible to receive a scholarship for up to 15 credit hours per academic year (normally 6 credit hours per semester) and must be admitted as students. There is no specific policy restricting faculty from being enrolled in a degree program.
	University of Arkansas <sup>5</sup>	Employees can receive a tuition reduction to pursue undergraduate, graduate, or professional (except law or medical) degrees. The amount of the reduction depends on when employees enrolled (policy change occurred May 2017.) There is no specific policy restricting faculty from being enrolled in a degree program.
	Oklahoma State University, Stillwater <sup>6</sup>	Faculty can enroll in courses and receive fee waivers. There is no published policy about faculty being candidates for degrees.

<sup>1</sup> <https://facultysenate.udel.edu/files/2024/08/FACULTY-HANDBOOK-7.1.24-1.pdf> (Section 4.2.9)

<sup>2</sup> [https://www.auburn.edu/administration/human\\_resources/hrd/employee.php](https://www.auburn.edu/administration/human_resources/hrd/employee.php)

<sup>3</sup> <https://www.k-state.edu/policies/ppm/4800/4870.html>

<sup>4</sup> <https://nebraska.edu/faculty-and-staff/resources/employee-dependent-scholarship-program>

<sup>5</sup> <https://policies.uark.edu/faculty-handbook/4-general-policies-procedures-services/2/c.php>

<sup>6</sup> <https://adminfinance.okstate.edu/site-files/documents/policies/university-enrollment-and-fee-waivers-for-faculty.pdf>

Aspirational (LGPR1AAU)	Michigan State University <sup>7,8</sup>	The employee tuition reduction program only covers spouses/dependents, but there is a Professional Development Support program for Academic Professionals to pursue degree related coursework. There are no other published policies about faculty being enrolled in a degree program.
	Purdue University <sup>9</sup>	Graduate Faculty must receive approval from the Dean of the Graduate School and Provost. While pursuing a degree, faculty are placed on “Special Graduate Faculty Appointment.” There is no published policy for non-Graduate Faculty.
	Rutgers University, New Brunswick <sup>10</sup>	Faculty below the rank of Associate Professor receive a full tuition remission for undergraduate or graduate coursework. Faculty at the associate level or above receive a 50% remission. The policy specifically allows faculty to take coursework as a matriculated (degree seeking) student.
	Texas A&M University <sup>11</sup>	The Employee Tuition Assistance program is available to academic professional track (NTT) faculty and requires enrollment in a degree program. There is no other published policy relating to faculty enrolling in degree programs.
	The Ohio State University <sup>12</sup>	The Faculty and Staff Tuition Assistance Plan specifically allows eligible participants (including faculty) to enroll in degree seeking programs (Undergraduate, Graduate, or Professional) upon meeting the university’s admissions standards.
	The Pennsylvania State University <sup>13</sup>	While eligible for tuition remission, no academic employee above the rank of Instructor, Research Assistant, or equivalent may receive a graduate degree in any program where the faculty member has membership, teaches courses, serves on graduate committees, or has other supervisory responsibilities which might give rise to conflicts of interest. The faculty member should inform their department head of their intention to pursue and advanced degree [ <i>in another unit/discipline.</i> ]
	The University of Arizona <sup>14</sup>	Faculty are eligible for the qualified tuition reduction plan. There are no published policies restricting faculty enrollment in degree programs.
	University of Florida <sup>15</sup>	Faculty can participate in the Employee Education Program for either a degree seeking program or as a non-degree seeking student. There are no other published policies restricting faculty enrollment in a degree program.
	University of Illinois, Urbana-Champaign <sup>16</sup>	Professors, associate professors, and assistant professors may not be candidates for advanced degrees in their department or division. Enrollment in other departments or divisions requires special approval of the unit head and the Graduate School.

<sup>7</sup> <https://hr.msu.edu/professional-development/course-fee-courtesy.html>

<sup>8</sup> <https://hr.msu.edu/professional-development/faculty-academic-staff/academic-specialists-program.html>

<sup>9</sup> <https://catalog.purdue.edu/content.php?catoid=17&navoid=21840#appendix-i-request-for-approval-for-graduate-faculty-to-pursue-a-graduate-degree>

<sup>10</sup> <https://policies.rutgers.edu/B.aspx?BookId=12109&PageId=459477>

<sup>11</sup> <https://livingwell.tamu.edu/employee-tuition-assistance/>

<sup>12</sup> <https://hr.osu.edu/wp-content/uploads/tuition-assistance-faculty-staff.pdf>

<sup>13</sup> <https://policy.psu.edu/policies/hr36#l>

<sup>14</sup> <https://hr.arizona.edu/benefits/education-benefits>

<sup>15</sup> <https://registrar.ufl.edu/registration/employee-education>

<sup>16</sup> <https://www.hr.uillinois.edu/benefits/tuitionwaivers/academic>

	University of Maryland, College Park <sup>17</sup>	Faculty are eligible to participate in the employee tuition remission program. There are no published policies restricting faculty enrollment in degree programs.
	University of Minnesota, Twin Cities <sup>18</sup>	Faculty are eligible for the Regent's Tuition Benefits Program. The policy specifically states participants can pursue undergraduate, graduate, or professional degrees. There are no other published policies restricting faculty enrollment in any degree program.
	University of Missouri, Columbia <sup>19</sup>	Faculty are eligible for the Educational Assistance and Tuition Reduction program. There are no other published policies restricting faculty enrollment in any degree program.

Most peer and peer aspirational institutions have no published policies restricting faculty of any rank from enrolling in a degree seeking program but several either specifically allow it or have employee tuition assistance policies which encourage it. Four institutions place restrictions on some or all faculty enrollment in degree programs:

The University of Delaware has the most restrictive policy, not allowing *any faculty*, regardless of designation/rank/tenure status to pursue an advanced degree in their own unit.

Purdue University requires any member of the Graduate Faculty to apply for special approval from the Dean of the Graduate School and the Provost. This application includes a plan to address potential conflicts of interest that may arise while the faculty member is a student. If approved, faculty are placed on a "Special Graduate Faculty Appointment" while enrolled as students. There don't appear to be any specific policies that apply to faculty members who are not a part of the Graduate Faculty.

The Pennsylvania State University has a similar, but slightly more restrictive policy to Clemson, restricting any faculty member above the Instructor level (or equivalent) from pursuing a degree in any unit they are appointed, teach, serve on graduate committees, or have other potential conflicts of interest.

University of Illinois, Urbana-Champaign has a policy roughly equivalent to Clemson, though approval to pursue a degree in a unit different from the one in which the (Tenure Track) faculty member is appointed also requires approval of that unit's department head and the Graduate School's faculty advisory committee.

## Discussion

The Policy Committee attempted to determine the original intent of this policy, but since it predates the establishment of the Faculty Senate, the committee could only guess at the rationale. Since many faculty of the university historically only held bachelor's or master's degrees, the Committee posited that the policy may have been put in place to prevent potential conflicts of interest, especially when departments were quite small. The analysis of similar policies at peer institutions indicates that real or perceived conflicts of interests are a primary concern for those institutions that have similar policies.

<sup>17</sup> <https://uhr.umd.edu/benefits-and-wellness/tuition-remission>

<sup>18</sup> <https://hr.umn.edu/Benefits/About-Regents-Tuition-Benefits-Program>

<sup>19</sup> <https://www.umsystem.edu/ums/rules/hrm/hr300/hr303>



The Committee first discussed expanding the breadth of the policy such that it applies to all faculty on regular appointments instead of just those in tenure track positions. The Committee strongly felt that such an expansion would have potential negative effects on lecturers and other non-tenure track faculty who may not have terminal degrees and wish to pursue them in order to advance their careers, either at Clemson or elsewhere. Anecdotally, the Committee was aware of cases where lecturers were pursuing advanced degrees in the departments in which they are appointed as they try to transition to tenure track roles. At the same time, recent changes to other university policy have now given these non-tenure track faculty a voice in institutional shared governance, including peer evaluation on TPR committees which may allow possible conflicts of interest to arise.

As an illustrative example, the Committee considered a hypothetical case where a Senior Lecturer pursuing a PhD in their department must take a class taught by a Lecturer whose reappointment they are reviewing as a member of the departmental TPR committee. Such a situation would clearly create a potential conflict of interest. Potential conflicts of interest may also arise between faculty pursuing degrees and other students who they may have potential responsibilities for as a teacher, advisor, or committee member. Though these potential conflicts of interest are not specifically noted in the current policy, the Committee noted that these could be considerations taken into account when requests to pursue graduate degrees are approved by the appropriate administrators.

Next, the Committee discussed the elimination of this policy entirely. While many tenured/tenure track faculty may not have historically been interested in pursuing advanced degrees, the Committee noted that with the consolidation of different disciplines into schools and the advancement of disciplines generally, there may be legitimate professional development reasons why a tenure track or tenured faculty member may want to pursue a related degree in their discipline.

As an illustrative example, a faculty member appointed in an engineering department whose educational background is in a non-engineering discipline may wish to earn a master's degree in their engineering discipline in order to pursue professional licensure.

However, the Committee recognizes that the same conflict of interest considerations discussed above may apply (if not to a greater extent) to tenure track faculty pursuing graduate degrees. The Committee was concerned that if this policy were removed from the *Faculty Manual*, the current conflict of interest policies at the university are insufficient in detail to deal with these potential issues, as most of these policies are focused on financial and research conflicts, though the Committee notes that requests to pursue graduate degrees could still be subject to approval by the appropriate administrators, who could take them into account.

Finally, the Committee discussed an amendment of the policy similar to the policy in place at Purdue. Adding a definition of "Graduate Faculty" to the *Faculty Manual* is currently the subject of standing agenda item 202313. If this classification were to be added to the manual, it may provide a better designator for those faculty who should be impacted by



this policy compared to existing designations in the manual. Since Graduate Faculty status could, in theory, be removed for a period of time while a faculty member is pursuing an advanced degree, it could allow both Tenure Track and Non-Tenure Track faculty to pursue this as an option for professional development, should the need arise, while reducing potential opportunities for conflicts of interest with other graduate students while still allowing faculty to otherwise perform other aspects of their appointments. The policy could also be implemented such that Graduate Faculty may be able to retain their status (or be granted a special status), subject to continuing review and approval by the Graduate School. While there are still potential conflicts of interest that could arise with other faculty, these can be addressed in policy by requiring approval and oversight of unit head (and is no different than other potential conflicts of interest between faculty that may arise, such as when spouses are appointed in the same unit.)

### **Findings**

After much discussion, the Policy Committee determined that:

1. expanding the current policy to apply to all regularly appointed faculty would severely impact the professional development opportunities of non-tenure track faculty; and
2. eliminating the current policy entirely, while creating the potential for conflicts of interest may also create professional development opportunities for tenure track faculty;
3. any conflicts of interest that may arise from removing the policy can be effectively managed by oversight from administrators who must approve any faculty member's pursuit of graduate credit.

### **Recommendations**

Following from these findings, the Policy Committee recommends the amendment of Chapter VI§K1 of the *Faculty Manual* to:

1. eliminate the restriction on tenured or tenure-track faculty from being candidates for advanced degrees; and
2. address potential conflicts of interest that may arise when faculty members are candidates for graduate degrees in the unit(s) in which they are appointed and/or have professional responsibilities to students beyond approval by the appropriate administrators at the onset.

### **Suggested *Faculty Manual* Revision**

#### **K. Graduate Study by Faculty**

1. With the approval of the appropriate administrators and the **Vice Associate** Provost and Dean of the Graduate School, University faculty, administrators, and staff may pursue graduate work for credit at Clemson.
  - a. ~~No tenured or tenure track faculty member, other than instructor, may be considered as a candidate for an advanced degree at Clemson University in the faculty member's primary area of professional responsibility or in the department in which the faculty member is a member.~~

- a. Faculty members pursuing graduate degrees in their primary area of professional responsibility or in the unit(s) in which they are appointed should be cognizant of potential conflicts of interest that may arise from their dual role as faculty and student. The department chair (or school director) shall be responsible for monitoring and mitigating any potential conflicts of interest that may arise.

## POLICY COMMITTEE REPORT

### Standing Agenda Items:

202320 (Administrator Search and Screening Committees: Membership)

202327 (Faculty Search and Screening Committees: Duties and Scope of Work)

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The Policy Committee has considered this matter under the charge of general university policy review, faculty professional ethics; the appointment, tenure, and promotion of faculty, and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

***Note:** While this report recommends revisions to the Faculty Manual and suggests language to affect these recommendations, the final language of any changes is subject to revision before consideration and approval by the Faculty Senate and the Executive Vice President for Academic Affairs and Provost.*

### Background

Standing agenda item 202327 was committed on Tuesday, December 5, 2023 by the President of the University with the charge to:

“Produce a report that examines, discusses, and issues recommendations regarding the *Faculty Manual* policies that describe the origin, method, purpose, and composition of search and screening committees for faculty appointments; clarifies the process of soliciting candidates; and explicitly outlines what information the committee provides to the administrator making the appointment.”

Standing agenda item 202320 was committed on Tuesday, December 12, 2023 by the Faculty Senate upon adoption of PCR 202302 (Faculty Manual Constitutional Alignment) with the charge to:

“Produce a report that examines, discusses, and issues recommendations regarding the *Faculty Manual* policies that restrict primary membership of search and screening committees with the new language “faculty from other designations not represented.”

The charge was amended on May 14, 2024 by the Faculty Senate upon adoption of PCR 202326 (College vs University Appointments) which included the recommendation to address the absence (within the *Faculty Manual*) of details of the scope of service, duties, and charge of search and screening committees for college and departmental level administrators, including what the committee is expected to provide to the administrator making the appointment.

Upon initial discussion of these agenda items, the Policy Committee determined it appropriate to consider them together, broadly recognizing the need for the *Faculty Manual* to define consistent search and screening procedures across all levels of the university.

## **Findings**

### *AAUP Recommendations – Faculty Search and Screening*

In the *1966 Statement on Government of Colleges and Universities*, formulated jointly with the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges (AGB), the AAUP sought to establish a set of principles which clarifies the respective roles of governing boards, faculties and administrators in various matters of institutional governance. On the topic of faculty status, the statement specifically recommended:

“Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.”

In the *2003 Statement on Contingent Appointments and the Academic Profession*, the AAUP specifically addressed faculty participation in peer reviews for appointment (i.e. search committees) of Non-Tenure Track faculty:

“Collegial support of academic freedom for the profession requires conscientious and thorough reviews of the work of all faculty members, including contingent faculty. . . Appointment, review, and reappointment processes should incorporate accepted practices of academic due process, and should give careful attention to the quality of education that the faculty member contributes to the institution.”

This position was further reinforced in the *2014 Statement on The Inclusion in Governance of Faculty Members Holding Contingent Appointments*:

“Faculty have both a right to be evaluated by other faculty and a responsibility to evaluate their peers (“evaluation” is used here in its broadest sense, referring to all

procedures used to determine the employability of a faculty member)... While faculty on contingent appointments may be restricted from participating in the evaluation of tenured and tenure-track faculty, faculty on contingent appointments should have the opportunity to contribute to the evaluation of other contingent faculty.”

#### AAUP Recommendations – Administrator Search and Screening

In the 1974 (Revised 1981) *Statement on Faculty Participation in the Selection, Evaluation, and Retention of Administrators*, the AAUP specifically address faculty participation in peer reviews for the selection of Academic Administrators:

“The role of the faculty in the selection of an administrator other than a president should reflect the extent of legitimate faculty interest in the position. In the case of an academic administrator whose function is mainly advisory to a president or whose responsibilities do not include academic policy, the faculty’s role in the search should be appropriate to its involvement with the office. Other academic administrators, such as the dean of a college or a person of equivalent responsibility, are by the nature of their duties more directly dependent upon faculty support. In such instances, the composition of the search committee should reflect the primacy of faculty interest, and the faculty component of the committee should be chosen by the faculty of the unit or by a representative body of the faculty. The person chosen for an administrative position should be selected from among the names submitted by the search committee. The president, after fully weighing the views of the committee, will make the final choice. Nonetheless, sound academic practice dictates that the president not choose a person over the reasoned opposition of the faculty.”

#### Relevant Faculty Manual Policies

Policies and procedures for the recruitment and appointment of Faculty are found in Chapter V.B of the *Faculty Manual*. These policies contain specific details of the procedures that search and screening committees follow for tenured and tenure-track faculty appointments, including the what information they provide to the administrator(s) responsible for making the appointment:

*“The search and screening committee shall make nominations of suitable candidates to the department chair, including recommended rank and tenure status on appointment.*

*The department chair shall make recommendations to the dean from the candidates nominated by the search and screening committee, indicating the degree of support of the faculty for the recommended candidates, their suggested rank, and the candidates’ suggested tenure status, where appropriate. If no appointment can be made from the list of candidates, additional nominations shall be sought from the committee.” (V§B.5.a.iii-iv.)*

Appointments of non-tenure-track faculty have much less prescriptive policies and procedures, noting only that:

*“Candidates for appointment to other faculty ranks shall be recruited and evaluated using a process specified in the departmental bylaws.*

*(1) Search and screening committees for the recruitment and evaluation of candidates are created in accordance with departmental bylaws.” (V\$B.5.b.i.)*

Policies for faculty participation in the selection of administrators, including interim administrators, through search and screening committees are detailed in Chapter VIII of the *Faculty Manual*.

Additional detail about Search and Screening Committees, as shared governance bodies, is provided in Chapter IX. While this chapter contains information about the composition of these committees, it has no details about their duties or the procedures they follow for regular administrative appointments. For interim appointments, the only policy governing the function of these committees is:

*“The search and screening committee conducts a search for an interim appointment, identifies acceptable candidates and submits the list to the administrator at the next level in the organization who makes the final selection from the names on the list.” VIII\$F.1.b.iii.*

Chapter IV of the *Faculty Manual* also includes policies specific to the composition and functions of search and screening committees for Endowed Chairs and Title Professors and a separate set of policies for Alumni Distinguished Professorships.

## **Discussion**

The Policy Committee discussed the current policies governing both the composition and procedures and noted several shortcomings of the current policies:

- 1) The lack of detail in the policies governing the requirements for search and screening committees for non-tenure-track appointments (compared to tenured and tenure-track appointments) leads to a wide range of interpretations in various units, with some requiring elected committees, some utilizing only the departmental advisory committee, and some requiring no faculty input into these appointments. Without specific *Faculty Manual* policies detailing the procedures these appointments must follow, there is also ambiguity as to whether the appointing administrator(s) are required to select a candidate nominated by the committee, as is the case for tenured and tenure-track appointments.
- 2) The policies on the selection of academic administrators in Chapter VIII have no details about the duties or procedures for search and screening committees for regular administrative appointments. Unlike interim appointments, which can only be made from a list of candidates nominated by the committee, there are no guidelines as to who the appointing administrator(s) are permitted to appoint or



what input the committee provides to them to make the appointment. Anecdotally, this omission has led to administrative searches in which the search and screening committee had no actual power to nominate candidates for the appointment, in clear opposition to the AAUP recommendations cited above.

- 3) There is unresolved ambiguity about the composition of search and screening committees for administrators with regards to representation from various faculty designations, stemming from the *Faculty Manual* amendments introduced in FSR 202325: Faculty Manual Constitutional Alignment.

### **Recommendations**

Following discussion, the Policy Committee recommends amendments to the *Faculty Manual* to:

- 1) Establish a standard set of procedures that all search and screening committees across every level of the university must follow which includes clear guidelines on what information the committee provides to the appointing administrator(s) and specifies that any appointments must be made from the candidates nominated by the committee.
- 2) Update each section identified in this report to reference the new section created as a result of recommendation 1, such that there is uniformity in search and screening procedures regardless of the appointment type.
- 3) Provide more detail to the requirements for search and screening for non-tenure track faculty on **regular appointments** such that there is uniformity across departments as to the procedures that unit search and screening committees must follow when making such appointments.
- 4) Clarify the composition of search and screening and review committees for academic administrators such that there is no ambiguity as to which faculty designations must be represented on these committees.

## POLICY COMMITTEE REPORT

### Standing Agenda Items:

202417 (College Advisory Committees)

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The Policy Committee has considered this matter under the charge of general university policy review, faculty professional ethics; the appointment, tenure, and promotion of faculty, and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

### Background

Standing agenda item 202417 was committed on Tuesday, May 14, 2024 by the Faculty Senate upon adoption of PCR 202326 (College and University Level Administrative Appointments) with the charge to:

“Produce a report that examines, discusses, and issues recommendations regarding the *Faculty Manual* policies on College Advisory Committees. Specifically address the current role and scope of these committees and whether establishing a standing advisory committee should be a requirement in college bylaws.”

### Discussion and Findings

#### Relevant Faculty Manual Policies

The *Faculty Manual* does not currently require colleges to establish a standing faculty advisory committee, but it does assign to functions to such committees, if they exist, and provides alternative bodies to perform these functions if they do not:

#### **Chapter VI.H.1g.ii.**

A chair or dean may propose an alternative policy, which would take effect if approved by the Departmental or College Faculty Advisory Committee (or the college faculty as a whole if no College Advisory Committee exists).

#### **Chapter VIII.E.5.b.ii.(2).**

For academic college-level interim appointments: only in the absence of a unit Advisory Committee, a committee consisting of at least four faculty members, excluding administrative faculty, elected from and by the unit’s constituent group;

Current College Policies

The Policy Committee reviewed the bylaws of the nine academic colleges, and the Libraries, to determine which colleges have standing Advisory Committees as well as to determine details of the committee composition and the roles that these committees perform in each college. These policies are summarized in Table 1.

**Table 1: Faculty Advisory Committees in academic college and the Libraries**

College	Standing Advisory Committee?	Notes
Agriculture, Forestry and Life Sciences (CAFLS)	No	There is no standing advisory committee in the college’s current bylaws, but the newly appointed Dean has expressed a desire to establish one during the next window of bylaws revisions.
Architecture, Art and Construction (CAAC)	Yes	The college has three faculty advisory committees (Regular Faculty, Senate Delegation, and Special Faculty.) All three committee may meet together as on Faculty Advisory Council, if decided upon by the chairs of each. It is unclear which body would fulfill the functions described in the <i>Faculty Manual</i> , if needed.
Arts and Humanities (CAH)	Yes	The Faculty Advisory Council is composed of two faculty from each department (one tenured/tenure track and one from other designations)
Behavioral, Social and Health Sciences (CBSHS)	Yes	The Faculty Advisory Committee consists of one member from each of the degree granting units. The college’s lead senator is an ex-officio member.
Business (COB)	Yes	The Faculty Advisory Council consists of one member from each of the units of the college. The college’s lead senator is an ex-officio member.



Engineering, Computing and Applied Science (CECAS)	No	No advisory committee is established in the bylaws, but ad-hoc committees have been established in the past. Currently, the Faculty Senate delegation of the college functions as an advisory committee to the Dean. The College faculty will consider adding a standing committee (or formalizing its current practice) during the current round of bylaws revisions.
Education (COE)	Yes	The Dean’s Advisory Committee can include students, staff, and administrators, but only faculty may vote. The College elects on faculty member to serve on the committee, but other composition is not specified.
Science (COS)	Yes	The Faculty Advisory Committee consists of the college’s Faculty Senate delegation, plus a representative from each department not represented by the delegation.
University Libraries	Yes	The Library Advisory Committee consists of four elected faculty. This committee functions as both a departmental and college advisory committee.
Veterinary Medicine (CVM)	Yes*	The Dean’s Advisory Committee consists of the college’s Faculty Senate delegation and either one member from each unit or three members elected by the college faculty, whichever is greater. The Dean may also appoint a minority of other members.

\*CVM is currently operating under provisional bylaws, approved by the Faculty Senate, which will become null and void on January 13, 2026 or when the faculty of the College adopt permanent bylaws, whichever occurs first.

Role and Scope of College Advisory Committees

The Policy Committee discussed the role and scope of faculty advisory committees. In addition to the specific functions designated to this committee by the *Faculty Manual*, these committees should also serve as a mechanism by which the dean can get faculty input on decisions outside the purview of another standing committee, when it is not practical to convene the entire college faculty, or when expediency doesn’t allow an ad hoc committee or task force to be established. Importantly, such committees should also facilitate discussion the other direction, as a vehicle for faculty to bring concerns to dean. The Policy Committee noted that requiring an additional shared governance committee within college each does represent a potential increase in service load for faculty. However, only two college don’t currently have standing committees and both have expressed a willingness or taken steps to establish one during their current bylaws revisions. Additionally, when situations arise that require the college advisory committee to act, the current process of electing a separate body or requiring a vote of the entire college faculty is inefficient and also represents a service burden. In order to offset an increase in service

for colleges which don't currently have standing advisory committees, the Policy Committee also discussed a default committee structure composed of the college's Faculty Senate delegation.

## Recommendations

Following discussion, the Policy Committee recommends amendments to the *Faculty Manual* to:

1. Require colleges establish standing advisory committees in their college bylaws;
2. Establish the minimum role and scope of college advisory committees consistent with the discussion in this report;
3. Establish a default committee composition (such as the college's Faculty Senate delegation) which applies if a college advisory committee (or equivalent) is not defined in the bylaws; or at times when the college advisory committee has not been composed as defined in the bylaws; and
4. Remove the alternative shared governance structures for the functions of the college advisory committee currently defined in the manual, as they are no longer necessary.

## Proposed *Faculty Manual* Language

### Chapter VI.H.1g.

- ii. A chair or dean may propose an alternative policy, which would take effect if approved by the Departmental or College Faculty Advisory Committee ~~(or the college faculty as a whole if no College Advisory Committee exists).~~

### Chapter VIII.E.5.b.ii.

- (2) For academic college-level interim appointments: ~~only in the absence of a unit **the Faculty** Advisory Committee; a committee consisting of at least four faculty members, excluding administrative faculty, elected from and by the unit's constituent group;~~

### Chapter IX.K.

#### **4. Standing Faculty Advisory Committee**

- a. Each college shall establish a standing advisory committee of faculty members, the composition of which shall be specified in the college bylaws.**
- b. This committee shall advise the dean on matters which the dean or college faculty brings to it, as well as fulfilling specific shared governance functions required by the *Faculty Manual* as needed.**
- c. In the absence of a standing advisory committee in the bylaws, or whenever such a committee has not been convened, the role of the committee shall be filled by the college's Faculty Senate delegation.**

## POLICY COMMITTEE REPORT

### Standing Agenda Items:

202423 (Faculty Senate Abrogation of Policy)

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The Policy Committee has considered this matter under the charge of general university policy review, faculty professional ethics; the appointment, tenure, and promotion of faculty, and faculty participation in university governance and submits this report for consideration by the Faculty Senate.

### Background

Standing agenda item 202423 was committed by the Faculty Senate President on November 6, 2024 at a meeting of the Faculty Senate Executive Committee, with the charge to:

*“Produce a report that examines, discusses, and issues recommendations regarding the Faculty Senate’s authority to approve abrogation of Faculty Manual policies.”*

This topic was prompted by past actions of the Faculty Senate that allowed academic administrators, or academic units, to violate provisions of the *Faculty Manual* when extenuating circumstances have arisen, by requesting a temporary, one-time abrogation of policy upon the approval of the Senate. The Faculty Manual Consultant has questioned whether the current language of the *Faculty Manual* grants the Senate the authority to consider and approve such requests.

### Discussion and Findings

#### Relevant Faculty Manual Policy

Chapter III§A.1.c states:

*“Policies set forth in the Faculty Manual identify the rights of faculty members at Clemson University. No Department, School, College or University policies related to these rights may abrogate or alter the policies specified in the manual without approval of the Faculty Senate.”*

While this language clearly allows the Faculty Senate to approve policies that violate the provisions of the *Faculty Manual*, it is ambiguous whether the same language can be applied to situations where an action is being taken that violates the provisions.

While reviewing the past instances of the Senate approving abrogation of policy (the extension of an acting administrator beyond 90 days due to the unexpected passing of a unit head near the end of the academic year, and the approval of provisional bylaws for the College of Veterinary Medicine), the Policy Committee determined that such actions were warranted and necessary. Based on its oversight of University policy and ability to amend and approve policies that abrogate the *Faculty Manual*, the Committee determined the Faculty Senate does have the authority to grant such requests, and that the *Faculty Manual* should be updated to formalize the process that the Senate must follow to allow future abrogation of policy, should the need arise.

### Proposed Process

The Policy Committee drew comparisons between granting an abrogation of policy and implementing and immediate revision to the *Faculty Manual*. The latter action requires:

- 1) A recommendation from the appropriate senate committee;
- 2) Approval of the Faculty Senate Advisory Committee;
- 3) A resolution passed by the Senate with a 2/3 majority;
- 4) Approval by the Provost and, if required, the Board of Trustees.

The Policy Committee proposes that a similar process could be employed to ensure sufficient oversight of abrogation of policy.

### **Recommendations**

After discussion, the Policy Committee recommends an amendment to the *Faculty Manual* to formalize the process by which the Faculty Senate may consider and approve temporary abrogation of *Faculty Manual* policies.

### **Final Proposed *Faculty Manual* Language**

Chapter III: Introduction

#### A. Overview

##### 1. The Nature and Function of This Manual

- c. Policies set forth in the *Faculty Manual* identify the rights of faculty members at Clemson University. No Department, School, College or University policies related to these rights may abrogate or alter the policies specified in the manual without approval of the Faculty Senate.
  - i. **Under exceptional circumstances, policies within the *Faculty Manual* may impede an individual or academic unit from efficiently carrying out the academic mission of the University. In such cases, individuals may request temporary abrogation of *Faculty Manual* policies by submitting a formal request to the President of the Faculty Senate. Any abrogation of policy must receive the approval of the Faculty Senate Advisory Committee, a two-thirds majority of the Faculty Senate, and the Executive Vice President for Academic Affairs and Provost.**